

Raising The Profile of Reading for Pleasure Through Whole-Class Novel Studies

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Linden Primary School has re-designed its curriculum in order to ensure that children have access to high-quality contemporary novels, which are placed at the heart of the classroom reading provision in order to raise levels of engagement and ultimately the enjoyment of reading.

Linden Primary School is a larger than the average-sized primary school, with approximately 460 children registered to attend. Most pupils are of White British heritage with a small minority speaking English as an additional language (9.7%). The proportion of pupils known to be eligible for the pupil premium funding is above average (40%). The proportion of disabled pupils and those who have special educational needs is above the national average (33%)

OU Research inspiration and rationale

2016 brought the implementation of the new statutory national assessments at the end of key stage two. Following the publication of the school's reading results (50% of children meeting Age Related Expectation), it was apparent that Linden's were significantly below national average of 66%. It was clear that the government's policy on raising expectation of children's reading ability was going to require a detailed analysis of the reading curriculum and how the children engage with and access reading at Linden.

The next year's set of results showed a marked improvement and Linden were broadly back in line with the national average. However, these were achieved through many different 'quick fix' strategies and rapidly boosting the cohort as opposed to evolving the reading culture across the school. This stark analysis and reflection led me to planning a whole-school change to our approach to the teaching of reading, providing me with the title: 'raising the profile of reading for pleasure through whole-class novel studies'.

Although, most of them were developed in one way or another, the particular strand of the TaRs findings which inspired us to further develop reading for pleasure in our school was:

3. A reading for pleasure pedagogy which includes:

- *Social reading environments*
- *Reading aloud*
- *Independent reading*
- *Informal book talk, inside-text talk and recommendations*

Aims

3. A reading for pleasure pedagogy

- To widen children's vocabulary through reading widely and often
- To model to our children that reading is a pleasurable activity and one they will enjoy should they engage with it
- To exploit the positive relationship between reading frequency, reading enjoyment and attainment

Outline

At Linden, we acknowledge the fact that children from deprived backgrounds have smaller vocabularies than those of their more affluent peers (Blandford et al., 2015), but do not accept that as a barrier to our school's progress, it was evident that the children at our school needed to make more rapid progress in both of these areas than their peers nationally. The key to children making progress in building their vocabulary is to read as often and as widely as they possibly can through enjoyment of books (Wolf, 2016). This was to become the mission statement of the project and something to refer back to at every stage.

The intended impact of the project was to promote reading for pleasure across the school in both staff and children using high-quality and contemporary novels in order to further promote a reading culture and drive standards higher. I built a strategic team around me including two teachers as novel study 'champions' in key year groups; a member of staff completing their NPQML on reading environments and a HLTA to transform the library.

All classes were to start to undertake novel studies and provide the children within different year groups and phases the same opportunities to have reading lessons where the objective was solely to enjoy reading; sharing a love of a book selected with enthusiasm and shared in whichever way they saw fit.

At the conclusion of the project a sharing staff meeting was to be held in order to reflect on the project's impact and celebrate the positive outcomes for the children. Each year group presented to the remaining staff and provided examples of pupil outcomes that enriched their enjoyment and engagement with their respective texts. This was an extremely important element as it reinforced the democratic/participative style of leadership that was fostered, assuring that all teachers were trusted with the direction and the impact of the reading sessions.

Impact

The resulting impact of whole-school change has been enormous. It is evident that the reading culture has seen a dramatic increase over the past academic year: children now discuss books and their reading more; staff often converse about books without facilitation; classrooms and the library all reflect the change in culture and there is more passion and excitement from all stakeholders with regard to both children's literature and reading overall.

Albeit extremely anecdotal, it feels necessary to describe the impact alongside scrutinising it with the measurable parameters. External 2018 data shows that there was a 2% increase in children achieving Age Related Expectations in reading at the end of Key Stage 2 compared to the previous year, closing the gap when compared to the national average. Undoubtedly, and as outlined previously, the nature of the project was to change a reading culture and the school's data will inevitably not reflect this change for many years- but it is exciting to see that marginal impact that it has had already. Children that now join our school will be inundated with a reading culture that they can become immersed in and hopefully foster their own love of reading simultaneously: this is where the dramatic improvement in data will stem from.

It was important to gain an insight into measuring the impact of the novel studies on the children and it was refreshing to discover the 98% of children placed their cross more positively on the enjoyment of reading continuum on the pupil voice that they were presented with again at the conclusion of the year. It was also very powerful to see that 84% of children added the author that wrote their class novel as one of their five favourite authors, and many children were able to name more authors than they could at the start of the year- indicating they are reading more in their own time. Numbers of children that were classed as 'reluctant readers' and seldom read at home significantly dropped across the school from 11% to 6%; providing further evidence that the project successfully impacted children's attitudes towards choosing to read for pleasure. One limitation with regard to data was the delayed implementation of the electronic library system, as it was hoped that it would be possible to use these figures to analyse how many children had been visiting the library, the frequency they have been doing this and how often they have been changing their book- this has since been delegated to the librarian to provide reports and will be scrutinised for impact at a later date.

Reflections on impact the TaRs research had on practice

It was deemed inappropriate to undertake formal lesson observations in order to ensure this was taking place, as it was felt that teachers may feel that this change in direction of reading solely for pleasure might have been convoluted under observation conditions and feel the need to include formal comprehension, for example, as an outcome of the lesson. Instead, learning walks were undertaken and it was evident that in most classrooms the children were thoroughly enjoying their class text.

It was clear that in many of the reading lessons there were some children in each class unable to access the story due to the nature of it being pitched above age-related reading expectations in every classroom. In order to eradicate this, the pupils that this was applicable to were pre-read the text the afternoon before the whole-class reading session with a Learning Partner so that they were able to absorb the story before being read to again the next day. This worked perfectly across all classrooms and was commented on by all teachers as having an enormous impact of engagement with the text, particularly from children with SEND.

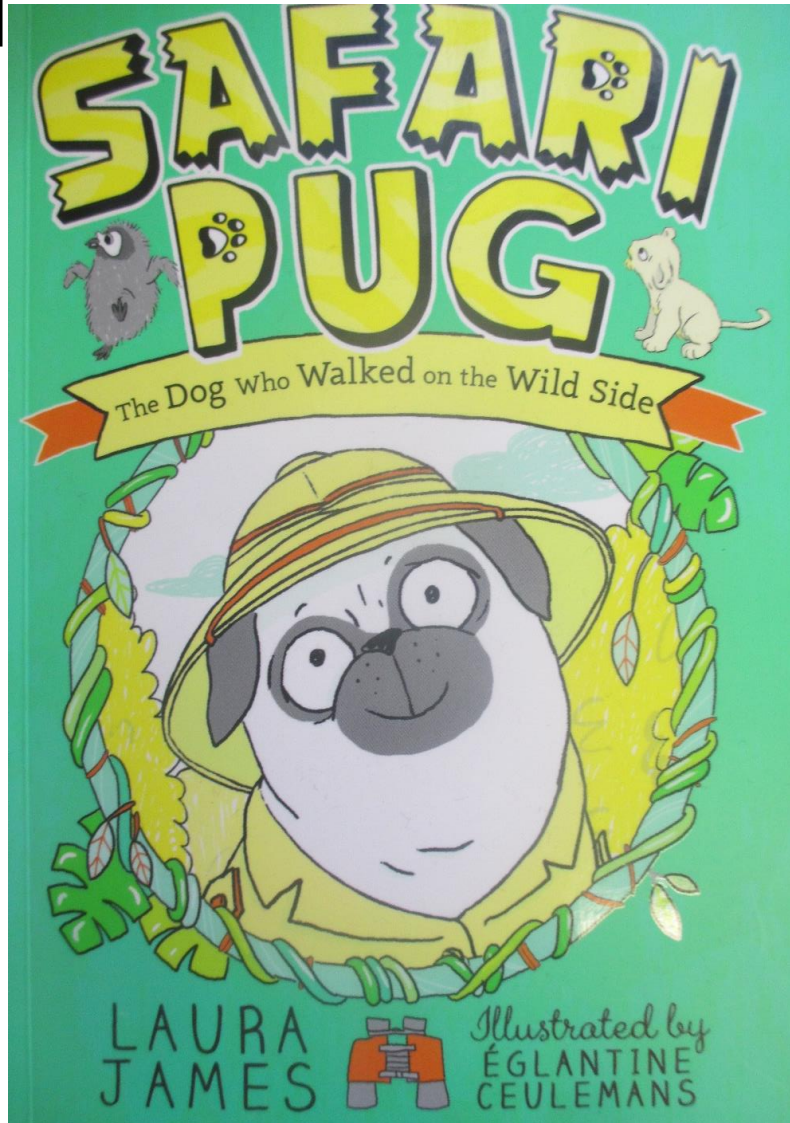
As a result of the project, the entire curriculum was developed over the course of the year. Although not intrinsically linked, it is necessary to reflect on the wider impact this has had on the children's learning. It was important that teachers chose texts because of their rich language and engaging plots as opposed to because the setting or time the story was set matched the non-core thematic teaching. It was therefore necessary to adapt the curriculum itself in order to provide cohesion and purpose. The team devised a 'big idea' that would overarch each theme across the school that could be related to through the novel chosen, the impact this had was enormous because each non-core lesson was also linked back to this idea and therefore refocused the entire curriculum.

In a manner that we've not experienced before, children are beginning to talk about books in their own free time. Children will often open discuss what they are currently reading during fruit and milk time; read extracts to the class and recommend books to their peers. Staff also talk about how they have reignited a passion for children's literature and are often seen borrowing books from the library again. This is only the start of changing our reading culture, but it has been a significant step in the right direction!

Linden Primary School Novel Study Supporting Evidence



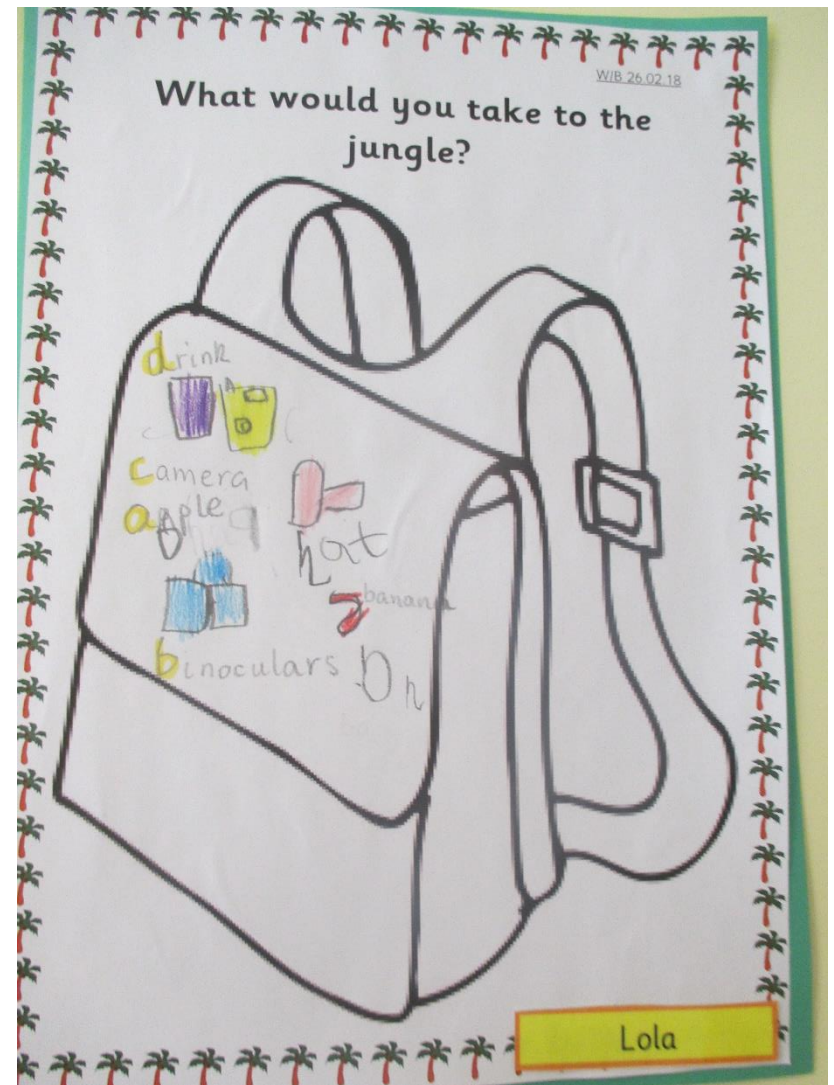
Reception



We introduced this Novel alongside
our Jungle topic.

Activities linked to the book...

What I would need if I went on a safari or to the jungle



What I would need if I went on a safari or to the jungle



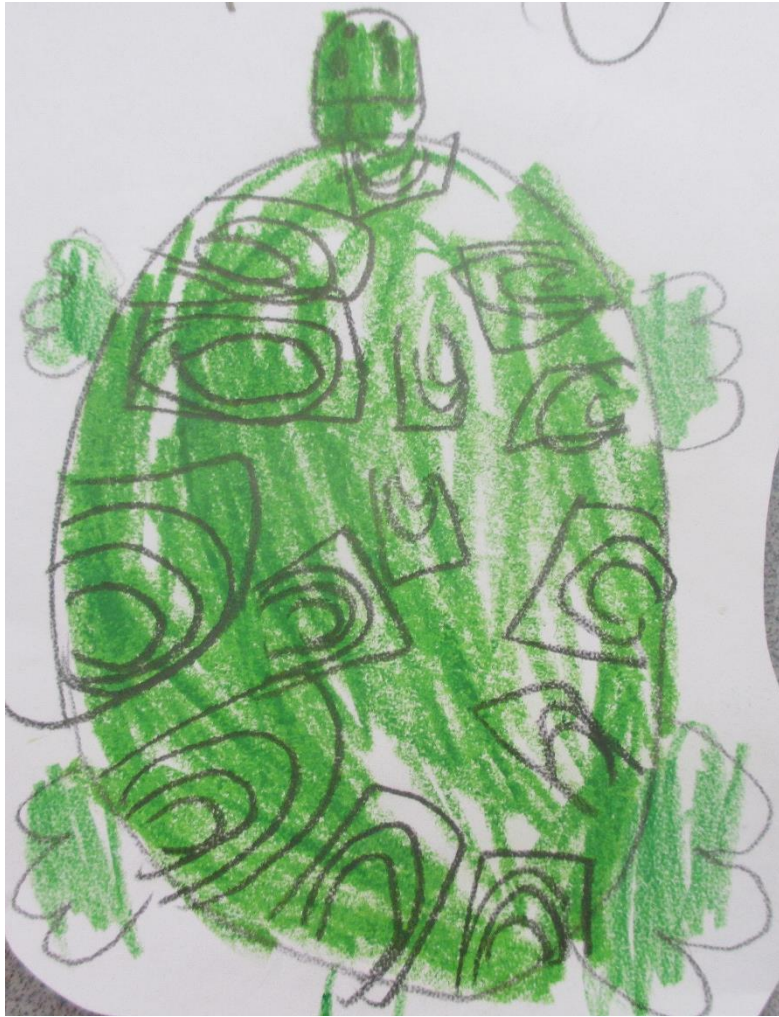
Representations of my favourite animal that I would see at a safari/jungle.



