

Spellings

vehicle
vibration
vicinity
vigorously
volatile
yacht
yearning
yeomanry
yielding
yuckiest

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 cc letters by copying these words into your books.

cc cc

accident

access

accommodate

accelerate

accessorise

tobacconist

unaccounted

vaccination

preoccupied

Writing

Monday – Revise SPaG

Complete tasks on Spag.com.

Tuesday – Planning

This week we are continuing to use a website for delivering English writing lessons pre-recorded by Y6 teachers. We are currently half way through a writing unit which focuses on writing instructions.

Today's lesson covers planning instructions. You will need a pen and paper to join in. You can skip through the spelling words that are covered near the start (from 1:19-7:20).

The teacher sets out the independent task. **Pause the video at 9:33** and spend the rest of this session planning ideas for how to capture an outlandish creature. You can plan your ideas in a style of your choice or you can use the planning sheet. See attachments.

Follow this link for today's lesson:

<https://classroom.thenational.academy/lessons/instructions-lesson-5-writing-instructions>

Wednesday – Writing instructions

Today's lesson continues on from yesterday and would be easier broken into two sessions over today and tomorrow. This way you can spend more time drafting a quality piece of writing. Perhaps write the introduction and equipment list today and the other two paragraphs tomorrow. **Start the video from 9:33 and pause at 13:15 for the first two paragraphs only.** Don't forget to use the success criteria they have suggested. These are all recapped on the lesson slides, but we've also attached them as a support document together in one place to refer to. See attachments.

Follow this link for today's lesson.

<https://classroom.thenational.academy/lessons/instructions-lesson-5-writing-instructions>

Thursday – Writing instructions continued

Today's lesson continues on from yesterday. You now need to write the final two paragraphs of your instructions. **Start the video from 13:17.** Don't forget to use the success criteria they have suggested. These are all recapped on the lesson slides, but we've also attached them as a support document together in one place to refer to. See attachments.

Follow this link for today's lesson.

<https://classroom.thenational.academy/lessons/instructions-lesson-5-writing-instructions>

Friday – Edit, revise and publish

Once you've finished, you still need to edit and make improvements.

Look again at the success criteria – have you included these in your writing? Have you used a wide range of punctuation too? 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.

Follow this link for today's lesson.

<https://classroom.thenational.academy/lessons/instructions-lesson-5-writing-instructions>

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	