



Drake Class

Year 5 and 6 English Home Learning Activities

Week beginning Monday 29/06/20



Narrative

In class before lockdown I began to read Five on a Treasure Island but I didn't get to finish it. Also this year we have read The Firework Makers Daughter, The Spiderwick Chronicles and quite a few Just William stories – alongside all of the book you have read independently.

So, over the next 2 weeks we will look at **writing an adventure story**.

In week one we will look at planning the story, writing character and setting descriptions.

If you want to know how Five on Treasure Island finishes, there is a TV series:

Part 1: https://www.youtube.com/watch?v=s_yIFj1BMXI Part 2: <https://www.youtube.com/watch?v=CyT6lrbad6U&t=23s>

Or an audio book: <https://www.youtube.com/watch?v=laNTDb9Jhul>

Alternatively, the 500 Word Competition is back! So, instead of completing the planning below, you could spend your week writing your 500 word story and enter it! (see more details below)

Step 1: Plotting out your story

Think of one of your favourite adventure stories and strip it back to the main points and then **plan your own story**.

	Five on a Treasure Island	Another adventure story you have read.	The Story you are going to write.
Introduction: Who/What/Where/ When/Why?	3 children Go on holiday Cornwall Summer holidays Visit Aunt and Uncle		
Build up: What changes to get the story moving?	Meet cousin George who owns an island and a wreck.		
Problem: What goes wrong? What do they need to get?	Visit island and there's a storm. Wreck is thrown up from the sea. Children find a map to find gold.		
Solution: They find what they are looking for/ complete a mission	They visit the island and find the gold.		
Complication: Something happens to change the course of the story.	Two men find out about the gold and try to steal it.		
Second Solution:	Children escape the men and leave them on the island		
Conclusion: How does it end up?	Family get the gold and four children (+dog) become friends for life.		

Step 2: Main Setting description

Oak Academy have 5 sessions on settings – this includes reading analysis so you could just complete sessions 3,4 and 5 for Steps 4 and 5

Year 5: <https://classroom.thenational.academy/lessons/setting-description-reading-comprehension-fact-retrieval>

Year 6: <https://classroom.thenational.academy/lessons/setting-description-lesson-1-reading-focus>

Alternatively:

Where will the main adventure happen? A woodland, beach, castle, cave, deserted mansion? To help you out, you could image search some pictures or choose a place you have visited – like Montacute House.

Image moving around the setting – what will be important to the reader?

First make a list of **nouns** you would see/hear/touch/smell when you're there.

Then add **adjectives** to them to make **noun phrases**.

Then add **prepositions** to them to make them **expanded noun phrases**.



passageways

deserted passageways

numerous deserted passageways in complete darkness

Remember – there are NO VERBS in expanded noun phrases.

Step 3: Paragraph describing the setting (or complete Oak Academy sessions)

Description of Kirin Castle from Five on a Treasure Island:

'They trooped through a doorway and found themselves in a dark, stone-walled, stone-roofed room, with a space at one end where a fireplace must have been. Two slit-like windows lit the room. It felt strange and mysterious...Indeed it was overgrown. Big blackberry bushes grew here and there, and a few gorse bushes forced their way into gaps and corners. The coarse green grass sprang everywhere, and pink tufts grew its cushions in holes and crannies.'

The difference between prepositions and 'where' adverbials can be difficult as they can be the same word – like 'in'. If the 'in' follows a verb, then it is an adverbial – '...grew its cushions in holes and crannies'

Where did they grow? IN holes and crannies.

As you can see Enid Blyton has used verbs in her description to make it into a paragraph. However, what I would like you to do is to be more adventurous with sentence openers and punctuation – remembering all the grammar work we have done.

Take your noun phrases from Step 2 and spin them into a paragraph describing the setting of your adventure which you can use next week.

Step 4: Main Character description

Oak Academy have 5 sessions on characters – this includes reading analysis so you could just complete sessions 3,4 and 5 for Steps 4 and 5

Year 5: <https://classroom.thenational.academy/lessons/character-description-reading-comprehension-fact-retrieval>

Year 6: <https://classroom.thenational.academy/lessons/reading-focus-comparison>

Alternatively:

Who is going to be having the adventure? A boy or girl on their own? A group of friends? Family members? Children often get up to adventures when they stray away from what they are supposed to be doing – think Alice in Wonderland.

Use the same technique as yesterday – come up with **nouns** and turn them into expanded noun phrases by adding **adjectives** and **prepositions**. Again, what does the reader need to know about your character?

Step 5: Paragraph describing a character (or complete Oak Academy sessions)

This first description of George (Georgina) from Five on a Treasure Island tells us quite a lot. What impression do you get of her?

Extract:

'The child in the opposite bed sat up and looked across at Anne. She had very short curly hair and her face was burnt dark-brown with the sun, and her very blue eyes looked as bright as forget-me-nots in her face. But her mouth was rather sulky, and she has a frown like her father's.'

Take your noun phrases from Step 4 and spin them into a paragraph describing a main character from your story which you can use next week.