Representations of my favourite animal that I would see at a safari/jungle.



Representations of my favourite animal that I would see at a safari/jungle.



Representations of my favourite animal that I would see at a safari/jungle.



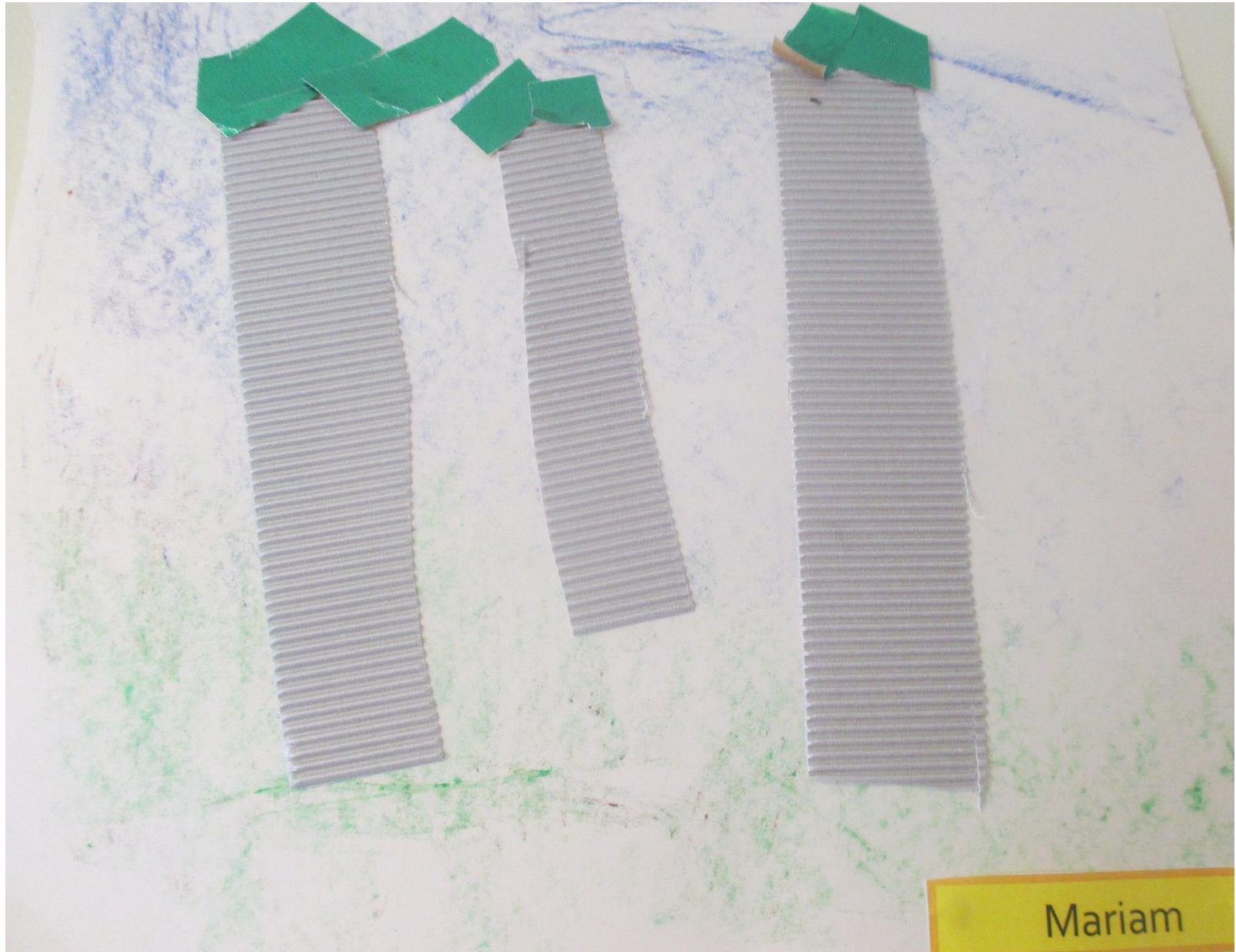
Junk modelling jungle scenes

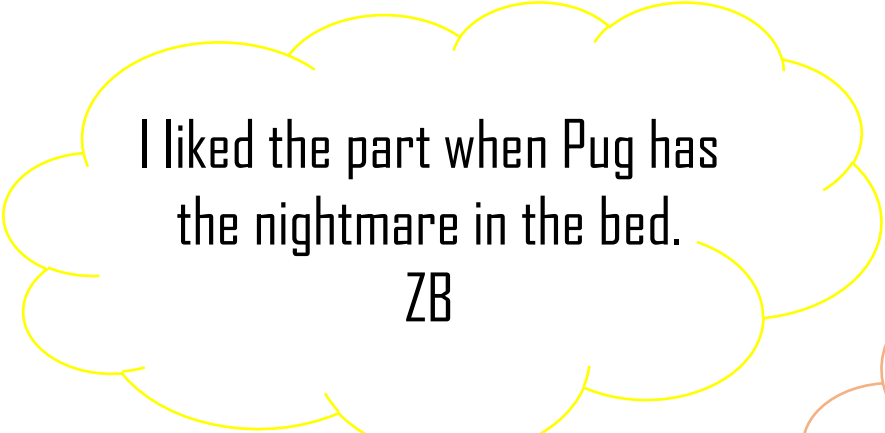


Junk modelling jungle scenes



Junk modelling jungle scenes





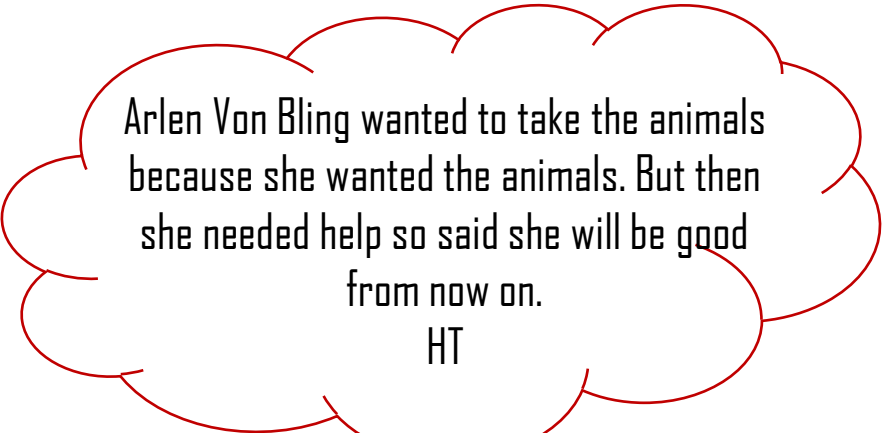
I liked the part when Pug has
the nightmare in the bed.

ZB



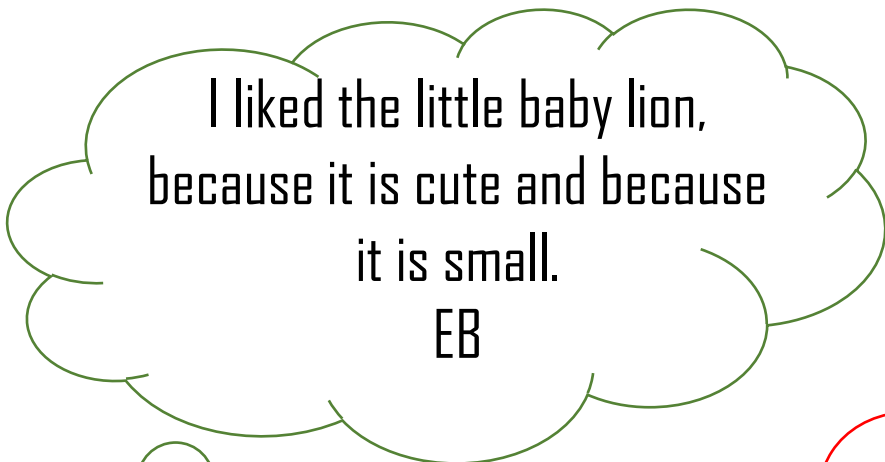
I liked the lions because
they were roaring.

NG



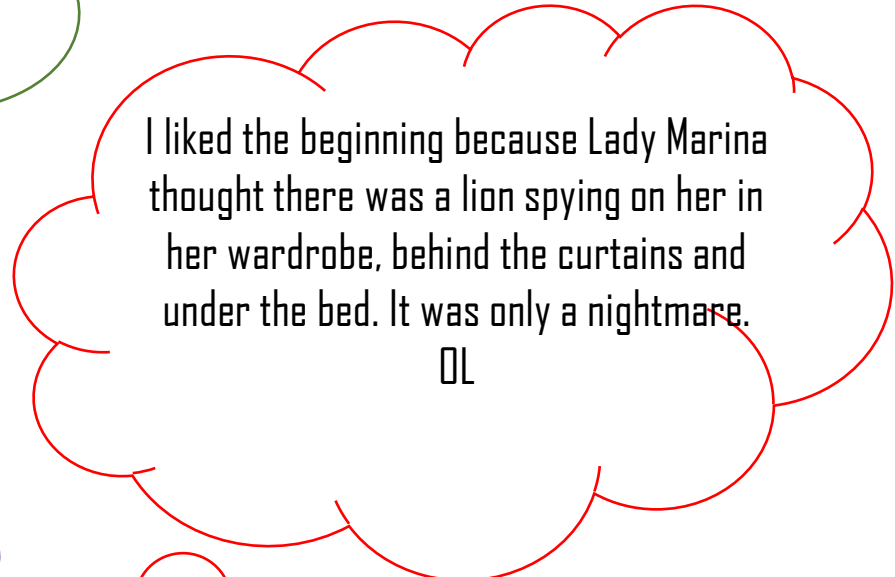
Arlen Von Bling wanted to take the animals
because she wanted the animals. But then
she needed help so said she will be good
from now on.

HT



I liked the little baby lion,
because it is cute and because
it is small.

EB



I liked the beginning because Lady Marina
thought there was a lion spying on her in
her wardrobe, behind the curtains and
under the bed. It was only a nightmare.

OL



I liked the baby lion too.

XR

We changed how we run Reception during this time and focused on the children's continuous provision.

We provided activities that linked to the novel. This however, was purely the children's choice if they did them, therefore, we did not get as much take up on the activities as we may have done if they were compulsory.

WWW

- Children enjoyed the activities linked to the story.
- Linked well with our topic which meant the children were able to relate to parts of the story (zoo trip the children went on).
- Children enjoyed the characters and what they got up to.

EBI

- Even though it was a 'beginners' novel children lost interest quite quickly.
- Some children struggled to follow the story between each session.

On reflection

We feel for the children to stay focused and enthused by the concept they need more pictures to engage with and look at as well as maybe shorted books which can be completed in one or two sessions. This will ensure we keep the children's interest as well as completing exciting activities link to the books/story/topic.

Year 1



*Once there was magic and it lived in the Dark
Forest.....*

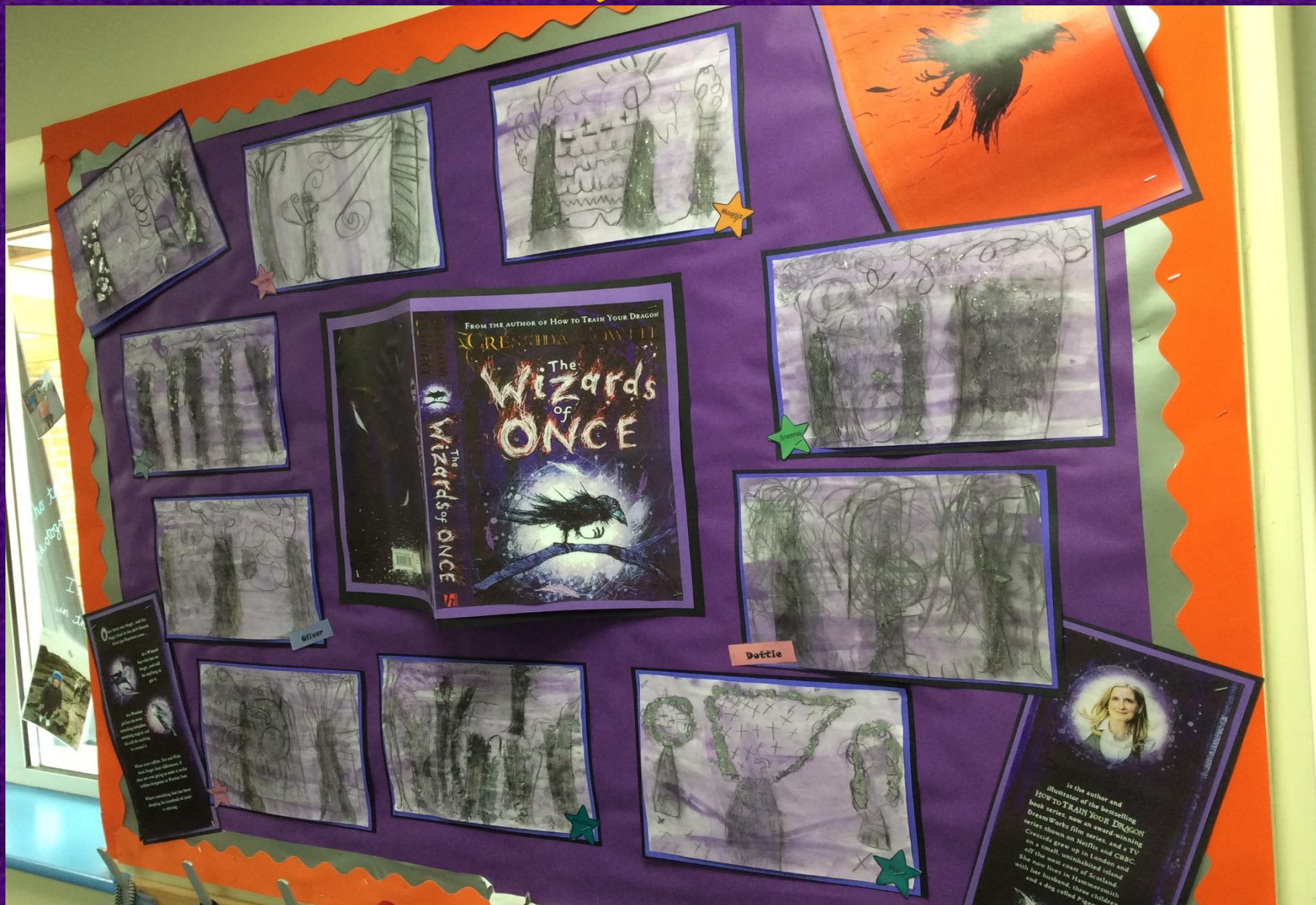
And now it lives in Year 1!



