



Writing: Year 6 – Summer 2 Week 4 Support

	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 short story, the Hummingbird's Smile [from the Book of Hopes, p180]. Use the glossary (Resource 1A) to help you understand any unfamiliar words.</p> <p>Answer the following questions:</p> <p><i>Why does Nadia go into the cave?</i></p> <p><i>Choose two adjectives to describe Nadia and use evidence from the text to explain your choices.</i></p> <p><i>Why do you think the hummingbird appears for Nadia?</i></p> <p>2. Listen and read along with the story again. While you are listening, think about how the story is structured.</p> <p>3. Watch the teacher talking through the short story triangle. (see resource 1B)</p> <p>4. Complete your own story triangle for the Hummingbird's Smile on the model resource (resource 1B).</p>	<p>1. Listen and read along with the Creature in the Cave [from the Book of Hopes, p233] Use the glossary (Resource 2A) to help you understand any unfamiliar words.</p> <p>Answer the following questions:</p> <p><i>What makes the story surprising?</i></p> <p><i>What is the first clue which hints at this surprising ending? Hint: look at p234.</i></p> <p>2. Complete a story triangle for the Creature in the Cave using Resource 2B. Look back at yesterday's video to remind you about this.</p> <p>3. Watch the teacher video about some of the techniques used to make the Hummingbird's Smile exciting to read.</p> <p>4. Re-watch the video of the teacher reading Creature in the Cave and pause it so that you can see p233/4. Look at the section which starts "I was scrambling....." on p233 to "...sitting inside the cave." On p234. Answer the following questions, giving examples from the text:</p> <p><i>Which different senses does the author use to create an atmosphere?</i></p> <p><i>Look at the sentences "No. Something was sitting inside the cave." Why do they stand out?</i></p>	<p>1. Look at the picture entitled "The Hope Hunters" [see resource 3A] [p34]</p> <p>2. Use your imagination to think about the story behind the picture and answer the following questions. Remember, there are no wrong answers! You could organise your ideas as a mind map around the picture. Add any other ideas you think of as you are answering the questions.</p> <p><i>Who are the man and woman?</i></p> <p><i>Where are they? What time period is it?</i></p> <p><i>What are they trying to catch and why?</i></p> <p><i>What is the fairy-like creature?</i></p> <p><i>What do you think will happen?</i></p> <p>3. Watch the teacher video about how to turn your ideas into a story triangle.</p> <p>4. Complete a story triangle for your story, "The Hope Hunters" using resource 3B. Remember: when it is finished, your story will need to be a maximum of 3 minutes long (about 2 sides of A4).</p> <p>5. Tell your story to someone in your house. Do they have any questions or feedback to help you improve your story? Make changes and add any details to your story triangle based on what they say.</p>	<p>1. Watch the teacher video about turning your story triangle into a plan for your writing.</p> <p>2. Complete the planning sheet for your story (resource 4A).</p> <p>3. Watch the teacher video about starting to write your story.</p> <p>4. Write the exposition and rising action of your story. Remember to think about using the techniques to make your writing interesting – look at the remember to guide (Resource 4B) and the word bank (Resource 4C):</p> <p>This part of your story should be about 1 side of A4.</p> <p>5. Re-read and edit your work, using the CUPS and ARMS process. Look at the CUPS & ARMS poster to remind you what to look for. (resource 4D). As well as correcting mistakes, think about what you could add or improve in your writing.</p>	<p>1. Watch the teacher video about continuing your story.</p> <p>2. Write the climax, falling action and resolution of your story. This will be about 1 side of A4. After each section, re-read and edit what you have written, using CUPS and ARMS to help you (see resource 4D).</p> <p>3. Read your finished story aloud to someone in your house. Check that it lasts no longer than 3 minutes, and edit it if necessary.</p>



		<i>How does this make the reader feel?</i>			
R e s o u r c e s	Resource 1A – glossary Resource 1B – short story triangle	Resource 2A – glossary Resource 2B – short story triangle	Resource 3A – the Hope Hunters Resource 3B – short story triangle	Resource 4A – planning sheet Resource 4B – remember to guide Resource 4C – word bank Resource 4D – CUPS/ARMS reference	

