

Spellings

accommodation
accompaniment
achievement
apparently
availability
categorise
communication
consciously
criticism
definitely

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 'cious' letters by copying these words into your books.

cious

conscious

suspicious

delicious

malicious

ferocious

tenacious

audacious

spacious

gracious

Writing

Monday – Revise SPaG

Complete tasks on Spag.com.

Tuesday – Reading comprehension skills

This week we will be using the Oak National Academy website again for delivering our final unit of Y6 English writing lessons which are pre-recorded by Y6 teachers. This unit of writing should span over the last two weeks and focuses on writing a newspaper report at the end.

Today's lesson starts with recapping reading comprehension skills. You will need a pen and paper to join in. The teacher reads through an example and then gives you the opportunity to practise some reading questions independently.

To do this, you can pause the video, close the video, click next activity and then navigate through slides (located on bottom bar of video screen) to the questions. The teacher then models answers for you to compare with your own. Please ignore the spelling words that are covered at the end (from about 14:52 mins). Follow this link for today's lesson.

<https://classroom.thenational.academy/lessons/newspaper-reading-comprehension-fact-retrieval>

Wednesday – Reading comprehension skills

Today's lesson continues on from yesterday. The focus again is reading comprehension skills. You will need a pen and paper to join in. To do this, you can pause the video, close the video, click next activity and then navigate through slides (located on bottom bar of video screen) to the questions. Please ignore the spelling words that are covered at the end (from about 13:20 mins). Follow this link for today's lesson.

<https://classroom.thenational.academy/lessons/newspaper-reading-comprehension-fact-retrieval-bc1b81>

Thursday – Identifying the features of a newspaper report

Today you are finding the key features of a newspaper report. The teacher reads a WAGOLL (what a good one looks like) and helps you to identify what features it uses. In the independent task, you have to analyse some more features and then you can go through the answers at the end to see how you did. Please ignore the spelling words that are covered at the start (from about 1:15-1:54 mins). Follow this link for today's lesson.

<https://classroom.thenational.academy/lessons/newspaper-identifying-features-of-a-text>

Friday – Using direct speech for quotes

Today you are looking at how to use the rules for direct speech to write quotes. The teacher goes through the rules for direct speech and models how to turn an example of direct speech into a quote. In the independent activity, you get the chance to write some your own newspaper quotes. Please ignore the spelling words that are covered at the start (from about 1:20-2:55 mins). Follow this link for today's lesson.

<https://classroom.thenational.academy/lessons/newspaper-using-direct-speech-to-write-quotes>

| Working towards the expected standard: The pupil can: | |
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| • 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 | |