

Dear Parents,

We have put these slides together in order to help the children with the writing process.

If you are able to go through the slides with them that would be very helpful.

Most of the activities can be completed independently but your child would find it easier if they are able to talk through their ideas, even if it is in your home language.

We want to ensure your child is not at a disadvantage when they return to school.

If your child is attending school this week they will be completing this learning with their teacher.

If you have any questions please email the school learning@wembleyprimary.brent.sch.uk

Year 6 Team

Monday 29th June

Spellings

- Look at the paragraph on the next slide.
- It is full of spelling mistakes.
- Find the incorrect spellings, and write the correct version.
- See if you can find them all!

Spot the 13 mistakes and correct the spellings

Monday April 1st

Dear Diary,

I hate April Fool's Day! I have to spend my whole day looking over my showlder waiting for my mischevous naybour, Peter Pest, to play one of his usual pathetic tricks! He's a complete hinderence with absolutely no consunce, even when he manages to embaras the people on his own street. Acording to him, we should all have a better sense of humour - what a joke! This year, my day started when I walked out of my house to one of Peter's familar daft grins, so straight away, I knew he was up to something. I wearily had a thourar look around for any signs that might sugestt trouble but I didn't notice anything...that was until I opened my viercule door. He'd managed to inturfear with my car and had atached a cream pie inside. So as I opened it...SPLAT...the pie launched straight into my face. You just wait for next year, Peter Pest!

Spot the 13 mistakes and correct the spellings

Monday April 1st

Dear Diary,

I hate April Fool's Day! I have to spend my whole day looking over my showlder waiting for my mischevous naybour, Peter Pest, to play one of his usual pathetic tricks! He's a complete hinderence with absolutely no conshunce, even when he manages to embaras the people on his own street. Acording to him, we should all have a better sense of humour - what a joke! This year, my day started when I walked out of my house to one of Peter's familar daft grins, so straight away, I knew he was up to something. I wearily had a thourar look around for any signs that might sugestt trouble but I didn't notice anything...that was until I opened my viercule door. He'd managed to inturfear with my car and had atached a cream pie inside. So as I opened it...SPLAT...the pie launched straight into my face. You just wait for next year, Peter Pest!

How did you do?

shoulder

hindrance

according

thorough

mischievous

conscience

familiar

vehicle

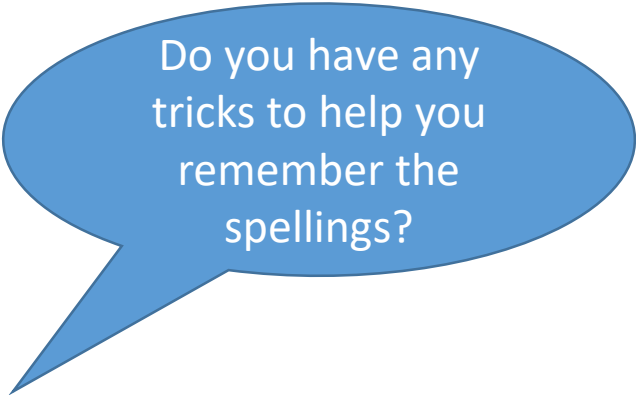
attached

neighbour

embarrass

suggest

interfere

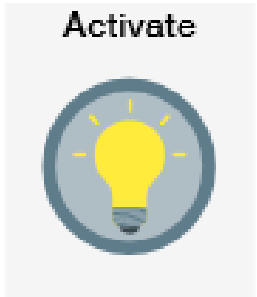


Do you have any
tricks to help you
remember the
spellings?

Tuesday 30th June 2020

LO: To identify features of instructional writing.

What grammar, punctuation and spelling features would you expect to see in Year 6 writing?



Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly¹ (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,^{*} and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.²

Look at the example of an instructional piece of writing – How to Prepare a Fantastic Five-A-Day Tasting Menu.

- Highlight the grammar, spellings and punctuation you would expect to see in Year 6 writing.
- Use the statements on the previous slide.

How to Prepare a Fantastic Five-a-Day Tasting Menu

When someone offers you a piece of fruit or a portion of vegetables, what's your automatic response? Do you think, "Mmm, yes please!", or is it more likely to be, "Bleurgh – no thanks!". Why not get together with some friends to prepare a banquet of amazing, healthy taste experiences? Just follow these simple instructions and you never know: you might discover your new favourite food!