Reading: Year 6 – Summer 2 Week 4

		Day 1 Activity	Day 2 Activity	Day 3 Activity	Day 4 Activity	Day 5 Activity	
Reading	Who le class		The Unteachables C17	The Unteachables C18	The Unteachables C19 & 20	The Unteachables C21 & 22	The Unteachables C23 & 24
	Independent	*	Free Climb p4-15	Free Climb p16-31	Free Climb p32-39	Free Climb p40-50	Free Climb p51-62
		*	Black Beauty Ch 1	Black Beauty Ch 2	Black Beauty Ch 3	Black Beauty Ch 4	Black Beauty Ch 5
		*	Mars for Humanity p1-19	Mars for Humanity p20-46	Mars for Humanity p47-58	Mars for Humanity p59-75	Mars for Humanity p76-89
Spelling		Muscle mischievous marvellous lightning leisure					

Resource 1A – Glossary for the Hummingbird's Smile

downcast – unhappy or discouraged

swathed – wrapped in several layers

legendary – in legends or remarkable enough to be famous

yarn - wool

tendrils – a thin, curling stem of a climbing plant

tether - a rope or chain

desolate – bleak or very unhappy

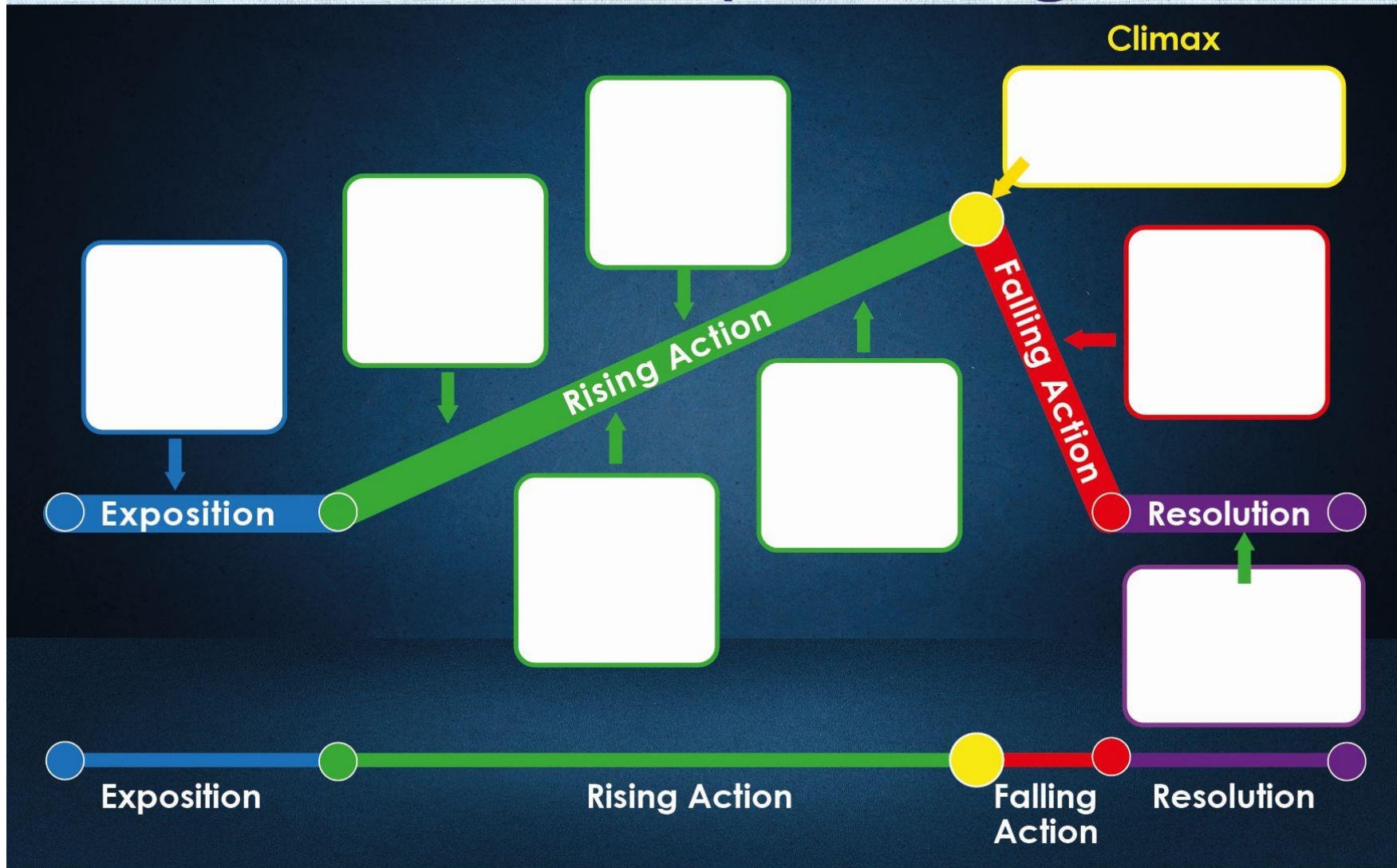
dowser – someone using a stick to search for underground water or minerals

