



Year 6



Summer Term 1 Week 3 Home Learning Tasks

| | Task | Success criteria | Please complete the tasks in sequential order. | |
|--|------|------------------|--|--|
| | | | <p>Year 6 Week beginning 11th May 2020</p> <p>Hi Year 6,</p> <p>This week you will be looking at a new book called 'Wonder'. We hope you enjoy starting to get to know the text. Both myself and Miss Dunn really enjoy this book. We hope you enjoy it as much as us!</p> <p>Please remember that the written task on day 5 is a submission piece that we would like to be emailed or sent to us via teams for marking.</p> <p>Have a lovely week!</p> <p>Miss Wilcox</p> | |

WALT:
design a front cover

Draw a front cover in the style of Wonder.

Explain their choices for choosing this design.

This week you are going to start looking at the text called Wonder by R.J. Palacio.

Task 1

Look at the front cover on the powerpoint slides titled day 1. Answer the following questions in your literacy book.

1. What do you think this story is going to be about?
2. How do you think August feels about himself?
3. What suggests this?
4. Can you predict how August might be treated in the book?

Task 2

Wonder is the story of ten-year-old boy called August Pullman, who has a condition called Treacher Collins syndrome which causes him to have a facial disfigurement. It is his first year of middle school. It is also his first year of public school. Until now, he has been taught at home, protected by his mother. Protected from stares, from insults and from being openly ostracised.

The front cover of the book communicates the idea of someone being stared at. It also communicates the idea of looking out and experiencing a new world like the main character August does in the story.

Imagine you are the main character and create your own front cover using the idea of the book to help you.



Add an explanation to describe why you have chosen this design. What does your front cover suggest about the book?

Extension: August has a condition called Treacher-Collins syndrome.

Research some information about this condition. Find at least 5 facts.

WALT:
Create a character description

Use expanded noun phrases.

Challenge:

Use a De:de to add detail to your description.

Task 1:

Look at the powerpoint and read the summary of the book Wonder.

Read chapter 1 & 2 and think about the character August and how different members of his family treat him.

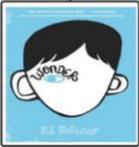
Think questions: What impression do you get off August? How does he feel about himself? Why does he want a magic lamp?

Task 2:

Using expanded noun phrases, create a description of the main character. You might choose to use the template below and write about the following:

Day 2 Task: write a character description of August

| | |
|-------------------------------------|---|
| Who is August? | What does he enjoy? What does he dislike? |
| How would describe his personality? | How does August feel about himself? |



- Who is August?
- What does he enjoy?
- What does he dislike?
- How does he feel about himself?
- How would you describe his personality?

Support: Use the adjective mat to help you create some interesting expanded noun phrases.

Extension: try using De:de sentences to describe August's personality characteristics.

WALT:
Recognising
cohesive
devices

Identify
devices that
link ideas
across a
series of
paragraphs.

Task 1

Complete the verbal fluency worksheet. Choose which level you are comfortable in completing. Miss Dunn's literacy should try D or EXP. Miss Wilcox' literacy group should try EXP or GD.

Recognising Devices to Build Cohesion - Fiction

Drizzle of water carved crooked paths through the condensation which coated the front panel of the weather post. Deep trails, creased in ice, a shuddered body lay curled around it.

Dr. Drexler, who sat ready at the lab's control panel, could barely bring himself to push the button. All of the facts, the research, the scientific exchanges to convince all across the world it had all been building to this moment. The words 'Genetics complete' flashed brightly on the panel's display screen. The doctor opened his eyes and the tool never moved. The button when it came to his attention, stretched his finger out, and passed.

The setting sound of alarm and the beeps of machinery irrevocably fixed the lab. Pumping equipment, which had lain unused for so long, whirred into the room and every eye which peered in the labours of the control panel on the ice inside melted. Soon, Dr. Drexler's creation would take its first breath.

Several more warning minutes later, the floating process finished with a hiss as the pod door slowly opened. Drizzle to contain his excitement, Dr. Drexler crossed a room and opened his neck to see inside. A pair of pinning eyes, orange with silver striations both, looked upon him from the movement. The creature was often, it wanted to hunt.

6a. List all the conjunctions used in paragraph 5.

6b. How many fronted adverbials are used in paragraph 4?

6c. Which relative pronoun refers to Dr. Drexler in paragraph 2?

6d. How has an epithet been used in paragraph 3?

Task 2

Complete the reasoning worksheet. Choose which level you are comfortable in completing. Miss Dunn's literacy should; try D or EXP. Miss Wilcox' literacy group should try EXP or GD.

It was the sort of town which always seemed to wind up with some going or other laughing the individuals who prying to be left alone. One street if you could call this edge of town, hidden road or street? and a handful of simple houses, all huddled together in the middle of the plain. Miles from anywhere. Miles from help.

It was sheer chance that had led to Cassie meeting Jinxer on the nearly used track, between Hope's Edge and the Rosewater road. That, too, didn't, had had to do in the recent storm and so she had been forced to head for the nearest town. Along the way, she had discovered Jinxer propped up against a rock a few feet from the track. On a desperate ride for help, pushing his head through thunder and rain, he had been thrown from his horse and shattered his leg. Cassie had wondered what sort of appalling accident would drive a man to ride for aid - through the night, no less - into the heart of a town that knew, if that not before, Jinxer long to explain.

The had made it to Hope's Edge and she was beginning to understand more clearly why Jinxer had been forced to ride for help. It was that a great town. A few minutes later a parcel out from behind curtains, had promptly reappeared on Cassie caught both eyes. The only sounds she could hear spilled out from the town's single saloon. This was where the going had established themselves then. Cassie assumed that to a post and stepped inside...

6a. Explain why the author used dashes in paragraph 2.

6b. Write the first two sentences of the next paragraph. Include a relative clause.

6c. If you were going to add extra information to the first sentence of paragraph 5, would you use a relative clause, a fronted adverbial or parentheses? Why?

Extension: Complete the cohesive devices mini test.

WALT:
Plan a new school help guide for August

Use this website to help you:

<https://kidsheipline.com.au/teens/issues/starting-new-school>

Use subheadings

Use paragraphs

Personal pronouns e.g. you

Use rhetorical questions

Informal language

Colons in a list

Bullet points

In chapter 1 and 2, August discusses how he is anxious about starting school after he has been home schooled for such a long time and because of his facial disfigurement. Think about how he might feel and the things that might make him nervous about starting school.

Over the next two days you will be planning and creating a guide to help a new student (such as August) feel less nervous about starting our school, Parkfield.

Task 1:

Using the planning sheet, you will plan a new student help guide. Look at the model plan to help you get started.

Consider the following:

- Introduction - what/who is the help guide for?
- How to make friends?
- How to find your way around school? What if you get lost?
- How can you prepare for your first day?

| | Title | Verbs/Adjectives/Connectives |
|---|-------------|------------------------------|
| Paragraph 1 Introduction. What is your help guide about? What is the audience? | | |
| Paragraph 2 Suggestion: How can you prepare for a new school? | Subheading: | |
| Paragraph 3 Suggestion: What will you need for your first day? | Subheading: | |
| Paragraph 4 Suggestion: How will you make friends? | Subheading: | |
| Optional Tip Top tip | | |

Extension: Add an extra section of top tips to help someone who is new starting at Parkfield.

This is a submission piece. Please send this to Miss Wilcox or Miss Dunn for marking.

WALT:

Write a help guide for a new student

Use subheadings

Use paragraphs

Personal pronouns e.g. you

Use rhetorical questions

Informal language

Colons in a list

Bullet points

Using your plan and the model, write your own 'New Student Help Guide'. You may choose to use the writing frames to write on or you may want to write it in your literacy book.

A NEW GUIDE TO STARTING A NEW SCHOOL

Imagine it's your first day at school and you are sitting on the school gates with your backpack on, wearing a new uniform, and they don't even know you. You are a bit nervous and you don't really know anybody. Suddenly you realise that your hands are slightly sweaty and your heart is racing.

Starting a new school is a big deal! You're going to meet lots of new people, learn lots of new rules and be through lots of new situations. This is hard to make you feel lots of different emotions. For some of you, this might be exciting and fun - if you know you feel these things the moment that you come to school, you might make your first friend and you'll be happy to see you. Then read on for tips on how to make your first day or week a little easier!

What you will need for your first day:

- Pack out if there is anything you know going to the school and use it if you can bring it up with them.
- Visit the school and find out where everything is. You might want to ask for a map of the school before you start.
- Double-check your first day going successfully - try to stay positive and calm.
- Wear your uniform and try to pack healthy meals and snacks to keep your energy up.
- Try and get your timetable and class information so you can get familiar with it before the first day.
- Organise your books, stationery, uniform, backpack and anything else you'll need.
- Find out where to go or who you can ask when you need help.

What you will need for your first day:

So that you are prepared for your first day, try and pack your bag with the following equipment:

- A pencil case with a pencil, ruler, blue handwriting pen, pencil sharpener and an eraser.
- Pack your kit bag which should consist of a white t-shirt, blue shorts and a dark blue jacket for those colder days.
- Remember to pack your lunch and a healthy snack for the daily snack break at school.

What you will need for your first day:

Meeting new people can sometimes make us nervous. Some people might get an answer they didn't know what to say! There are plenty of ways to make friends, but one of the easiest ways is to focus on things you have in common like a favourite book. Try show or look at a book, what about this, does it interest you either by asking them questions about things they're interested in or things that you might have in common. Start of the challenge is to be a good listener and make sure you give the other person a chance to talk before jumping in with another question or comment!

Be kind to others because things don't always go to plan. Be kind to you with a positive attitude! As you are talking, use positive body language like smiling, making eye contact and taking confidence and your own feelings. Don't forget to have some fun! Bring your sense of humour (though a joke or 'hey' with you and be ready to keep things light and fun.

Extension: edit and improve your help guide using a different colour pen. Check your work against the success criteria.

You might want to add some images to your work.

Read and comprehend a non-fiction text

Read and answer comprehension questions on a non-fiction text

This week your reading comprehension task is based on your science unit 'Light'. Read the article about the light spectrum and answer the questions attached. Remember that there are 3 levels of texts and questions for you to choose from.

