



Drake Class

Year 5 and 6 English Home Learning Activities

Week beginning Monday 27/04/20



Writing Instructions

This week I would like to **write a set of inventive instructions** for a task that you have completed during this time or something you complete this week. It could be a recipe, a manual task (like planting vegetables), a craft, an exercise or even a 'How to survive life at home with your siblings!'

Look at my set of instructions (as in this entire sheet) to help you write with interest and accuracy.

Step 1:

Decide what you are going to write about and map out your set of instructions.

You could draw a pictorial representation of your instructions, write out a simple list or box it up like a story board – just so you know what order you are going to write.

Step 2:

Remind yourself of how to use parentheses (dashes, commas and brackets) – re-watch this is <https://www.bbc.co.uk/teach/supermovers/ks2-english-commas-brackets-dashes-with-ben-shires/zh32cqt>

Commas: relate the extra information – often by using a relative pronoun (who/which/that)

Brackets: show where 'throw away' or 'bonus' information is.

Dashes: Indicate really important information which you want to highlight.

Thinking about your end set of instructions, **write 5 sentences** which could be used in them using parenthesis in each.

e.g. Being at home with your siblings – **especially the younger ones** – can be difficult.

Or Completing your home schooling (**even if it is quite dull**) is important.

Step 3:

Add conjunctions to link your ideas.

Using the 5 sentences from step 2, add a conjunction to link an extra idea to them.

e.g. Being at home with your siblings – especially the younger ones – can be difficult **however**, they are easily distracted by chocolate or an electronical device. **But** be warned, if one of these miniature humans gets their own way too often, the tide will be difficult to turn.

Step 4:

Write your introduction.

The introduction to your instructions should let the reader know

- **Who** this is directed to
- **What** it is you're instructing them to do
- **Where** the task should be completed
- **When** it should be done
- **Why** it's a great thing to do

E.g. **During the lockdown**, being stuck **at home** with your family can be great – a time to be with one another, care for each other and fit in some quality couch potatoing! But let's face it, there will be times when tedium hits and family get on your nerves! This is a set of instructions **to help children survive (and thrive) during their time at home** and hopefully emerge within a stronger, closer family unit.

Step 5:

Write your instructions.

- Try to add some humour – using parentheses will help add these in.
- Second person (You) talk directly at the reader.
- Present tense
- In a clear order - don't forget to separate your points so that they are easy to follow.
- Use a variety of time conjunctions such as: Then, Next, After this, Once etc.
- **Don't forget those nouns phrase that we have been working on**
- Punctuation for parenthesis (commas, dashes and brackets).

Remember to read your work back to check it and make any amendments

Additional Reading Task – linked to RE.

Ramadan is the ninth month of the Islamic calendar, observed by Muslims worldwide as a month of fasting, prayer, reflection and community. Complete this comprehension and send me a picture or screen grab of your score.

<https://www.twinkl.co.uk/go/resource/tg2-re-09-uks2-ramadan-differentiated-reading-comprehension-activity>

Weekly Reading Tasks

- 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.

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

- 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 parts 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