

# Year 6 into 7 Passport to Success

Name:

Form:



## User Accounts

### School Computer

Username: «Computer\_UN»  
Password: «Computer\_PWD»  
Email: «Email»

### Lexia

Username: «t +initial + surname - e.g. tpsmith»  
Password: « Date of birth - e.g. 090709 »

All of the above links can be found on the Show My Homework Calendar, this is available from the school Website [www.castlefordacademy.com](http://www.castlefordacademy.com) under the “Useful Links” section and then “Show My Homework Calendar”

*Any problems, you may email [admin@castlefordacademy.com](mailto:admin@castlefordacademy.com) during the first week of the holiday (20th – 24<sup>th</sup> of July) or ring the School Telephone Number 01977 605060 from 27<sup>th</sup> July onwards.*

If pupils do have any problems completing the English Passport to Success, please do send a note in with your child as there will be sanctions if a Passport is not completed.

The Academy will also leave a set of paper-based Passport to Success in the school reception – if pupils cannot access the websites, there are some activities to complete over the summer.



## Parents'/Carers' Information

This booklet is designed to help smooth your child's transition into the next academic year, for English. Research shows a 'dip' in a child's attainment occurs after a long summer break and we do not want that to occur. Please encourage your child to complete all the tasks outlined over the summer holiday and return it fully completed in the first week back in September.

**There are 4 tasks for pupils to complete this summer – tick them off as you complete**

1. Lexia – an online English computer program where pupils need to complete a minimum of 100 units over the summer. A unit is one bar on a particular topic.
2. Spellings – A spelling list that pupils need to practise so they are ready for Y7 English.
3. Mini project on Charles Dickens and Oliver Twist
4. Continue to read and complete book reviews.

### Lexia

Your child now has access to the 'Lexia Power Up' scheme and they should firstly complete the familiarisation of the different strands. This takes approximately 20 minutes per strand so 60 minutes in total and needs to be completed in one session. From this, the Power Up programme will place your child at the level that they are working at for each strand – this will be either Foundation, Intermediate or Advanced level. Once this is completed, your child should continue to work through tasks over the summer holiday. **Ideally, your child should complete 20 minutes on the programme three times per week, with a minimum of 20 units completed per week.**

### Spelling

There are two lists of spellings attached. The basic list contains the spellings your child should know. The challenge list contains the spellings your son/daughter should know by the end of Year 7.

### Mini Project

In preparation for the first half term's focus in English, we would like your child to complete their choice from a series of tasks which includes research, reading and creativity. These should be brought into school on the first day by your child and given to their Form Tutor. There will be prizes for those pupils who have worked really hard and put lots of effort into their project.

### Reading

Your child should be encouraged to read throughout the Summer holiday. Once a book has been read, they can write a book review for their book. This can be handwritten or computer based (a Word document) and can be handed in during the first week of September to their English teacher. Each book review will count towards their reading and quiz target for the Academic year.



### Pupil Information

1. Make sure you know all your spellings. See how many you can learn.
2. Complete tasks from 'Lexia Power Up' – preferably 20 minutes three times each week
3. Complete your choice of tasks from the Mini Project.
4. Complete the grammar and writing task.
5. Continue to read and complete a Book review once you have finished a book.

Try to organise your time! It would be a good idea to complete these tasks each week, say each Monday. If you are going on holiday, enjoy your break and complete the tasks on other days in the weeks you are not on holiday.

### Basic Spellings

You should know all of these spellings. If you don't then you need to try and learn them over the summer. Tick them off once you're sure you know them.

Away	Been	Called	Can't	Goes	Fair
More	Next	Push	Talk	Where	There
Again	Asked	Before	Being	Doesn't	Cheat
Found	Friend	Inside	Little	Often	Friend
Really	Right	Should	Talking	Their	Witch
Walked	Which	Write	Although	Because	Believe
Brother	Business	Caught	Children	Decided	Colourful
Family	Heard	Important	Laughed	Knew	Chief
Lovely	Opened	People	School	Somebody	Horrible
Something	Suddenly	Thought	Through	Together	Gigantic



### Challenge Spellings

Fancy a bigger challenge? These are the spellings you should know.

