

Writing: Year 6 – Summer 2 Week 5 SUPPORT

	Day 1 Activity	Day 2 Activity	Day 3 Activity	Day 4 Activity	Day 5 Activity
W r i t i n g	<p>Listen and read along with Daphne and the Doughnuts [The Book of Hopes, p52]. Use the glossary to help you understand any unfamiliar words (Resource 1A).</p> <p><i>Do you think there was really a dog talking to Daphne? Explain why you think this.</i></p> <p><i>Can you use the story triangle to explain the structure of the story (Look at resource 1B to help you.)</i></p> <p>Watch the teacher video discussing how this story is structured and what makes the writing effective.</p> <p>Look at the two pictures in Resource 1B. You are going to be writing a short story based on one of these pictures.</p> <p>Choose one of the pictures and answer the questions about it, creating a mind map of ideas for a story. Don't limit yourself to the questions – add any other ideas you can think of for a story and be creative! You might want to answer the questions about both of the pictures before deciding on which to focus on. You could also talk about the picture with someone in your house to help you.</p> <p>Complete a story triangle for your short story using Resource 1C. Remember: your finished story will need to be no longer than 3 minutes long (about 2 sides of A4). You could also watch last week's video about turning your ideas into a story triangle to help you.</p>	<p>Tell your story to someone else in the house. Ask if they have any questions or feedback which could help you improve your story and make any changes to your story triangle.</p> <p>Complete the planning sheet for your story (resource 2A). If you need to, watch the teacher video from week 4 (day 4) to remind you how to do this.</p> <p>Write the opening of your story (the exposition). Look at the Remember to guide (Resource 2B) to help you remember what to include in your writing. There is also a word bank to help you choose interesting vocabulary for your story (Resource 2C). You could also watch the teacher video from week 4 (day 4) about starting your story if that would help you.</p> <p>Re-read and edit your opening, using CUPS and ARMS to help you. Use the poster to help you (resource 2D).</p>	<p>Write the rest of your story. After each section, re-read and edit what you have written, using CUPS and ARMs to help you (see resource 2D).</p> <p>Read your finished story aloud to someone in your house. Did they enjoy it? Do they have any questions about what happened? Is there anything that you could improve? You should also check that it lasts no longer than 3 minutes.</p> <p>Make any changes to improve your story.</p>	<p>You are going to make a video recording of you reading one of your stories. You will need to choose whether you would like to perform 'The Hope Hunters' (which you wrote last week) or the story which you have written this week.</p> <p>Watch the teacher video with tips about how to read your story aloud.</p> <p>Gather any props you are going to use when telling your story (you do not have to use props if you don't want to!)</p> <p>Practise reading your story aloud, paying attention to the tips in the video. You might like to record yourself and watch back to the recording. You could also practise by reading to someone else in your house.</p>	<p>Ask someone in your house to film you reading your story and upload the recording to seesaw.</p>
R e s s	<p>Resource 1A – glossary</p> <p>Resource 1B - pictures</p> <p>Resource 1C – short story triangle</p>	<p>Resource 2A – story planning sheet</p> <p>Resource 2B – remember to guide</p> <p>Resource 2C – word bank</p> <p>Resource 2D – CUPS and ARMS sheet</p>			



Reading: Year 6 – Summer 2 Week 5

		Day 1 Activity	Day 2 Activity	Day 3 Activity	Day 4 Activity	Day 5 Activity
Reading	Whole class	The Unteachables Chapters 25 & 26	The Unteachables Chapter 27	The Unteachables Chapter 28	The Unteachables Chapters 29 & 30	The Unteachables Chapters 31 & 32
	Independent	* Medusa's Stony Stare p1-5	Medusa's Stony Stare P6-11	Medusa's Stony Stare p12-17	Medusa's Stony Stare p18-23	Medusa's Stony Stare P24-31
		* Inkfoot	Inkfoot	Inkfoot	Inkfoot	Inkfoot
		* Ann Fights for Freedom Ch 1 & 2	Ann Fights for Freedom Ch 3 & 4	Ann Fights for Freedom Ch 5 & 6	Ann Fights for Freedom Ch 7 & 8	Ann Fights for Freedom Ch 9 & 10
Spelling	language interrupt interfere individual immediately					



