

HOME LEARNING



MATHS, READING, WRITING/GRAMMAR AND SPELLING

Week 2: Monday 4th May – Friday 8th 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 English (Writing or Reading Comprehension)

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. They are the same as last week. This week please focus on finding out any word meanings you don't know and writing sentences with them in.

You can use Google search as a dictionary by typing in the word and pressing search.

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
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
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

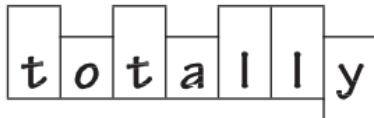
Pick & choose different spelling strategies to help you practise and learn each set of spellings. Try and use a variety! Feel free to complete on paper with felt tips and crayons or get technical and have fun on GoogleDocs.

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/>

Week 3

Additional



Times Table Rock Stars is a fun and challenging programme designed to help students master the times tables! World famous rock musicians are the best at what they do because they've spent hours practising guitar chords, writing music or playing on the drums. **It's just the same with times tables – all Times Table Rock Stars need to practise and**

practise and practise. Your child's log in details have been sent to them via Google Classroom. Visit Times Table Rock Stars to begin your Rock Star Journey.

A fun and engaging web based site and app to learn times tables – currently have a 50 day free trial!

ENGLISH –

YOU CAN CHOOSE EITHER 30 MINS OF READING COMPREHENSION OR 30 MINS WRITING A DAY. YOU COULD DO WRITING SOME DAYS AND READING ON OTHER DAYS.

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

For this week's writing there are no set daily writing tasks - you can select from the 'ideas' below. The new Greece project contains lots of ideas for written activities, so it would be nice to select some of these ideas and submit them as writing pieces. Remember, you do not have to submit them on Google Classroom, but you can if you would like. Some pieces you might want to spend longer on, so I do not expect 5 pieces submitted to me! There are also some 'Time Capsule' writing ideas.

Writing pieces ideas:

Greece – Life as an Ancient Greek child – information text/diary/comparison to your life today.

Newspaper about war – Sparta/Athens

Instructions – how to throw a dinner party for the Ancient Greeks – focus on food, entertainment and dress code. – Look at Project sheet for other inspiration.

Look at the 'Time capsule' PDF – can you create writing surrounding what is currently going on in the world? Diary entry? Newspaper report? How you are feeling (including what you have learnt from this experience & what you are most looking forward to doing when it's over, what you're thankful for) – lots of other ideas on the PDF. Or, print and work through PDF.

Please find reading comprehension PDFs on the website. Within the document there is the text, the questions and the answers. **I will upload these PDFs to the Google Classroom too.**

You can choose whether you do 30 minutes of a reading comprehension or 30 minutes of writing.

- Earth day
- Queen's Birthday
- Care of a bearded dragon
- William Shakespeare
- VE day