Wand making



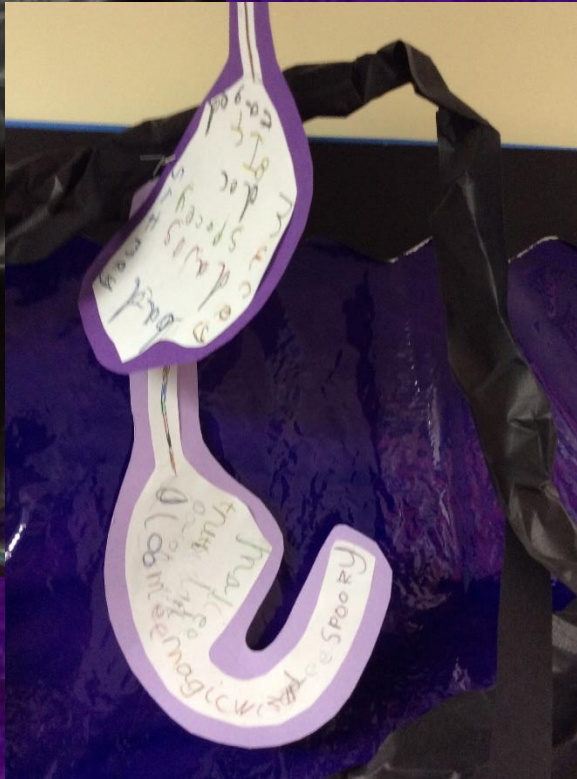
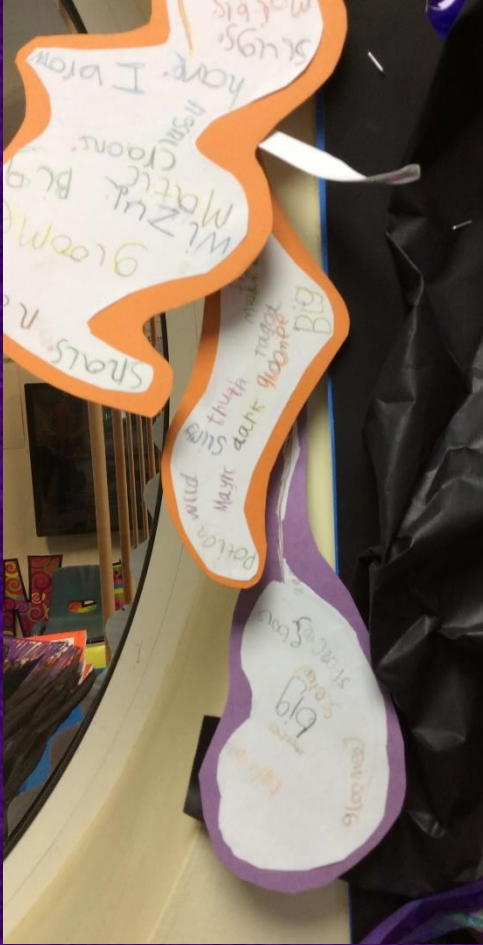
Our versions of the Dark Woods



Our versions of the Dark Woods



Wardall



Why should people read this book?



*Year 1 think you should read the Wizard of Once
because....*

- it gets better every chapter.
-it's like an exciting adventure.
- it has a happy ending.
- it's awesome.
-there's a bit of magic on every page.
-it is exciting and magical.
-if you would like to go to a magical place it takes you to Zar.
-there are lots of magic tricks and twists.

**Y
E
A
R

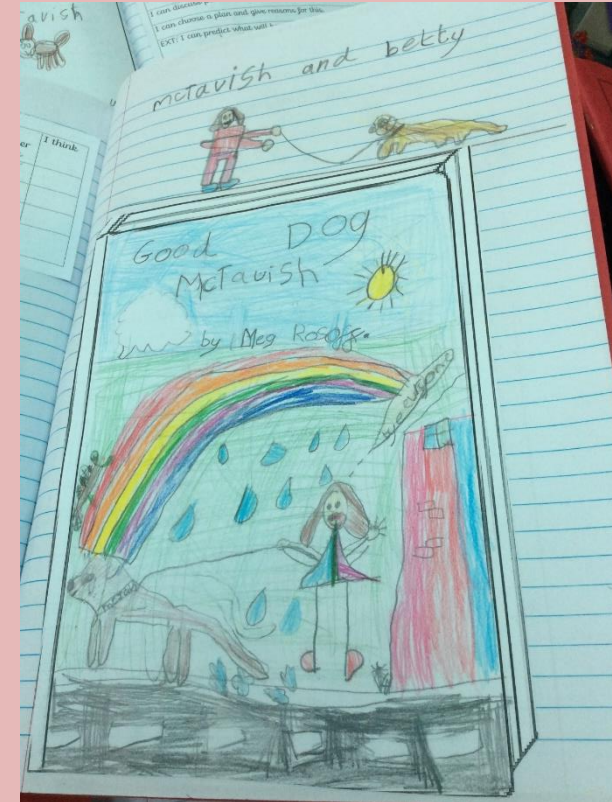
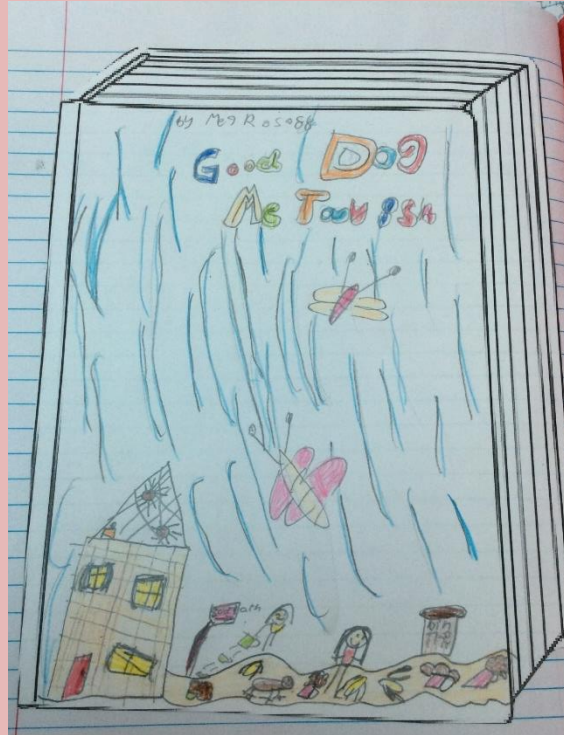
2**



**N
O
V
E
L

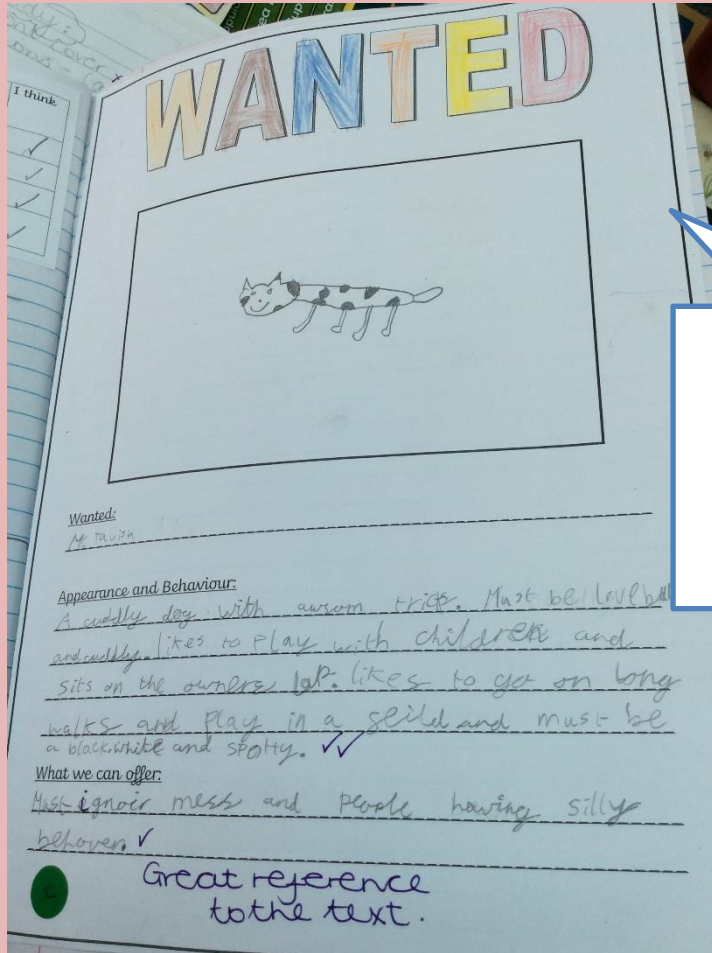
S
T
U
D
Y**

Design a new front cover

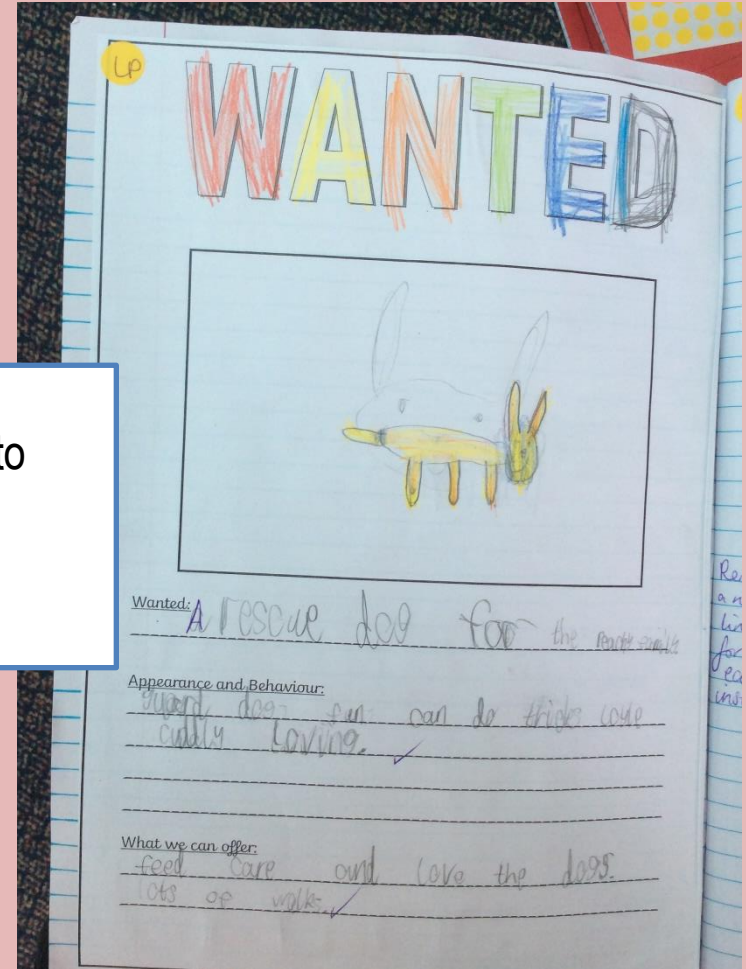


I think the story is
about.....

Wanted Poster



Making references to the story!
-characters



How to look after a Dog

Instruction Writing


Date 6.5.18

TBAT: write instructions on how to look after a pet dog.

	My teacher thinks	I think
I can write a title	✓	✓
I can use imperative verbs	✓	✓
I can include clear, detailed steps on how to care for a dog	✓	✓
I can order my steps using time conjunctions or numbered bullet points.	✓	✓

How to look after your dog!

- What you need
- water bowl
- food lead
- walks collar
- exercise
- ball
- toys
- bed



1. First give the dog food and water.
2. Next put your collar and lead on your dog and take it for a walk.
3. After that get a ball and throw it for the dog.
4. Later give it some more food.
5. Finally love your dog.

Great instructions

Date 6.6.18

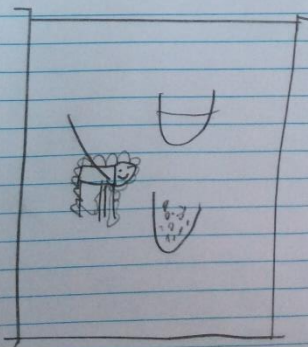
TBAT: write instructions on how to look after a pet dog.

