

This term, our Class text is a wordless book called 'Window' by Jeannie Baker. This is a beautiful book that shows the changes in an environment, seen over about 24 years, through the window in a family home. This links with our Science topic of 'Animals and their Habitats' as it shows how humans have made changes to a natural habitat to make it better for their own needs.

Along with this planning sheet, you will also need the power point named 'Class 6 - English - Window power point' and the set of resources called 'Class 6 - English - Window - Activity sheets'. These resources will help you to record your learning.

Day One	<p><b>Reading</b> Look at the power point. Take your time to look at the pages carefully. What can you see in each page? Can you see what the environment is like? How does it change from picture to picture? Can you see how the author, Jeannie Baker, has said how old the boy in the family is, without using words?</p> <p><b>Speaking and Listening/Writing</b> Discuss your feelings and opinions about the text with an adult.</p>
Day Two	<p><b>Grammar - Synonyms and Antonyms</b> (synonyms are things that are similar - large/big; antonyms are things that are the opposite - old/young) Go onto the Twinkl website, use the code TWINKLHELPS for free access. This site contains lots of activities (worksheets, powerpoints, games etc) that you can use to help understand or practise your understanding of synonyms and antonyms.</p>
Day Three	<p><b>Grammar - Synonyms and Antonyms</b> (synonyms are things that are similar - large/big; antonyms are things that are the opposite - old/young) Look at the Activities sheets. The first one has picture 1 and 2 from 'Window'. What is the same? What is has changed (is different)? Discuss this with an adult then use the lines underneath to write at least a paragraph to compare them.</p>
Day Four	<p><b>Reading/Writing/Speaking and Listening</b> Look at the set of pictures from the text in the activities pack. They are in the wrong order (on purpose). Can you cut them out and put them into the correct order? I have included a page with the same number of boxes for you to put the correctly ordered pictures. While you are doing this, talk about what is happening in the story. Can you see how the author has 'written' the story of their view from the window, without using any words? What would you have written if this was your story?</p>
Day Five	<p><b>Reading</b> Look through the power point and talk through the pictures as you go. Imagine you are the person taking the photographs out of the window. Can you think about what you would want to focus on if you were the author and were putting words to the story?</p> <p><b>Writing</b> Use the 'box it up' story planner in the activity sheets. Plan your story using the paragraph headings as ideas for what you would write.</p>

Day six	<p><b>Writing</b></p> <p>Use the power point or correctly ordered pictures board and story planner from the last few days and write a short story. Call it 'The view from the window'.</p> <p>Remember to include the important story elements that I ask for in class: correct punctuation; fronted adverbials; adjectival phrases; adverbial phrases; synonyms and antonyms and prepositions. Try to make your story exciting and interesting.</p> <p>Post a picture of your writing on the 'Portfolio' section of Class dojo so I can see your work.</p>
Day seven	<p><b>Reading/Writing</b></p> <p>Read through your work. Can you improve it? What would you add to it to make it flow better or be more interesting? Read it to an adult. Ask them what they like about it or what they would do to improve it. Celebrate your good work.</p>
Day eight	<p><b>Reading/Speaking and Listening</b></p> <p>Look through the power point and talk through the pictures as you go. Imagine you are taking photographs out of your own window (or an imaginary one). What changes can you think have happened during the last few years? How has the environment changed? Can you think about what you would want to focus on if you were the author and were putting words to the story?</p> <p>Use the storyboard page in the activities pack. This has 6 sections. Can you draw out the view (real or imagined) from your window, to show the changes that you can see to the environment over a period of years? This will help with your writing.</p>
Day nine	<p><b>Reading/Speaking and Listening</b></p> <p>Look at the power point again and think about the words you used when writing your version of the story. How would you start your sentences? What fronted adverbials would be good to explain the passing of time (A few years later, When he was eight years old, etc). Look at your storyboard pictures from yesterday. What changes have you made between the pictures as they move on in time. Discuss which things you would focus on when writing about your pictures.</p> <p><b>Writing</b></p> <p>Use the 'box it up' story planner in the activity sheets. Plan your story using the paragraph headings as ideas for what you would write.</p>
Day ten	<p><b>Writing</b></p> <p>Use your pictures board and story planner from the last few days and write a short story. Call it 'The view from my window'.</p> <p>Remember to include the important story elements that I ask for in class: correct punctuation; fronted adverbials; adjectival phrases; adverbial phrases; synonyms and antonyms and prepositions. Try to make your story exciting and interesting.</p> <p>Post a picture of your writing on the 'Portfolio' section of Class dojo so I can see your work.</p>

## **Spelling-**

Please see the separate spellings sheets for your group. Try to spend 10-15 minutes each day on these spellings.

## **Further reading-**

### **Banded Readers**

I have registered the class with Oxford Owl. If your child logs on to this site <https://www.oxfordowl.co.uk> they can use our class log in: newpasturesclass6 Password: Purple

They can find 'e' readers on different books bands.

### **Further reading sites**

<https://www.booktrust.org.uk/books-and-reading/bookfinder/>

<https://authorfy.com/>