- 1 star - easy
- 2 star - medium
- 3 star - challenge

| | | | | |
|--------------------------|-----------------------|--|---|--|
| Spellings Literacy Day 5 | Revise spelling words | | <p>Practise the spelling list for this week. Use the spelling practise sheet to help you look, write, cover, write and check.</p> <p>Words Ending in '-ible'</p> <p>possible sensible horrible forcible terrible legible visible responsible incredible reversible</p> | Extension: complete the spellings word search |
| Maths Day 1 | Making pyramids | | | |
| Maths Day 2 | Ice Cream Maths | | | |
| Maths Day 3 | Box of Chocolates | | | |

| | | | | |
|-------------|---------------------------|---|---|--|
| Maths Day 4 | Join the Dots | | | |
| Maths Day 5 | Maths Art | | | |
| Science | Science assessment | Revise all you have learnt in the Light unit. | <p>This week you will be revising all that you have learnt in science in the Light unit before we move onto our new unit next week.</p> <p>Try and complete the science assessment without looking at the knowledge organiser to help you.</p> <p>Once you have completed the assessment, you can check your answers using the answer sheet.</p> <p>Support: light knowledge organiser sheet</p> | <p>Extension:</p> <p>Try one of the following experiments:</p> <p>http://coolscienceexperimentshq.com/can-water-bend-straw/</p> <p>http://coolscienceexperimentshq.com/light-refraction/</p> <p>If you can, video your experiment and explain what you think is happening and why you think it is having that reaction?</p> |

Wonder Chapters 1 & 2

Chapter 1: Ordinary

I know I'm not an ordinary ten-year-old kid. I mean, sure, I do ordinary things. I eat ice cream. I ride my bike. I play ball. I have an Xbox. Stuff like that makes me ordinary. I guess. And I feel ordinary. Inside. But I know ordinary kids don't make other ordinary kids run away screaming in playgrounds. I know ordinary kids don't get stared at wherever they go.

If I found a magic lamp and I could have one wish, I would wish that I had a normal face that no one ever noticed at all. I would wish that I could walk down the street without people seeing me and then doing that look-away thing. Here's what I think: the only reason I'm not ordinary is that no one else sees me that way.

But I'm kind of used to how I look by now. I know how to pretend I don't see the faces people make. We've all gotten pretty good at that sort of thing: me, Mom and Dad, Via. Actually, I take that back: Via's not so good at it. She can get really annoyed when people do something rude. Like, for instance, one time in the playground some older kids made some noises. I don't even know what the noises were exactly because I didn't hear them myself, but Via heard and she just started yelling at the kids. That's the way she is. I'm not that way.

Via doesn't see me as ordinary. She says she does, but if I were ordinary, she wouldn't feel like she needs to protect me as much. And Mom and Dad don't see me as ordinary, either. They see me as extraordinary. I think the only person in the world who realizes how ordinary I am is me.

My name is August, by the way. I won't describe what I look like. Whatever you're thinking, it's probably worse.

Chapter 2: Why I Didn't Go to School

Next week I start fifth grade. Since I've never been to a real school before, I am pretty much totally and completely petrified. People think I haven't gone to school because of the way I look, but it's not that. It's because of all the surgeries I've had. Twenty seven since I was born. The bigger ones happened before I was even four years old, so I don't remember those. But I've had two or three surgeries every year since then (some big, some small), and because I'm little for my age, and I have some other medical mysteries that doctors never really figured out, I used to get sick a lot. That's why my parents decided it was better if I didn't go to school. I'm much stronger now, though. The last surgery I had was eight months ago, and I probably won't have to have any more for another couple of years.

Mom homeschools me. She used to be a children's-book illustrator. She draws really great fairies and mermaids. Her boy stuff isn't so hot, though. She once tried to draw me a Darth Vader, but it ended up looking like some weird mushroomshaped robot. I haven't seen her draw anything in a long time. I think she's too busy taking care of me and Via.

I can't say I always wanted to go to school because that wouldn't be exactly true. What I wanted was to go to school, but only if I could be like every other kid going to school. Have lots of friends and hang out after school and stuff like that.

I have a few really good friends now. Christopher is my best friend, followed by Zachary and Alex. We've known each other since we were babies. And since they've always known me the way I am, they're used to me. When we were little, we used to have playdates all the time, but then Christopher moved to Bridgeport in Connecticut. That's more than an hour away from where I live in North River Heights, which is at the top tip of Manhattan. And Zachary and Alex started going to school. It's funny: even though Christopher's the one who moved far away, I still see him more than I see Zachary and Alex. They have all these new friends now. If we bump into each other on the street, they're still nice to me, though. They always say hello.

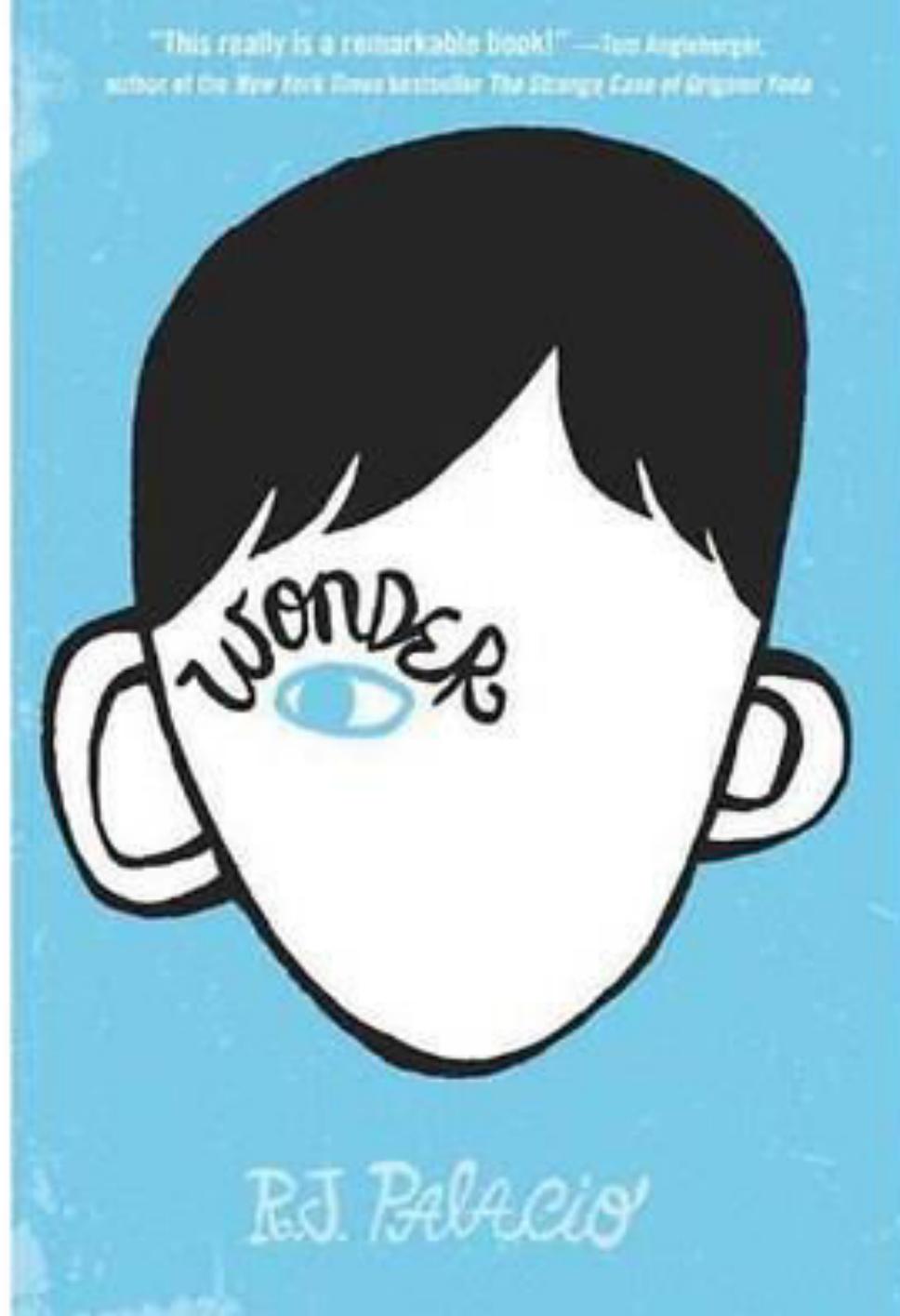
I have other friends, too, but not as good as Christopher and Zack and Alex were. For instance, Zack and Alex always invited me to their birthday parties when we were little, but Joel and Eamonn and Gabe never did. Emma invited me once, but I haven't seen

her in a long time. And, of course, I always go to Christopher's birthday. Maybe I'm making too big a deal about birthday parties.

Day 1

You are going to be exploring a book by R.J. Palacio called *Wonder*.

This has also been made into a film.



Kindness is the main theme in *Wonder*. It helps us realize that a small, simple act of kindness can make a big difference, and we have the ability to **CHOOSE KIND.**

Day 1

Blurb

*My name is August.
I won't describe what I look like.
Whatever you're thinking,
it's probably worse.*

Don't judge
a book boy
by its cover
his face

Task 1

1. What do you think this story is going to be about?
2. How do you think August feels about himself?
3. What suggests this?
4. Can you predict how August might be treated in the book?

Day 1



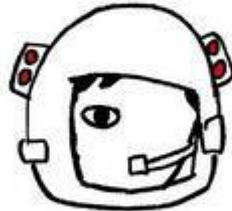
justin



(oli)via



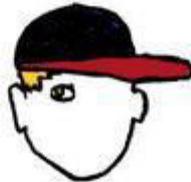
miranda



august



god's own creations



jack



summer

The front cover of the book communicates the idea of being stared at.

It also communicates the idea of looking out and experiencing a new world.

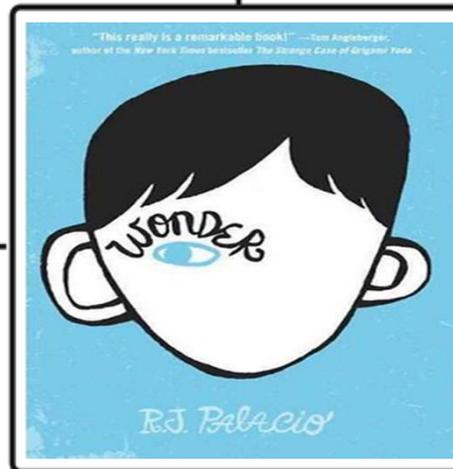
Task 2: create your own front cover using the idea of this book to help you.

Day 2

Task: write a character description of August

Who is August?

What does he enjoy? What does he dislike?



How would describe his personality?

How does August feel about himself?