	My teacher thinks	I think
I can write a title	✓	✓
I can use imperative verbs	✓	✓
I can include clear, detailed steps on how to care for a dog	✓	✓
I can order my steps using time conjunctions or numbered bullet points.	✓	✓

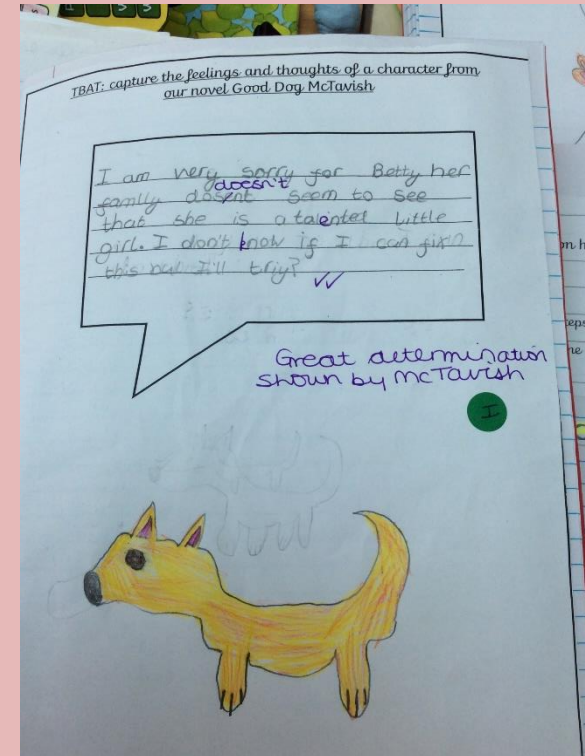
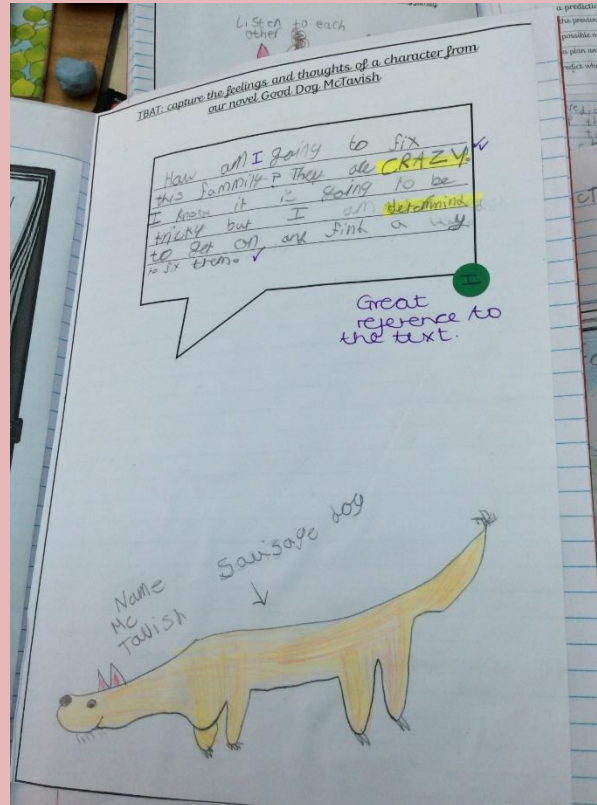
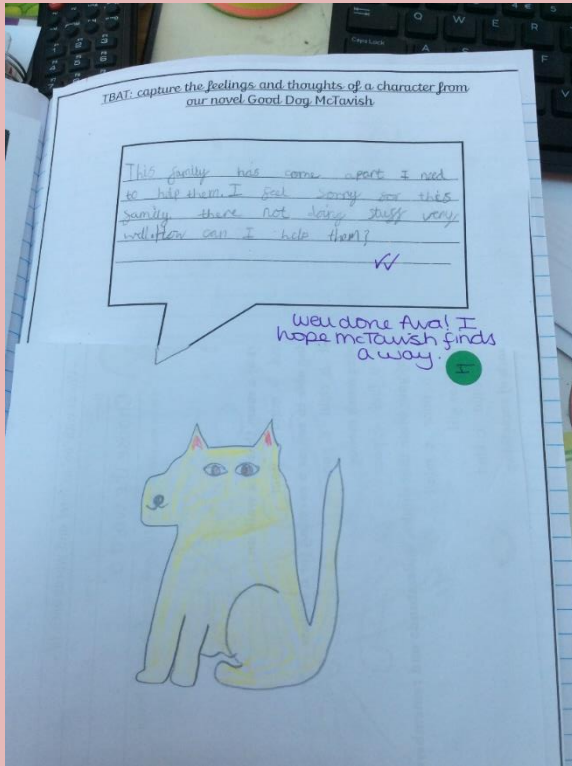
How to look after a dog.

- ✓ What you need.
- lead, collar, bed, toys, food/water bowls.

- ✓ 1. First put the collar on your dog.
- ✓ 2. Put food and water in the dog's bowl.
- ✓ 3. Take your dog for a few times a day.
- ✓ 4. Play with your dog and with its toys.
- ✓ 5. Let your dog have a nap.



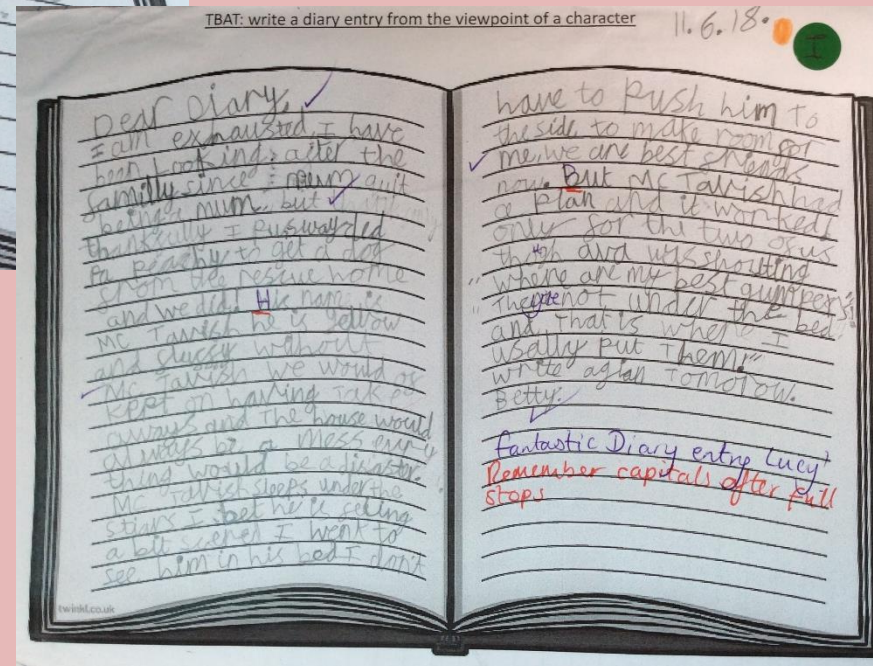
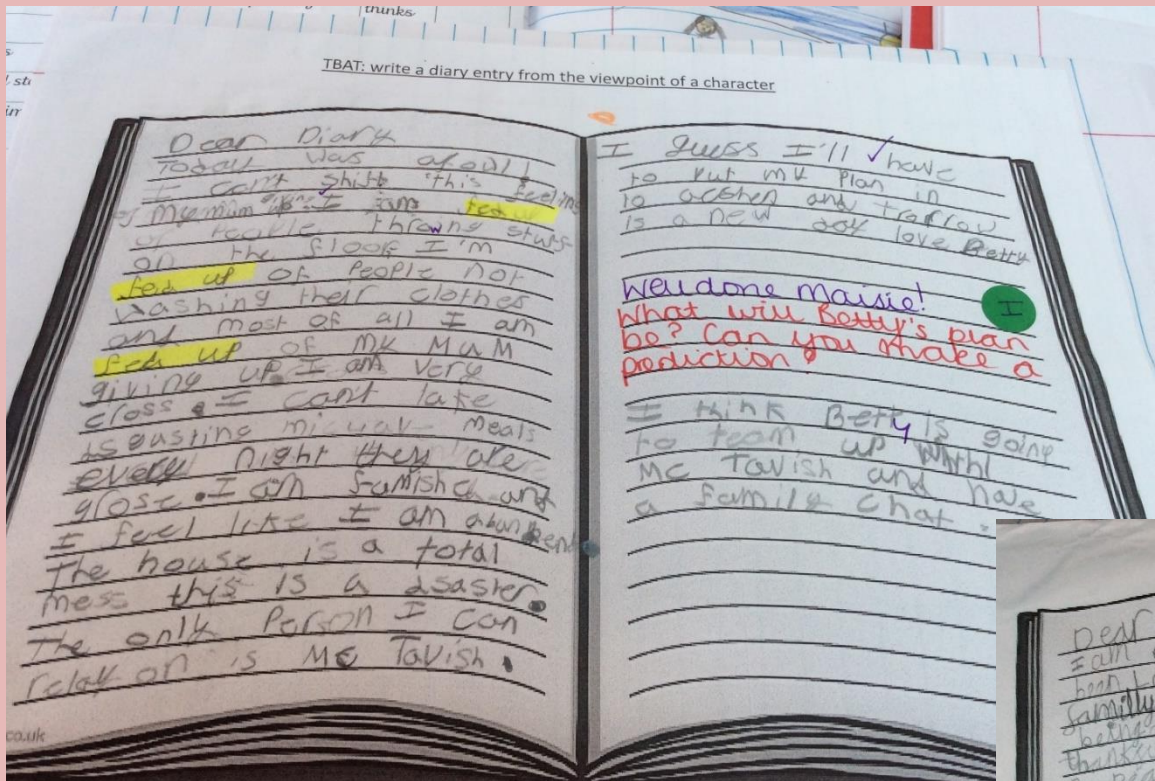
Character feelings



Character's feelings-
snapshot!

Dear Diary

Capturing the viewpoint of Betty, one of the main characters



Plan C

Area Rank
World Cups WC
WC Appearance

Date 12.5.18

TBAT: make a prediction for 'plan C' of the novel

	My teacher thinks	I think
I can identify the previous plans made by the characters	✓	✓
I can discuss possible next steps the characters might make	✓	✓
I can choose a plan and give reasons for this.	✓	✓
EXT: I can predict what will happen at the end of the text.		

I predict that McTavish will help the Peachy family to wake up on time by becoming an alarm clock. Every morning he will wake up for Peachy by barking until he gets up. McTavish will wake the children by licking their faces. This will mean they are no longer late for school. ✓

I predict that McTavish will pull the lead out and they will get on and do all of the work instead of the mum and do their homework properly and do a healthy meal for their mum. ✓

Great predictions Violet! I hope his plan works.

Date 12.6.18

TBAT: make a prediction for 'plan C' of the novel

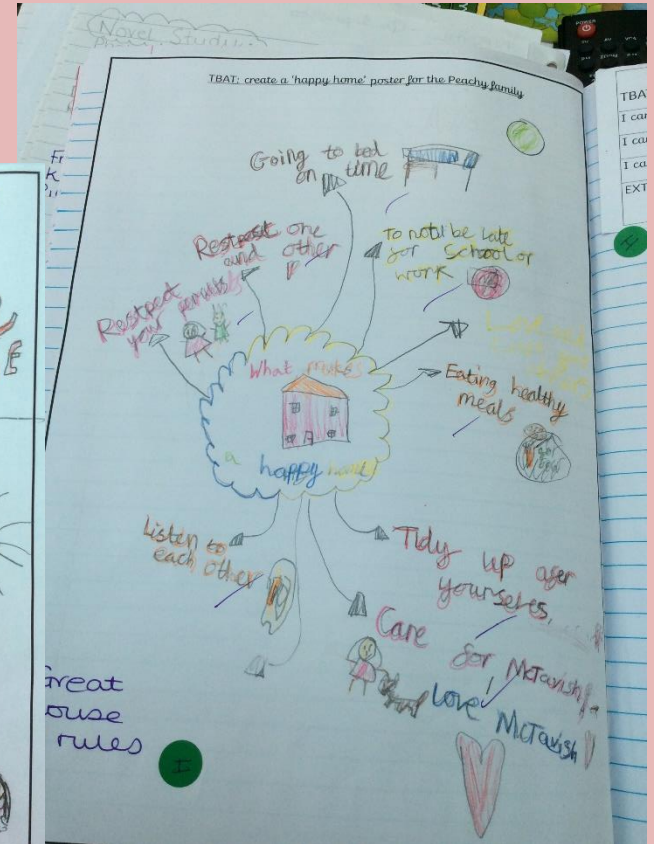
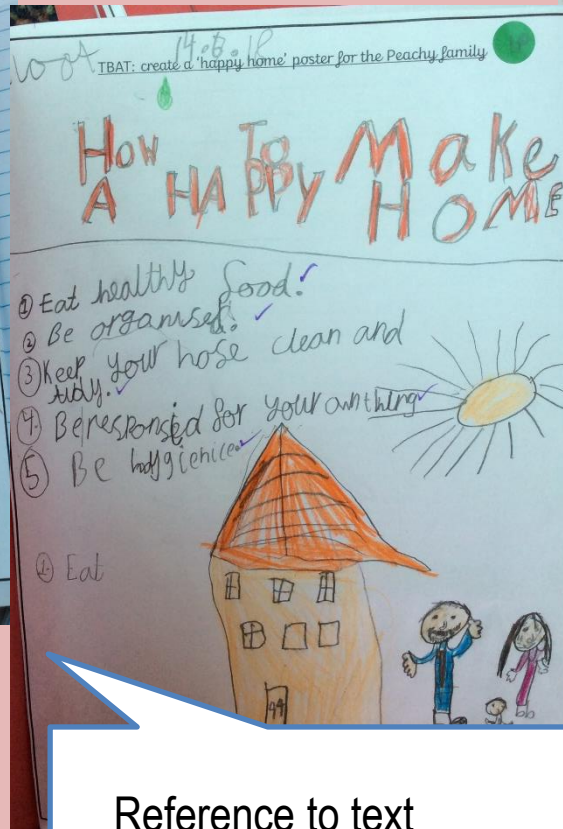
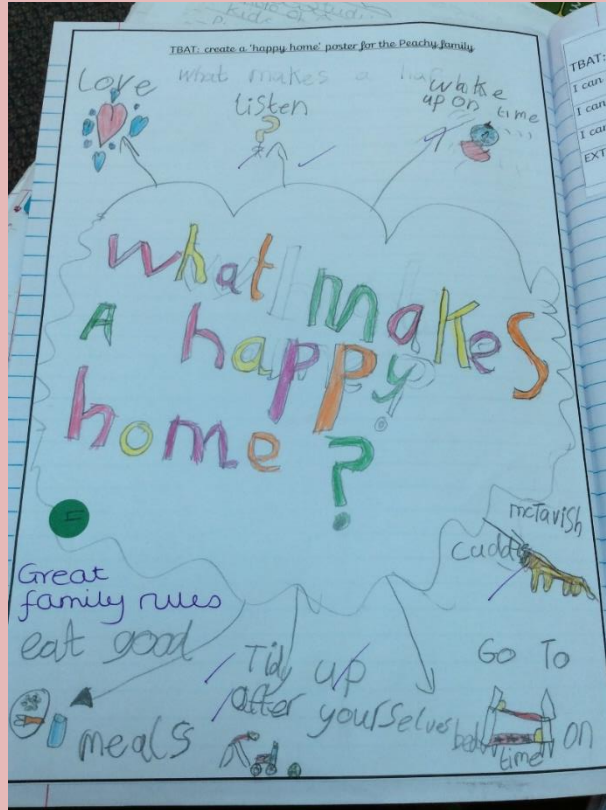
	My teacher thinks	I think
I can identify the previous plans made by the characters	✓	✓
I can discuss possible next steps the characters might make		✓
I can choose a plan and give reasons for this.		✓
EXT: I can predict what will happen at the end of the text.		✓

This Family keeps on eating take aways! To solve this problem im going to refuse my food and pretend I am poorly so that they eat some healthy food and there always late. To solve this problem im going to use my brain as a clock and im going to wake them up by howling and barking.

