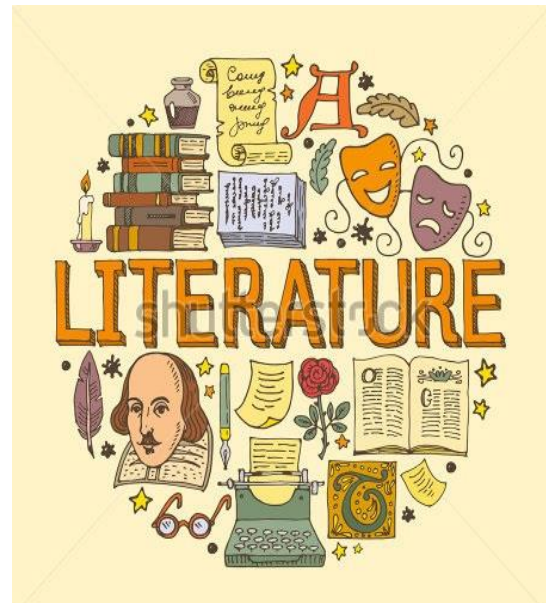


# Whitworth Park Academy

## Y6 Bridging Booklet:

### English.



**Name:**

**Class Teacher:**

**Primary School:**

## Welcome to English at WPA

Welcome to English at Whitworth Park Academy. This booklet is designed to give you an introduction to English lessons at WPA and give your new teachers the opportunity to get to know you better.

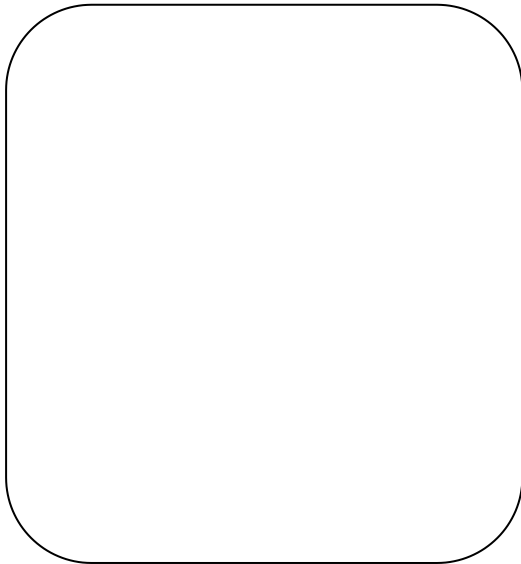
There are 7 tasks: you should try to complete 1 each week to the best of your ability. Remember to show off your best writing and literacy skills.



## Week 1: Your Profile.

Your first task is to introduce yourself to your new English teacher. Complete the profile of yourself-giving your teacher information about your hobbies, interests, your ambitions for the future and even a self-portrait.

### Self Portrait



Full Name \_\_\_\_\_

Hobbies \_\_\_\_\_  
\_\_\_\_\_

Favourite subjects \_\_\_\_\_  
\_\_\_\_\_

Favourite TV programmes \_\_\_\_\_  
\_\_\_\_\_

Words I would use to describe myself:

Words that my friends would use to describe me:

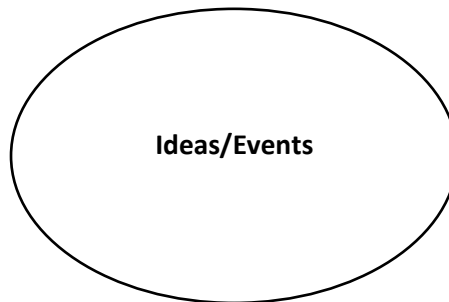
When I'm older, I would like to be a \_\_\_\_\_ because \_\_\_\_\_  
\_\_\_\_\_

In English, I think I am good at \_\_\_\_\_ because \_\_\_\_\_  
\_\_\_\_\_

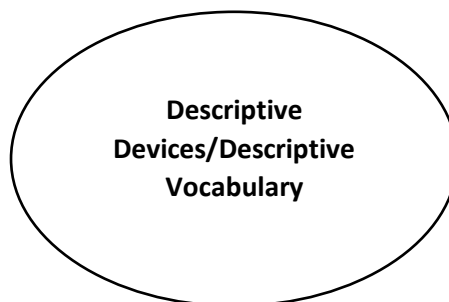
This year in English, I would like to improve \_\_\_\_\_  
\_\_\_\_\_

## Week 2: Descriptive Writing Task.

Your task this week is to create a piece of descriptive writing-describing your favourite memory. This could be a holiday, a day out or a special event such as a birthday. It's up to you. Make sure you include detailed information about the event, such as: where you were, who was there, and how you felt. Start by planning out your ideas and the information you want to include.