Day 2

Using Higher Level Vocabulary: **Fiction Writing** **To Describe Characters**

amiable
charming
delightful
good natured
likable
nice
pleasant

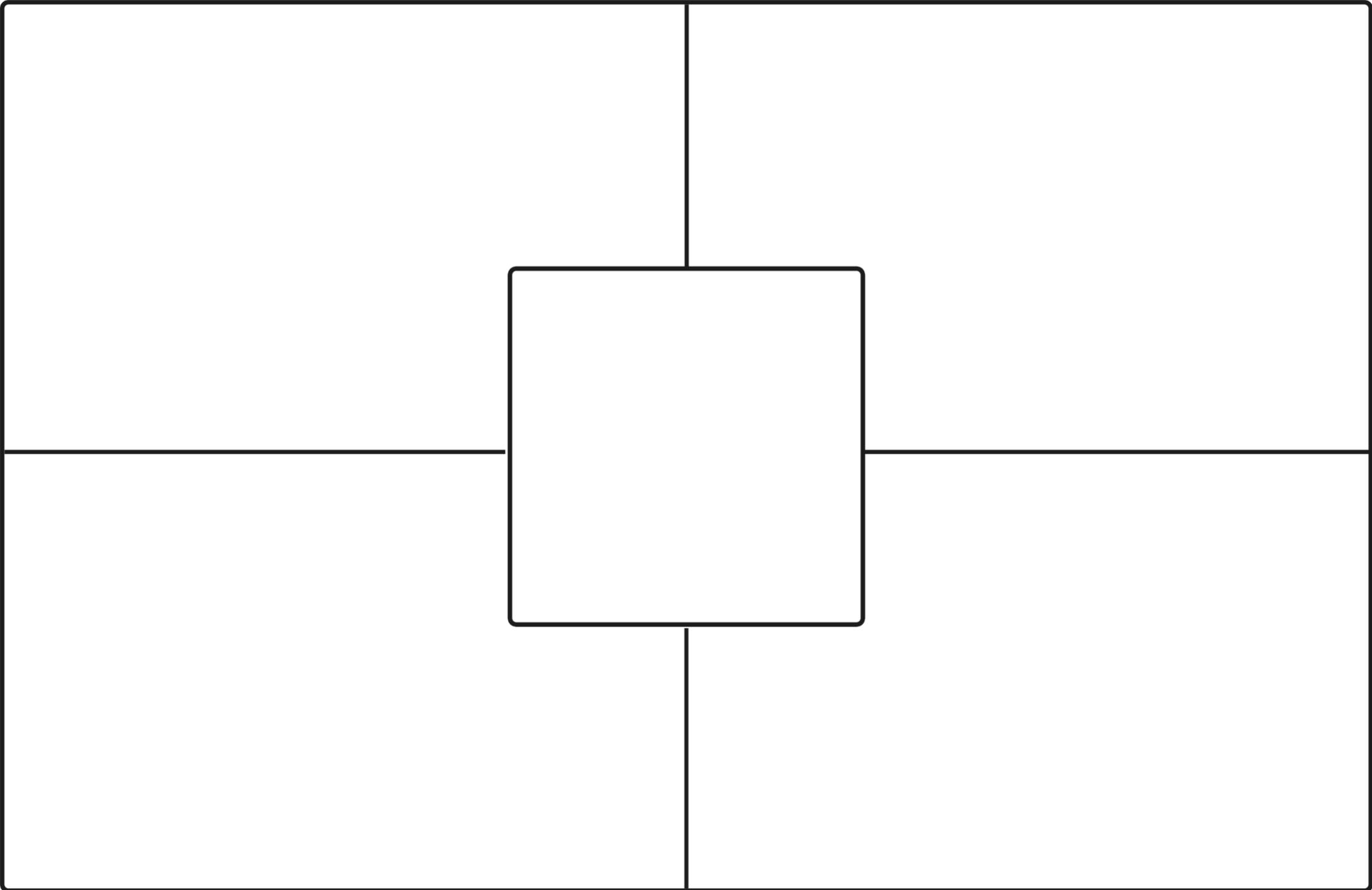
attractive
beautiful
exquisite
gorgeous
handsome
stunning
winsome

audacious
bold
brave
courageous
fearless
plucky
valiant

disagreeable
horrible
insufferable
loathsome
nasty
obnoxious
unpleasant

grotesque
hideous
repugnant
repulsive
revolting
ugly
vile

almighty
big
enormous
gargantuan
gigantic
humongous
massive



Using Higher Level Vocabulary: **Fiction Writing** **To Describe Settings**

attractive
awe-inspiring
beautiful
breathtaking
glorious
magnificent
spectacular

grand
impressive
majestic
regal
splendid
stately
lavish

bustling
busy
crowded
hectic
lively
swarming
teeming

disgusting
hideous
horrible
ugly
unappealing
unattractive
unsightly

creepy
eerie
frightening
scary
sinister
spine-chilling
unnerving

calm
noiseless
peaceful
quiet
silent
still
tranquil

Using Higher Level Vocabulary: **Fiction Writing** **To Describe Feelings**

delighted
ecstatic
elated
euphoric
happy
overjoyed
thrilled

angry
annoyed
fuming
furious
incensed
livid
outraged

anxious
apprehensive
jittery
nervous
tense
uneasy
worried

crestfallen
dejected
depressed
despondent
heartbroken
miserable
sad

afraid
frightened
panic-stricken
petrified
scared witless
terrified
terror-stricken

certain
confident
convinced
in no doubt
optimistic
positive
sanguine

Using Higher Level Vocabulary: **Fiction Writing** **To Describe Characters**

amiable
charming
delightful
good natured
likable
nice
pleasant

attractive
beautiful
exquisite
gorgeous
handsome
stunning
winsome

audacious
bold
brave
courageous
fearless
plucky
valiant

disagreeable
horrible
insufferable
loathsome
nasty
obnoxious
unpleasant

grotesque
hideous
repugnant
repulsive
revolting
ugly
vile

almighty
big
enormous
gargantuan
gigantic
humongous
massive

Varied Fluency

Step 1: Recognising Devices to Build Cohesion – Fiction

National Curriculum Objectives:

English Year 6: Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis

English Year 6: Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]

Terminology for pupils:

- Ellipsis

Differentiation:

Developing Questions to support recognising cohesive devices in fiction in sentences using vocabulary mainly taken from Year 3 and 4 Spelling Lists.

Expected Questions to support recognising cohesive devices in fiction in sentences using vocabulary mainly taken from Year 5 and 6 Spelling Lists.

Greater Depth Questions to support recognising cohesive devices in fiction within extended sentences with several multiple clauses using more technical and complicated vocabulary, as well as that taken from the Year 6 Spelling List.

More resources from our Grammar, Punctuation and Spelling scheme of work.

Did you like this resource? Don't forget to [review](#) it on our website.

Recognising Devices to Build Cohesion – Fiction

Droplets of condensation trickled down the front panel of the creation pod. Inside, a wrinkly body lay buried deep in the ice.

Dr Disaster, who sat at his computer, could hardly bring himself to push the button. All of the thefts, the science, and the secret deals in distant countries had been building to this moment. The words 'Creation finished' flashed brightly on the pod's screen. The doctor shut his eyes tight (he had never been very brave at times like this), reached out, and pressed.

The loud sound of sirens and machinery immediately filled the lab. Enormous pipes, which had been unused for so long, began to pump water out of the bottom of the creation pod as the ice inside melted. Soon, the creature would live...

Several minutes later, everything ended with a hiss as the pod door slowly opened. Full of excitement, Dr Disaster dashed closer and leaned over to see inside. A pair of wild, orange eyes flashed open as his face appeared. The creature was alive. It wanted to hunt.

1a. Find and copy the conjunction in the first sentence of paragraph 3.



VF

2a. True or false? Three fronted adverbials are used in paragraph 4.



VF

3a. Which personal pronoun refers to Dr Disaster in paragraph 2?



VF

4a. In which paragraph has an ellipsis been used to build suspense?



VF

5a. In the first sentence of paragraph 2, has the author used a relative clause or a fronted adverbial to give extra information about where Dr Disaster is?



VF

Recognising Devices to Build Cohesion – Fiction

Sergeant Higson's police car was wrapped around a lamppost, its rear half crushed. Whatever had struck it had been flying at high speed. In the front seat, the sergeant slumped over, thrown around as the impact had sent the car spinning. As he came in and out of consciousness, he heard bits of information over the radio. "... police needed... heat signal has gone... corner of 75th Street... quickly..."

When he had come to his senses fully, the sergeant began trying to piece together what had happened. He had been patrolling the northeast corner of the city when a beam of light had flown out of a side street and smashed his car off the road. The car must have been thrown a long way because Higson had only just passed 75th Street when he was hit, but now found himself near 76th...

75th Street! The radio messages came back into the policeman's brain. He was there! Everyone was tracking whatever strange thing had just hit him. Painfully, he pulled himself through the car's smashed window, walked into an alleyway, and then froze. In front of him, hiding behind some bins, was a tiny girl. The sergeant, who had seen lots of weird things in his life, was lost for words. The girl was not like anyone he had ever seen. She *glowed*.

1b. Find and copy the two conjunctions in the second sentence of paragraph 2.



VF

2b. True or false? One fronted adverbial is used in paragraph 3.



VF

3b. Which personal pronouns refer to the sergeant in paragraph 3?



VF

4b. In which paragraph has an ellipsis been used to show words have been omitted?



VF

5b. In paragraph 3, has the author used a relative clause or a fronted adverbial to give extra information about the sergeant being lost for words?



VF

Recognising Devices to Build Cohesion – Fiction

Droplets of water carved crooked paths through the condensation which coated the front panel of the creation pod. Deep inside, cocooned in ice, a shrivelled body lay curled around itself.

Dr Disaster, who sat ready at the lab's control panel, could barely bring himself to push the button. All of the thefts, the research, the secretive exchanges in countries all across the world; it had all been building to this moment. The words 'Genesis complete' flashed invitingly on the pod's display screen. The doctor screwed his eyes shut (he had never been the bravest when it came to big occasions), stretched his finger out, and pressed.

The swelling sound of sirens and the thrum of machinery immediately filled the lab. Pumping equipment, which had lain unused for so long, whirred into life and drew away any water which pooled in the bottom of the creation pod as the ice inside melted. Soon, Dr Disaster's creation would take its first breath...

Several nerve-wracking minutes later, the thawing process finished with a hiss as the pod door slowly opened. Unable to contain his excitement, Dr Disaster scurried closer and craned his neck to see inside. A pair of piercing eyes, orange slits above vicious teeth, flashed open as they sensed his movement. The creature was alive. It wanted to hunt.

6a. List all the conjunctions used in paragraph 3.



VF

7a. How many fronted adverbials are used in paragraph 4?



VF

8a. Which relative pronoun refers to Dr Disaster in paragraph 2?



VF

9a. How has an ellipsis been used in paragraph 3?



VF

10a. In the first sentence of paragraph 2, has the author used a relative clause, a fronted adverbial or a conjunction to give extra information about a Dr Disaster?



VF

Recognising Devices to Build Cohesion – Fiction

Sergeant Higson's police car was wrapped around a lamppost, the rear part of its cabin horribly crumpled. Whatever had struck it had been travelling at an incredible speed. In the front seat, the sergeant lay slumped over, thrown roughly forward as the impact had sent the car spinning. As he drifted in and out of consciousness, he caught fragments of information over the radio. "... units required... heat signal has disappeared... corner of 75th Street... urgent..."