Practise



You will need:

- some sharp knives (make sure there is an adult available to help)
- a vegetable peeler
- 2-3 chopping boards
- 5 or 6 plates/bowls
- a bottle of lemon juice
- an adventurous selection of fruits and vegetables (try to choose ones that are edible when raw) such as pears, apricots, bananas, carrots, radishes, beetroot and celery
- a few paper towels

Method

Before you begin, check with everyone taking part whether they have any food allergies to particular fruits or vegetables. **Do not use any of those foods.**

Practise



1. Firstly, wash your hands thoroughly with soap and hot water. Hygiene is very important.
2. Next, gather all the ingredients and equipment you require and arrange them neatly on your work surface.
3. Once you have everything you need, rinse each piece of fruit or vegetable under cold running water, then pat them dry with paper towels.
4. Then, carefully peel any fruits or vegetables whose skin is inedible, disposing of any waste in the rubbish or compost bin.
5. When everything is ready, place an individual fruit on the chopping board and hold it gently - but steadily. Remember to keep your fingers safely curled backwards away from where you will be cutting!



6. Gripping the knife handle firmly, place the blade on the food and slice downwards to the board.
7. Now that you have at least one flat surface, turn the food over onto that side, where it will stay still more easily.
8. Slice or chop the fruit/vegetable into bite-size pieces: it's a mistake to choose a large piece, only to find you don't like it and as a consequence it has to be thrown away. Remember – you can always have more if you want!
9. After that, arrange them attractively on serving plates; why not try to make pictures or patterns with the different colours?
10. Repeat with each item until you have a delicious display of colourful, mouth-watering, vitamin-packed food all ready to eat.
11. Finally, rinse any juice from your hands and ensure the sharp knives' blades are placed safely out of reach.



Top Tip

Some fruits, such as apples and pears, can quickly go brown (a process called oxidation) once they are cut. To prevent this, sprinkle the flesh with a little lemon juice.

Now you are ready to try a delicious variety of new foods; make sure you satisfy your curiosity and taste every one! Compare your responses with your friends – is there a favourite new food amongst you all?



How to Prepare a Fantastic Five-a-Day Tasting Menu

When someone offers you a piece of fruit or a portion of vegetables, what's your automatic response? Do you think, "Mmm, yes please!"¹¹, or is it more likely to be, "Bleurgh – no thanks!"¹¹. Why not get together with some friends to prepare a banquet of amazing, healthy taste experiences?¹⁰ Just follow these simple instructions and you never know: you might⁴ discover your new favourite food!

⁴ modal verbs
(e.g. can, could,
should, would,
etc.)

¹⁰ expanded noun phrases to add detail and clarity (e. g. a state-of-the-art computer or a hideous, green alien with a pointy nose.)

¹¹ inverted commas



You will need:

- some sharp knives (make sure there is an adult available to help)
 - a vegetable peeler
 - 2-3 chopping boards
 - 5 or 6 plates/bowls
 - a bottle of lemon juice
- an adventurous selection of fruits and vegetables¹⁷ (¹⁴try to choose ones that are edible when raw⁷)¹⁴ such as pears, apricots, bananas, carrots, radishes, beetroot and celery
 - a few paper towels

⁷ relative clauses within sentences starting with who, which, where, when, whose and that. (e.g. My mum, who is a great chef, cooked dinner for me.)

¹⁴ brackets, dashes and commas for parenthesis



¹ formal vocabulary and sentence structure that matches the formality of the text

² a range of linking words/phrases, including adverbials, to join sentences and paragraphs together (e.g. first, then, after, while, significantly, likewise, for instance etc.) as well as repetition and ellipsis

⁷ relative clauses within sentences starting with who, which, where, when, whose and that. (e.g. My mum, who is a great chef, cooked dinner for me.)

Method

Before you begin², check with everyone taking part whether they have¹ any food allergies to particular fruits or vegetables. Do not use any of those foods⁶.

1. Firstly², wash your hands thoroughly with soap and hot water. Hygiene is very important⁶.

⁶ single clause sentence for effect - short and snappy sentence

2. Next², gather¹ all the ingredients and equipment¹⁷ you require¹ and arrange them neatly on your work surface⁹.

3. Once you have everything you need², rinse each piece of fruit or vegetable under cold running water^{8, 12} then pat them dry with paper towels⁸.

¹² commas for clarity

4. Then², carefully peel any fruits or vegetables whose skin is inedible⁷, disposing of any waste¹ in the rubbish or compost bin⁸.

¹⁷Y5/Y6 statutory spelling words

⁸ preposition phrases to add detail and clarity (e.g. under the floorboards, across the room, etc.)

⁹ adverbs and adverbials to add detail and clarity (e.g. bravely, often, repeatedly, in the blink of an eye, etc.)