Now plan out some examples of descriptive devices and vocabulary you could include. Think about: simile, metaphor, alliteration and onomatopoeia. You can then write your description below.



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## Week 3: Speaking and Listening Task.

This week-you will create a speaking and listening presentation about a subject, interest or hobby that you have. This could include: a topic you enjoy, a club you belong to, an activity you enjoy doing or a team you support etc. You may be asked to present this to your teacher, so make sure you prepare thoroughly. The presentation should last up to a maximum of 4 minutes. You should organise your ideas into key bullet points to help you deliver your speech. If you wish you could create a power point presentation with notes or images to support you. Write down some ideas for your presentation below, then make a final decision on the focus of your presentation.

**Ideas:**

Now that you have decided on your topic, you should plan out the information that you want to include. Think about the key information your teacher needs to know, i.e. what it involves, rules, relevant information and why you enjoy it so much. Note down your points below.

### Planning Your Presentation: Outline

Use the grid below to help you to plan your speech.

<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>- State your topic</li> <li>- Outline what you will cover in your presentation</li> </ul>	
<p><b>Point One</b></p> <ul style="list-style-type: none"> <li>- Depending on the topic of your presentation, this could be your first area/point to talk about.</li> </ul>	

<p><b>Paragraph Two</b></p> <ul style="list-style-type: none"><li>- Make your second point about your interest/topic.</li></ul>	
<p><b>Paragraph Three</b></p> <ul style="list-style-type: none"><li>- Introduce your final point.</li></ul>	
<p><b>Conclusion</b></p> <ul style="list-style-type: none"><li>- Finish with an overview of your topic/interest and why you enjoy it so much.</li></ul>	

Now reduce your plan into 7 key points that you will make in your presentation.

<ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li><li>4.</li><li>5.</li><li>6.</li><li>7.</li></ol>
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Glue in a copy of your power point slides or presentation below:



## Week 4: Reading and Comprehension Tasks:

This week, we will read an extract from Roald Dahl's novel 'Matilda'. The extract below describes the Headteacher, Miss Trunchbull. As you read, underline key quotations that give the readers information about Miss Trunchbull's character, as well as her appearance.

### **Miss Trunchbull**

Miss Trunchbull never walked, she always marched like a storm trooper with long strides and arms a swinging-when she marched along a corridor you could actually hear her snorting as she went and if a group of children happened to be in her path, she ploughed on through them like a tank, with small people bouncing off her to the left and right.

She was above all the most formidable female. She had once been a famous athlete, and even now the muscles were still clearly in evidence. You could see them in the bull-neck, in the big shoulders, in the thick arms, in the sinewy wrists and in the powerful legs. Looking at her, you got the feeling that this was someone who could bend iron bars and tear telephone directories in half. Her face, I'm afraid, was neither a thing of beauty nor a joy for ever. She had an obstinate chin, a cruel mouth and small arrogant eyes. And as for her clothes...they were, to say the least extremely odd. She always had on a brown cotton smock that was pinched in around the waist with a wide leather belt. This belt was fastened in front with an enormous silver buckle. The massive thighs that emerged from out of the smock were encased in a pair of extraordinary breeches, bottle green in colour and made of coarse twill. These breeches reached to just below the knees and from there on down she sported green stockings with turn-up tops, which displayed her calf-muscles to perfection. On her feet she wore flat-heeled brown brogues with leather flaps. She looked, in short, more like a rather eccentric and bloodthirsty follower of the staghounds than the headmistress of a nice school for children.



Now that you've read the extract, answer the questions below. Make sure you answer the questions fully, explaining your points in detail.