Absolutely	Cried	I'm	Security	Battered	Embarrassed	Nauseas	They're
Again	Crumbs	Impatient	Shine	Beeping	Fitting	Noticing	Threw
Aggravated	Defeat	Kidnapped	Simplest	Bellowed	Fluorescent	Opponent	
Angry	Delayed	Lead	Squatting		Through		
Anxiety	Devastated	Leapt	Squealed	Borrow	Frustrated	Ordinary	Thrown
Anxious	Dialled	Lingered	Staring	Brother	Gentle	Panicking	Tiniest
Anywhere	Dilemma	Loneliness		Business	Gorgeous	Phenomenal	
	Stepped				Tomorrow		
Appearance	Disappointment	Losing		Captain	Gradually	Pressuring	
	Stitch				Tongues		
Approachable	Disgrace	Minute	Strolling	Caught	Guiltily	Professional	Trembling
Arrived	Disgusted	Miracle	Sure		Chose	Happening	Quietly
					Tried		
Bald	Dragged	Month	Surprised	Competition	Herd	Reception	Turbulence
Ballistic	Elephants	Mumbling		Couldn't	Honey	Recognised	Unbearable
				Creeping	Honour	Regrettably	





**Year 6 Passport to Success**

Below is a list of activities. Each activity has a value. You must complete a number of tasks to the value of at least 100 points. Anything you do online/on a computer can either be printed off or given to your teacher on a memory stick during your first lesson of English in Y7.

Ensure your work has both your name and your form group on it.

<p>Create a quiz on Charles Dickens. It must have at least 15 questions and an answer sheet. Your questions should be more than true or false. 20 points.</p>	<p>Do some research on the time in which Charles Dickens lived. What was different? Present it as a PowerPoint or booklet. 20 points.</p>	<p>Research the plot and characters in the famous novel 'Oliver Twist'. Present it as a PowerPoint or booklet. 20 points.</p>	<p>Research one of Charles Dickens' famous novels. Summarise the storyline and characters. 20 points.  (This must not be 'Oliver Twist')</p>
<p>Produce two sketches of any character from 'Oliver Twist'. You may need to do some research on what the characters looked like and wore. Label them carefully and include details on colour, material etc. 30 points.</p>	<p>Create a diary entry from the point of view of a child living during the Victorian era. It could be a young chimney cleaner or a child from a rich family. Think about how different their lives would be compared to yours. 20 points.</p>	<p>Write a newspaper article, set during the Victorian era. You could write about the opening of a theatre, a review of a book, or any event that would be relevant, of your choice. 500 words min. 30 points.</p>	<p>Create a quiz book based on Charles Dickens' life, times and plays. At least 10 pages of activities and puzzles required. 30 points.</p>
<p>Research a Charles Dickens' story and produce a comic strip version of it. You can choose how to set it out but you must include key scenes and full colour. 30 points.</p>	<p>Create a word search using keywords related to the Victorian Times 10 points.</p>	<p>Choose one of Charles Dickens' novels and design a DVD case for it. You must set it out like a proper DVD case. Think about who you will cast to play the roles. 40 points.</p>	<p>Find an extract from 'Oliver' and rewrite it as if the story was set in the 21st Century. 20 points.</p>

### Grammar and Writing

Complete the five short grammar activities below:

You are mastering how to use **was** and **were**. (Was is singular – one person or thing and were is plural – more than one person or thing.)

1. On Friday, the weather \_\_\_\_\_ very gloomy.
2. The clouds \_\_\_\_\_ grey. They looked angry.
3. Drops of rain started to fall. Each drop \_\_\_\_\_ heavy and cold.
4. The man \_\_\_\_\_ out in the rain.
5. He \_\_\_\_\_ under his umbrella.
6. However, his feet \_\_\_\_\_ horribly wet.

You are mastering the past simple tense.

