

Dear Children in year 6!

First of all, if you are self-isolating hello and I hope that you are well.

We have had parents and children asking for work and activities to do whilst you are at home. Below is a list of different things that you should be doing when you are at home and able to do it.

Please do try to get these things done: they will help you to keep up to date with your learning, and keep things ticking over until you can return to school. Keep a nice file of what you have done. When you come back to school we will have an afternoon celebrating your fantastic work.

We look forward to seeing you soon!

Mr Hudson and Mr Watson.

- 1) Reading! Use books at home and read lots! You will have an adult at home that you can read with a couple of times a day. Turn off any screens, get under a blanket and read to someone. After 10 mins swap over and ask an adult to read to you. Then have a chat about what you have read: any words you weren't sure of? Anything you were confused by? What do particular words or phrases mean?
- 2) MyMaths—check MyMaths every couple of days. **Make sure to go through the lessons as well as the activities.** We will put activities, booster sessions, 'lessons' and work on there for you to do. Make sure to do as much as possible - you could make notes on scrap paper at home to help. You have taken your MyMaths passwords home. If you do not have it email school and ask for it.
- 3) Writing challenge. It will be good to keep writing and trying different things. If we suddenly stop doing all the things we have learnt, we are more likely to forget it! Here are 2 writing challenges for this week.

Writing challenge 1: Finish this story—use 500 words.

Out of nowhere it pounced. I could feel the rage and terror escaping from its powerful body. I shivered in fear. Behind me the others were shouting at me to hurry, but the key wouldn't turn. I heard a scream. Or was it a howl? I looked back briefly and saw.....

Writing challenge 2: Write a diary entry—use 500 words.

You have returned home one evening and walked into the garage. At the back you see a figure that reminds you of someone. Feathers are scattered around the floor and owl droppings drip from the discarded items in the garage. Chinese takeaway boxes litter the area. (6H - you should know who this *could* be!)

Write a diary entry for that day. What do you think of the figure? Who will you tell? What did the figure look like? Smell like?

Writing extensions: For these two pieces of writing can you include any of the following:

- Complex sentences (before, after, when, since, because, although...)
- Prepositions (where something is)
- Adverbial phrases (detail about the verb)
- Different punctuation (hyphens, colons, commas, inverted commas)
- Different sentence starters.

Spelling activities are on the next few pages.

Spelling!

Learn 20 spellings a day.

Start off with the year 3/4 words, and make sure you can spell them all. Then move onto the year 5/6 words. After the year 5/6 words are a list of different ways that you could practice!

accident(ally)

actual(ly)

address

answer

appear

arrive

believe

bicycle

breath

breathe

build

busy/business

calendar

caught

centre

century

certain

circle

complete

consider

continue

decide

describe

different (Phase 5)

difficult

disappear

early

earth

eight (h)/eighth

enough

exercise

experience

experiment

extreme

famous

favourite

February

forward(s)

fruit

grammar

group

guard

guide

heard(h)

heart

height

history

imagine

increase

important

interest

island

knowledge

learn

length

library

material

medicine

mention

minute

natural

naughty

notice

occasion(ally)

often

opposite

ordinary

particular

peculiar

perhaps

popular

position

possess(ion)

possible

potatoes

pressure

probably

promise

quarter

question

recent

regular

reign (h)

remember

sentence

separate

special

straight

strange

strength

suppose

surprise

therefore

though/although

thought (Phase 5)

through (Phase 5)

(h)

various

weight (h)

woman/women


Year 3/4

words

Year 5/6 words

| | | |
|--------------------------|---------------------|---------------|
| accommodate | equip (-ped, -ment) | programme |
| accompany | especially | pronunciation |
| according | exaggerate | queue |
| achieve | excellent | recognise |
| aggressive | existence | recommend |
| amateur | explanation | restaurant |
| ancient | familiar | rhyme |
| apparent | foreign | rhythm |
| appreciate | forty | sacrifice |
| attached | frequently | secretary |
| available | government | shoulder |
| average | guarantee | signature |
| awkward | harass | sincere(ly) |
| bargain | hindrance | soldier |
| bruise | identity | stomach |
| category | immediately | sufficient |
| cemetery | interfere | suggest |
| committee | interrupt | symbol (h) |
| communicate | language | system |
| community | leisure | temperature |
| competition | lightning (h) | thorough |
| conscience | marvellous | twelfth |
| conscious | mischievous | variety |
| controversy | muscle (h) | vegetable |
| convenience | necessary | vehicle |
| correspond | neighbour | yacht |
| criticise (critic + ise) | nuisance | |
| curiosity | occupy | |
| definite | occur | |
| desperate | opportunity | |
| determined | parliament | |
| develop | persuade | |
| dictionary | physical | |
| disastrous | prejudice | |
| embarrass | privilege | |
| environment | profession | |

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| Look, say, cover, write, check | <p>This is probably the most common strategy used to learn spellings.</p> <p>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.</p> <p>Say: say the word as you look at it, using different ways of pronouncing it if that will make it more memorable.</p> <p>Cover: cover the word.</p> <p>Write: write the word from memory, saying the word as you do so.</p> <p>Check: Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.</p> |
| Trace, copy and replicate (and then check) | <p>This is a similar learning process to 'look, say, cover, write, check' but is about developing automaticity and muscle memory.</p> <p>Write the word out on a sheet of paper ensuring that it is spelt correctly and it is large enough to trace over. Trace over the word and say it at the same time. Move next to the word you have just written and write it out as you say it. Turn the page over and write the word as you say it, and then check that you have spelt it correctly.</p> <p>If this is easy, do the same process for two different words at the same time. Once you have written all your words this way and feel confident, miss out the tracing and copying or the tracing alone and just write the words.</p> |
| Segmentation strategy | <p>The splitting of a word into its constituent phonemes in the correct order to support spelling.</p> |
| Quickwrite | <p>Writing the words linked to the teaching focus with speed and fluency. The aim is to write as many words as possible within a time constraint. Pupils can write words provided by the teacher or generate their own examples. For example, in two minutes write as many words as possible with the /i:/ phoneme.</p> <p>This can be turned into a variety of competitive games including working in teams and developing relay race approaches.</p> |
| Drawing around the word to show the shape | <p>Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that you get the same shape.</p> <div data-bbox="548 1518 1075 1675" data-label="Image"> </div> |

| | |
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| <p>Drawing an image around the word</p> | <p>This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.</p>  <p>You can't use this method as your main method of learning spellings, but it might work on those that are just a little more difficult to remember.</p> |
| <p>Words without vowels</p> | <p>This strategy is useful where the vowel choices are the challenge in the words. Write the words without the vowels and pupils have to choose the correct grapheme to put in the space. For example, for the word <i>field</i>:</p> <p style="text-align: center;">f _____ ld</p> |
| <p>Pyramid words</p> | <p>This method of learning words forces you to think of each letter separately.</p> <p style="text-align: center;"> p py pyr pyra pyram pyrami pyramid </p> <p>You can then reverse the process so that you end up with a diamond.</p> |
| <p>Other strategies</p> | <p>Other methods can include:</p> <ul style="list-style-type: none"> • 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. • Making up memorable 'silly sentences' containing the word • Saying the word in a funny way – for example, pronouncing the 'silent' letters in a word • Clapping and counting to identify the syllables in a word. |