

Spellings

mischievous
muscle
necessary
neighbour
nuisance
occupy
occur
opportunity
parliament
persuade

Monday – Write your spellings into your book – using a dictionary, find and write the definitions.

Thursday – Create a spelling scribble using this week's words. Examples of these can be found by searching Google or Pinterest.

Friday – Time for the test! Write your answers into your book and keep a note of your scores.

Handwriting

Tuesday – practise writing the tricky f, z and x letters by copying these words into your books.

fizzy

fuzzy

fluffy

foxy

your

going

yoga

zoo

Writing

Monday – Revise SPaG

Complete tasks on Spag.com.

Tuesday – mind map

This week you are going to be looking back to week 1 when you spent your first week at home instead of school. You are going to think about all that has happened since this time and write a second diary entry based on the time you have spent on lockdown.

Today, create a mind map of events and activities that you have completed during your time at home – have you celebrated any birthdays? Taken part in VE day events? Write some descriptive phrases for each event and add your emotions in a different colour.

Wednesday – read and annotate a text

Look at the diary entry example – what do you like? Are there any good phrases that you would like to magpie? How has the author used emotive phrases to describe their thoughts and feelings about this strange time? How has it been structured? What are the contents of each paragraph? Using the examples, decide which events from yesterday you would like to include and group them into appropriate paragraphs.

Thursday – write a diary entry

Using the example texts and your mind map, begin to write your diary.

SC

First person

Informal language

Emotive language

Range of sentence structures – think about the position of your conjunctions.

Short sentences for impact

Longer sentences for description

Main events described.

Friday – Edit and improve

Look again at the success criteria from yesterday– have you included these in your writing? Have you used a wide range of punctuation? Does your work make sense? Have you used a range of sentence structures and conjunctions where needed? Just like you would in class, assess your work against the End of Key Stage Writing Standards (below). Can you make any improvements? Edit your work in a different colour where needed.

Working towards the expected standard: The pupil can:	
• write for a range of purposes	
• use paragraphs to organise ideas	
• in narratives, describe settings and characters	
• in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)	
• use capital letters, full stops, question marks, commas for lists and apostrophes for contractions mostly correctly	
• spell correctly most words from the year 3 / year 4 spelling list,	
• spell correctly some words from the year 5 / year 6 spelling list	
• write legibly.	
Working at the expected standard: The pupil can:	
• write effectively for a range of purposes and audiences, selecting language that in narratives, describe settings, characters and atmosphere shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)	
• integrate dialogue in narratives to convey character and advance the action	
• select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative;	
• using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)	
• use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs	
• use verb tenses consistently and correctly throughout their writing	
• use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)	
• spell correctly most words from the year 5 / year 6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary	
• maintain legibility in joined handwriting when writing at speed	