When a throbbing headache told him that he had fully regained his senses, the sergeant began trying to piece together what had happened. He had been driving his usual route, patrolling the northeast corner of the city, when a streak of brilliant white light had burned out of a side street and sent his car crashing off the road. It must have been thrown quite a distance because Higson had only just passed the junction with 75th Street when he was hit, but now found himself a few buildings away from 76th...

75th Street! The radio messages tumbled back into the policeman's brain. He was there! The rest of the force was tracking whatever mysterious object had just hit him. Painfully, he pulled himself through the car's smashed window, staggered into an alleyway, and immediately froze. There before him, cowering behind some bins, was a tiny girl. The sergeant, who had experienced plenty of peculiar things in his career, was lost for words. The girl was unlike anyone he had ever seen. She glowed.

6b. List all the conjunctions used in paragraph 2.



VF

7b. How many fronted adverbials are used in paragraph 3?



VF

8b. Which relative pronoun refers to the sergeant in paragraph 3?



VF

9b. How has an ellipsis been used in paragraph 1?



VF

10b. In paragraph 3, has the author used a relative clause, a fronted adverbial or a conjunction to give extra information about the sergeant being lost for words?



VF

Recognising Devices to Build Cohesion – Fiction

Droplets of water carved crooked paths through the condensation which blanketed the front panel of the creation pod like meandering streams on a metallic planet. Deep within, cocooned in protective ice, a shrivelled, hairless body lay curled around itself, awaiting birth.

Dr Disaster, who muttered maniacally in front of the lab's complex control panel, was trying to convince himself to start the activation sequence. The desperate heists, the unethical research, the clandestine exchanges in far-flung countries; they had all been building to this moment. The fateful words 'Genesis complete' pulsed invitingly on the pod's display screen. Refusing to look (cowardice always plagued him when it came to moments of consequence), the doctor stretched his finger out and pressed.

The swelling wail of sirens and the thrum of advanced machinery immediately resounded throughout the lab as soon as the switch had been activated. Specially-designed pumping equipment, which had lain dormant for countless months, whirred into life and drew away any liquid which pooled in the base of the creation chamber as the ice inside melted. Soon, the doctor's abhorrent creation would be unleashed...

Several nerve-jangling minutes later, the thawing process concluded with the hiss of escaping gases as the pod door was released and swung slowly upwards. His half-blind left eye twitching uncontrollably with excitement, Dr Disaster scurried closer and craned his neck to see inside. A pair of malevolent eyes, orange daggers above vicious canines, flashed open and tracked his movement. The creature, against all the odds, was alive. It wanted to hunt.

11a. List all the conjunctions used in paragraph 3 and group them into coordinating and subordinating.



VF

12a. How many fronted adverbials are used throughout the whole text?



VF

13a. List all the pronouns that refer to Dr Disaster in paragraph 2. Which is a relative pronoun?



VF

14a. How has an ellipsis been used in paragraph 3? How else can an ellipsis be used?



VF

15a. In paragraph 2, find an example of using a relative clause to give extra information about a noun.



VF

Recognising Devices to Build Cohesion – Fiction

Sergeant Higson's police car – or what was left of it – was wrapped like a piece of litter around the base of the lamppost, the rear part of its cabin horribly misshapen. Whatever had collided with it had been travelling at an inconceivably high speed. In the driver's seat, the sergeant lay slumped over the dashboard, thrown about like a ragdoll as the impact had sent the car spinning. As he drifted in and out of consciousness, he caught snippets of police chatter over the radio. "... units required... heat signal offline... corner of 75th Street... urgent... unidentified..."

When a pulsing headache forced him to accept that he had fully regained his senses, the sergeant groggily began trying to piece together what had befallen him. He had been following his usual Friday routine, patrolling the impoverished northeast corner of the city, when a streak of brilliant white light had erupted from a side street and sent his car crashing off the road. It must have been thrown a remarkable distance because Higson recalled having only just passed the junction with 75th Street when the collision occurred, but had come to his senses only a stone's throw from 76th...

75th Street! The garbled radio messages tumbled back into Higson's brain as realisation struck him. He was there! The full might of the city's police department was tracking whatever mysterious object had just hit him, and he was currently their best lead. With considerable effort, he dragged himself through the car's buckled window, staggered into an alleyway which headed in the right direction, and immediately froze. There before him, cowering miserably among some bins, was a tiny girl. The sergeant, who had witnessed more than his fair share of peculiarities in his career, was lost for words. The girl was unlike anyone he had ever seen. She *glowed*.

11b. List all the conjunctions used in paragraph 2 and group them into coordinating and subordinating.



VF

12b. How many fronted adverbials are used throughout the whole text?



VF

13b. List all the pronouns that refer to the sergeant in paragraph 3. Which is a relative pronoun?



VF

14b. How have ellipses been used differently in paragraphs 1 and 2?



VF

15b. In paragraph 3, find an example of using a relative clause to give extra information about a noun.



VF

Varied Fluency
Recognising Devices to Build
Cohesion – Fiction

Developing

- 1a. The loud sound of sirens and machinery immediately filled the lab.
- 2a. false - there are two
- 3a. he
- 4a. paragraph 3
- 5a. relative clause

Expected

- 6a. and, as
- 7a. two
- 8a. who
- 9a. An ellipsis has been used to build suspense.
- 10a. relative clause

Greater Depth

- 11a. Coordinating: and
Subordinating: as, as soon as
- 12a. five
- 13a. Himself, him, who (the relative pronoun).
- 14a. An ellipsis has been used to build suspense. They can also be used to show where words have been omitted, to show where a speaker has been broken off suddenly or to show hesitation in speech.
- 15a. Dr Disaster, who muttered maniacally in front of the lab's complex control panel, was trying to convince himself to start the activation sequence.

Varied Fluency
Recognising Devices to Build
Cohesion – Fiction

Developing

- 1b. He had been patrolling the northeast corner of the city when a beam of light had flown out of a side street and smashed his car off the road.
- 2b. false - there are two
- 3b. he and him
- 4b. paragraph 1
- 5b. relative clause

Expected

- 6b. when, and, because, but
- 7b. two
- 8b. who
- 9b. An ellipsis has been used to show where words have been omitted.
- 10b. relative clause

Greater Depth

- 11b. Coordinating: and, but
Subordinating: when, because
- 12b. five
- 13b. Him, himself, he, who (the relative pronoun).
- 14b. In paragraph 1, an ellipsis has been used to show that words have been omitted. In paragraph 2, an ellipsis has been used to build suspense.
- 15b. The sergeant, who had witnessed more than his fair share of peculiarities in his career, was lost for words.

Application and Reasoning

Step 1: Recognising Devices to Build Cohesion – Fiction

National Curriculum Objectives:

English Year 6: Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis

English Year 6: Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]

Terminology for pupils:

- Ellipsis

Differentiation:

Questions 1, 4 and 7 (Reasoning)

Developing Explain the use of a cohesive device in a given sentence.

Expected Explain the use of a cohesive device in a sentence within a paragraph.

Greater Depth Explain the use of a cohesive device used differently within a paragraph.

Questions 2, 5 and 8 (Application)

Developing Write the first sentence of the next paragraph. Including one cohesive device.

Expected Write the first two sentences of the next paragraph. Including one cohesive device.

Greater Depth Write the first two sentences of the next paragraph. Including two cohesive devices.

Questions 3, 6 and 9 (Reasoning)

Developing Explain which of two cohesive devices you would use to add more information to a sentence and why.

Expected Explain which of three cohesive devices you would use to add more information to a sentence and why.

Greater Depth Explain which cohesive device you would use to add more information to a sentence and why. No options given.

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Recognising Devices to Build Cohesion – Fiction

It was the sort of town which always ended up with a gang bullying people into paying to be left alone. One street (if you could call this strip of mud a 'street') and a few simple houses in the middle of the countryside. Miles from anywhere. Miles from help.

It was only by chance that Cassie had met Javier on the track between Hope's Edge and the Thornwater road. Her horse had lost a shoe in the recent storms and so she had been forced to head for the nearest town. Along the way, she had seen Javier resting against a rock by the track. On an evening ride for help, pushing through thunder and rain, he had fallen off his horse and broken his leg. Cassie had wondered what sort of awful situation would make a man ride – through the night – into a storm that fierce. It had not taken Javier long to explain.

She had made it to Hope's Edge, and she was beginning to understand more clearly why Javier had been forced to ride for help. It was like a ghost town. A few worried faces looked out of windows, but quickly disappeared if Cassie looked in their direction. The only sounds she could hear came from the town's saloon. This was where the gang ruled the town from. Cassie tied her horse to a post and stepped inside...

1a. Explain why the writer used brackets in paragraph 1.

One street (if you could call this strip of mud a 'street') and a few simple houses in the middle of the countryside.



R

2a. Write the first sentence of the next paragraph. Include a relative clause.



A

3a. If you were going to add extra information to the first sentence of paragraph 3, would you use a relative clause or a fronted adverbial? Why?



R

Recognising Devices to Build Cohesion – Fiction

As the pickup truck rumbled along the bumpy road, Gerrit fidgeted nervously. He was excited, but worrying thoughts nagged at him. What if the reports were true and the young, friendly lion he had released was now a fierce leader of his own pride? Would Ubhuti ignore Gerrit? Reject him? Or (Gerrit shuddered) do something worse?

The ranger driving the truck pointed to an enormous tree to the west. “We can usually find the lions under that tree or somewhere nearby,” he explained. “It may be the middle of their territory. It’s the best place to start looking.”

Off the road, the pickup slowed down. The last thing Gerrit and his guide wanted was for the car to startle the pride and drive them away. So they drove forward slowly, getting closer to the tree...

There they were! Some lionesses and cubs lay in the shade, watched over by a single huge male who stood up when the truck appeared. Gerrit’s heart thumped. It was Ubhuti! The large lion stepped forward, watching the two men behind the windscreen. This was it. Hands shaking, Gerrit opened the door...

1b. Explain why the writer used an ellipsis at the end of paragraph 3.

So they drove forward slowly, getting closer to the tree...



R

2b. Write the first sentence of the next paragraph. Include a fronted adverbial.



A

3b. If you were going to add extra information to the first sentence of paragraph 4, would you use parenthesis or a fronted adverbial? Why?



R

Recognising Devices to Build Cohesion – Fiction

It was the sort of town which always seemed to wind up with some gang or other bullying the inhabitants into paying to be left alone. One street (if you could call this strip of horse-trodden mud a 'street') and a handful of simple houses, all huddling together in the middle of the plains. Miles from anywhere. Miles from help.

