**ENGLISH Learn at Home packs: Year 6, Week 13**

**These notes are intended for teachers** who are using these materials to continue to teach their class using any form of online file sharing.

***‘Your home-learning resources have helped our school immeasurably: they're so clear, and the fact that they are in daily chunks, with plenty of explanation for parents at home, has made them invaluable.’***Nick, a Suffolk primary teacher.

Our small team have been working round the clock to produce these materials and we’re really happy that huge numbers of teachers, schools and parents have found them useful – and emailed us to say so!

If you’re not a regular user of Hamilton, why not consider becoming a [Friend of the charity](https://www.hamilton-trust.org.uk/sign-up/?utm_source=hamilton&utm_medium=lhp&utm_campaign=tns) to access the teaching materials in English, Maths and Topics for the whole year? Or take a moment to browse our [free resources for schools](https://www.hamilton-trust.org.uk/about-hamilton/use-for-free/?utm_source=hamilton&utm_medium=lhp&utm_campaign=tnf).

**The ‘timetable’ for this week’s teaching and learning is as follows**

* **Day 1** – Children listen to a reading of *Way Home*. They answer reflective questions and make predictions.
* **Day 2** – *Provide some teacher input*, using the PowerPoint presentation**\*** on formal and informal language. If children can access this PowerPoint, they will hear the voice-over teaching. Listen to the end of the story. Practise formal and informal language, then write in the style of the narrator of *Way Home*.
* **Day 3** – Children track the emotions of the main character and the cat in *Way Home*. They read two examples of stories that are narrated by cats and then they write the story as though told by the cat.
* **Day 4** – Children make inferences about Shane, from *Way Home*. Children look carefully at the last page of the book. They answer questions about the illustration and speculate about the objects that the boy has collected. They write questions that they would ask the boy and imagine his answers.
* **Day 5** – Children watch the trailer of *A Street Cat named Bob* and compare it to *Way Home*. They read an extract and answer questions. They use a BBC website to learn about homelessness and then read two poems about the idea of home.

*\*PowerPoint presentations are provided. You can use your phone to film yourself going through these on a laptop. OR parents and children can access them at home, preferably in PowerPoint but also as images on a tablet. You can then talk these through. Or you may have a clever online way, perhaps through the school’s website, of sharing these presentations with children at home.*

Summary of content

**Day 1 –** Listen to the first three quarters of an award-winning story. Answer questions about it. Make predictions.

**Day 2 –** Listen to the whole story. Reflect on the issues raised. Revise the use of formal and informal language. Write descriptively in an informal style.

**Day 3** – Track and infer emotions, discussing shifts. Re-write the story with a new narrator and from a different perspective.

**Day 4** – Draw and make inferences. Reflect on artwork and its relation to the story and characters. Interview a character; imagine and write their answers.

**Day 5** – Read about a similar true story. Research the topic of homelessness. Read poems aloud.