1. What does Miss Trunchbull's body language and the way she walks tell us about what she might be like as a person? Why do you think this?

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2. How does she treat the children at her school?

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3. Is this what you would expect from a Headteacher? Why/why not?

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4. What did Miss Trunchbull previously do? How can we tell from her appearance? Choose a quotation to back up your point.

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5. How does the description of her face reflect her personality? How do you think she will speak to the children?

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6. Does the description of her clothes match what you would expect a Headteacher to wear? Why/why not?

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7. Why do you think Dahl describes Miss Trunchbull as, 'more like a rather eccentric and bloodthirsty follower of the staghounds than the headmistress of a nice school for children'. What was he trying to tell the readers about her?

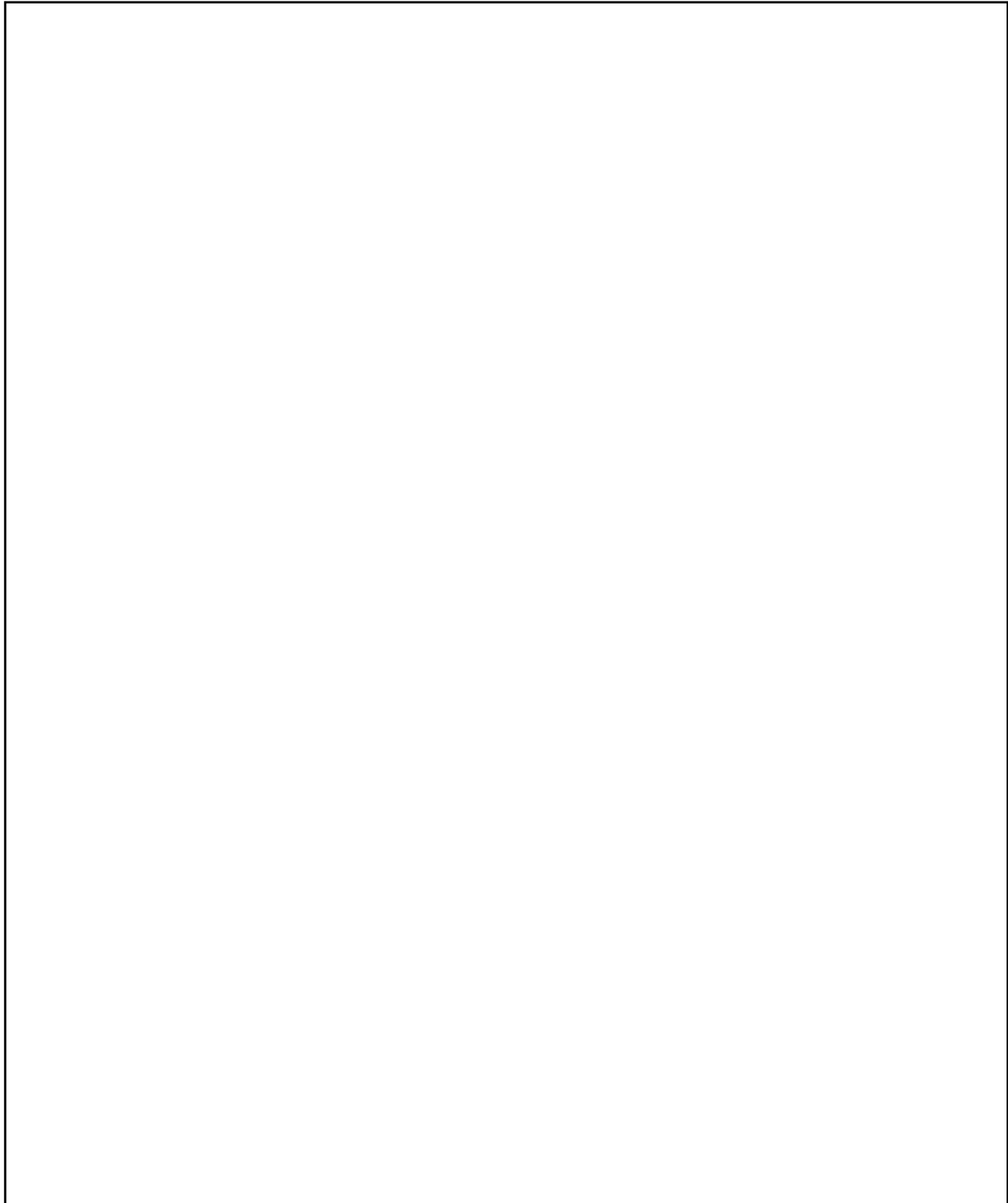
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Week 5: Creative Task.