It was sheer chance that had led to Cassie meeting Javier on the rarely used track between Hope's Edge and the Thornwater road. Fleet, her stallion, had lost a shoe in the recent storms and so she had been forced to head for the nearest town. Along the way, she had discovered Javier propped up against a rock a few feet from the track. On a desperate ride for help, pushing too hard through thunder and rain, he had been thrown from his horse and shattered his leg. Cassie had wondered what sort of appalling situation would drive a man to ride for aid – through the night, no less – into the teeth of a storm that fierce. It had not taken Javier long to explain.

She had made it to Hope's Edge and she was beginning to understand more clearly why Javier had been forced to ride for help. It was like a ghost town. A few anxious faces peered out from behind curtains, but people swiftly disappeared as Cassie caught their eyes. The only sounds she could hear spilled out from the town's single saloon. This was where the gang had established themselves then. Cassie secured Fleet to a post and stepped inside...

4a. Explain why the writer used dashes in paragraph 2.



R

5a. Write the first two sentences of the next paragraph. Include a relative clause.



A

6a. If you were going to add extra information to the first sentence of paragraph 3, would you use a relative clause, a fronted adverbial or parenthesis? Why?



R

Recognising Devices to Build Cohesion – Fiction

As the pickup truck bounced and juddered its way along the potholed road, Gerrit fidgeted uneasily. He was excited, of course, but his pessimistic thoughts nagged at him. What if the report the rangers had given him was true, and the young, affectionate lion he had released had grown into a fierce, dominant male, the leader of his own pride? Would Ubhuti ignore Gerrit? Reject him? Or (Gerrit shuddered at the thought) do something worse?

The ranger driving the truck motioned to an isolated tree to the west. “We can usually find the pride under that baobab or somewhere in the surrounding area,” he explained. “It may well be the centre of their territory. It’s certainly the best location to start our search.”

After turning off the road, the pickup slowed to a crawl. The last thing Gerrit and his guide wanted was for their arrival to accidentally startle the pride and drive them away. So they crept forward gently, inching closer to the tree...

There they were! Six... seven... eight of them! A mix of lionesses and cubs lay resting in the shade, watched over by a single fearsome male who rose to his feet when the truck appeared. Gerrit’s heart pounded. It was Ubhuti! The great lion padded a few steps forward, his eyes fixed firmly on the two men behind the windscreen. This was the moment. Hands trembling, Gerrit opened the door...

4b. Explain why the writer used an ellipsis at the end of paragraph 4.



R

5b. Write the first two sentences of the next paragraph. Include a fronted adverbial.



A

6b. If you were going to add extra information to the first sentence of paragraph 4, would you use parenthesis, a fronted adverbial or a relative clause? Why?



R

Recognising Devices to Build Cohesion – Fiction

It was such a cliché. Pokey little towns like this inevitably attracted the attention of some gang or other and the inhabitants found themselves coughing up some sort of protection money. A solitary street (if you could call this stretch of horse-trodden quagmire a ‘street’) and a cluster of tumbledown houses, all huddling together against the expanse of the plains. Miles from anywhere. Miles from help.

But for the tinkering hands of fate, Cassie would never have encountered Javier on the off-ignored track between Hope’s Edge and Thornwater – High Ridge Road. Fleet, her trusty thoroughbred, had lost a shoe in the recent storms and so she had been forced to head for the nearest town, which a signpost had informed her was Hope’s Edge. Along the way she had heard some plaintive cries for help and discovered Javier propped up against a boulder a few feet from the track. On a madcap dash for help, pushing too hard through the thunderous downpour, he had been thrown from his mount and dislocated his ankle. Cassie had been aghast, wondering what hellish circumstances would drive a man to ride for aid – hampered by darkness, no less – into the teeth of so treacherous a storm. Javier, hoping against hope that he had found a saviour, had not taken long to explain.

Now, as Cassie and Fleet trotted into Hope’s Edge, she understood. It was like a ghost town. A few anxious faces chanced looks through cracks in curtains, but twitched back into obscurity the minute Cassie caught their eyes. The only sounds which pierced the blanket of silence spilled out from the town’s lone saloon. This was where the gang had established themselves then – the seat of their power. Cassie tethered Fleet to the hitching post and stepped inside...

7a. Explain why the writer used dashes twice in paragraph 2.



R

8a. Write the first two sentences of the next paragraph. Include a relative clause and an ellipsis.



A

9a. If you were going to add extra information to the first sentence of paragraph 3, what devices would you use? Why?



R

Recognising Devices to Build Cohesion – Fiction

As the pickup truck lurched and juddered its way along the pockmarked road, Gerrit fidgeted uneasily with the strap of his watch. He was excited, of course, but his pessimistic nature nattered and nagged away in the back of his mind. What if the reports provided by the reserve's rangers proved true, and the affectionate adolescent lion he had released a year or so earlier had grown into a fierce, dominant male, the leader of his own pride? Would Ubhuti simply ignore Gerrit? Reject him outright? Or (Gerrit's blood ran cold at the thought) do something worse?

The ranger driving the truck gestured to an isolated tree several hundred metres to the west. "The pride habitually rest beneath that baobab and hunt in the surrounding area," he explained. "We presume it to be the centre of their territory. It's certainly the best location we have for commencing our search."

After turning off the road and into the tall grass of the savanna, the pickup slowed to a crawl. The last thing Gerrit and his guide wanted was for the sudden arrival of their four-by-four to accidentally startle the pride and send them scattering. So they eased the truck forward as gently as possible, inching ever closer to the tree...

Then, before them was the pride! Six... seven... eight of them! A cluster of lionesses and cubs lounged in the shade, watched over by a single great-maned male who rose ominously to his feet when the truck emerged. Gerrit's heart threatened to explode with joy and fear! It was Ubhuti! Intrigued by this intrusion into his territory, the majestic lion padded a few steps forward, his eyes fixed firmly on the two men behind the windscreen. This was the moment. Hands quivering, Gerrit opened the door...

7b. Explain why the writer used ellipses three times in paragraph 4.



R

8b. Write the first two sentences of the next paragraph. Include a fronted adverbial and parenthesis.



A

9b. If you were going to add extra information to the first sentence of paragraph 4, what devices would you use? Why?



R

Application and Reasoning Recognising Devices to Build Cohesion – Fiction

Developing

- 1a. To include detail about the street and convey the author's opinion.
- 2a. Various answers, for example: Cassie, who was looking more confident than she felt, glanced around the inside of the saloon.
- 3a. Various answers, for example: A fronted adverbial could help convey the time it had taken Cassie to reach the town (e.g. Finally, she had made it to Hope's Edge...)

Expected

- 4a. To include details about when Javier had ridden for help.
- 5a. Various answers, for example: Loud conversations came to an abrupt halt as she stepped inside the door. Cassie, who was looking more confident than she felt, could sense that all eyes were now fixed on her.
- 6a. Various answers, for example: A relative clause could add more information about the town (e.g. She had made it to Hope's Edge, which was like nothing she had ever seen before, and...)

Greater Depth

- 7a. The first use of a single dash allows the author to add the name of the street at the end of the sentence. The pair of dashes allows the author to insert information within the sentence so we know when Javier rode for help.
- 8a. Various answers, for example: Cassie, who appeared more confident than she felt, stepped inside the door. The loud conversation stopped abruptly and a glass smashed to the floor...
- 9a. Various answers, for example: A fronted adverbial could help convey the time it had taken Cassie to reach the town, pronouns could be used to avoid repetition, parenthesis could be used to add additional information.

Application and Reasoning Recognising Devices to Build Cohesion – Fiction

Developing

- 1b. To help build suspense about what they might find at the tree.
- 2b. Various answers, for example: Slowly, he edged himself out of the truck.
- 3b. Various answers, for example: A fronted adverbial could demonstrate his joy at finding them (e.g. Amazingly, there they were!)

Expected

- 4b. To help build suspense about what might happen when he opens the door.
- 5b. Various answers, for example: Slowly, he edged himself out of the truck. He was careful not to startle Ubhuti.
- 6b. Various answers, for example: A dash to add extra information (e.g. There they were – a whole pride of them!)

Greater Depth

- 7b. To show there is a pause between counting each lion and to help build suspense about what might happen when he opens the door.
- 8b. Various answers, for example: Slowly, he edged himself out of the truck. He needed to know that Ubhuti, even after all this time, still remembered him.
- 9b. Various answers, for example: Parenthesis to add more information (e.g. Then before them, in the shade of the trees, was the pride!)

Name:

Date:

15
total marks

Layout Devices Mini Test

Answer the questions to show your understanding.

1a. What is a heading?

1b. Why are headings used?

2a. What is a sub-heading? (There are two types.)

2b. Why are sub-headings used? (Give two reasons.)

3. What are columns used for?

4. What are bullets used for?

5. What are tables used for?

.....

2 marks

4 marks

1 mark

1 mark

1 mark

total for this page



6 marks

6. List 3 other types of layout device and explain why they might be used

a. Device:

b. Used to:

c. Device:

d. Used to:

e. Device:

f. Used to:



END OF TEST



total for this page

| | | |
|---|--|---------|
| 1 | Answer the questions to show your understanding. a. What is a heading? <i>Headings are titles at the top of a page or large section of text.</i> <hr/> b. Why are headings used? <i>Headings are used to tell the reader what the whole text is about.</i> <hr/> | 2 marks |
| 2 | a. What is a sub-heading? (There are two types.) <i>Sub-headings are titles that come straight after a main heading.</i> <hr/> <i>They are also titles given to sub-sections of a text.</i> <hr/> b. Why are sub-headings used? (Give two reasons.) <i>Sub-headings after a main heading give more information about the content of the text which follows.</i> <hr/> <i>Sub-headings given to sub-sections of text tell you what the sub-section is about.</i> <hr/> | 4 marks |
| 3 | What are columns used for? <i>Columns are used to break up large sections of text .</i> <i>Columns are used as they make it easier for the reader to track/read short lines.</i> Accept either or both descriptions for 1 mark. | 1 mark |
| 4 | What are bullets used for? <i>Bullets are used to draw attention to important information.</i> <i>Bullets are used to make lists.</i> Accept either or both descriptions for 1 mark. | 1 mark |
| 5 | What are tables used for? <i>Tables are used to help the reader compare related information.</i> <i>Tables are used to organise/draw attention to key pieces of information.</i> Accept either or both descriptions for 1 mark. | 1 mark |
| 6 | List 3 other types of layout device and explain why they might be used. Possible answers. <ul style="list-style-type: none">• <i>pictures or photographs</i>• <i>quotes</i>• <i>using different colours</i>• <i>captions</i>• <i>numbers</i>• <i>fonts</i>• <i>diagrams</i>• <i>maps</i> Reasons given must be clear and sensible. | 6 marks |