Resource 1A – Glossary for ‘Daphne and the Doughnuts’

drenched – thoroughly soaked

categorically – definitely, absolutely

trailing – stretching behind or handing down

gnarled – twisted or knobbly

haunches – back legs of an animal

beady – small and watching carefully

imploring - begging

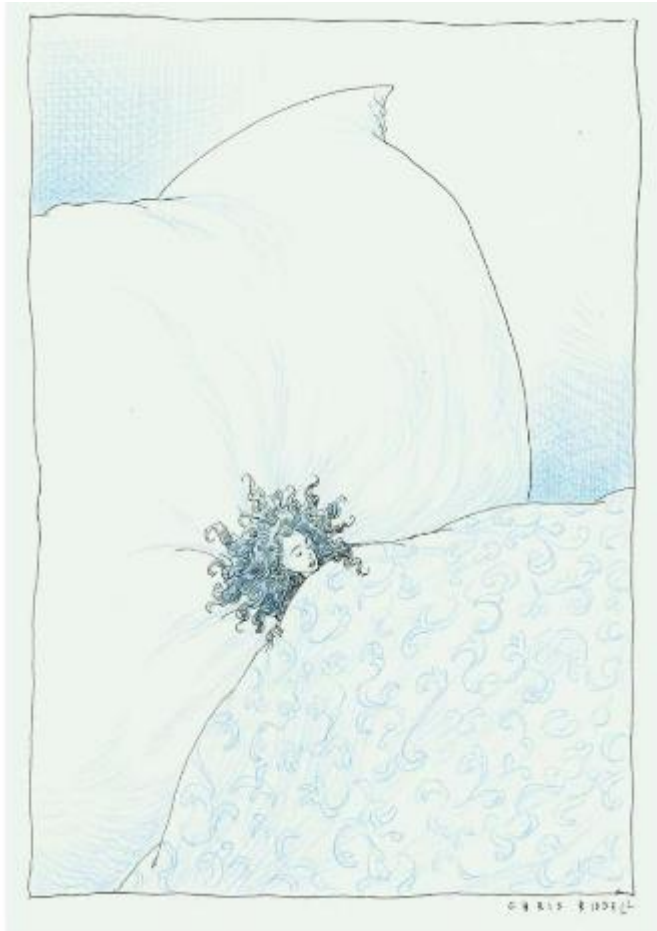
Resource 1B

Picture 1



*What does the bird have in its mouth?
What makes the object special? Could it have magical powers?
Where did the object come from and how did the bird get it?
What will the bird do with it?
Who else might want it? Why? How will they get it?*

