



Writing: Year 6 – Summer 1 Week 2 Support

	Day 1 Activity	Day 2 Activity	Day 3 Activity	Day 4 Activity	Day 5 Activity
Writing	<p>1. <b>Listen and read</b> along with the <b>Lori and Max</b> introduction. <b>Repeat</b> this if you need to.</p> <p>2. Now, use the same link as above to <b>listen and read</b> along to Alison Burrows' speech beginning 'Good morning, children, ...' (p2)</p> <p><b>Answer</b> the following question: <i>What does this speech suggest Maxine Ellington has done? It suggests that she has...</i></p> <p>Based upon what you have read so far, <b>predict</b> what you expect this book to be about. <i>I predict that...</i></p> <p>3. <b>Draw</b> a mind map recording what you learn about the narrator (Lori) in the introduction. Include the following branches/ headings: - background (e.g. family) - personality (e.g. brave/ shy) - interests (likes/ dislikes)</p> <p>4. <b>Listen and read</b> along to <b>Chapter One</b> up until the words ...when they hear Miss Casey approach (p7). <b>Add notes</b> to your mind map about Lori's character based upon what you learn in this chapter. Keep these notes for the rest of the week.</p>	<p>1. <b>Listen and read</b> along to chapter 1 <a href="#">here</a> up to 'Secret is definitely best.' <b>Predict</b> what you expect to happen next in the novel.</p> <p>2. <b>Listen and read</b> along to the rest of the chapter using the link above. <b>Draw</b> a mind map recording what you learn about Maxine in chapter one. Include the following branches/ headings: - appearance (the way she looks) - background (her family and her family life) - personality (e.g. brave/ shy) - interests (likes/ dislikes) Watch this <a href="#">clip</a> of how to create your mind map to help you.</p> <p>3. <b>Listen and read</b> along <a href="#">here</a> with <b>Chapter Two</b> of <b>Lori and Max</b>. <b>Add notes</b> to your mind map about Max's character based upon what you learn in this chapter.</p>	<p>1. <b>Listen and read</b> along here with <b>Chapter Three</b> of <b>Lori and Max</b> up to the words ...for the entire school holidays... (p17). 2. <b>Answer</b> the following question: What is the 'Christine Ainsley Dream Come True' collection box (pp15-16)? <i>It is a box made of...</i></p> <p><b>Predict</b> why it might be important in the novel.</p> <p>2. <b>Listen and read</b> along to the section beginning 'And that's all there is to it (p17)... and ending more boring and annoying than vicious' (p19) from the link at the top. <b>Answer</b> the following question: What impression do you get of New Heath Primary? <i>I think that New Heath Primary is _____ because / as the texts says that _____ (evidence) which shows that the school/ pupils....</i></p> <p>3. <b>Add notes</b> to your mind maps about Lori and Max based on what you learn in this chapter.</p>	<p>1. <b>Watch</b> teacher introduction to diary task. Watch these videos to help you to organise and write your plan. <a href="#">Planning content.</a> <a href="#">Planning structure.</a> <a href="#">Planning expectations.</a></p> <p>2. <b>Plan</b> a diary entry from Max's point of view about her first day at New Heath Primary. Include some/ all of the following in your plan:</p> <ul style="list-style-type: none"> <li>• First impressions of teacher</li> <li>• Arrival at the school</li> <li>• Arrival in the classroom/ other children's reaction to her</li> <li>• First impressions of Lori</li> <li>• Interaction with Josh Ryman</li> </ul> <p>You could use resource 4A to help you write your plan.</p>	<p>1. <b>Watch</b> these teacher introductions: <a href="#">Diary writing expectations.</a> <a href="#">Diary writing first paragraph.</a> <a href="#">Diary writing second paragraph.</a></p> <p>2. <b>Write</b> a diary entry from Max's point of view about her first day at New Heath Primary. <b>Remember to:</b> Write in the first person, mainly using forms of the past tense. Write in paragraphs. Use descriptive language (setting/ events/ feelings).  Use resource 5A to help you with vocabulary for your diary.</p>
	Resour	Watch this <a href="#">clip</a> of creating a mind map.			Resource 4A





**Reading: Year 6 – Summer 1 Week 2**

		Day 1 Activity	Day 2 Activity	Day 3 Activity	Day 4 Activity	Day 5 Activity	
<b>Reading</b>	Whole Class	<a href="#">Holes Chapter 29</a> <a href="#">Holes Chapter 30</a>	<a href="#">Holes Chapter 31</a> <a href="#">Holes Chapter 32</a> <a href="#">Holes Chapters 33-34</a>	<a href="#">Holes Chapter 35</a> <a href="#">Holes Chapter 36</a> <a href="#">Holes Chapters 37-38</a>	<a href="#">Holes Chapter 39</a> <a href="#">Holes Chapter 40</a> <a href="#">Holes Chapter 41</a>	<a href="#">Holes Chapter 42</a> <a href="#">Holes Chapter 43</a> <a href="#">Holes Chapter 44</a>	
	Independent	*	<a href="#">Comeback Catcher</a>	<a href="#">Comeback Catcher</a>	<a href="#">Comeback Catcher</a>	<a href="#">Comeback Catcher</a>	<a href="#">Comeback Catcher</a>
		**	<a href="#">The Teacher who Forgot too Much</a>	<a href="#">The Teacher who Forgot too Much</a>	<a href="#">The Teacher who Forgot too Much</a>	<a href="#">The Teacher who Forgot too Much</a>	<a href="#">The Teacher who Forgot too Much</a>
		***	<a href="#">The Zoo with the Empty Cage</a>	<a href="#">The Zoo with the Empty Cage</a>	<a href="#">The Zoo with the Empty Cage</a>	<a href="#">The Zoo with the Empty Cage</a>	<a href="#">The Zoo with the Empty Cage</a>
<b>Spelling</b>		Practice these words this week: <b>twelfth, thorough, temperature, system, symbol</b>					
Challenge: practice some spellings from the list below. Use the ways from school that help you remember best.							