snare – a trap for catching animals

thrummed – made a continuous, rhythmic humming sound



Short Story Triangle



Resource 2A – Glossary for the Creature in the Cave

stumbled upon – found by chance

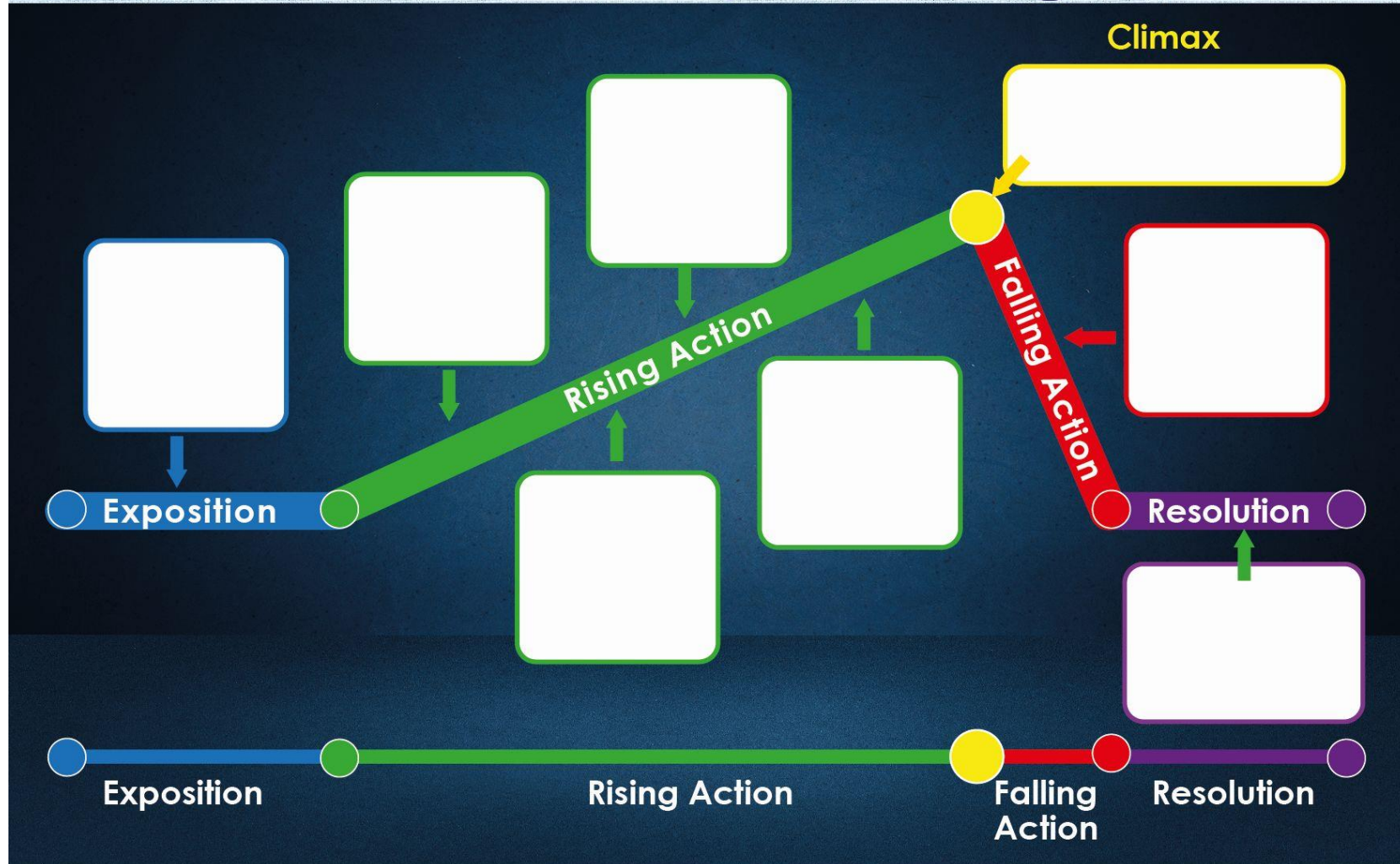
tang – a strong flavour or smell

stubby – short and thick

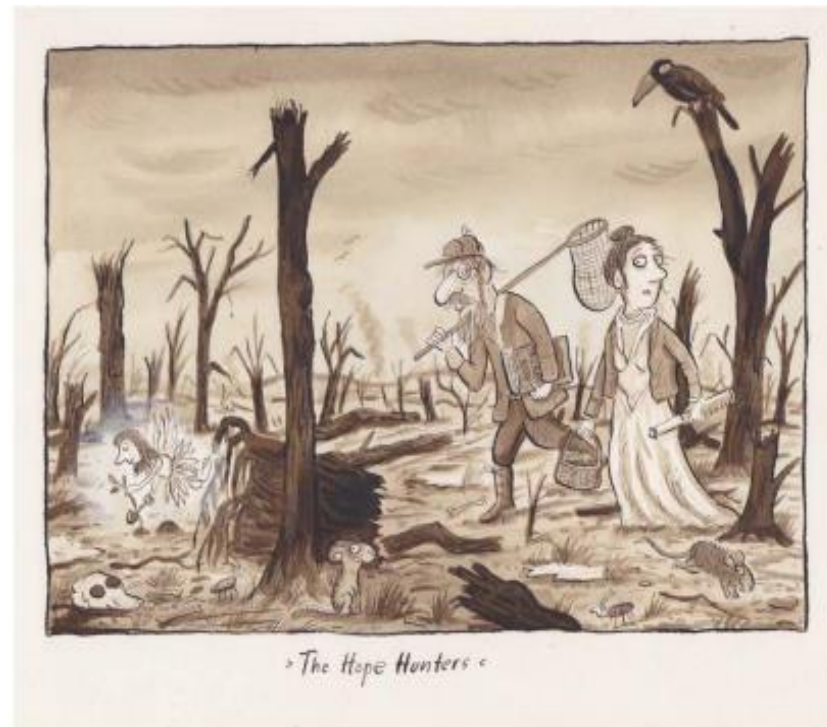
clam – a large shellfish with a hinged shell