¹ formal vocabulary and sentence structure that matches the formality of the text

² a range of linking words/phrases, including adverbials, to join sentences and paragraphs together (e.g. first, then, after, while, significantly, likewise, for instance etc.) as well as repetition and ellipsis

5. When everything is ready², place an individual¹⁷ fruit on the chopping board and hold it gently but steadily. Remember to keep your fingers safely curled backwards away from where you will be cutting!
6. Gripping the knife handle firmly⁹, place the blade on the food and slice downwards to the board⁸.
7. Now that you have at least one flat surface, turn the food over onto that side, where it will stay still more easily.⁵
8. Slice or chop the fruit/vegetable into bite-size pieces;¹⁵ it's a mistake to choose a large piece, only to find you don't like it and as a consequence² it has to be thrown³ away. Remember – you can⁴ always have more if you want!

¹⁵ semicolons, dashes and colons to separate clauses

⁴ modal verbs (e.g. can, could, should, would, etc.)

¹⁷Y5/Y6 statutory spelling words

⁸ preposition phrases to add detail and clarity (e.g. under the floorboards, across the room, etc.)

⁹ adverbs and adverbials to add detail and clarity (e.g. bravely, often, repeatedly, in the blink of an eye, etc.)

⁵ multi-clause sentences

³ passive verbs (e.g. The Spanish team were beaten by France or The sweets were eaten by the children.)

Review





¹ formal vocabulary and sentence structure that matches the formality of the text

² a range of linking words/phrases, including adverbials, to join sentences and paragraphs together (e.g. first, then, after, while, significantly, likewise, for instance etc.) as well as repetition and ellipsis

¹⁶ hyphens to avoid ambiguity

9. After that⁹, arrange them attractively on serving plates¹⁰; why not try to make pictures or patterns with the different colours⁸?
10. Repeat with each item until you have a delicious display of colourful, mouth-watering, vitamin¹⁰-packed food¹⁶ all ready to eat.
11. Finally², rinse any juice from your hands and ensure¹ the sharp knives¹³ blades are placed³ safely out of reach⁹.

¹³ apostrophes for possession

³ passive verbs (e.g. The Spanish team were beaten by France or The sweets were eaten by the children.)

⁸ preposition phrases to add detail and clarity (e.g. under the floorboards, across the room, etc.)

⁹ adverbs and adverbials to add detail and clarity (e.g. bravely, often, repeatedly, in the blink of an eye, etc.)

¹⁰ expanded noun phrases to add detail and clarity (e.g. a state-of-the-art computer or a hideous, green alien with a pointy nose.)

⁵ multi-clause sentences

² a range of linking words/phrases, including adverbials, to join sentences and paragraphs together (e.g. first, then, after, while, significantly, likewise, for instance etc.) as well as repetition and ellipsis

Top Tip

Some fruits⁵, such as apples and pears¹⁴, can quickly go brown¹⁴
(¹⁴ a process called oxidation)¹⁴ once they are cut. To prevent this,¹²
sprinkle the flesh with a little lemon juice.

Now you are ready² to try a delicious variety of new foods,¹⁵ make sure you satisfy your curiosity¹⁷ and taste every one! Compare your responses with your friends – is there a favourite new food amongst you all?⁵



¹⁷Y5/Y6
statutory
spelling words

Review



¹² commas for clarity

¹⁴ brackets, dashes and commas for parenthesis

¹⁵ semicolons, dashes and colons to separate clauses

Wednesday 1st July 2020

LO: To plan.

- Purpose – Instruct
- Audience –Year 6 children
- Text – Instructions

Task

You are going to write a set of instructions for Year 6 children to follow in order to play a socially distance game.

Remember:

The game cannot involve equipment which children need to touch with their hands.

The participants need to stay 2 meters away from each other.

Look at the model I have written.

- Make notes of any vocabulary or openers which you can use in your own instructions.

Here are some ideas:

- <https://www.asphaltgreen.org/blog/rep-it-out-games-for-social-distancing> - This link includes video instructions.
- <https://www.twinkl.co.uk/blog/social-distancing-games>

<p>Statement explaining what you will achieve after following the instructions.</p> <p>Explain why the instructions are important to follow.</p>	
<p>Equipment</p>	
<p>Chronological steps using time adverbs.</p>	
<p>Things to remember</p>	

Which Year 5/6 spellings would suit this task?

accommodate	category	determined	forty	marvellous	programme	soldier
accompany	cemetery	develop	frequently	mischievous	pronunciation	stomach
according	committee	dictionary	government	muscle	queue	sufficient
achieve	communicate	disastrous	guarantee	necessary	recognise	suggest
aggressive	community	embarrass	harass	neighbour	recommend	symbol
amateur	competition	environment	hindrance	nuisance	relevant	system
ancient	conscience	equipment	identity	occupy	restaurant	temperature
apparent	conscious	equipped	immediate	occur	rhyme	thorough
appreciate	controversy	especially	immediately	opportunity	rhythm	twelfth
attached	convenience	exaggerate	individual	parliament	sacrifice	variety
available	correspond	excellent	interfere	persuade	secretary	vegetable
average	criticise	existence	interrupt	physical	shoulder	vehicle
awkward	curiosity	explanation	language	prejudice	signature	yacht
bargain	definite	familiar	leisure	privilege	sincere	
bruise	desperate	foreign	lightning	profession	sincerely	

Which Year 5/6 spellings would suit this task?