Some excellent ideas!

Predicting

Happy Home



Reference to text

Big Art work



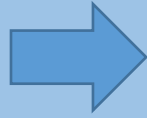
Collage art work

**We loved the book so much
we are now reading the
second book called....**

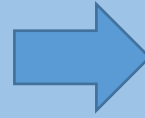
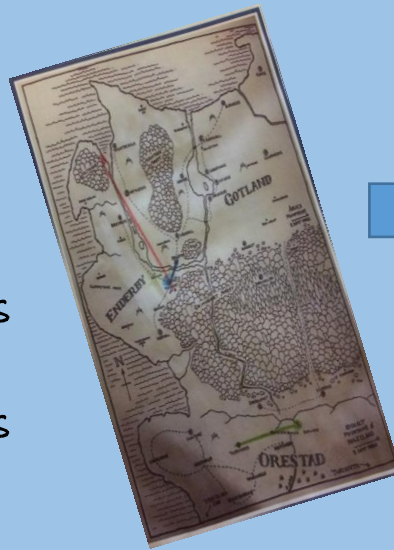


Year 3 Book





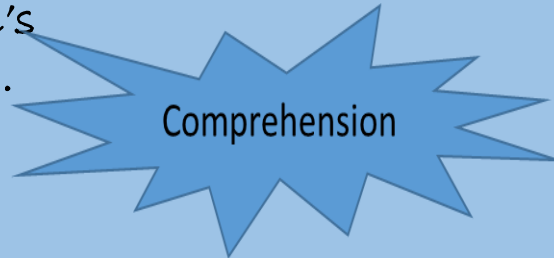
We then used our map skills to plot the character's journeys onto the Novel's map.



using their inference skills the children then made predictions about what the other 10 magical items would be in the story.



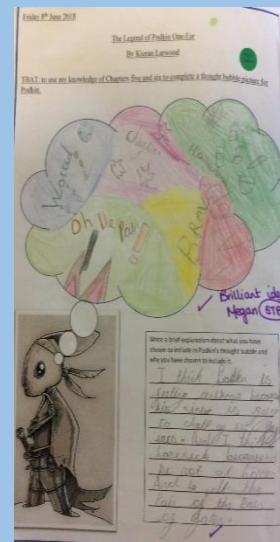
The children began by designing their own front covers based on what they thought the book would be about.



The children used their knowledge of the Novel's main characters to act out a



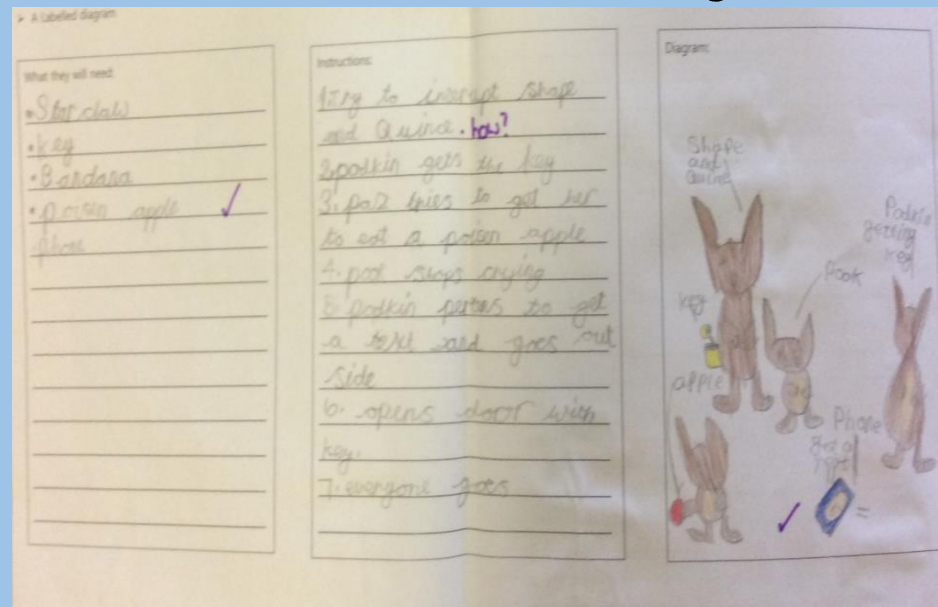
The children developed their understanding of Podkin by creating a thought bubble picture





The children had a go at creating their own escape plans for the main Characters, including detailed instructions and a labelled diagram.


We completed a study on the illustrations by David Wyatt incorporated within the Novel. The children then had a go at creating their own Podkin One-Ear illustrations based on our obserations.



Character Description

What does my character look like? <ul style="list-style-type: none"> • He looks like a brown rabbit • He also has a touch of gold in his fur • Podkin has 2 very furry ears • He has a red headband • He has a dark brown eye 	Where do they live? <ul style="list-style-type: none"> • The family lives in a wooden house • Busy • Big • Other family bunnys live there • Mulberry Warren, in 5 Peabins
How do they act? <ul style="list-style-type: none"> • He acts lazy • Selfish • Not caring • Sassy (sar pish) • Annoying to others • Loves family 	How do they feel? <ul style="list-style-type: none"> • Grumpy • Lazy • Mean • Gloom came - Scared • Upset - miss family

My Character:



name: Podkin

As part of our novel study, the children completed a study on character descriptions before creating their own based on the key characters within the Novel.

Diary Entries

WFC ELA 18

THAT write a diary entry.

Writing Toolkit	Check	Check
STRUCTURAL FEATURES		
I can include the date.	✓	✓
I can write in paragraphs.	✓	✓
I can include a short introduction into my diary writing.	✓	✓
LANGUAGE FEATURES		
I can vary my sentences by including subordinate clauses in my writing.	✓	✓
I can add description to my writing by adding <u>adjectives</u> .	✓	✓
I can improve my writing further by including <u>adverbs</u> .	✓	✓
I can write mainly in the past tense.	✓	✓
I can use fronted adverbials of time to show chronological order.	✓	✓
I can write in the first person.	✓	✓
I can include emotive language.	✓	✓
I can include punctuation for effect to heighten meaning in my diary writing.	✓	✓

Wednesday 13th June 2018

Diary Entry,

Thursday 24th December

Dear Diary,

What a terrible [☹] today it has been! I really love winter usually, but it has all been turned upside down.

I began this dark winter night...

Evermine from Mulberry

The children also completed a study on diary writing before creating their own based upon key events in the Novel.

Year 3 Book

"The Gorm are like the Romans taking over."

"I love this book because it has rabbits instead of people in it."



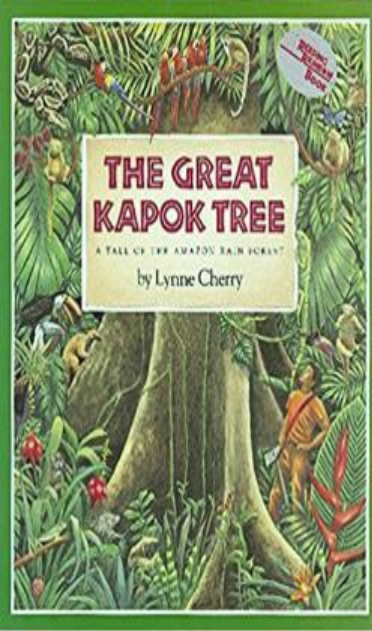
"I really like how everything is similar to our world. They have Bramblemas which is like Christmas."

WWW

- The Novel linked well with our theme.
- The Novel's language was easily accessible.
- Linked in very well to our English units.
- The children enjoyed the activities.

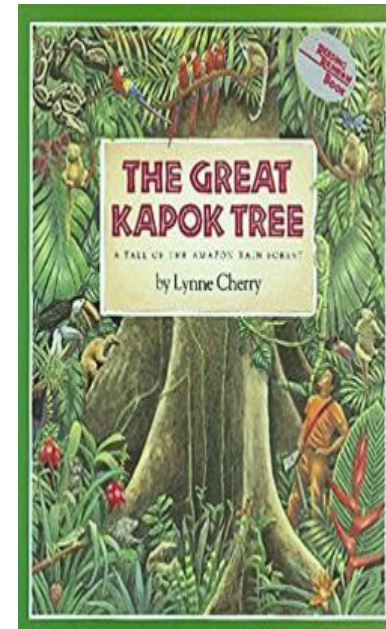
EBI

- We'd introduced it at the start of our 'Through the Keyhole' topic.



Year 4 Novel Study

The Great Kapok Tree



Overview:

- Elicitation and Inference Activities (Spider Diagrams)
- Drama Activity- Mime/Hot Seating
- Wordles- Key vocabulary focus/ Computing
- Blurb Writing- Overall summarising of the book.
- Extra Page writing- In the original style of the author/art
- Letter writing- Empathetic writing from book characters/drama
- Newspaper article- Viewpoints of an unspoken character in the story.
- Poetry- Homework activity

[All very closely linked with Year 4 Summer theme 'Earth Song']





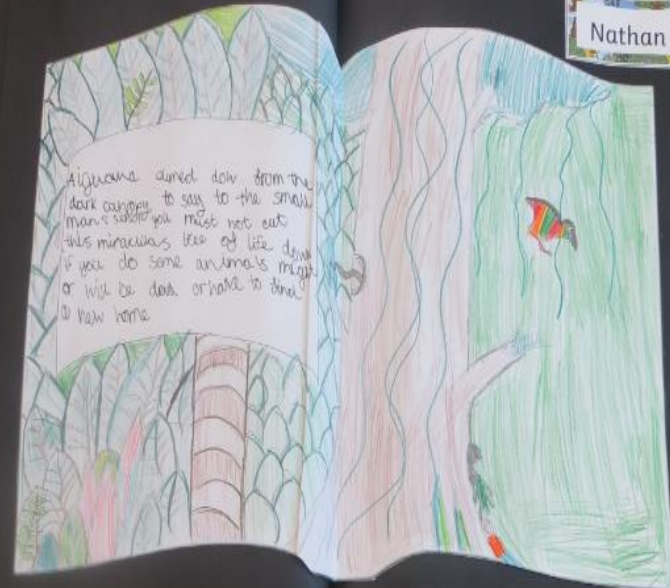
In the Amazon rainforest, men arrive to chop down the Great Kapok tree. Exhausted by his labours and the heat of the sun, one man lies down to take a rest. As he sleeps, the animals who live in the tree, placed with him not to destroy their world. A child from the Yanomama tribe begs him to see the rainforest through new eyes. The man awakes to see the boy and all the rare and wondrous animals staring at him. Will the Senher listen and save their homes?





Alyssa

Naeemah



Nathan

Alfie



To
Senhor,
We, the animals of the
rainforest would like to thank
you for not cutting down our
Great Kapok tree

We owe you our lives

Without trees in the world, none of us will survive
Please tell all your friends and family about
what happened here

Yours sincerely
The Kapok Animals
X

To write
Thank you for not cutting down
the Great Kapok tree
We are the animals of the rainforest
and we owe you our lives
Please tell all your friends and family
about what happened here
Yours sincerely
The Kapok Animals
X

Thank you for

We have a great tree

We would like

to tell you

about what

Madman Cation

What a debate
Mr Tree Chopper
bought out
as the deep
lake deep as
the Amazon
rain forest
had a man as
that Amazon
had spoken
him

Mr Tree Chopper
exclaimed he
only visit the
Amazon rain
forest so he
could see what
his wife
was expecting
when I was
born I was
in a small
town in
the Amazon
area

Mr Tree Chopper
was stressed
by the

What a debate
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was expecting
when I was
born I was
in a small
town in
the Amazon
area

Mr Tree Chopper
was stressed
by the

Animal Lover or Crazed Bird?

It's been only five days
since Mr Woodchopper
arrived in the Amazon
rainforest. After he arrived
that week he was called
Animal spoke. When people
he had spoke to him, he said
there talking a life changing
experience.

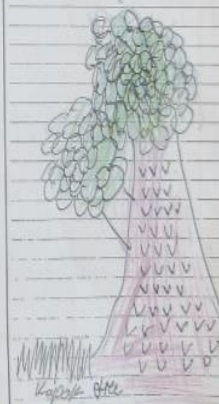


Mr Woodchopper talking
down the tree

When I woke up from the
drowsy I got into a dreamy
but now I feel like no one
feels like no one feels
like I feel like the light
of the world is speaking
the wood chopper. Explain
I was almost all about
the huge experience.

Bob his boss was the
main reason for this big
change. He called the Amazon
rainforest. I think my friend
thought he was a bird
get the experience.

As the interview closed
the wood chopper told us
to be a bird. He said
after that day he was a
bird. He was a bird.



Mr Woodchopper

Cuckoo Man Coming to Town

By Tyler Davis
I have since Mr Woodchopper
came out from the dark,
dense, dark Amazon rainforest.
Repeating to everyone
that he was talking to him.
Because he was chopping
down a tree but animals
were trying to stop him.
This was a man
life changing experience.

When I was older I thought
animals were talking to me but
when I woke up I saw all the
animals. I was the wood-
chopper.

Josh Mr Woodchopper
boss was the person who
sent Mr Woodchopper to the
Amazon rainforest. When
Mr Woodchopper told him
animals were talking to
him Josh laughed and said
Have you gone bananas?
Animals can't talk stop
telling fibs to everyone.
I have no choice but to take
you to the doctors.

As the interview closed
the wood chopper
expressed his news and
believe

in the press. We should
work to save them all.

Wood chopper chopping
down the tree

Wood chopper leaving
the Amazon rainforest

Animal Lover or Mad Man?

By Tully Davis
It has been 2 days since Mr
Woodchopper talked out of the deep,
dark depths of the Amazon rain-
forest and claimed that animals
had talked to him. People have
been struck by his words of his
life changing experience.

