

Year 6 English activities Week beginning 4.5.20

As well as these you should also do the Week 5 daily activities in Purple Mash

These are the suggested activities for each day of the week. If your child prefers to complete the activities on different days, that is also completely fine.

Email Mr Marsh or Miss Boulter if you have any questions. 6O@sparkenhoe.leicester.sch.uk 6H@sparkenhoe.leicester.sch.uk

<u>Monday 5th</u>	<u>Challenge activities</u>
<p>Reading: Read for at least 20 minutes on your own, to an adult or to a sibling. If you are running out of books, there are loads of interesting titles to read on Purple Mash.</p> <p>Do your weekly AR test on your account if you can. The teachers are checking this weekly. Well done to the children who have done tests so far.</p>	<p>Use your background knowledge (real life experiences and experiences from reading/watching films and wider back ground knowledge) to explain how what you already know helps you to understand a paragraph.</p> <p>Remember, your background knowledge could be something that you have already read in the book.</p> <p><i>I remember something like this from when I did/watched/saw/heard...</i></p> <p><i>This reminds me of what happened to me once when...</i></p> <p><i>This reminds me of what I read when...</i></p> <p><i>I already know...</i></p> <p><i>Could this be like when...?</i></p> <p><i>For example: In the text it says that the whistle blew in the playground, but Fay carried on playing. I already know that she is breaking the rules and she should have stopped as at our school when the whistle blows you must stop and wait. This background knowledge helps me understand that Fay is about to be in trouble.</i></p> <p><i>Listen to one of David Walliam's audio stories; they're great!</i></p> <p>https://www.worldofdavidwalliams.com/elevenses-catch-up/</p>

Tuesday 5th

Spelling:

Learn the following words:

consequence, difference, absence, convenience, preference, influence, evidence, existence, confidence, sentence.

Use the strategies discussed in lessons to help you.

Use at least **two** strategies for each spelling.

- **Rainbow Writing**

Using coloured pencils in different ways can help to make parts of words memorable. You could highlight the tricky parts of the word or write the tricky part in a different colour. You could also write each letter in a different colour, or write the word in red, then overlay in orange, yellow and so on.

- **Pyramid Practise**

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pyramid

Look, Say, Cover, Write, Check

Look: first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail.

Say: say the word as you look at it, using different ways of pronouncing it if that will make it more memorable.

Cover: cover the word.

Write: write the word from memory, saying the word as you do so.

Check: Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.

Challenge activities

Write a sentence for each of the words. If you are unsure of the word meaning, look it up.

e.g If I decide not to do my homework, I will have to deal with the consequence: missing my break time.

Remember to challenge yourselves and find as many other words as you can that end in -ence. This should be a minimum of 5 words. *How many can you find? Challenge yourself.*

Drawing an image around the word

Draw an image around the word that links to the word to help you remember the spelling.



Wednesday 6th

Grammar: Use your revision guides and Monster SATs to help you with this activity.

Create a quiz with at least 10 questions in that ask about:

Using semi colons

Synonyms

Possessive apostrophes

Prepositions

Past tense

Present tense

Possessive pronouns

Passive voice

See if someone in your house can answer the questions or answer them yourself.

Challenge activities

Write a sentence using each of the grammar terms that you have included in your quiz.

e.g. a sentence using a semi colon.

Strawberries are without a doubt my favourite fruit; they are sweet and mouth wateringly delicious.

Extension: can you explain how you know you've used it correctly?

If you need some extra help use the BBC Bitesize website:

<https://www.bbc.co.uk/bitesize/topics/zwwp8mn>

Thursday 7th and Friday 8th Writing Task

Task	How to do it	Optional further ideas
<p>Imagine that an 11 year old wakes up in the morning and an alien has accidentally beamed them self into their bedroom!</p> <p>Write a conversation (dialogue) between the child and the alien. Remember, the alien has never seen humans or human objects.</p> <p><u>Include the following features:</u></p> <p>Inverted commas Synonyms for said Adverbs - how does the character say something? Moving the position of said Change their name for a short description Use 'as' and 'whilst' Added action in paragraphs Third person Past tense Formality of speech based on the character. - 11 year old - informal, contractions, slang, colloquialisms. Alien - will they speak English, broken English? Could they press a button that makes them understand English? Get creative. Embedded clauses Simple sentences</p>	<p>1) Plan</p> <p>Make a plan in note form like we do in lessons. Plan the description of the bedroom. Think about the setting time. Describe the characters - physical and personality. How will the child discover the alien? How will both characters react to each other? Is the alien scared, excited, nosy? What will each character do once they have met? How did the alien get there? What will happen to the alien and your character throughout the conversation?</p> <p>2) Write out the dialogue - Remember, it is a draft so editing is important.</p> <p>Here's an example of how the dialogue piece could start...</p> <p><i>Lyra groggily poked her head out from underneath her warm, polka dot cocoon and caught a glimpse of what she'd been hoping for: 6:30am – half an hour longer in bed. Score! Enjoying her extra few minutes of heaven, Lyra noticed the sun peeking through the crack in the curtain. But something seemed strange. Her pink unicorn curtains began to move.</i></p> <p><i>"Billy, I'm going to tell mum you weirdo," moaned Lyra as this was not the first time her little brother had tried to scare her. The figure responded in a voice that made Lyra sit up in total shock, "You, human."</i></p> <p><i>There was no way that was Billy.</i></p> <p><i>"Who, who's there?" stammered Lyra cautiously as she considered shouting for her mum.</i></p>	<p>Draw the setting of the dialogue. How do you visualise the alien, child and bedroom will look?</p> <p>If this was turned into a book, what would the cover look like? Think about the title and illustrations.</p>