



pinpoint ENGLISH

whole class reading

Flexible and Creative Lessons for

The Unforgotten Coat

by Frank Cottrell Boyce



Pearson

Y5

Non-fiction: refugees glossary

AFTER
READING



vocabulary builder Resources required: photocopy master II; mini whiteboards; dictionaries

- Children should be able to:

 apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix I, both to read aloud and to understand the meaning of new words that they meet.

 use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.

- 1 Ask children to read the non-fiction text and note on the board the words in bold.
 - 2 Ask children, in pairs, to discuss and note down what the words could mean, based on the context of the sentence and their knowledge of root words, prefixes and suffixes.
 - 3 Ask children to check the meaning of the words in a dictionary and design their own glossary to go with the text
-  Ask children to find synonyms for each new word.

Starter activity 29

Non-fiction: ask the government

AFTER
READING



Resources required: photocopy master (PCM) II

- Children should be able to:

 ask questions to improve their understanding of a text.

- 1 Ask one child to take the role of prime minister and answer other children's questions about their opinions on refugees, asylum and deportation. They should take either a 'for' or 'against' viewpoint.
- 2 Ask children, in pairs, to think of three questions that they would like to ask. Encourage children to ask challenging questions: 'Why can't refugees stay here?' Or 'Do you think it is fair to send children back to a dangerous land?'
- 3 Get children to ask their questions to the nominated child, who should try to respond in character.

This activity links to Main activity 30.

Starter activity 30

Tell a ghost story

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30 Resources required: torches; parachute or tent

- Children should be able to:  gain, maintain and monitor the interest of the listener(s); select and use appropriate registers for effective communication; give well-structured descriptions, explanations and narratives for different purposes.
- 1 Try to create the feeling of a yurt in the dark by turning off the lights, closing the blinds, using torches and, if possible, sitting under a cover or parachute.
- 2 Ask children to pair up in a circle, with one child in each pair reading a sentence of Julie's ghost story and the other creating an accompanying sound effect.
- 3 Go around the circle again, swapping roles. This time, the class make up their own ghost story. Those making sound effects will have to think quickly.
-  D Ask children how their language created a suspenseful atmosphere.

Main activity 15

Dialogue in phone calls

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- Children should be able to:
 in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.
 use and punctuate direct speech.

1 In pairs, ask children to imagine the phone conversation between Chingis and Mrs Spendlove and act it out.

2 Remind children how to punctuate speech accurately within a narrative by modelling the following sentence on the board.

The phone rang, surprising Mrs Spendlove. She picked it up after two rings.

“Claire Spendlove speaking,” she said politely. “Can I help you?”

“It is Chingis here.” Chingis sounded upset and his voice wobbled.

3 Ask children to continue the narrative in their books, ensuring accurate use of dialogue and punctuation.

 T Ask children to ensure that each sentence begins with a capital letter.

 S Ask children to focus on using narrative and dialogue together.

 D Ask children to check the speech punctuation of their peers.

Main activity 16

Repetition and rhyme

AFTER
READING

5 Resources required: photocopy master (PCM) I2; coloured pencils

- Children should be able to:

 recognise some different forms of poetry [for example, free verse, narrative poetry].

1 Spend some time discussing the style of the poem, particularly the use of repetition, rhyme and the final line and question.

2 Ask children to use coloured pencils to annotate the following features:

- words that rhyme
- lines that are repeated
- words that are repeated
- the irregular structure at the end.

 This activity is intended for children working at the ‘towards level’ but can be differentiated as shown.

 Ask children: why does every line start with ‘*There is a place?*’

 Ask: How does the rhyming pattern create a feeling of predictability and security?

This activity works well before Main activity 24.

Plenary activity 23

AFTER
READING

Rhythm

10 Resources required: photocopy master I2; percussion instruments

- Children should be able to:

 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

 recognise some different forms of poetry.

1 Read the poem, modelling how to clap along with the rhythm.

2 In small groups, ask children to practise using their instruments to keep the beat as they say the words out loud.

3 Ask the groups to perform to the class.

 This activity is intended for children working at the ‘towards level’ but can be differentiated as shown.

 Ask children to play around with the poem, seeing whether they can fit it to a new rhythm.

 Ask children to add a stanza of their own, mirroring the rhythm of the poem.

Plenary activity 24

What is a refugee?

The word refugee comes from the word '**refuge**', which means 'the state of being sheltered from danger'. Refugees are people who have to **flee** their homes because of violence, **persecution** or war. It often means that they are forced to leave their country in order to be safe.

Who are refugees?

There are more than 25 million refugees worldwide, with half of them being children. Refugees can come from any country but at the moment there are many refugees from war-torn countries in Africa and the Middle-East, like South Sudan and Syria.

Where do they go?

Most refugees will flee to **neighbouring** countries to escape the dangers they face. For example, Turkey has 3.5 million refugees (the highest number of refugees in the world) and Uganda shelters 1.4 million. They will sometimes live in refugee camps, where there is little **sanitation** or schooling. Some refugees might make their way to England in order to seek safety.

What happens when they get to a safe place?

When a refugee makes it to a safe place, like the UK, they may face further problems, as they will need to apply for **asylum**. If they don't **obtain** the right **paperwork**, they can be sent back to their country of origin – even if it is dangerous for them to return – in a process called '**deportation**'.

What is it like to be a refugee?

Children who are refugees have a very difficult time. Not only do they have to leave a country they love in order to escape war or persecution, they will often face scary journeys and difficult living conditions. One out of two refugee children will not attend school and therefore miss out on an education. Once they have reached 'refuge', the laws in their new country may mean that they are unable to stay there.

How can we help?

There are many charities and **organisations** offering support to refugees, both in the camps and in countries like England. They offer clothes, toys, information and education to the families who need it. You can contact a local charity to **donate** items to support these children.