We go and talk to Mr Woodchopper
and he said "Please believe me
I am not lying. I went to
sleep I heard voices!" People
have started to call him mad
and ignore him. He has become
famous about the whole fiasco.

We talk to Mitchell Mr Wood
chopper boss. "I think he must
be a bit mad. He's been
talking to the doctors because he never used
to care for the forest of animals."
After talking to his colleague then
Mr Mitchell apologized for
all of this and said he
caused it all.

We go and try and speak to
an animal, but 99% failure
happens. Oh well now we
have a new experience
for the future.

The great talking tree with
animals.

Crazy man begging people





The Ocelot

The wild stealth ocelot
 is at threat quite a lot
 With his razor sharp teeth
 They hunt their prey from under the
 heath
 With deforestation on the rise
 We must get information and be wise
 We don't want animals to be extinct
 so we must pull together and be
 linked
 As deforestation is on its way
 the ocelots are losing more and
 more prey

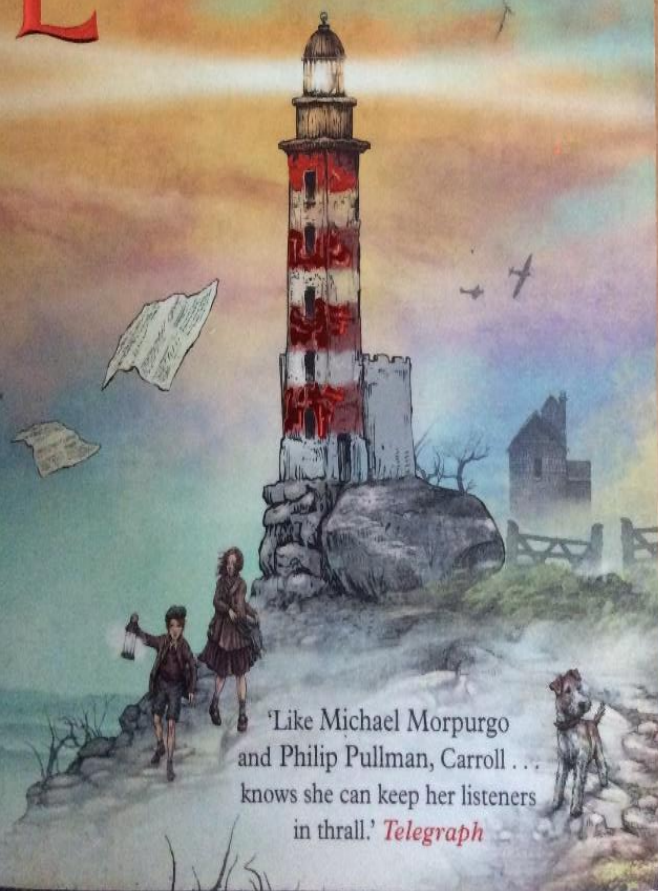


Year 5: Letters from the Lighthouse

By Emma Carroll

Emma Carroll

LETTERS FROM THE LIGHTHOUSE



'Like Michael Morpurgo
and Philip Pullman, Carroll ...
knows she can keep her listeners
in thrall.' *Telegraph*

*We weren't supposed to be going to the pictures
that night ... not when German bombs had
been falling like pennies from a jar.*

FEBRUARY, 1941

A bomb blast ...
a chance encounter ...
her mother's coat.

This is all Olive can remember of the night her sister
Sukie went missing. With London unsafe, Olive and
her brother are evacuated to the Devonshire coast to
stay with a mysterious lighthouse keeper.

There, Olive must solve a mystery of her own:
a strange coded note which seems to link Sukie
to Devon, and to something dark and
impossibly dangerous.

PRAISE FOR EMMA CARROLL:

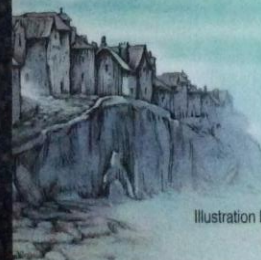
'Superb.' *Daily Mail*

'Five stars.' *The Times*

'A leading children's author.'
Bookseller

'Absorbing, sensitive
and genuinely magical.'
Independent

'Historical fiction fans
will love Emma Carroll.'
Sunday Express



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In year 5 we studied the novel Letters from the Lighthouse

- Letters from the Lighthouse is about a young girl who's sister goes missing after an air raid.
- With London being very unsafe, Olive and her brother are evacuated to Devonshire coast to stay with a mysterious lighthouse keeper.
- Whilst here, Olive is faced with many trials including meeting a German pilot crash survivor, saving refugees from a boat and decoding a secret message her sister possessed.

- '*Superb.*' - Daily Mail.
 - '*Five stars.*' - The Times.
 - '*A leading children's author.*'
Bookseller.
 - '*Absorbing, sensitive and genuinely magical.*' - Independent.
-
- Our children absolutely loved this book and couldn't agree more with these statements!

Our first lesson on the novel included making a menu for the evacuees when reaching Devon

- The children had to think of food that would be around during World War 2 (NOT MCDONALD'S!)
- The children had to think of food that they would want to see after a long journey
- Children had to empathise with the characters and think about how hungry they would have felt after the long coach journey.

Novel Study- Letters From the Lighthouse by Emma Carroll.
Friday 5th January 2018

Imagine you were getting an evacuee coming to stay with you. Design and create a menu for a meal or feast that you would give them on their first night that would show them your personality, likes and culture.

i Menu!

Starters:

• Chicken Nuggets

Hot, soft chicken with a crunchy outer part.

• Fruit Salad

Freshly chopped fruit put into a bowl.

• Tomato Pasta

Curled Pasta with Tomato sauce



Mains:

• Pizza

Triangle shaped soft bread with crust at the end. Topped with veg and Tomato Sauce

• Roast Chicken

Roast Potato

Big, Healthy, warm chicken with fresh Roast Potatoes

• Burger

Warm buns Filled with cheese, Bacon and much more inside

• Steak Pie

Delicious, steaming Hot Pie filled with steak

Desserts:

• Ice cream

A Relaxing, cool Flavoured ice cream will cool you down.

• Cake

A soft, warm cake to make your mouth melt.

• Cheese cake

A cake with jelly and Flavouring.

• Water

• Juice

Flavoured water

• Fanta/Tangerine/Cola

Fizzy drinks with Flavour

Drinks:

Novel Study- Letters From the Lighthouse by Emma Carroll.
Friday 5th January 2018

Imagine you were getting an evacuee coming to stay with you. Design and create a menu for a meal or feast that you would give them on their first night that would show them your personality, likes and culture.

Menu

Starters

Fried bread

breadsticks and sour cream

Salty-apple

Drink

Pina-colada

African blue

Cola

Water

orange juice

Mains

chicken pie

Roast Turkey

Mac and cheese

lamb & soup

chicken noodle soup

Desserts

Bread and butter pudding

Rice pudding

Apple pie

bananas cake

cookies & milk

Warm drinks

tea

Milk

Hot choc

By Nikita Rana

My teacher thinks:

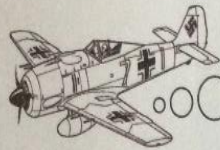
Our second lesson...

- A German fighter pilot flies over Devon and the some of the village catch a glimpse.
- As a class we discussed the thoughts and feelings of the two main characters.
- Here the children empathised with 3 different characters (The Pilot, Olive and Cliff)
- We then wrote a diary entry for one of these characters describing these feelings in a paragraph.

Novel Study - Letters from the Lighthouse: Emma Carroll
 TBAAT: understand the emotions and feelings of characters.

I can...	I think...	My teacher thinks...
empathise with main characters	/	/
describe the thoughts and feelings of main characters	/	/
write a diary entry including the thoughts and feelings of a character	/	/

Emma Carroll



Guilty, Ashamed, Confused,
 mixed emotions, Aired, anger,
 afraid.

Timid, scared, Anxious,
 shocked, anxious, on edge,
 petrified.

Amazed, excited,
 happy, Joyous, Fervent,
 astonished.

Excellent
 Ritisha!

Novel Study - Letters from the Lighthouse: Emma Carroll
 TBAAT: understand the emotions and feelings of characters.

I can...	I think...	My teacher thinks...
empathise with main characters		
describe the thoughts and feelings of main characters		/
write a diary entry including the thoughts and feelings of a character		/

Emma Carroll



Excited, gully, nervous,
 feeling like a tyrant,
 Scared, mixed emotions

anxious, on edge,
 scared, panicky,
 startled

Excited, amazed,
 happy, astonished

Lovely thoughts
 and feelings
 Naila!

Cliff 1932 1940 2 member

Dear Diary the most annoying
thing happened today but
also something very exciting.
Good news or bad news?
Good choice for good news
OK so some german planes
came over the place
and it was super duper
duper cool I fired it.
Now time for
Bad news
A new girl called
Ester Jenkins came in
she was a new evacuee and she
and started rummaging
through our stuff.

Olive

Dear Diary today two very
irritating things happened.
One of them was a new
girl called Ester Jenkins came to
our house as an evacuee and
started rummaging through our
stuff and tore up my note
that I found in my coat pocket
so she thought that it was
a love letter and said
that she was apparently
she was "making room for
her stuff" but I don't
think.

Yours faithfully
Olive.

Dear Diary,

1940

Today I was wondering who I really am after what happened. I was forced to go to Britain and drop bombs otherwise Hitler would kill. I felt so guilty and ashamed. The very first time I heard I had to do this, I was shocked! Anger ran up my throat. I felt like shouting and crying. However if I did, Hitler is very strict and who knows what he could do to me! I wish I was allowed to go

home. This is a nightmare to me. Who would want to hurt innocent people? Why doesn't Hitler understand this?

By Mr Pilot



The Postcard home...

- In the novel Olive writes home pretending everything is fine, whereas in reality things are definitely not!
- We took this extract of the book and created our own written postcards home describing how we were feeling
- The children were then able to draw the lighthouse on the back of the postcard.
- We wrote a draft in our books first and then wrote (IN PEN) our neat copy on card.

Friday 26th January 2018

Novel study- Letters from the Lighthouse: Emma Carroll

Imagine you are Olive writing a postcard to your Mum after what has just happened. Explain your thoughts, feelings and the events that you have been through. Write your note to Mum in your book and then in neat on the postcard.

Tuesday 18th February 1941

Dear Mum

Today was a crazy day because I saw a German man and he was badly injured and you could see his bone and blood sticking out. When I saw the blood and bone sticking out I fainted.

By olive

Friday 26th January 2018

Novel study- Letters from the Lighthouse: Emma Carroll

Imagine you are Olive writing a postcard to your Mum after what has just happened. Explain your thoughts, feelings and the events that you have been through. Write your note to Mum in your book and then in neat on the postcard.

Tuesday 18 February 1941

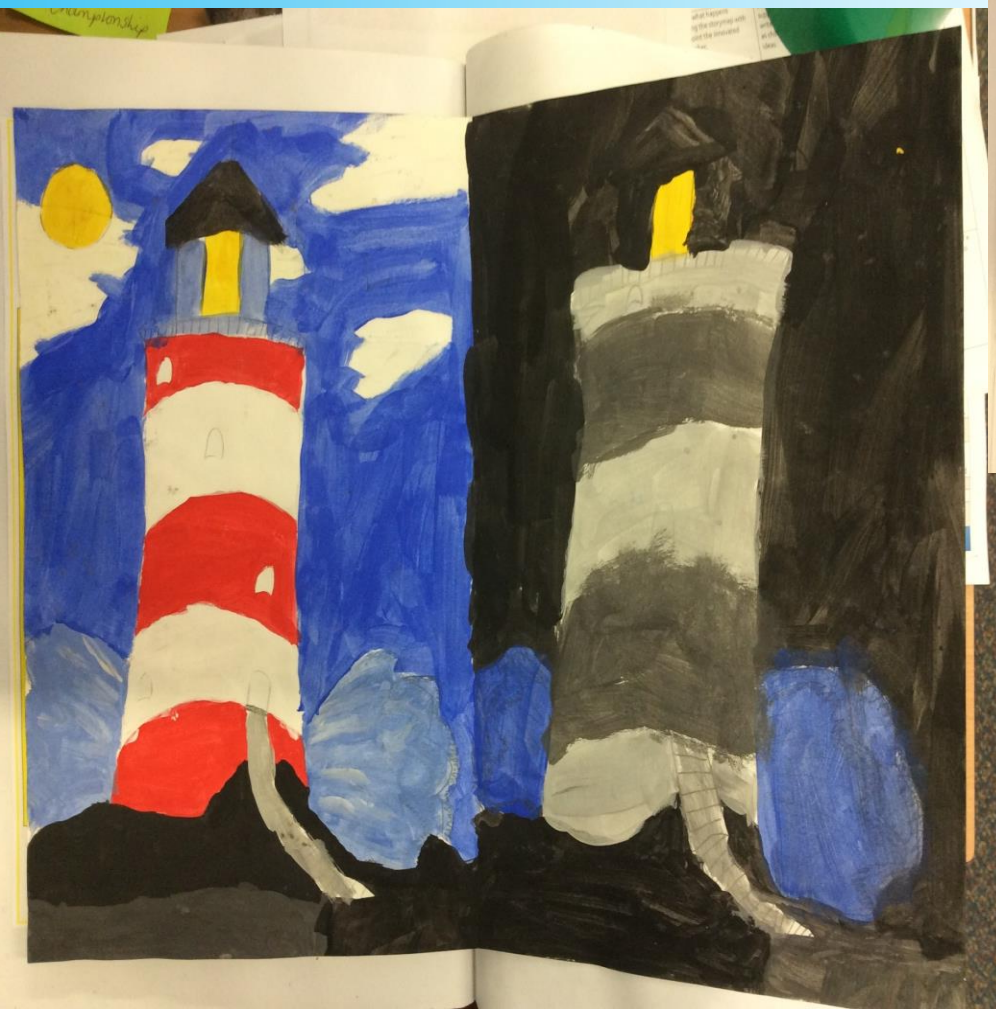
Dear Mum,

I hate it here. A bomb almost hit the lighthouse however just dodged it. Olive fainted when she saw the bone covered in dripping blood. It was unbearable. The blueish-white bone with blood came out of the pilot's elbow.

From Olive

ART

- We took the opportunity to one of the events in the novel to do some art.
- As the lighthouse was too visible for German planes the villagers painted the lighthouse a grey colour.
- We drew and then painted the contrasting lighthouses in our sketch books.