## Resource 4A: Diary Entry Plan

<b>First impressions of teacher</b> (1st paragraph of Chapter 3 )	<b>Arrival at the school</b> (pp11-13)	<b>Interaction with Josh Ryman</b> (Section from 'I can't help noticing that the new girl...' (p17) until the end of the chapter).
<p><b>Actions</b></p> <p><i>e.g. flustered</i></p> <p><b>Thoughts</b></p> <p><i>e.g. no control over class</i></p> <p><b>Feelings</b></p> <p><i>Not sure if I'll like her</i></p>	<p><b>Actions</b></p> <p><i>e.g. standing outside another school...</i></p> <p><b>Thoughts</b></p> <p><i>e.g. Why do I have to join another one?</i></p> <p><b>Feelings</b></p> <p><i>e.g. I just want to stay home with Mum</i></p>	<p><b>Actions</b></p> <p><i>e.g. ignored him and his friends</i></p> <p><b>Thoughts</b></p> <p><i>e.g. I've met so many like Josh Ryman</i></p> <p><b>Feelings</b></p> <p><i>e.g. I've learnt to block out their horrible words</i></p>
<b>Arrival in the classroom/ other children's reaction to her (pp7-9)</b>	<b>First impressions of Lori (pp14-15)</b>	<b>Other ideas</b> (It could be feelings/thoughts/worries about joining a new school / about her family)
<p><b>Actions</b></p> <p><i>e.g. a sea of shocked eyes stared back</i></p> <p><b>Thoughts</b></p> <p><i>e.g. I wonder if one will be a friend</i></p> <p><b>Feelings</b></p> <p><i>e.g. alone</i></p>	<p><b>Actions</b></p> <p><i>e.g. attempted to turn away from my new partner</i></p> <p><b>Thoughts</b></p> <p><i>e.g. a talkative girl who won't leave me alone</i></p> <p><b>Feelings</b></p> <p><i>e.g. she seems the best out of a bad bunch</i></p>	<p><b>Actions</b></p> <p><i>e.g. worried about having no friends again</i></p> <p><b>Thoughts</b></p> <p><i>e.g. How can I leave Mum alone? She needs me.</i></p> <p><b>Feelings</b></p> <p><i>e.g. scared and afraid for my family</i></p>


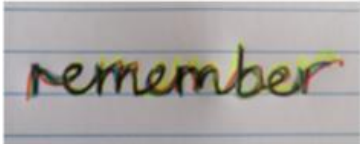

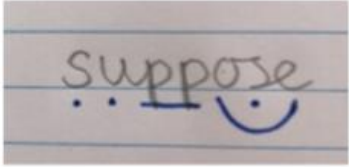
## Resource 5A: Diary Word Mat

<p><b>'Speech-like' phrases</b></p> <p>Anyway, Apparently, At the end of the day, By the way, Best of all, I'm looking forward to / not looking forward to... As it happened,</p>	<p><b>Sentence starters</b></p> <p>For once, No matter what, I felt so ... Perhaps, Maybe, At least, Sometimes, No matter what, I wonder if,</p>
<p><b>Rhetorical questions</b></p> <p>Can you believe that? Would you believe it? You'll never guess what happened ...</p>	<p><b>Adverbs</b></p> <p>Hopefully Interestingly Luckily Unluckily Unfortunately</p>

## Word list – years 5 and 6

accommodate	embarrass	persuade
accompany	environment	physical
according	equip (–ped, –ment)	prejudice
achieve	especially	privilege
aggressive	exaggerate	profession
amateur	excellent	programme
ancient	existence	pronunciation
apparent	explanation	queue
appreciate	familiar	recognise
attached	foreign	recommend
available	forty	relevant
average	frequently	restaurant
awkward	government	rhyme
bargain	guarantee	rhythm
bruise	harass	sacrifice
category	hindrance	secretary
cemetery	identity	shoulder
committee	immediate(ly)	signature
communicate	individual	sincere(ly)
community	interfere	soldier
competition	interrupt	stomach
conscience*	language	sufficient
conscious*	leisure	suggest
controversy	lightning	symbol
convenience	marvellous	system
correspond	mischievous	temperature
criticise (critic + ise)	muscle	thorough
curiosity	necessary	twelfth

## Spelling Strategies

<p><b>Pyramid Writing</b></p> 	<p><b>Rainbow writing</b></p> <p>Write the word over and over again using different colours.</p> 	<p><b>Create a mnemonic</b></p> 
<p><b>Sound Buttons</b></p>  <p><b>**Note, this may not work for words you cannot 'sound out'</b></p>	<p><b>Underline the tricky part</b></p> <p>se<u>p</u>arate</p> <p>lib<u>r</u>ary</p> <p>na<u>u</u>ghty</p>	<p><b>Look, Say, Cover, Write, Check</b></p> <p><b>Look</b> at the word <b>Say</b> it out loud <b>Cover</b> it up <b>Write</b> it <b>Check</b> whether it is spelt correctly</p>