New Student Help Guide Planning Sheet

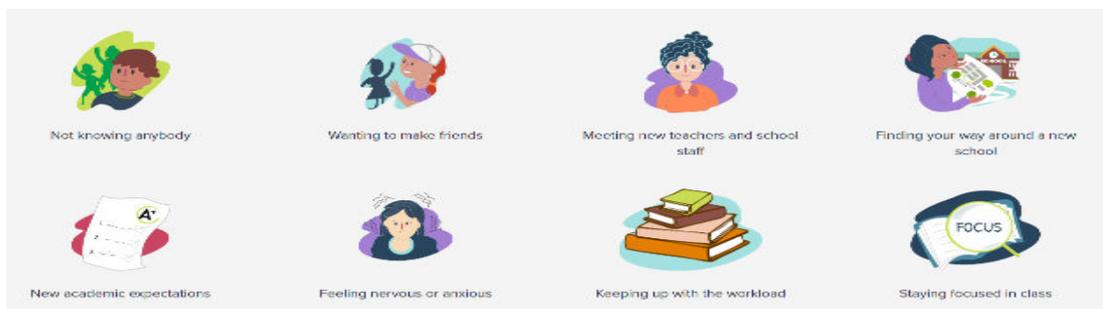
| | Title: | Vocabulary/Sentence Types |
|--|--------------------|----------------------------------|
| Paragraph 1 Introduction. What is your help guide about? Who is the audience? | | |
| Paragraph 2 Suggestion: How can you prepare for a new school? | Subheading: | |
| Paragraph 3 Suggestion: What will you need for your first day? | Subheading: | |
| Paragraph 4 Suggestion: How will you make friends? | Subheading: | |
| Optional 'Top Tips' box | | |

A Help Guide to Starting a New School

Imagine it is your first day of school and you are walking into the school gates with your backpack on, wearing a new uniform, your shiny shoes still need breaking in, and you don't really know anybody. Suddenly you realise that your hands are slightly sweaty and your heart is racing.

Starting a new school is a big deal! You're going to meet lots of new people, learn lots of new rules and be thrown into new situations. This is bound to make you feel lots of different emotions. For some of you, this might be exciting and fun - if that's how you feel then enjoy the moment! But for some of you, it could make you feel scared and worried. If that sounds like you, then read on for tips on how to make your first day or week a little easier.

Are you worried about the following things?



How can you prepare yourself for your first day?

- Find out if there is anybody you know going to the school and see if you can buddy up with them.
- Visit the school and find out where everything is. You might want to ask for a map of the school before you start.
- Visualise your first day going successfully - try to stay positive and calm
- Plan your lunches and try to pack healthy meals and snacks to keep your energy up.
- Try and get your timetable and class information so you can get familiar with it before the first day.
- Organise your books, stationery, uniforms, backpack and anything else you'll need
- Find out where to go or who you can ask when you need help.

What you will need for your first day?

So that you are organised for your first day, try and pack your bag with the following equipment:

- A pencil case with a pencil, ruler, blue handwriting pen, pencil sharpener and an eraser.

- Pack your PE kit which should consist of a white t-shirt, blue or black shorts and a Parkfield jumper for those colder days.
- Remember to pack your lunch and a healthy snack for the daily snack break at 9.55am.

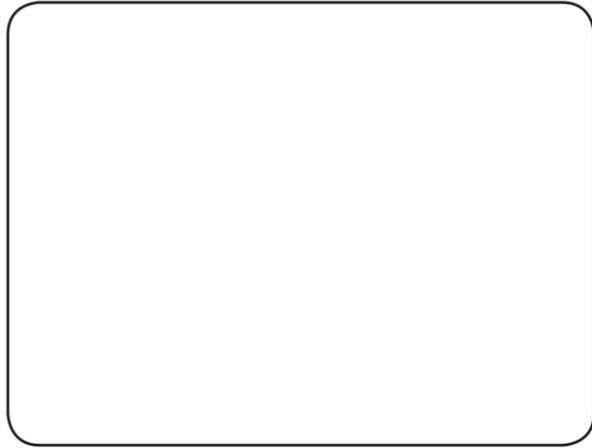
How can you make friends?

Meeting new people can sometimes make us nervous. Some people might get so nervous they don't know what to say! There are plenty of ways to make friends, but one of the easiest ways is to focus on things you have in common like a favourite band, TV show or book. Whilst doing this, show an interest in others by asking them questions about things they are interested in or things that you might have in common. Part of the challenge is to be a good listener and make sure you give the other person a chance to talk before jumping in with another question or comment!

Be kind by sharing positive things about others or break the ice with a genuine compliment! As you are talking, use positive body language like smiling, making eye contact and talking confidently and most importantly just remember to have some fun! Bring your sense of humour (maybe a joke or two) with you and be ready to keep things light and fun.

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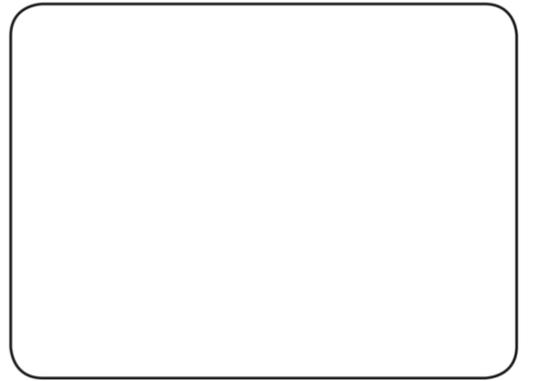
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The Light Spectrum

The picture on the right shows a very famous album cover called 'Dark Side of the Moon' from the band Pink Floyd. It was released in 1973 and although it contains many well-known songs today, it also shows this iconic (famous) image. The image shows what must be a glass prism with a beam of light hitting it from the left. You can see inside the prism, the ray of light is spreading out until eventually, the colours within the 'white light' become separated into the spectrum we see on the right of the picture.



What is White Light?

White light is the name given to a normal beam of light with no colour. A plain light coming from a torch or a lamp would be called white light. Light the sun is also called white light. However, just like when we mix lots of paint colours to make a very dark brown, the white light is made up of different colours of light. When the different coloured lights are mixed they make white, not the usual paint mixing colours we know well.

How Does White Light Separate?

So how is the spectrum made?

How can white light be separated so we can see these different colours?

Well, it's all down to **refraction**. Refraction happens when something, like water or a glass prism, bends light. The thing about the different colours of light, is that they all bend a different amount. Red light bends the least, so is at the top of the spectrum we see in the picture. Violet light bends the most, so is at the other end of the spectrum, with all the other colours in between.

Why Does the Visible Spectrum look like a Rainbow?

...because a rainbow is a type of visible spectrum. Earlier we talked about light being refracted through a glass prism or water and that's just what happens to make a rainbow. Rainbows **only** happen when the Sun provides some white light and it is raining. This means that there is light and water – perfect conditions for refraction to happen. The colours we know as the rainbow **are** the colours of the visible spectrum: red orange, yellow, green, blue, indigo and violet.

Questions About The Light Spectrum

Answer the questions below in full sentences.

1. Who released the album 'Dark Side of The Moon'?

2. How many colours are in the visible spectrum and in what order?

3. What happens to white light to make it into a spectrum?

4. What colour bends the least when a spectrum is made?

5. What colour is violet?

6. Give an example of white light not mentioned in the text.

7. Why has the author used the phrase 'what must be' in paragraph one?

8. Why do you think the author has put the word **only** in bold in the final paragraph?

9. Find an example of an adjective in the text.

10. What does the word 'iconic' mean in paragraph one and how do you know?

Questions About The Light Spectrum

Answers

1. Who released the album 'Dark Side of The Moon'?

Pink Floyd

2. How many colours are in the visible spectrum and in what order?

Seven (red, orange, yellow, green, blue, indigo, violet)

3. What happens to white light to make it into a spectrum?

It refracts

4. What colour bends the least when a spectrum is made?

Red

5. What colour is violet?

Purple / reddish-purple (as opposed to indigo being a bluish-purple)

6. Give an example of white light not mentioned in the text.

Any white light NOT mentioned (NOT: sunlight, a torch beam, a lamp)

7. Why has the author used the phrase 'what must be' in paragraph one?

It MUST BE a glass prism because it is bending the light (and it is triangular)

(Note: The refraction would not happen through a pane of glass)

8. Why do you think the author has put the word only in bold in the final paragraph?

To reiterate/show the importance of that fact it can only happen in that circumstance.

9. Find an example of an adjective in the text.

Examples include: famous, iconic, dark brown, red, violet etc.

10. What does the word 'iconic' mean in paragraph one and how do you know?

It means 'famous'. The author used brackets next to the word to give an alternate word with the same meaning. Accept alternate suitable synonyms.

The Light Spectrum

The picture on the right shows a renowned album cover called *Dark Side of the Moon* by the band Pink Floyd. It was released in 1973 and although it contains many well-known songs today, it also shows this iconic image. The image shows what must be a glass prism with a light ray hitting it from the left. You can see inside the prism, the ray of light is spreading out until eventually, the colours within the 'white light' become separated into the spectrum we see on the right of the picture.



What is White Light?

White light is the name given to a normal beam of light with no colour filters. A plain light coming from a torch or a lamp would be called white light. Also, light coming from the Sun would be called white light. However, just like when we mix lots of paint colours to make a very dark brown, the white light is made up of different coloured light. When the different coloured lights are mixed they make white, not the usual paint mixed colours we are used to.

How Does White Light Separate?

So how is the spectrum made? And how can white light be separated so we can see these different colours? Well, it's all down to refraction. Refraction happens when something – like water or a glass prism – bends light. The thing about the different colours of light, is that they all bend a different amount. Red light bends the least, so is at the top of the spectrum we see in the picture above. Violet light bends the most, so is at the other end of the spectrum, with all the other colours in between.

Why Does the Visible Spectrum look like a Rainbow?

...because a rainbow *is* a type of visible spectrum. Earlier we talked about light being refracted through a prism or water and that's exactly what happens to make a rainbow. Rainbows *only* happen when the Sun is providing some white light *and* it is raining. This means that there is light and water – perfect conditions for refraction to occur. The colours we know as the rainbow *are* the colours of the visible spectrum: red, orange, yellow, green, blue, indigo and violet.

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Questions About The Light Spectrum

Answer the questions below in full sentences.

1. Who released the album 'Dark Side of The Moon'?

2. How many colours are in the visible spectrum and in what order?

3. What happens to white light to make it into a spectrum?

4. Which colour bends the most when a spectrum is made?

5. What two things need to be present to make a rainbow?

6. Give an example of white light not mentioned in the text.

7. Why has the author used the phrase 'what must be' in paragraph one?

8. Why do you think the author has put the word *only* in italics in the final paragraph?

9. What type of adjective is 'well-known' in paragraph one?

10. Why has the author told us that mixing light colours is different to mixing paint colours?

Why did they mention paint at all?