Using your knowledge of Miss Trunchbull and the description from the extract from last week, you will draw your own interpretation of what you think Miss Trunchbull looks like. Once you have done this, you should label your drawing with quotations from the extract. Make sure they are accurate and short! Once this is completed, you can colour it in.



## Week 6: Writing Task.

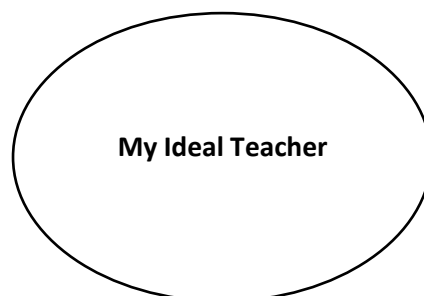
This week, you will think about who your ideal teacher would be and what they would be like. Below is an extract from 'Matilda' by Roald Dahl, describing Miss Honey. As you read it, underline quotations that tell the reader that Miss Honey is a caring teacher and popular with her students.

### **Miss Honey**

Naturally, Matilda was put in the bottom class, where there were eighteen or so other small girls and boys about the same age as her. Their teacher was called Miss Honey, and she could not have been more than twenty-three or twenty-four. She had a lovely pale oval Madonna face with blue eyes and her hair was light-brown. Her body was so slim and fragile one got the feeling that if she fell over she would smash into a thousand pieces, like a porcelain figure.

Miss Jennifer Honey was a mild and quiet person who never raised her voice and was seldom seen to smile, but there is no doubt she possessed that rare gift for being adored by every small child under her care. She seemed to understand totally the bewilderment and fear that so often overwhelm young children who for the first time in their lives are herded into a classroom and told to obey orders. Some curious warmth that was almost tangible shone out of Miss Honey's face when she spoke to a confused and homesick newcomer to the class.

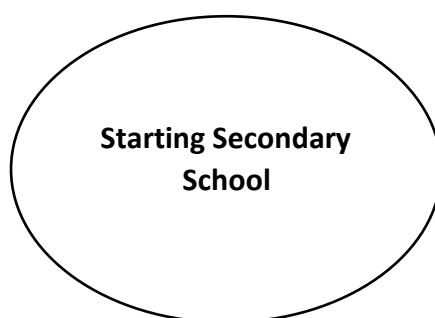
For her students, Miss Honey was their ideal teacher. Now you are going to think about who your ideal teacher would be, what they would be like, as well as how they would teach their lessons. Using the mind map below, note down your answers to these points:





## Week 7: Letter Writing.

This week-you will be considering your thoughts and feelings about moving from Primary to Secondary School. You will write a letter to your new English Teacher, telling them about any expectations you might have, what you're looking forward to and anything you might be worried about. Using the mind map below, note down any thoughts and feelings you have about starting Secondary School. Use the prompts above to help you.



When writing a formal letter, you should include the following features:

- A formal opening: To whom it may concern...Dear Sir/Madam,
- Include your address in the top right-hand corner of the page (if you don't want to use your own, you can use your Primary School's address),
- Include the date under the address,
- The address of the person you are sending it to, should be put in the left-hand corner, under the date,
- Formal language/tone,
- A formal ending: Yours faithfully,
- Your name at the end.

On the next page, you will write your letter to your teacher. You will include the points you have planned, as well as the key features of a letter. You can also use the vocabulary bank below to help you.

Excited	Worried	Unsure	Hopeful	Motivated
Enthusiastic	Confused	Prepared	Determined	Scared
Positive	Committed	Optimistic	Unprepared	Inspired





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Yours faithfully,

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