EXTRA BONUS TASK FOR THIS WEEK ONLY!



Chris Evans – of Virgin Radio – has announced a special 500 Word Competition (in a similar format to BBC Radio 2 when he hosted the Breakfast Show)

Here is the information from their website:

'500 Words is the world's largest story-writing competition for kids. Over a million stories have been submitted since 2011, in response to everything from technology to climate change. Now, we want to bring children's voices onto the themes and issues emerging from the Black Lives Matter movement. We want children to lead on the process of writing their story.'

From **6:30am on Monday 29th June until Friday 3rd July at 11.59pm 2020**, we invite children aged between 5 and 13 to respond in whatever way they wish in no more than 500 words, **in the form of a story**.

The narratives we write and share matter. We ask children to draw on their own experiences and feelings to create a story that can be as imaginative and visionary as they want. Storytelling is a must!'

<https://500words.me/>

<https://500words.me/for-kids/>

It would be really great if Sampford Peverell children could get some entries in for this. We have read numerous books and stories based around black lives this year including: The Village that Vanished; The Mouth Organ Boys; Cloud Busting; and Freedom Summer. So see if you can use some of these ideas as inspiration!

There are lots of ideas on the 500 Words website about the style of story you could write. The entries are entered online through the website above.

So, instead of completing the planning above, you could spend your week writing your 500 word story and enter it!

As an idea about the length of the story, this **one page of information is actually 440 words!** So you need to get the story moving quickly (in the 5-point plan above) but still using as much amazing vocabulary and interest as you can.

Weekly Reading Tasks

Free access to Renaissance myON digital reading resources is now available to keep your family reading! Renaissance is pleased to offer free access to myON digital reading resources for students and families during the current COVID-19 school closures. Students who are not already reading with their own personalized accounts to the myON literacy environment are welcome to log in through a single, shared account, to access this collection of curated resources.

What's available:

- The myON digital library—which includes thousands of authentic digital books, fiction and nonfiction, covering a variety of topics and themes
- Five daily myON News articles—which are written for students by journalists and reviewed by a child psychologist for age appropriateness

These resources are available 24/7 and can be accessed on any digital device that is connected to the Internet. Books from the myON digital library can be downloaded onto mobile devices for offline reading, as well.

How to log into myON:

1. Go to: www.myon.com

myON®

myON reader personalizes reading for students by recommending books based on their interests, reading level, and ratings of books they've read . myON reader tracks book usage and reading growth over time and can project a student's future reading score based on their current reading activities within the system.

www.myon.com

2. Click the login button at the top of the screen
3. Enter the following information on the login page

School name: New York Reads

(begin typing and click on the school from the drop-down menu)

Username: read

Password: books

- Read your AR book and then take the quiz: Accelerated reader quiz:
<https://ukhosted113.renlearn.co.uk/2236417/>
- Read to your parents/careers and discuss what you have read. Parents/careers - encourage them to read with expression and intonation.
- Watch Newsround and discuss what is happening in the wider world.
- Explore new vocabulary you find when reading. What are the origins of this word? Can it be modified? Can you find any synonyms or antonyms for your new word?
With your parent/career, look in magazines, newspapers and books for new vocabulary you are unfamiliar with. You could use a highlighter to highlight in magazines and newspapers.

Some of you have been asking about collecting new reading books but unfortunately, due to the school closure, we are not able to facilitate this. You may have books at home that have an Accelerated Reader quiz assigned to it and you can find this out by using the AR book finder <https://www.arbookfind.co.uk/> Here you can search a book and see if it has a quiz.

Devon Libraries are also offering access through their website: www.devonlibraries.org.uk. Joining Devon Libraries is completely free and gives you immediate access to an unlimited supply of books, magazines, music, information (including Ancestry Library Edition), events and more.

Free ebooks can be found at <https://www.oxfordowl.co.uk/for-home/find-a-book/library-page> - you do need to register but all books are free to read during the school closure. Unfortunately, their levels do not match the Accelerated Reader ZPD codes that your child has. But after having a look at some of the ebooks on AR book finder, this is a rough guide

Oxford reading levels 1-5 are below a ZPD of 2, Levels 6/7 are roughly at a ZPD of 2 and levels 8-13 are between 2.5 and 4. This is a rough guide so please check before reading.

Audible is also giving free access to books during this time <https://stories.audible.com/start-listen>

Weekly Spelling Tasks

It is great to see that many of you are practising spellings which you find difficult every day – it really is the best technique.

- Try to **work on 5 spellings a day** to help you make progress and then look to use them in your writing.
- **Handwriting practice** – ensure that you are joining all of your letters and practising those tricky joins (great to combine with your spellings).
- **Rainbow writing.** Using coloured pencils in different ways can help to make parts of words memorable. You could highlight the tricky part s of the word or write the tricky part in a different colour. You could also write each letter in a different colour, or write the word in red, then overlay in orange, yellow and so on.
- **Making up memorable ‘silly sentences’** containing the word
- **Saying the word in a funny way** – for example, pronouncing the ‘silent’ letters in a word