**RULE:** When you put actions in the past simple, you say what happened, not what was happening.

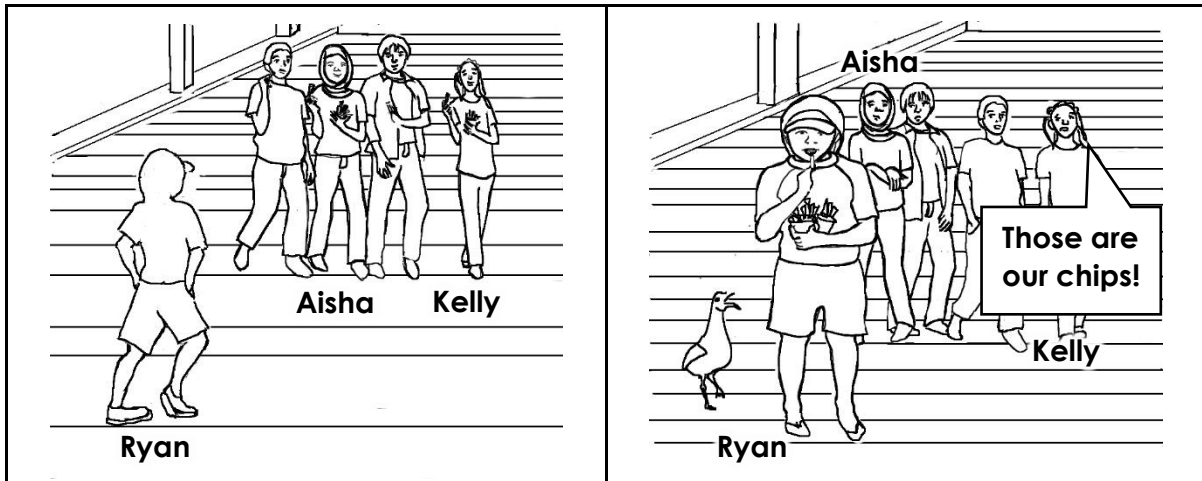
1. The teacher was bringing the class a treat. **The teacher brought the class a treat.**
2. Rain was beginning to fall.
3. Our team was trying to win the tournament.
4. She was coming to see me on Tuesday.
5. The doctor was seeing a fracture on the x-ray.
6. My sister was teaching me to be resilient.
7. Sarah was eating her dinner noisily. **Sarah ate her dinner noisily.**
8. Sam and Ali were drawing a beautiful picture.
9. Dad was paying the barber for his haircut.
10. The teacher was becoming very impatient.

**Capital letters should be used at the start of sentences and for all names. Full stops should be used when the subject of the sentence changes or the action is complete.**

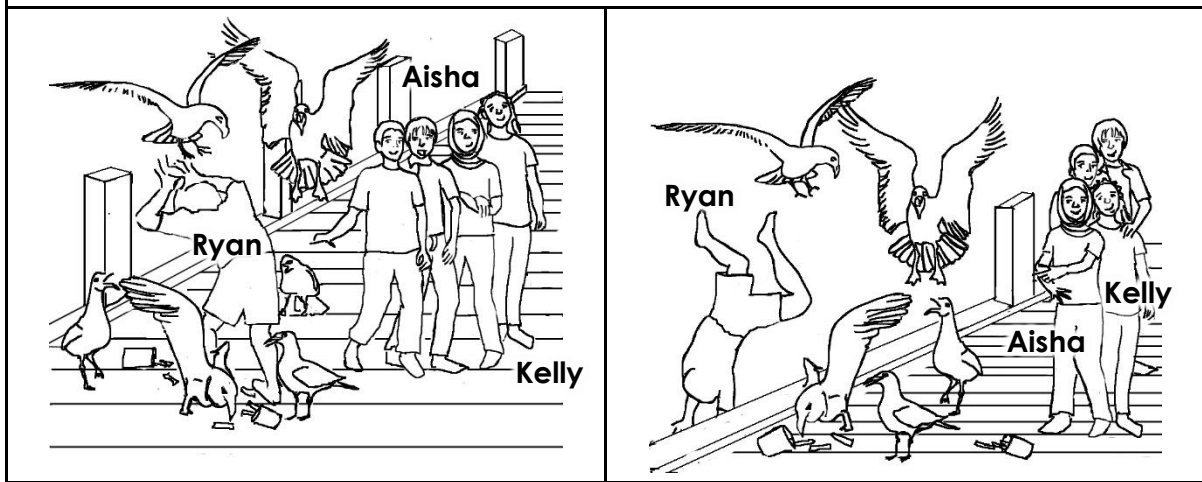


nigel decided to bake a cake raj helped him they looked in the cupboards nigel didn't have any flour or sugar the friends left the house and walked to the shop nigel bought sugar and flour raj bought a drink they walked back. nigel started to make the cake raj realised that they didn't have enough eggs He had to go all the way back to the shop

**Writing Task**



*Suddenly, they all heard a loud squawk.*



**Write three paragraphs about the pictures. Paragraph two should start with:**

*“Suddenly, they all heard a loud squawk...” and be one sentence long.*

**Describe each picture and what happens between them. You should aim to write for twenty minutes and use the vocabulary and the space below:**