Questions About The Light Spectrum

Answers

1. Who released the album 'Dark Side of The Moon'?

Pink Floyd

2. How many colours are in the visible spectrum and in what order?

Seven (red, orange, yellow, green, blue, indigo, violet)

3. What happens to white light to make it into a spectrum?

It refracts

4. What colour bends the most when a spectrum is made?

Violet

5. What two things need to be present to make a rainbow?

White light AND water /rain

6. Give an example of white light not mentioned in the text.

Open ended: Any white light NOT mentioned (NOT: sunlight, a torch beam, a lamp)

7. Why has the author used the phrase 'what must be' in paragraph one?

It MUST BE a glass prism because it is bending the light (and it is triangular)

(Note: The refraction would not happen through a pane of glass)

8. Why do you think the author has put the word *only* in italics in the final paragraph?

To reiterate/show the importance of that fact it can only happen in that circumstance.

9. What type of adjective is 'well-known' in paragraph one?

A compound adjective which uses a hyphen to link the two words together into one adjective.

10. Why has the author told us that mixing light colours is different to mixing paint colours? Why did they mention paint at all?

We have experience of mixing paint colours, so we might assume that light mixes the same way but it does not.

The Light Spectrum

The picture on the right shows a renowned album cover called *Dark Side of the Moon* by the band Pink Floyd. It was released in 1973 and although its contents were ground-breaking, the picture remains iconic. The image shows what must be a glass prism with a light ray hitting it from the left. Inside the prism, we see refraction in action until eventually the colours within the 'white light' become separated into the visible spectrum we see on the right of the picture.



What is White Light?

White light is the scientific name given to a beam of light with no colour filters. A plain light coming from a torch or a lamp would be referred to as this. Similarly, the light coming from the Sun would also be called white light. However, just like when we mix many different paint colours to make a very dark brown, the white light is made up of different coloured light. When the different coloured lights are mixed they make white, not the usual paint-mixed colours we are used to.

How Does White Light Separate?

So how is the visible spectrum made? And how can white light be separated so we can see these different colours? Well, it's all down to refraction. Refraction happens when something – such as water or a glass prism – bends light. The thing about the different colours of light, is that they all bend a different amount. Red light bends the least, so is at the top of the spectrum we see in the picture above. Violet light bends the most, so is at the other end of the spectrum, with all the other colours in between.

Why Does the Visible Spectrum look like a Rainbow?

...because a rainbow is a type of visible spectrum. Previously we talked about light being refracted through a glass prism or water and that's exactly what happens to make a rainbow. Rainbows only happen when the Sun is providing some white light and it is raining. This means that there is light and water – perfect conditions for refraction to happen. The colours we know as the rainbow are the colours of the visible spectrum: red, orange, yellow, green, blue, indigo and violet.

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Questions About The Light Spectrum

Answer the questions below in full sentences.

1. Who released the album 'Dark Side of The Moon'?

2. Why do you think it is called the 'visible' spectrum? What does this suggest?

3. What happens to white light to make it into a spectrum?

4. What colour bends the most when a spectrum is made?

5. What two things need to be present to make a rainbow?

6. Give an example of white light not mentioned in the text.

7. Why has the author used the phrase 'what must be' in paragraph one?

8. What does the word 'iconic' mean – used in the first paragraph?

9. What type of adjective is 'ground-breaking' in paragraph one?

10. Why has the author told us that mixing light colours is different to mixing paint colours?

Why did they mention paint at all?

Questions About The Light Spectrum

Answers

1. Who released the album 'Dark Side of The Moon'?

Pink Floyd

2. Why do you think it is called the 'visible' spectrum? What does this suggest?

It suggests that there are other parts of the spectrum that are NOT visible – and this is indeed the case.

3. What happens to white light to make it into a spectrum?

It refracts

4. What colour bends the most when a spectrum is made?

Violet

5. What two things need to be present to make a rainbow?

White light AND water /rain

6. Give an example of white light not mentioned in the text.

Open ended: Any white light NOT mentioned (NOT: sunlight, a torch beam, a lamp)

7. Why has the author used the phrase 'what must be' in paragraph one?

It MUST BE a glass prism because it is bending the light (and it is triangular)

(Note: The refraction would not happen through a pane of glass)

8. What does the word 'iconic' mean – used in the first paragraph?

To suggest that the image is an icon – something which people revere or look up to.

9. What type of adjective is 'ground-breaking' in paragraph one?

A compound adjective which uses a hyphen to link the two words together into one adjective.

10. Why has the author told us that mixing light colours is different to mixing paint colours? Why did they mention paint at all?

We have experience of mixing paint colours, so we might assume that light mixes the same way but it does not.

Name:

Date:



Science Assessment Year 6: Light

How We See Things

1. Name 3 light sources:

- a)
- b)
- c)

3 marks

2. How can we see the moon at night?

.....

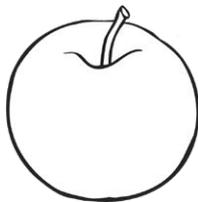
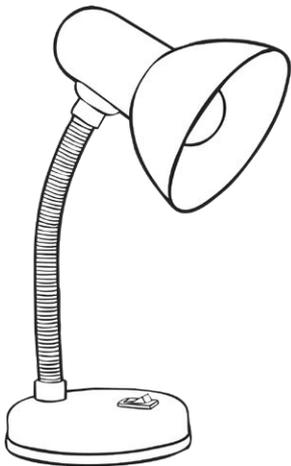
1 mark

3. Fill in the gap in this sentence:

Light travels in a line.

1 mark

4. Draw **two** lines and arrows to show how the eye sees the apple.

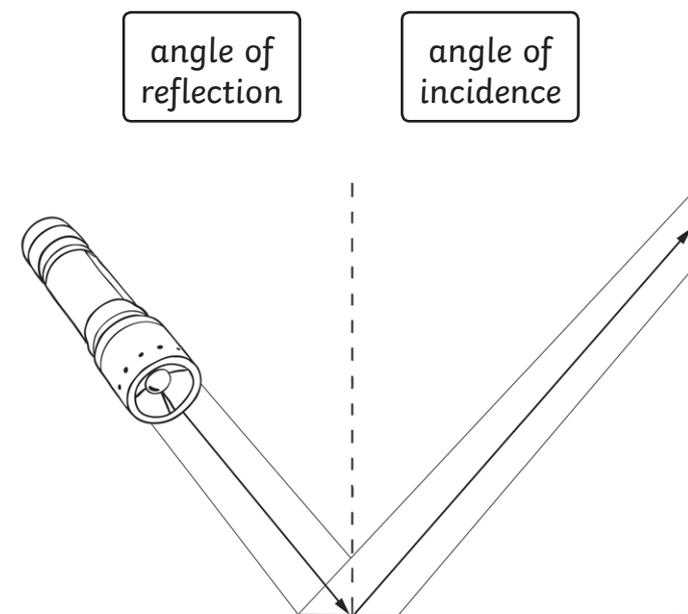


2 mark

Total for this page

Reflections

5. Draw a line from the two labels to the right place on the diagram:



2 marks

6. Draw 4 lines on this diagram to show how the person sees the bird through the periscope:



2 marks

Total for this page

Travelling Light

7. Name two precautions that people take to protect themselves from the harmful rays of the sun.

.....
.....

2 marks

8. Write true or false for these statements:

a) Light travels faster than sound.

b) Light can travel through space.

c) The moon is a light source.

d) Stars shine because they reflect the sun's light.

4 marks

.....

Shadows

9. Describe what happens and what is created when you put an opaque object in front of a light source.

.....
.....

2 marks

10. Describe how the size of a shadow changes as an opaque object is moved further away from the light source of a ray of light.

.....
.....

2 marks

Total for this page

11. Describe how the size of a shadow changes as an opaque object is moved closer to the light source.

.....

.....

2 marks

12. Join up the words below to their meanings:

Opaque

Lets almost all the light through
so things can be seen clearly

Translucent

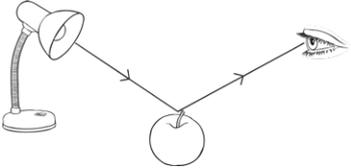
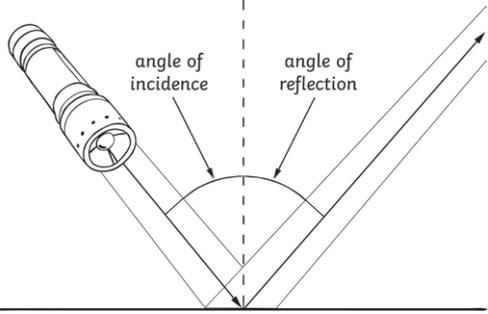
Lets no light through

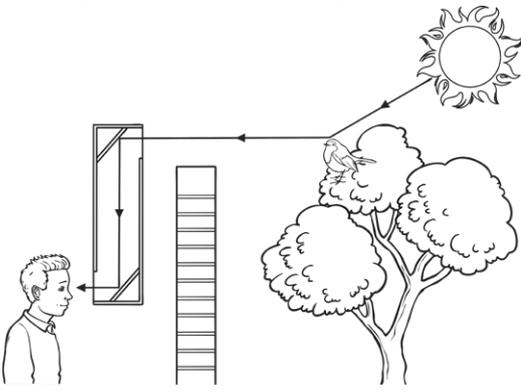
Transparent

Lets some light through but
not very detailed shapes

2 marks

Total for
this page

| question | answer | marks | notes |
|--|---|-------|--|
| 1. Name 3 light sources. | | | |
| | 1 mark each up to a maximum of 3 for any of these: <ul style="list-style-type: none"> • the sun • fire • stars • candles • light bulbs • gas lamps • fire work | 3 | No marks for moon - it is not a light source. 1 mark for any others which are sources, not mentioned on this list. |
| 2. How can we see the moon at night? | | | |
| | 1 mark for: <ul style="list-style-type: none"> • It reflects the sun's light • It reflects light to Earth | 1 | The word 'reflection' must be used to gain the mark. |
| 3. Fill in the gap in this sentence. | | | |
| | 1 mark for: <ul style="list-style-type: none"> • Light travels in a straight line. | 1 | Accept spelling mistakes where the correct word is obvious. |
| 4. Draw two lines and arrows to show how the eye sees the apple. | | | |
| | 1 mark each for: <ul style="list-style-type: none"> • a straight line with an arrow in the correct direction going from the lamp to the apple • a straight line with an arrow in the correct direction going from the apple to the eye.  | 2 | No marks for lines with no arrows. No marks for arrows in wrong direction. |
| 5. Draw a line from the two labels to the right place on the diagram. | | | |
| |  | 2 | 1 mark for each label placed correctly as shown in this diagram. No marks for labels on any other angles. Accept slight errors in exact positioning of labels so long as it is obvious as to which angle the label refers. |

