

Writing: Year 6 – Summer 1 Week 2

	Day 1 Activity	Day 2 Activity	Day 3 Activity	Day 4 Activity	Day 5 Activity
W r i t i n g	<p>1. Listen and read along with the Lori and Max introduction.</p> <p>2. Now, use the same link as above to listen and read along to Alison Burrows' speech beginning 'Good morning, children, ...' (p2)</p> <p>Answer the following question: What does this speech suggest Maxine Ellington has done? It suggests that she has...</p> <p>Based upon what you have read so far, predict what you expect this book to be about.</p> <p>3. Draw a mind map recording what you learn about the narrator (Lori) in the introduction. Include the following branches/ headings: - background - personality - interests</p> <p>4. Listen and read along to Chapter One up until the words ...when they hear Miss Casey approach (p7). Add notes to your mind map about Lori's character based upon what you learn in this chapter. Keep these notes for the rest of the week.</p>	<p>1. Listen and read along to chapter 1 here up to 'Secret is definitely best.'</p> <p>Predict what you expect to happen next in the novel.</p> <p>2. Listen and read along to the rest of the chapter using the link above. Draw a mind map recording what you learn about Maxine in chapter one. Include the following branches/ headings: - appearance - background - personality - interests</p> <p>Watch this clip of how to create your mind map to help you.</p> <p>3. Listen and read along here with Chapter Two of Lori and Max. Add notes to your mind map about Max's character based upon what you learn in this chapter.</p>	<p>1. Listen and read along here with Chapter Three of Lori and Max up to the words ...for the entire school holidays... (p17).</p> <p>Answer the following question: What is the 'Christine Ainsley Dream Come True' collection box (pp15-16)? Predict why it might be important in the novel.</p> <p>2. Listen and read along to the section beginning 'And that's all there is to it (p17)... and ending more boring and annoying than vicious' (p19) from the link at the top. Answer the following question: What impression do you get of New Heath Primary?</p> <p>3. Add notes to your mind maps about Lori and Max based on what you learn in this chapter.</p>	<p>1. Watch teacher introduction to diary task. Watch these videos to help you to organise and write your plan. Planning content. Planning structure. Planning expectations.</p> <p>2. Plan a diary entry from Max's point of view about her first day at New Heath Primary. Include some/ all of the following in your plan:</p> <ul style="list-style-type: none"> • First impressions of teacher • Arrival at the school • Arrival in the classroom/ other children's reaction to her • First impressions of Lori • Interaction with Josh Ryman 	<p>1. Watch these teacher introductions: Diary writing expectations. Diary writing first paragraph. Diary writing second paragraph.</p> <p>2. Write a diary entry from Max's point of view about her first day at New Heath Primary. Remember to: Write in the first person, mainly using forms of the past tense. Write in paragraphs. Use descriptive language (setting/ events/ feelings).</p> <p>Use resource 5A to help you with vocabulary for your diary.</p>
Resour	Watch this clip of creating a mind map.				Resource 5A



Reading: Year 6 – Summer 1 Week 2

		Day 1 Activity	Day 2 Activity	Day 3 Activity	Day 4 Activity	Day 5 Activity	
Reading	Whole Class	Holes Chapter 29 Holes Chapter 30	Holes Chapter 31 Holes Chapter 32 Holes Chapters 33-34	Holes Chapter 35 Holes Chapter 36 Holes Chapters 37-38	Holes Chapter 39 Holes Chapter 40 Holes Chapter 41	Holes Chapter 42 Holes Chapter 43 Holes Chapter 44	
	Independent	*	Comeback Catcher	Comeback Catcher	Comeback Catcher	Comeback Catcher	Comeback Catcher
		**	The Teacher who Forgot too Much	The Teacher who Forgot too Much	The Teacher who Forgot too Much	The Teacher who Forgot too Much	The Teacher who Forgot too Much
		***	The Zoo with the Empty Cage	The Zoo with the Empty Cage	The Zoo with the Empty Cage	The Zoo with the Empty Cage	The Zoo with the Empty Cage
Spelling		Practice these words this week: twelfth, thorough, temperature, system, symbol					
Challenge: practice some spellings from the list below. Use the ways from school that help you remember best.							




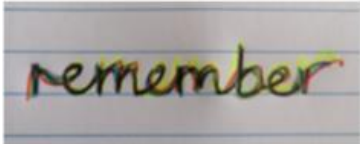

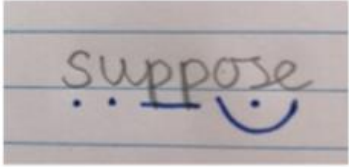
Resource 5A: Diary Word Mat

<p>'Speech-like' phrases</p> <p>Anyway, Apparently, At the end of the day, By the way, Best of all, I'm looking forward to / not looking forward to... As it happened,</p>	<p>Sentence starters</p> <p>For once, No matter what, I felt so ... Perhaps, Maybe, At least, Sometimes, No matter what, I wonder if,</p>
<p>Rhetorical questions</p> <p>Can you believe that? Would you believe it? You'll never guess what happened ...</p>	<p>Adverbs</p> <p>Hopefully Interestingly Luckily Unluckily Unfortunately</p>

Word list – years 5 and 6

accommodate	embarrass	persuade
accompany	environment	physical
according	equip (–ped, –ment)	prejudice
achieve	especially	privilege
aggressive	exaggerate	profession
amateur	excellent	programme
ancient	existence	pronunciation
apparent	explanation	queue
appreciate	familiar	recognise
attached	foreign	recommend
available	forty	relevant
average	frequently	restaurant
awkward	government	rhyme
bargain	guarantee	rhythm
bruise	harass	sacrifice
category	hindrance	secretary
cemetery	identity	shoulder
committee	immediate(ly)	signature
communicate	individual	sincere(ly)
community	interfere	soldier
competition	interrupt	stomach
conscience*	language	sufficient
conscious*	leisure	suggest
controversy	lightning	symbol
convenience	marvellous	system
correspond	mischievous	temperature
criticise (critic + ise)	muscle	thorough
curiosity	necessary	twelfth

Spelling Strategies

<p>Pyramid Writing</p> 	<p>Rainbow writing</p> <p>Write the word over and over again using different colours.</p> 	<p>Create a mnemonic</p> 
<p>Sound Buttons</p>  <p>**Note, this may not work for words you cannot 'sound out'</p>	<p>Underline the tricky part</p> <p>se<u>p</u>arate</p> <p>lib<u>r</u>ary</p> <p>na<u>u</u>ghty</p>	<p>Look, Say, Cover, Write, Check</p> <p>Look at the word Say it out loud Cover it up Write it Check whether it is spelt correctly</p>