Short Story Triangle

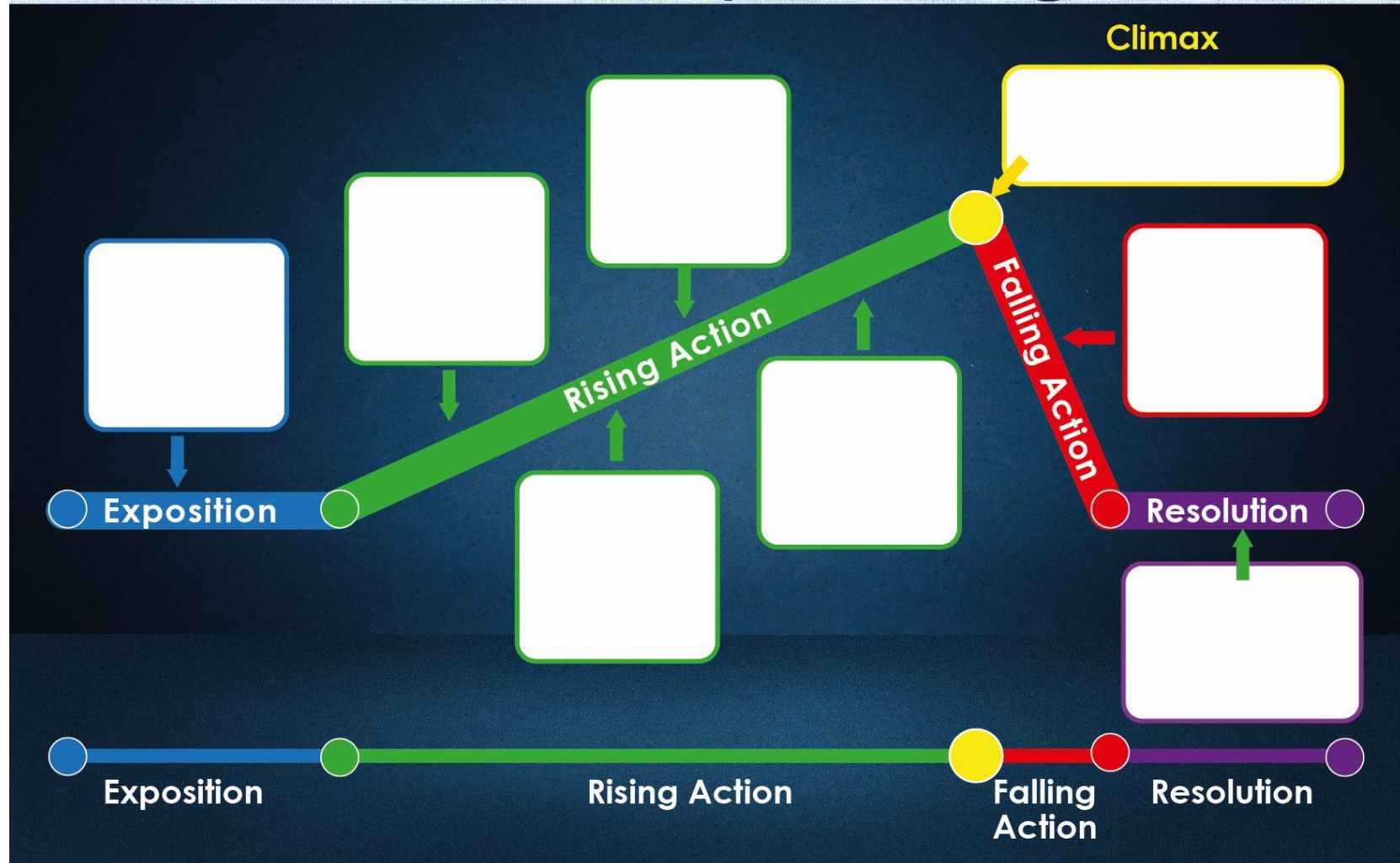


Resource 3A – The Hope Hunters





Short Story Triangle



Resource 4A — 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 4B – 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).	

Resource 4C – Word bank

Adjectives to describe the setting	Adjectives to describe characters' feelings	Verbs	Adverbs
vast desolate bleak inhospitable charred singd gnarled blackened deserted eerie unearthly hushed	optimistic confident fearful anxious startled unnerved agitated distressed stunned astounded relieved elated	stalk pursue stumble stagger conceal flicker quiver glisten shiver tremble dwindle collapse	brutally confidently hastily recklessly cautiously steadily gracefully nervously warily timidly tenderly delicately

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