| question | answer | marks | notes |
|---|---|-------|--|
| 6. Draw 4 lines on this diagram to show how the person sees the bird through the periscope. | | | |
| | <p>2 marks for 4 lines with at least one arrow showing correct direction of light travel.</p>  <p>1 mark for 3 lines from bird to eye not including the one from sun to bird. All lines must include at least one arrow.</p> | 2 | <p>No marks for straight lines with no arrows.</p> <p>No marks for straight lines with arrows pointing the wrong direction.</p> <p>No marks for lines that are not straight.</p> |
| 7. Name two precautions that people take to protect themselves from the harmful rays of the sun. | | | |
| | <p>Answer: 1 mark for each up to a total of 2 from:</p> <ul style="list-style-type: none"> • sunglasses • suncream/block • clothes that cover your body • staying in the shade/indoors/under a sunshade | 2 | |
| 8. Write true or false for these statements. | | | |
| | <p>a. Light travels faster than sound. True b. Light can travel through space. True c. The moon is a light source. False d. Stars shine because they reflect the sun's light. False</p> | 4 | One for each correct answer. |
| 9. Describe what happens and what is created when you put an opaque object in front of a light source. | | | |
| | <p>1 mark each for:</p> <ul style="list-style-type: none"> • A shadow is formed/created. • The opaque object blocks the light from the source (to form the shadow). | 2 | |

| question | answer | marks | notes | | | | | | | | | |
|---|--|---|-------|---|-------------|--|-----------------------|-------------|--|--|---|--|
| 10. Describe how the size of a shadow changes as an opaque object is moved further away from the light source. | | | | | | | | | | | | |
| | 1 mark each for: <ul style="list-style-type: none"> • The further away the object is... • ...the smaller the shadow. | 2 | | | | | | | | | | |
| 11. Describe how the size of a shadow changes as an opaque object is moved closer to the light source. | | | | | | | | | | | | |
| | 1 mark each for: <ul style="list-style-type: none"> • The closer the object is... • ...the larger/bigger the shadow. | 2 | | | | | | | | | | |
| 12. Join up the words below to their meanings: | | | | | | | | | | | | |
| | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; padding: 5px;">Opaque</td> <td style="border: none; padding: 0 10px;"> </td> <td style="text-align: center; padding: 5px;">Lets almost all the light through so things can be seen clearly</td> </tr> <tr> <td style="text-align: center; padding: 5px;">Translucent</td> <td style="border: none; padding: 0 10px;"> </td> <td style="text-align: center; padding: 5px;">Lets no light through</td> </tr> <tr> <td style="text-align: center; padding: 5px;">Transparent</td> <td style="border: none; padding: 0 10px;"> </td> <td style="text-align: center; padding: 5px;">Lets some light through but not very detailed shapes</td> </tr> </table> | Opaque | | Lets almost all the light through so things can be seen clearly | Translucent | | Lets no light through | Transparent | | Lets some light through but not very detailed shapes | 2 | 1 mark for two correct, 2 marks for all three correct. |
| Opaque | | Lets almost all the light through so things can be seen clearly | | | | | | | | | | |
| Translucent | | Lets no light through | | | | | | | | | | |
| Transparent | | Lets some light through but not very detailed shapes | | | | | | | | | | |
| | | total 25 | | | | | | | | | | |

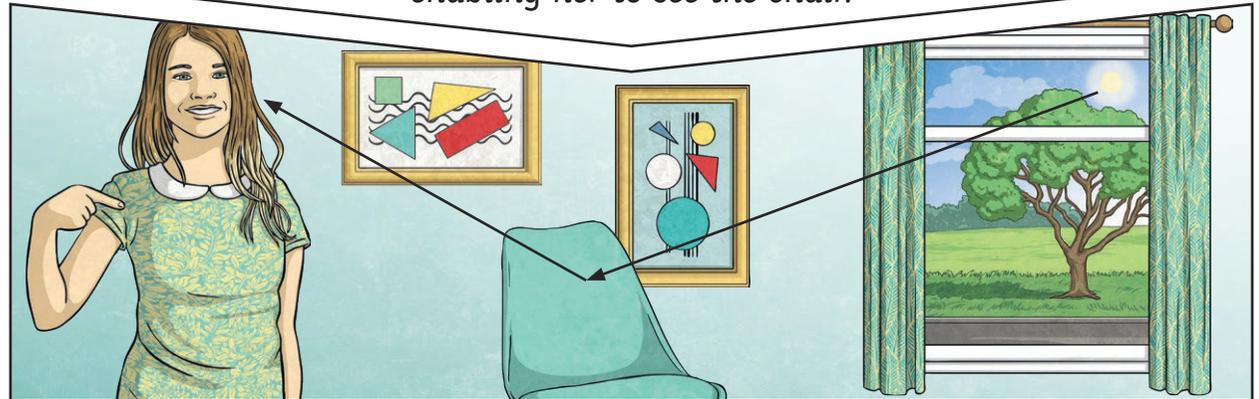
Key Vocabulary

| | |
|------------------------------|---|
| light | A form of energy that travels in a wave from a source. |
| light source | An object that makes its own light . |
| reflection | Reflection is when light bounces off a surface, changing the direction of a ray of light . |
| incident ray | A ray of light that hits a surface. |
| reflected ray | A ray of light that has bounced back after hitting a surface. |
| the law of reflection | The law states that the angle of the incident ray is equal to the angle of the reflected ray . |

Key Knowledge

We need **light** to be able to see things. **Light** waves travel out from sources of **light** in straight lines. These lines are often called rays or beams of **light**.

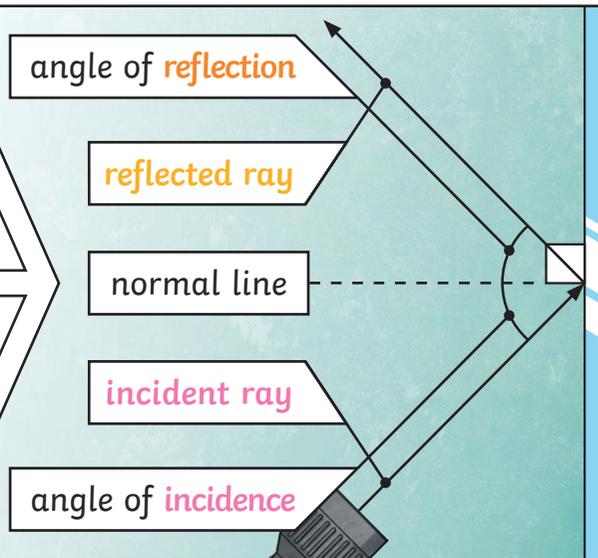
Light from the sun travels in a straight line and hits the chair. The **light** ray is then **reflected** off the chair and travels in a straight line to the girl's eye, enabling her to see the chair.



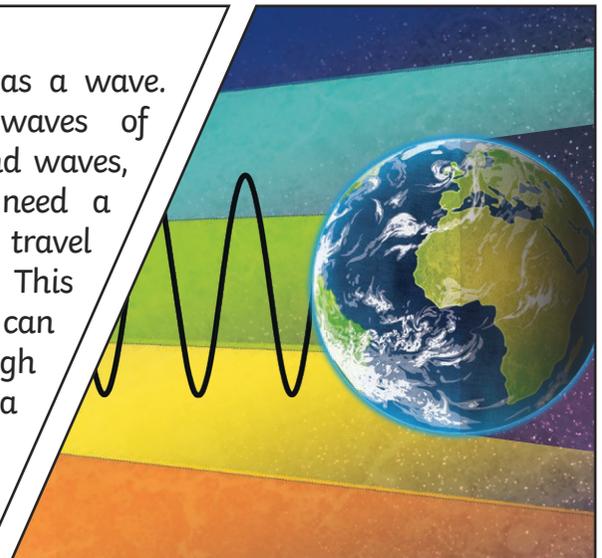
The **law of reflection** states that the angle of **incidence** is equal to the angle of **reflection**. Whenever **light** is **reflected** from a surface, it obeys this law.

The angle of **reflection** is the angle between the normal line and the **reflected ray light**.

The angle of **incidence** is the angle between the normal line and the **incident ray of light**.



Light travels as a wave. But unlike waves of water or sound waves, it does not need a medium to travel through. This means **light** can travel through a vacuum - a completely airless space.



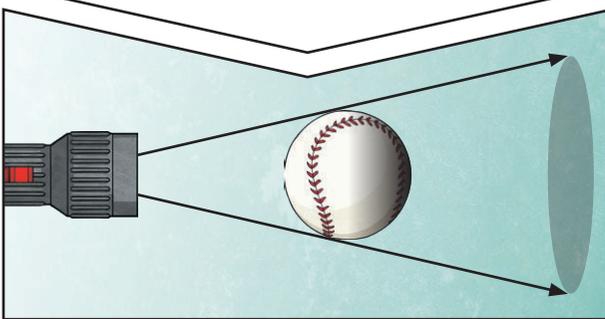
| Key Vocabulary | |
|-------------------------|---|
| refraction | This is when light bends as it passes from one medium to another. E.g. Light bends when it moves from air into water. |
| visible spectrum | Light that is visible to the human eye. It is made up of a colour spectrum . |
| prism | A prism is a solid 3D shape with flat sides. The two ends are an equal shape and size. A transparent prism separates out visible light into all the colours of the spectrum . |
| shadow | An area of darkness where light has been blocked. |
| transparent | Describes objects that let light travel through them easily, meaning you can see through the object. |
| translucent | Describes objects that things let some light through, but scatters the light so we can't see through them properly. |
| opaque | Describes objects that do not let any light pass through them. |

Key Knowledge

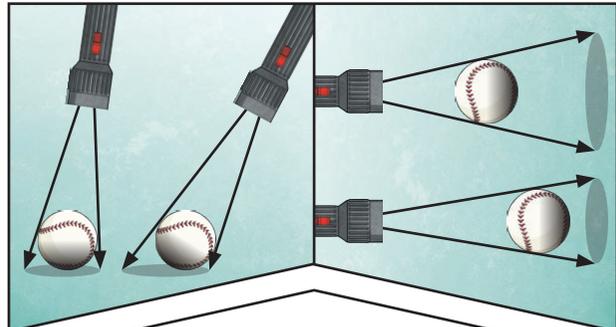


The spoon in this water looks as if it is bent. This is because **light** bends when it moves from air to water. When **light** bends in this way, it is called **refraction**.

A **shadow** is always the same shape as the object that casts it. This is because when an **opaque** object is in the path of **light** travelling from a **light source**, it will block the **light** rays that hit it, while the rest of the **light** can continue travelling.



Isaac Newton shone a **light** through a transparent **prism**, separating out **light** into the colours of the rainbow (red, orange, yellow, green, blue, indigo and violet) - the colours of the **spectrum**. All the colours together merge and make visible **light**.



Shadows can also be elongated or shortened depending on the angle of the **light source**. A **shadow** is also larger when the object is closer to the **light source**. This is because it blocks more of the **light**.

To look at all the planning resources linked to the Light unit, [click here](#).