I have highlighted words which would suit this text type but you can use any. Try to include at least 5.

accommodate	category	determined	forty	marvellous	programme	soldier
accompany	cemetery	develop	frequently	mischievous	pronunciation	stomach
according	committee	dictionary	government	muscle	queue	sufficient
achieve	communicate	disastrous	guarantee	necessary	recognise	suggest
aggressive	community	embarrass	harass	neighbour	recommend	symbol
amateur	competition	environment	hindrance	nuisance	relevant	system
ancient	conscience	equipment	identity	occupy	restaurant	temperature
apparent	conscious	equipped	immediate	occur	rhyme	thorough
appreciate	controversy	especially	immediately	opportunity	rhythm	twelfth
attached	convenience	exaggerate	individual	parliament	sacrifice	variety
available	correspond	excellent	interfere	persuade	secretary	vegetable
average	criticise	existence	interrupt	physical	shoulder	vehicle
awkward	curiosity	explanation	language	prejudice	signature	yacht
bargain	definite	familiar	leisure	privilege	sincere	
bruise	desperate	foreign	lightning	profession	sincerely	

Thursday 2nd July 2020

LO: To write a set of instructions.

Look at the two models of instructions before you write your own.

Instructions Checklist

Correct Tense

Introduction – **Future tense**

Steps should be written in **present tense**.

Describes Feelings

Using adjectives, metaphors and similes to describe feelings

Coordinating conjunctions

FANBOYS

Subordinating Conjunctions

because, since, whilst

Variety of punctuation

., ? ! “ ” ; : () -

Modal Verbs

should, would, could, must, will, ought

Relative Clauses

The Corona Virus, which can cause COVID-19,...

Mrs Atkinson, who will meet you at the entrance to the small hall, ...

Formal Language – Tier Two and three vocabulary

Require, located, concerning, unprecedented, extraordinary, precautions, protection, social distancing

Year 6 Spellings

equipment, accompany, excellent, determined, immediately, necessary, queue, sacrifice

Friday 3rd July 2020

LO: To edit and improve.

LO: To edit and improve.

- Purpose – Instruct
- Audience – New children to Year 6
- Text – Instructions

Which Year 5/6 spellings have you used?

I have highlighted words which would suit this text type but you can use any. Try to include at least 5.

accommodate	category	determined	forty	marvellous	programme	soldier
accompany	cemetery	develop	frequently	mischievous	pronunciation	stomach
according	committee	dictionary	government	muscle	queue	sufficient
achieve	communicate	disastrous	guarantee	necessary	recognise	suggest
aggressive	community	embarrass	harass	neighbour	recommend	symbol
amateur	competition	environment	hindrance	nuisance	relevant	system
ancient	conscience	equipment	identity	occupy	restaurant	temperature
apparent	conscious	equipped	immediate	occur	rhyme	thorough
appreciate	controversy	especially	immediately	opportunity	rhythm	twelfth
attached	convenience	exaggerate	individual	parliament	sacrifice	variety
available	correspond	excellent	interfere	persuade	secretary	vegetable
average	criticise	existence	interrupt	physical	shoulder	vehicle
awkward	curiosity	explanation	language	prejudice	signature	yacht
bargain	definite	familiar	leisure	privilege	sincere	
bruise	desperate	foreign	lightning	profession	sincerely	

Reread your writing or ask someone to read it.



- Does it make sense?



Have you used capital letters correctly?

- Ensure proper nouns are capitalised.
- These are some words which you may have needed to capitalise.
- Wembley Primary School
- Corona Virus
- COVID-19
- PPE

Look at your writing a section at a time.

I have used 'your' a lot in this paragraph.
I will add bullet points to aid organisation.

Original

Edited version

Things to remember

- To celebrate with team mates, give air high fives.
- Encourage your team as well as the rival team. Good sportsmanship throughout the game will increase the enjoyment of all participants.
- The most important thing to remember is: stay safe and have fun!

Things to remember

To celebrate with your team mates, give air high fives. Encourage your team as well as your rival team. Good sportsmanship throughout the game will increase your enjoyment.
The most important thing to remember is: stay safe and have fun!

Reflect





Task

- Using a green pen, edit your writing and rewrite your instructions.