What went well...

- The children really enjoyed the novel as it was very age appropriate
- It linked in very closely with our theme

Even better if...

- More cross-curricular links?
- More lessons during the week (time constraints!)

Welcome to Nowhere

Elizabeth Laird

Year 6

WELCOME WHERE DO YOU GO TO WHEN YOU CAN'T GO HOME? NOWHERE



'Sings with truth' *The Times*

ELIZABETH LAIRD

Twelve-year-old Omar and his brothers and sisters were born and raised in the beautiful and bustling city of Bosra, Syria. Omar doesn't care about politics - all he wants is to grow up to become a successful businessman who will take the world by storm. But when his clever older brother, Musa, gets mixed up with some young political activists, everything changes...

Before long, bombs are falling, people are dying, and Omar and his family have no choice but to flee their home with only what they can carry. Yet no matter how far they run, the shadow of war follows them - until they have no other choice than to attempt the dangerous journey to escape their homeland altogether. But where do you go when you can't go home?

Invictus

Out of the night that covers me,
Black as the Pit from pole to pole,
I thank whatever gods may be
For my unconquerable soul.

In the fell clutch of circumstance
I have not winced nor cried aloud.
Under the bludgeonings of chance
My head is bloody, but unbowed.

Beyond this place of wrath and tears
Looms but the Horror of the shade,
And yet the menace of the years
Finds, and shall find, me unafraid.

It matters not how strait the gate,
How charged with punishments the scroll,
I am the master of my fate:
I am the captain of my soul.

William Ernest Henley

Performance

Poetry

Invictus

If

IF YOU CAN KEEP YOUR HEAD WHEN ALL ABOUT
YOU ARE LOSING THEIRS AND BLAMING IT ON YOU,
IF YOU CAN TRUST YOURSELF WHEN

ALL MEN DOUBT YOU,
BUT MAKE ALLOWANCE
FOR THEIR DOUBTING
TOO; IF YOU CAN WAIT
AND NOT BE TIRED BY
WAITING, OR BEING LIED
ABOUT, DON'T DEAL IN
LIES, OR BEING HATED,
DON'T GIVE WAY TO
HATING, AND YET DON'T
LOOK TOO GOOD, NOR
TALK TOO WISE: IF YOU
CAN DREAM — AND NOT
MAKE DREAMS YOUR
MASTER; IF YOU CAN
THINK — AND NOT MAKE
THOUGHTS YOUR AIM;
IF YOU CAN MEET WITH
TRIUMPH AND DISASTER
AND TREAT THOSE TWO
IMPOSTORS JUST THE
SAME; IF YOU CAN BEAR
TO HEAR THE TRUTH
YOU'VE SPOKE N'TWISTED
BY KNAVES TO MAKE A
TRAP FOR FOOLS, OR WATCH

THE THINGS YOU GAVE YOUR LIFE TO, BROKEN,
AND STOOP AND BUILD 'EM UP WITH WORN-OUT
TOOLS: IF YOU CAN MAKE ONE HEAP OF ALL YOUR

WINNINGS AND RISK IT ON

ONE TURN OF PITCH-AND-TOSS, AND

LOSE, AND START AGAIN AT YOUR

BEGINNINGS AND NEVER BREATHE

A WORD ABOUT YOUR LOSS; IF YOU

CAN FORCE YOUR HEART AND

NERVE AND SINEW

TO SERVE YOUR

TURN LONG AFTER

THEY ARE GONE, AND

SO HOLD ON WHEN

THERE IS NOTHING IN YOU EXCEPT THE

WILL WHICH SAYS TO THEM: "HOLD ON!" IF

YOU CAN TALK WITH CROWDS AND KEEP

YOUR VIRTUE, OR

WALK WITH KINGS —

NOR LOSE THE

COMMON TOUCH, IF

NEITHER FOES NOR

LOVING FRIENDS

CAN HURT YOU, IF

ALL MEN COUNT

WITH YOU, BUT

NONE TOO MUCH; IF

YOU CAN FILL THE

UNFORGIVING

MINUTE WITH SIXTY

SECONDS' WORTH OF

DISTANCE RUN, YOURS

IS THE EARTH AND EVERYTHING THAT'S

IN IT, AND — WHICH IS MORE —

YOU'LL BE A MAN, MY SON!

prepositions of time or place

by the flaming buildings

in the street

next to the crumbling buildings

flaming

buried

over the horizon street

strongly

amongst the rubble

in front of the building

on the road

car

Noun

broken

rusty

sitting

verbs

damaged

flaming

patently

smoking

buried

over the horizon street

strongly

amongst the rubble

in front of the building

on the road

next to the crumbling buildings

in the street

by the flaming buildings

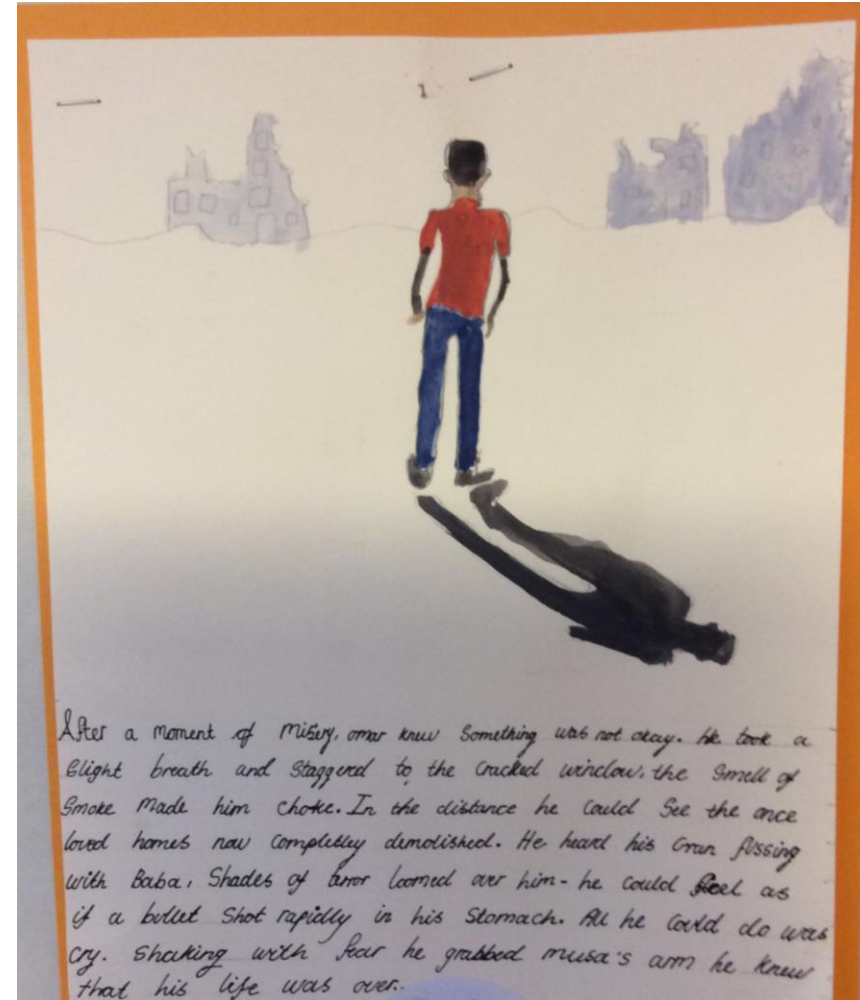
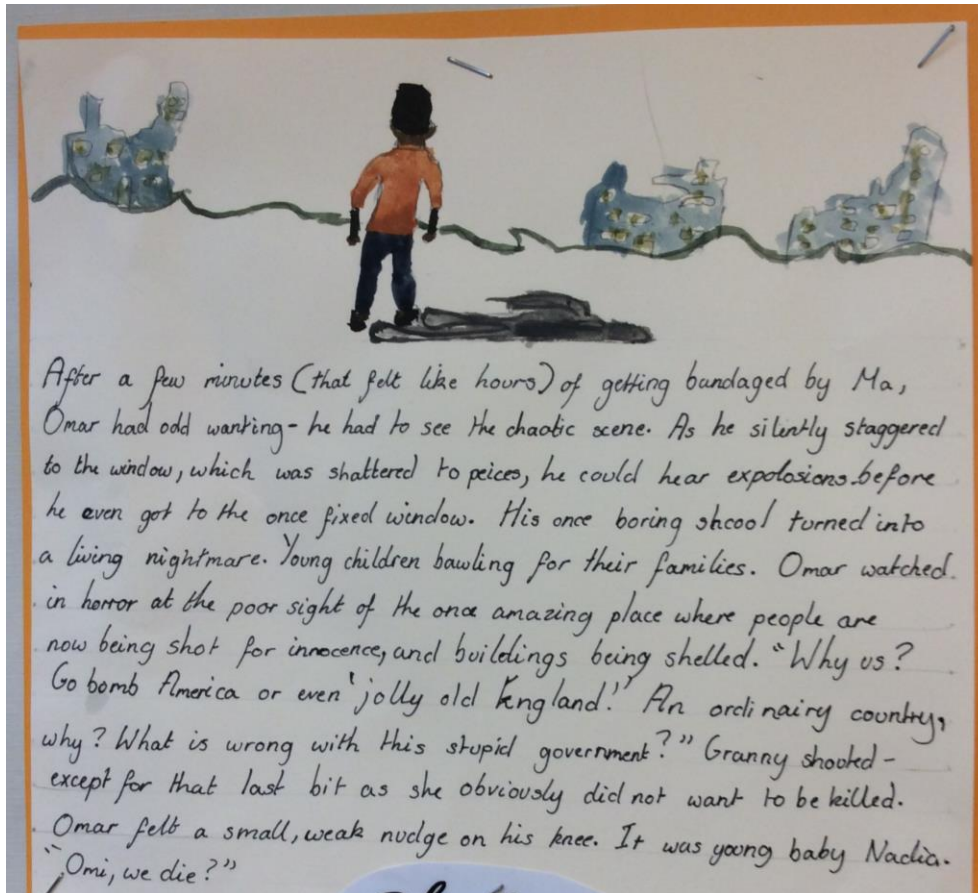
Adverbs

The bewildered people
cautiously trudging
on a mattress of
rubble.

Life in a British democracy vs life under Syrian tyranny

After a moment of reflection, it was evident that the family were safe. A sense of ^{desperation} ~~desperation~~ ^{enshrouded} ~~enshrouded~~ them. Omar rotated his body slowly and feebly staggered in the direction of the cracked window. Peering closely through the broken shards of glass he was filled with shame at the scene before him: the ^{debris} ~~debris~~-filled sky was a ceiling of terror; he faintly heard ^a ~~the~~ lonely man's heart pounding as tears trickled ~~face~~ down his face; through the smoke the diminished lamppost covered in terror as the bombs rained down. Omar inhaled deeply, life was breaking around him.

Life in a British democracy vs life under Syrian tyranny



Who makes the rules?

Thursday 5th October 2017
TBA T: Write about history of crime and punishment in Britain

Romans (55BC - 410 AD)

During the Roman period in Britain, there were severe punishments to prevent people from going against the Twelve Tables (book of laws). If someone were to murder someone (or commit another crime) and they were poor, they would be put to death, whereas if you were rich, you could pay money to reduce your punishment, which wasn't fair. Sometimes, there would be a judge and a jury to decide what your punishment may be, but sometimes the people decide. Legionaries would be marched up the road to quell the troublesome people. Also, the Romans made people slaves for punishments or tortured them.

Anglo-Saxons (410 AD - 1066)

In Anglo-Saxons period, in the villages, there would be 10 men who were in charge and when someone broke a law and ran away, they would do a hue and cry, which is when they shout back and forwards to each other to find out if they found the person who made the crime. Also, if someone were to kill someone else, they would pay the opposite family; this is called a Wergild. If someone committed a crime, they would have an oath-keeper, which is a witness.

Tudors (1485 - 1603)

In the Tudor times, execution was very common especially in the times of Henry VIII and Mary I.

They would have public executions to show people not to commit any crimes. Women who were accused of being a witch were put under water and if they didn't sink, they would be burned to death and if they did sink, they were innocent but died anyway. Also, people committed treason and were executed.

Victorians (1837 - 1901)

In the Victorian period, prisons and police were introduced and when the prisons in Britain were full, the prisoners would be sent to Australia.

They did hard labour (like breaking rocks) all day to earn their food and if they didn't finish picking oakum or breaking rocks, they would have no food. If it kept happening, they would eventually starve to death.

Which time period would you have last liked to have lived in? Why? I would have liked to live in the Victorian time because the punishments are last severe.

Political uprising in Syria

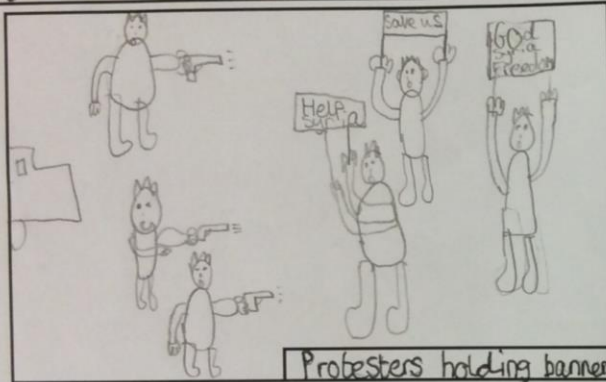
Newspaper Report

Peaceful protest
turns violent
in Syria

DAILY DARAA £0.99 The best Newspaper in Daraa

PEACEFUL PROTEST TURNS VIOLENT

City filled with chanting demonstrators



Protesters holding banners

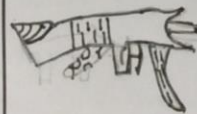
S.E By Sam Eamer

Yesterday, the people of Daraa witnessed a hostile and violent shooting whilst taking part in a demonstration in the city. Early reports suggest that there have been significant casualties and fatalities.

Vast crowds attended the usual Friday prayers whilst a sense of unease and terror filled the air, as civilians retreated back to their houses and locked

the doors. For much of the day, the citizens knew that the violence was inevitable in the light of the recent political landscape. Both men and boys congregated together to chant and hold forbidden banners.

