

## Year 6 English Home Learning

**WB: 20/04/20**

Monday: Reading	Tuesday: Grammar	Wednesday: Writing	Thursday: Spelling
<p>Today, we are practising our reading comprehension.</p> <p>We are reminding ourselves of where we left off at school, by applying a range of skills we have learned in order to correctly answer questions based on poetry.</p> <p>Read the poem and complete the questions. You can go through your answers with an adult or you can wait for the answers on Friday, in order to self-assess (green pens at the ready).</p>	<p>Today we are researching subject specific vocabulary for tomorrow's writing task (take a sneak peek).</p> <p>You will be given a list of technical terms linked to either owls, angels or Skellig himself. You will need to research the terms and create a word map of at least 4 of the words. Examples of word maps have been provided for you to look at.</p> <p>The word maps will give you a firm grasp of the meaning of the words, in order for you to use them in tomorrow's writing. I have included some words which you could most definitely use as a type of pun for e.g. 'heavenly meal' so keep this in mind for tomorrow.</p>	<p>Today, we will revisit how to write a set of instructions.</p> <ol style="list-style-type: none"><li>1) Plan verbally, using mind maps or grids:<ul style="list-style-type: none"><li>- Introduction</li><li>- Equipment list</li><li>- Method</li><li>- Concluding paragraph</li><li>- Year 6 punctuation and grammar</li><li>- Vocabulary choices which reflect the purpose and audience</li></ul></li><li>2) Write your instructions in your green book. You may want to draw lines or stick lined paper in to make sure that your writing is nice and neat. You may also wish to draw labelled diagrams or to include a picture of the finished meal to make your instructions look professional.</li><li>3) Read your instructions out loud. Does it have an impact on the reader? When you are happy with it, read your instructions to your family.</li></ol>	<p>As we have now covered all of the spelling curriculum, spelling lessons will act as recaps, in order to remind you of and consolidate previous learning.</p> <p>Today we are revising how to add suffixes beginning with vowel letters to words of more than one syllable.</p>

Dear Year 6,

A **humongous hello** from Miss Williams! Most importantly, I hope you and all of your family members are safe and well.

Now, before you begin this week's pack, I have to say that I have loved seeing your smiling faces each week on the school's newsletter. The array of home learning projects you have completed have been fabulous: from Filip.R. and Andrei's use of computers to Rafal and Georgia's superb cooking and baking skills (celebratory pizza and rainbow cookies for everyone when we return?).

In our first ever week of home learning lessons, I didn't want to completely send your immune systems into shock with work that is unfamiliar so I have decided to link this week's English work with where we left off: Skellig, poetry and instructional writing.

I truly hope you enjoy these tasks and I would be delighted to see pictures of your completed work on the school's newsletter, our Year 6 Twitter page or via email.

Enjoy and speak soon,

Miss Williams 😊

## Monday: Reading



### The Angel

I dreamt a dream! What can it mean?  
And that I was a maiden Queen  
Guarded by an Angel mild:  
Witless woe was ne'er beguiled!

And I wept both night and day,  
And he wiped my tears away;  
And I wept both day and night,  
And hid from him my heart's delight.

So he took his wings, and fled;  
Then the morn blushed rosy red.  
I dried my tears, and armed my fears  
With ten-thousand shields and spears.

Soon my Angel came again;  
I was armed, he came in vain;  
For the time of youth was fled,  
And grey hairs were on my head.

**William Blake**

1. Find and copy one word from the first verse which shows that this poem was written a long time ago. (1 mark)

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2. Look at the verse beginning 'And I wept both day and night...'

What impression of the angel in this verse? Support your impressions using evidence from the text. (3 marks)

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3. 'So he took his wings, and fled;'

Explain, using evidence from the text, why the angel 'fled'. (2 marks)

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4. In verse 4, why had the angel 'came in vein?' (1 mark)

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5. 'And grey hairs were on my head.' This suggests that... (1 mark)

Tick **one**.

That the narrator has dyed their hair

That the narrator has been very stressed

That a lot of time had passed

That the angel stopped caring about the narrator

6. Number the following sentences from 1 - 5 to show the order in which they happen in the poem. The first one has been done for you. (1 mark)

The angel returns

The angel was constantly there for the narrator

The angel was no longer needed

The narrator dreamt that their innocence was protected by an angel **1**

The narrator hides their happiness

The angel leaves