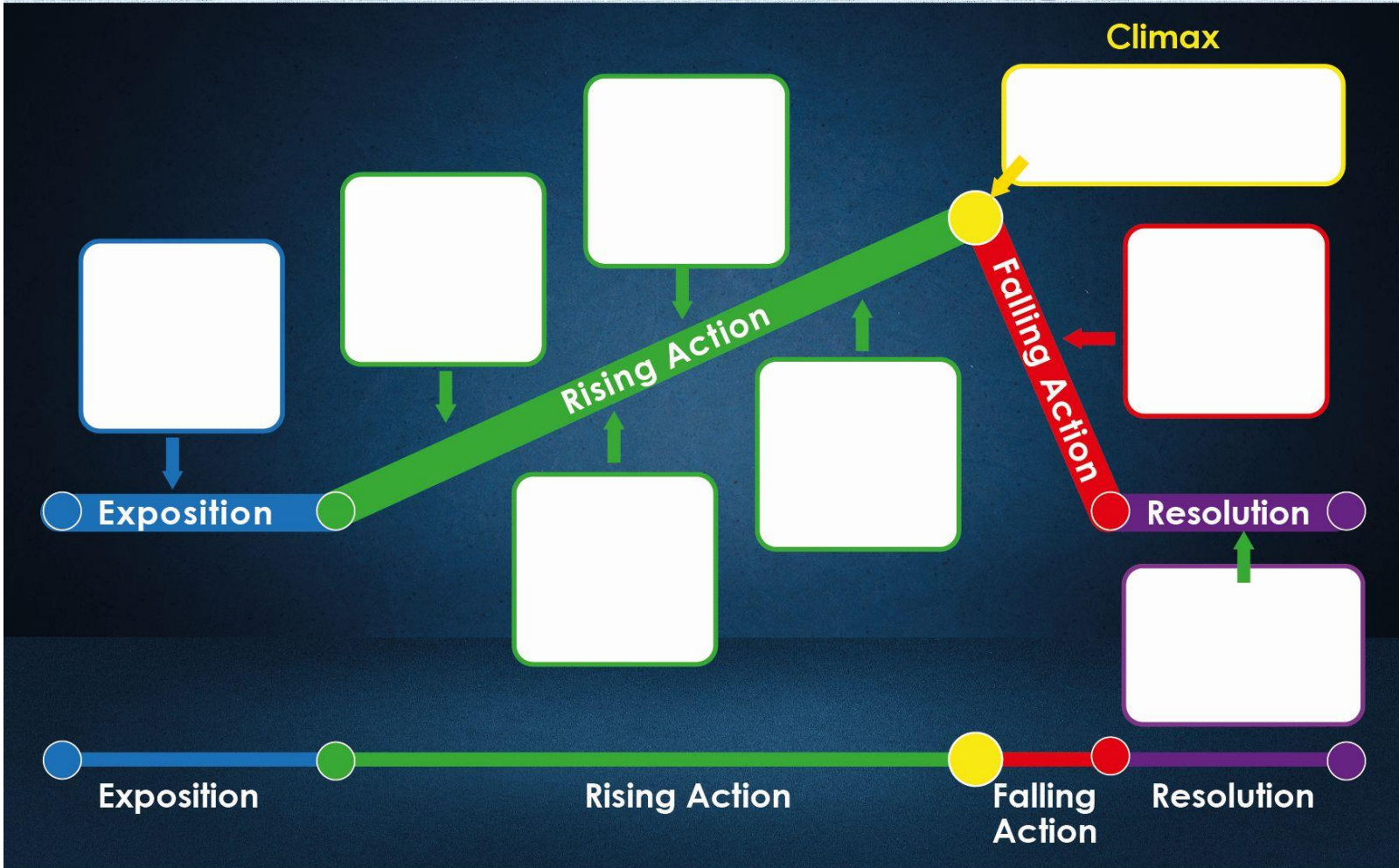
Picture 2



*Who is the girl?
Where is she asleep? Whose bed is it? Why is she so much smaller than the bed?
Did she go to sleep naturally or is she under a spell?
What is she dreaming about?
How will she wake up? Will someone else wake her?
Will she be surprised to wake up in this bed? What will happen then?*



Short Story Triangle



Resource 2A - Short story planning sheet

Paragraph h	Story Part (from your story triangle)	Details you will include (description of setting to create atmosphere; what happened; how your characters reacted)	Key vocabulary (vivid verbs, sensory description, poetic language)
1			
2			
3			
4			
5			

Resource 2B – Remember to guide

<u>Remember to</u>	<u>Self-assessment or X</u>
Use your plan to make sure your story has a clear structure.	
Use a range of senses in your description (what you can see, smell, hear, taste and feel).	
Use figurative language (similes, metaphors, personification, onomatopoeia).	
Vary the length of your sentences (longer for description and shorter for action or to create tension).	
Use a small amount of dialogue to reveal something about your character.	

Resource 2C – Word Bank

Useful synonyms							
big	small	scared	happy	sad	said	walked	saw
enormous towering huge gigantic mammoth colossal immense tremendous	miniscule miniature tiny slight minute cramped compact	terrified petrified startled alarmed unnerved terrorised fearful spooked	glad joyful thrilled jubilant pleased delighted elated cheery	downcast depressed woeful gloomy sorrowful melanchol y mournful forlorn dejected	called cried responded demanded asked whispered questioned exclaimed	staggered shuffled crept trudged strolled strutted trekked wandered	glimpsed noticed spotted glanced at eyed gazed spied examined

Resource 2D

REVISING

The 'content' checking

A.R.M.S.

Add

Add interesting or precise sentences and words

Remove

Remove sentences you don't need

Move

Move words or sentences to a more suitable place

Substitute

Change words and sentences for new ones to avoid repetition or use of boring words

EDITING

The SPAG checking

C.U.P.S

Capitalise

First word in a sentence and proper nouns: names, places, titles, days, months

Usage

Inflection of nouns and verbs.

E.g. we was were / One dogs

Punctuation

. ! ? , - ; '

Spelling

Check words you are not sure how to spell, including homophones