The protest is unsurprising as Syrians have lived under the tyrannical rule for many



Gun that soldiers used

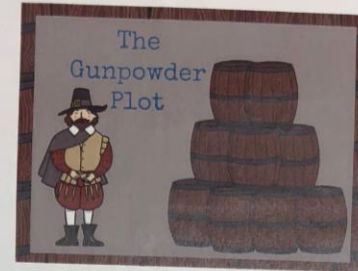
years now. One boy even dared to spray graffiti on the walls of his own school causing a snowball of mystery of what's going to happen next. One of onlookers added: "I think the boy's right, we should have a democracy like other countries!"

A man close to the military told us that if the protesters don't stop then the military will have to open fire. This is certainly a worry for the protesters. This could be the start of a major bloodbath. The Government has tried everything: turned off the internet; turned off the electricity; started torturing people; made food and water more scarce.

Gunpowder plot

Geographic study of crimes against the state

TBAT Compare Crimes Against the Head of State in Various Countries Around the World



Today we reminded ourselves of the events of the Gunpowder Plot that we learnt about lower down in the school. We concluded that this was a crime against the Head of State and discussed what would happen if this event were to take place in society today.

Following this, we researched how this crime would be punished in a variety of locations around the world:

Country	Punishment
Poland	A 45-year-old man broke windows in the direction of the prime minister and spent 3 years in prison.
Cameroon	Author writes about Biggs wife and was in prison for two years. People either go to prison or pay 20,000 to 20,000,000
Iran	Maziar Bahari was sentenced for 1 year in prison and had received 74 lashes
Indonesia	Insults against president will get you 5 years in prison.
Lebanon	If you publicly embarrass the president, you will get fined between 50,000,000 and 100,000 Lebanese pounds (33,200 = £6,400)

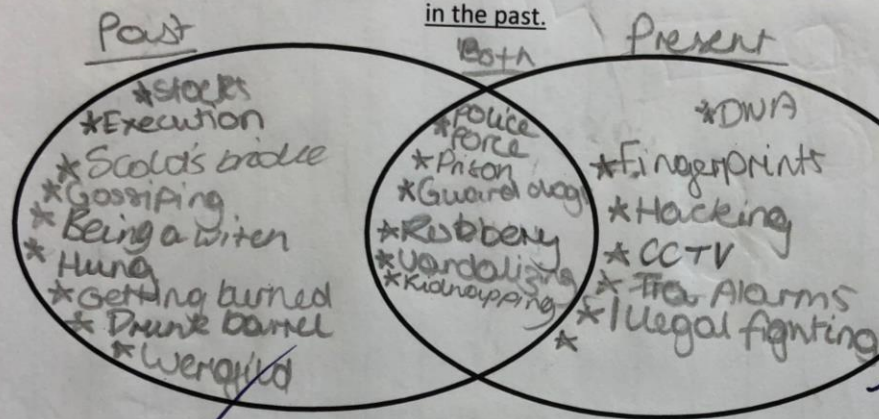
Extension:

Which of the countries that you researched do you feel is the most unfair and why?

I think Poland is because if he did it by accident and went to prison, it wouldn't be fair.
I also think Lebanon isn't fair because you have to pay up to £66,400 for an insult.

How have rules and crimes changed over time?

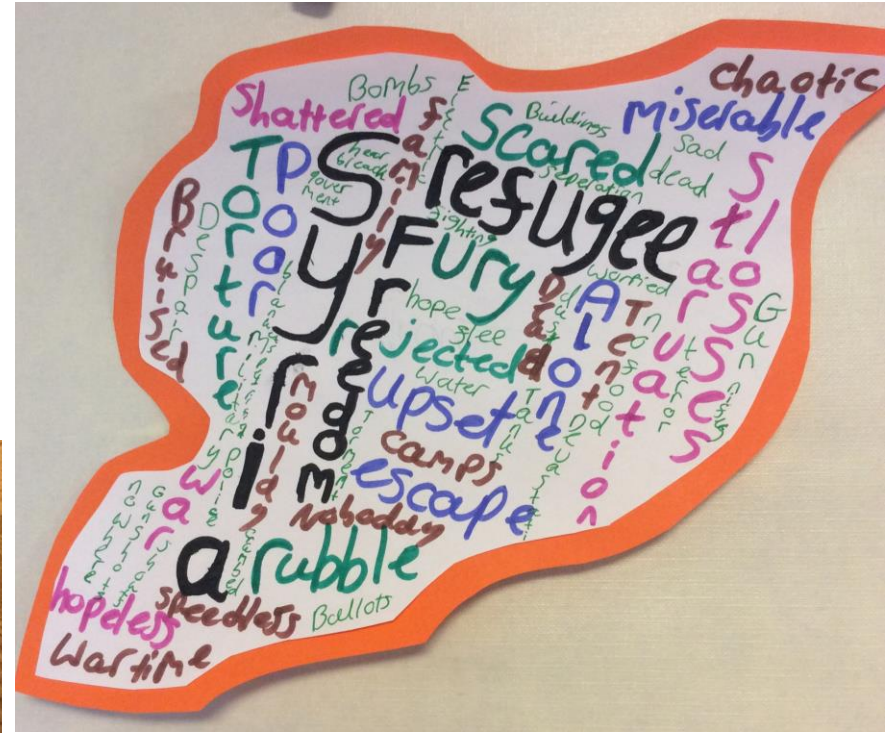
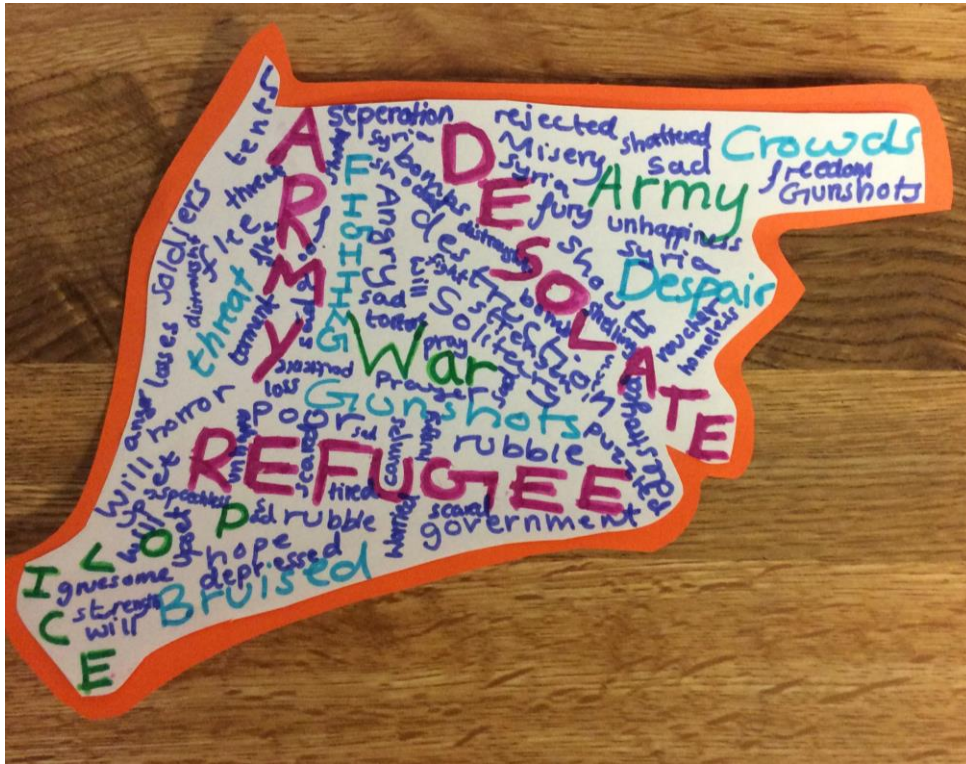
TBAT compare modern methods of crime and punishment and detection with what existed



Past
*Australia
*beliefs

In between
*Breaching and entering
*Murder
*Arrest
*Drugs
*Treason

Refugees



Refugees



Banksy in Linden?



Modern study: 'Banksy: hero or villain?'

I think that this picture means that people don't need flowers to live a happy life. I also think that Banksy is revealing himself (the man is him) through this one. ★★★★★

I think that this image shows people that are more interested in their phones than each other. I also guess that it means 'put greed aside and start loving.' ★★★★★

In this one, I think that it is to do with the world and that all it needs is peace and love and the doctor is showing his love by helping people. ★★★★★

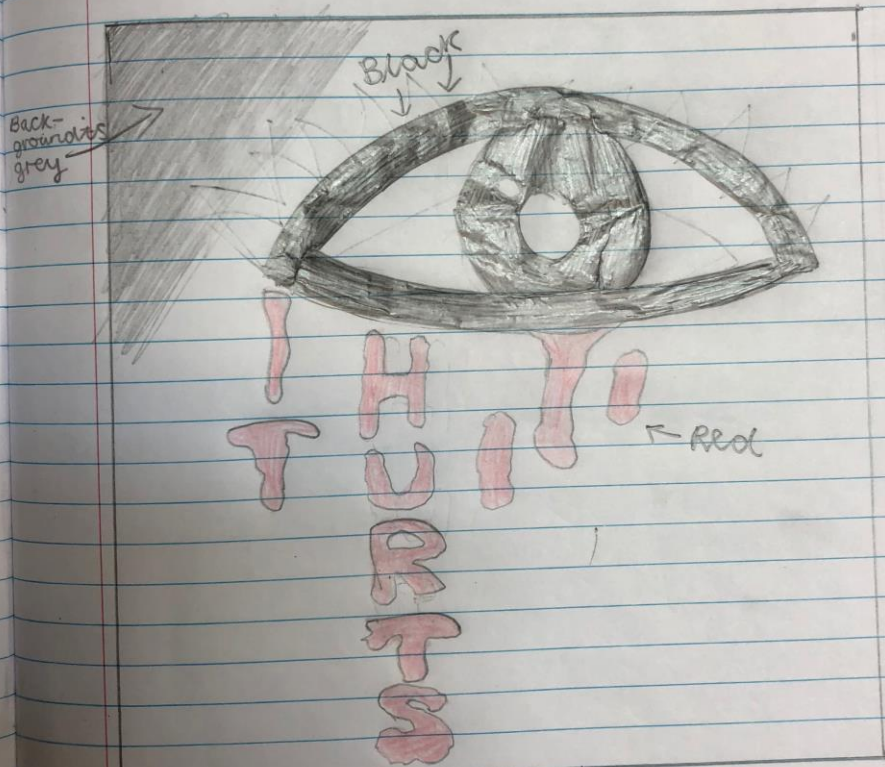
Wednesday 15th November.
TBAT: plan a piece of Banksy inspired art work.

Banksy Ideas

- Technology:**
 - Thought bubbles
 - Text's
 - Phone's
 - Love v Tech
 - Frozen/melting phone.
- Greed:**
 - Shopping
 - Money
 - Bags
 - Designer items
 - Everything
- Celebrities:**
 - Celebrity
 - microphone + blabla bla
 - money
 - Body parts (hair, nails)
 - hand holding up mic.
- Love:**
 - heart's bleeding heart
 - tearing glasses
- Bullying:**
 - phone with blood
 - lonely person
 - Bleeding words
 - Bleeding eyes
 - ?
- Equal:**
 - Poor v rich
 - Good v bad
 - men v women
 - Colors
 - Bleeding

Modern study: 'Banksy: hero or villain?'

My art is going to be eyes with blood as tears and inside of it is going to be the words 'IT HURTS'. This will represent not physical pain but pain that is caused by bullies/people who have broken someones heart!



INNER SCARS

HALLIE MANT

My piece is about someone who doesn't like who they are and not being able to get rid of what they think about themselves.

Modern study: 'Banksy: hero or villain?'

Thursday 14th December 2017
Banksy: Hero or Villain?

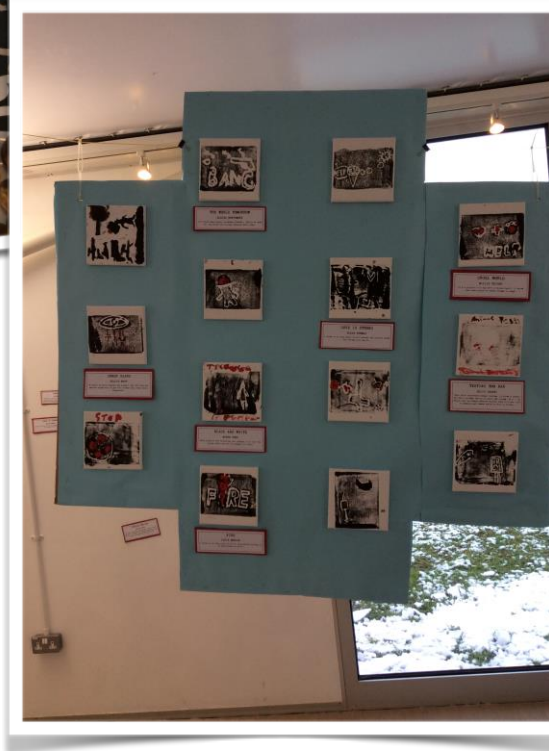
Banksy is a well-known graffiti artist, famous for sending political messages through his artwork. He is originally from Bristol however his wall art has been seen all over the world. Banksy's art is unique and is instantly recognized. For his artwork he uses black spray paint with the occasional accent of grey and red using stencils that he makes himself. Banksy's graffiti has become very en Vogue. It is current and relevant and sells for thousands of pounds. He is worth an amazing fourteen million pounds himself.

Many people believe that Banksy is brilliant and his art. Although he still remains unknown; he is famous despite anyone knowing who he really is. Through his art he makes political views about the ills of society. He often condemns the British government. He makes reference to the greed that consumes society. He painted an image of a laden trolley falling from the sky. Banksy also mocks celebrity status and laughs at those who worship them. Banksy is also known for painting in public spaces and generating huge amounts of money for selling his artwork on. He helps the poor profit from his art.

However, many people in our society believe that Banksy is nothing more than a vandal. He often makes derogatory statements about the police with little fore-thought that his graffiti is an act of vandalism and therefore a punishable offence. Banksy has also been widely criticized for influencing other artists to deface public property in a copy-cat style. It was argued that if he wants to make his views known then it should be done in legal form. Not everyone enjoys his art and wouldn't want it on their property.

Love him or not: Banksy is a widely loved British street artist. He has put England on the map of the art world. Any passerby in an urban cityscape would recognize his provocative but illegal 'eyesores' or 'art' depending on your viewpoint. That is Banksy's art!

Art gallery exhibition



Linden Primary School's New Library



Words are
our most
inexhaustible
form of
magic











