

## 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 in KS2.</p> <p>Today we are revising how to add suffixes beginning with vowel letters to words of more than one syllable.</p>

## Thursday: Spelling

**Task 1)** Complete the sentences below by choosing the correct word from the spelling bank.

Spelling bank: creative, polishing, beginning, absorbent, observant, relative,

- a. This sponge is very \_\_\_\_\_ - it can soak up a lot of liquid.
- b. I missed the \_\_\_\_\_ of the film because I was buying popcorn.
- c. A \_\_\_\_\_ is someone in your family.
- d. My neighbour is outside \_\_\_\_\_ his brand-new car.
- e. James doesn't miss anything; he is very \_\_\_\_\_.
- f. Art is my favourite subject, as I am very \_\_\_\_\_.
- g. The film had a \_\_\_\_\_: their job was to comment on what was happening in the story.
- h. I need an \_\_\_\_\_ to help me because I have too much work to do.

**Task 2)** use the rule to help complete the following table:

Root Word	Suffix	Final Word	Silly sentence containing final word
adore	-ing		
forget	-ing		
commit	-ed		
improve	-er		
garden	-ing		
limit	-ing		
begin	-er		
prefer	-ed		
limit	-ation		

**Task 3)** Of course we had to include a word search. Set the timer and try to beat your time week on week (and remember to be quicker than slow coach Miss Williams!)

U Z T C Z J C I S X J Z K J R  
E Y M P O Z Q L C M G I L O E  
P L J T R N K Y P N D G J U C  
C N U Z S C T E L M O Y A R U  
M O D I S T U R B A N C E N D  
V M V M Y V K E O L Z D B A O  
W D S E I H X P I L E I E L R  
N U R I R E T M C R L Y G I P  
A R D T J A I S I S X I I S X  
N K L N D T G U E L C R N M V  
L D L Y A W Q E T I K T N G R  
D C J T U N W W Q M P M E Z Q  
A P I V I U P U R F R P R C L  
Z O R E L A T I V E H S A S F  
N E T T O G R O F U T B W H X

BEGINNER  
DISTURBANCE  
INQUIRED  
PRODUCER

CONTROLLING  
FORGOTTEN  
JOURNALISM  
RELATIVE

COVERAGE  
HAPPIEST  
LIMITATION