

HOME LEARNING



MATHS, READING, WRITING/GRAMMAR AND SPELLING

Week 2: Monday 27th April – Friday 1st May 2020

Please find below a suggested daily timetable with activities to support a progression in your Year 6 child's learning.

Within the subject areas you will find five activities. This is with the view that your child completes an activity from each subject area per day. The additional activity is an area of practise for the subject.

Activities will also still be posted in the Google Classroom for your child to access, complete and submit, though they are also listed below for your reference.

Suggested daily timetable

9:00 – 9:30 – PE Joe Wicks

15 minutes of Spelling

30 minutes of Maths

30 minutes of Writing based activities

Lunch

Project time

20 minutes of independent Reading

If your child is still using Lexia, the minimum recommended usage is 3 times a week for 20 minutes.

SPELLING

These activities will also be posted in the Google Classroom.

BELOW are 5 sets of words with their rules. On the following page are spelling activities used in school to aid the learning of spelling.

Rules/Guidance:

Words to practise:

1.	Endings which sound like /fəs/ spelt -cious or -tious	Not many common words end like this. If the root word ends in -ce , the /f/ sound is usually spelt as c – e.g. <i>vice</i> – <i>vicious</i> , <i>grace</i> – <i>gracious</i> , <i>space</i> – <i>spacious</i> , <i>malice</i> – <i>malicious</i> . Exception: <i>anxious</i> .	vicious, precious, conscious, delicious, malicious, suspicious, ambitious, cautious, fictitious, infectious, nutritious
2.	Adding suffixes beginning with vowel letters to words ending in -fer	The r is doubled if the -fer is still stressed when the ending is added. The r is not doubled if the -fer is no longer stressed.	referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference
3.	Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in <i>knight</i> , there was a /k/ sound before the /n/, and the gh used to represent the sound that 'ch' now represents in the Scottish word <i>loch</i> .	doubt, island, lamb, solemn, thistle, knight Can you find any more?
4.	Words with the /s/ sound spelt sc (Latin in origin)	In the Latin words from which these words come, the Romans probably pronounced the c and the k as two sounds rather than one – /s/ /k/.	science, scene, discipline, fascinate, crescent Can you find any more?
5.	The suffix -ous	Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word. -our is changed to -or before -ous is added. A final 'e' of the root word must be kept if the /dʒ/ sound of 'g' is to be kept. If there is an /i:/ sound before the -ous ending, it is usually spelt as i , but a few words have e .	poisonous, dangerous, mountainous, famous, various, tremendous, enormous, jealous, humorous, glamorous, vigorous, courageous, outrageous, serious, obvious, curious, hideous, spontaneous, courteous

(Select 10 – 12 words)

SPELLING STRATEGIES

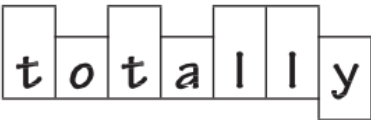
Pick & choose different spelling strategies to help you practise and learn each set of spellings. Try and use a variety! Feel free to complete on paper with felt tips and crayons or get technical and have fun on GoogleDocs.

Look, say, cover, write, check	This is probably the most common strategy used to learn spellings. Look: first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail. Say: say the word as you look at it, using different ways of pronouncing it if that will make it more memorable. Cover: cover the word. Write: write the word from memory, saying the word as you do so. Check: Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.
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Trace, copy and replicate (and then check)	This is a similar learning process to 'look, say, cover, write, check' but is about developing automaticity and muscle memory. Write the word out on a sheet of paper ensuring that it is spelt correctly and it is large enough to trace over. Trace over the word and say it at the same time. Move next to the word you have just written and write it out as you say it. Turn the page over and write the word as you say it, and then check that you have spelt it correctly. If this is easy, do the same process for two different words at the same time. Once you have written all your words this way and feel confident, miss out the tracing and copying or the tracing alone and just write the words.
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Segmentation strategy	The splitting of a word into its constituent phonemes in the correct order to support spelling.
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Quickwrite	Writing the words linked to the teaching focus with speed and fluency. The aim is to write as many words as possible within a time constraint. Pupils can write words provided by the teacher or generate their own examples. For example, in two minutes write as many words as possible with the /i:/ phoneme. This can be turned into a variety of competitive games including working in teams and developing relay race approaches.
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Drawing around the word to show the shape	Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that you get the same shape. 
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Drawing an image around the word	This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.  You can't use this method as your main method of learning spellings, but it might work on those that are just a little more difficult to remember.
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Words without vowels	This strategy is useful where the vowel choices are the challenge in the words. Write the words without the vowels and pupils have to choose the correct grapheme to put in the space. For example, for the word <i>field</i>: f _ _ _ ld
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Pyramid words	This method of learning words forces you to think of each letter separately. p py pyr pyra pyram pyrami pyramid You can then reverse the process so that you end up with a diamond.
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Other methods can include:

- 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 parts 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
- Clapping and counting to identify the syllables in a word.

MATHS

These activities will also be posted in the Google Classroom as interactive worksheets.

<https://whiterosemaths.com/homelearning/year-6/>

Summer Term – Week 2 (w/c 27th April)

<https://whiterosemaths.com/homelearning/year-6/>

- 1 - Lesson 1 - Angles in special quadrilaterals
- 2 - Lesson 2 - Angles in regular polygons
- 3 - Lesson 3 - Problem Solving
- 4 - Lesson 4 - Problem Solving
- 5 - Friday Maths Challenge (no PDF on school website, please go straight to White Rose)

(access the videos, sheets & answers via the weblink or PDFs direct from school website)

WRITING

These activities will also be posted in the Google Classroom.

Feel free to complete activities on paper or in the Documents on Google Classroom.

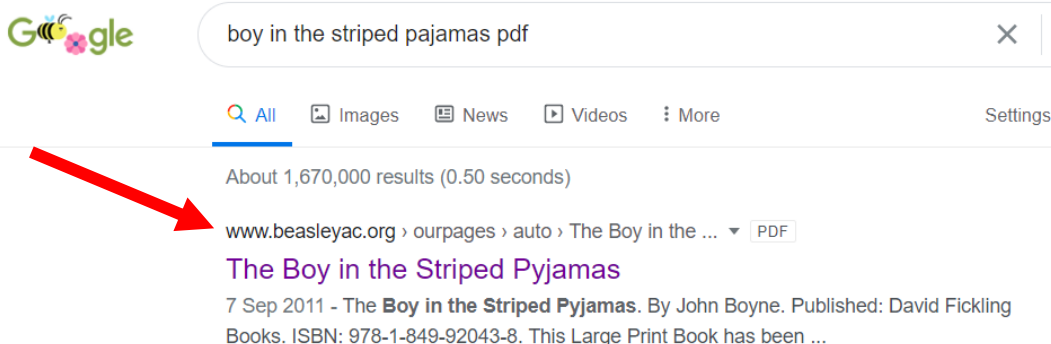
- 1 – Advertise your town (in our case, village!) (see PDF- Writing 1)
- 2 – The Ascent (see PDF Writing 2)
- 3 – Film Review (see PDF Writing 3)
- 4 – Letter to your MP (see PDF Writing 4)
- 5 – Continue the Story (see PDF Writing 5)

READING

Please ensure independent reading is completed for at least 20 minutes a day.

Additional Activities:

To access the Boy In the Striped Pyjamas PDF for free, search for it on Google:



Please scroll down to see activities.

Compare and contrast Bruno's old home with his new home.

What was different about Bruno's old home in Berlin and his new home in 'Out-With'?

Were there any similarities?



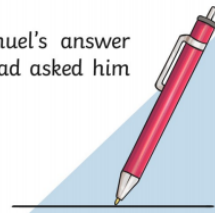
Additional activity:

Draw both houses to show how different they are.

twinkl.co.uk

In chapter 10, Bruno wants to ask Shmuel why he looks so sad, but he doesn't.

Write what you think Shmuel's answer would have been if Bruno had asked him this question.



twinkl.co.uk

Create some questions that you would ask Shmuel.

What kind of family do you think Shmuel came from?

What was his life like before he ended up on the other side of the fence?

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