

## Spellings

stomach  
sufficient  
suggest  
symbol  
system  
temperature  
thorough  
twelfth  
variety  
vegetable

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 double bb letters by copying these words into your books.

bb bb

blabbing

blubber

slobber

rubber

shrubby

bubblegum

pebbles

rubbish

wobbled

fibbed

## 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 Y6 English writing lessons which are pre-recorded by Y6 teachers. This unit of writing should span over two weeks and focuses on writing instructions 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 14:25 mins).

Follow this link for today's lesson.

<https://classroom.thenational.academy/lessons/instructions-lesson-1-reading-focus/>

### 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 16:00 mins).

Follow this link for today's lesson.

<https://classroom.thenational.academy/lessons/instructions-lesson-2-reading-focus/>

### Thursday – Identifying the features of a set of instructions

Today you are finding the key features of a set of instructions. The teacher reads a WAGOLL (what a good one looks like) and you will need to analyse what features it uses. Please ignore the spelling words that are covered at the start (from about 3:10-5:15 mins).

Follow this link for today's lesson.

<https://classroom.thenational.academy/lessons/instructions-lesson-3-identifying-features/>

### Friday – Sentence Openers

Today you are looking at how to vary sentence openers.

The teacher goes through examples of different sentence openers. In the independent activity, you get the chance to write some your own. Please ignore the spelling words that are covered at the start (from about 2:30-3:30 mins).

Follow this link for today's lesson.

<https://classroom.thenational.academy/lessons/instructions-lesson-4-sentence-openers/>

<b>Working towards the expected standard: The pupil can:</b>	
• 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.	
<b>Working at the expected standard: The pupil can:</b>	
• 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	