

Writing: Year 6 – Summer 2 Week 5

	Day 1 Activity	Day 2 Activity	Day 3 Activity	Day 4 Activity	Day 5 Activity
W r i t i n g	<p>Listen and read along with Daphne and the Doughnuts [The Book of Hopes, p52].</p> <p><i>Do you think there was really a dog talking to Daphne? Explain why you think this.</i></p> <p><i>Can you use the story triangle to explain the structure of the story? (Look at resource 1B to help you.)</i></p> <p>Watch the teacher video discussing how this story is structured and what makes the writing effective.</p> <p>Look at the three pictures in Resource 1A. You are going to be writing a short story based on one of these pictures. Choose one of the pictures and answer the questions about it, creating a mind map of ideas for a story. Don't limit yourself to the questions – add any other ideas you can think of for a story and be creative! You might want to answer the questions about all the pictures before deciding on which picture to focus on. You could also talk about the picture with someone in your house to help you.</p> <p>Draw a story triangle for your short story. Refer to the story triangle model from last week to help you (resource 1B). Remember: your story will need to be no longer than 3 minutes long (about 2 sides of A4). If you need to, watch last week's video about turning your ideas into a story triangle.</p>	<ol style="list-style-type: none"> Tell your story to someone else in the house. Ask if they have any questions or feedback which could help you improve your story and make any changes to your story triangle. Complete the planning sheet for your story (resource 2A). If you need to, watch the teacher video from week 4 day 4 to remind you how to do this. Write the opening of your story (the exposition). You could watch the teacher video from week 4 day 4 about starting your story if that would help you. Remember some of the techniques you could use to make your writing effective: <ul style="list-style-type: none"> - detailed description using all your senses; - figurative language; - variety of sentence lengths; - use of dialogue to show character. Re-read and edit your opening, using CUPS and ARMS to help you. Use the poster to help you (resource 2B). 	<ol style="list-style-type: none"> Write the rest of your story. After each section, re-read and edit what you have written, using CUPS and ARMS to help you (see resource 2B). Read your finished story aloud to someone in your house. Did they enjoy it? Do they have any questions about what happened? Is there anything that you could improve? You should also check that it lasts no longer than 3 minutes. Make any changes to improve your story. 	<p>You are going to make a video recording of you reading one of your stories. You will need to choose whether you would like to perform 'The Hope Hunters' (which you wrote last week) or the story which you have written this week.</p> <ol style="list-style-type: none"> Watch the teacher video with tips about how to read your story aloud. Gather any props you are going to use when telling your story (you do not have to use props if you don't want to!) Practise reading your story aloud, paying attention to the tips in the video. You might like to record yourself and watch back the recording. You could also practise by reading it to someone else in your house. 	<ol style="list-style-type: none"> Ask someone in your house to film you reading your story and upload the recording to seesaw.

Resources	Resource 1A – pictures	Resource 2A – story planning sheet			
	Resource 1B – short story triangle	Resource 2B – CUPS and ARMS sheet			



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Reading: Year 6 – Summer 2 Week 5

		Day 1 Activity	Day 2 Activity	Day 3 Activity	Day 4 Activity	Day 5 Activity
Reading	Whole class	The Unteachables Chapters 25 & 26	The Unteachables Chapter 27	The Unteachables Chapter 28	The Unteachables Chapters 29 & 30	The Unteachables Chapters 31 & 32
	Independent	Medusa's Stony Stare p1-5	Medusa's Stony Stare P6-11	Medusa's Stony Stare p12-17	Medusa's Stony Stare p18-23	Medusa's Stony Stare P24-31
	*	Inkfoot	Inkfoot	Inkfoot	Inkfoot	Inkfoot
	*	Ann Fights for Freedom Ch 1 & 2	Ann Fights for Freedom Ch 3 & 4	Ann Fights for Freedom Ch 5 & 6	Ann Fights for Freedom Ch 7 & 8	Ann Fights for Freedom Ch 9 & 10
Spelling		Language interrupt interfere individual immediately				



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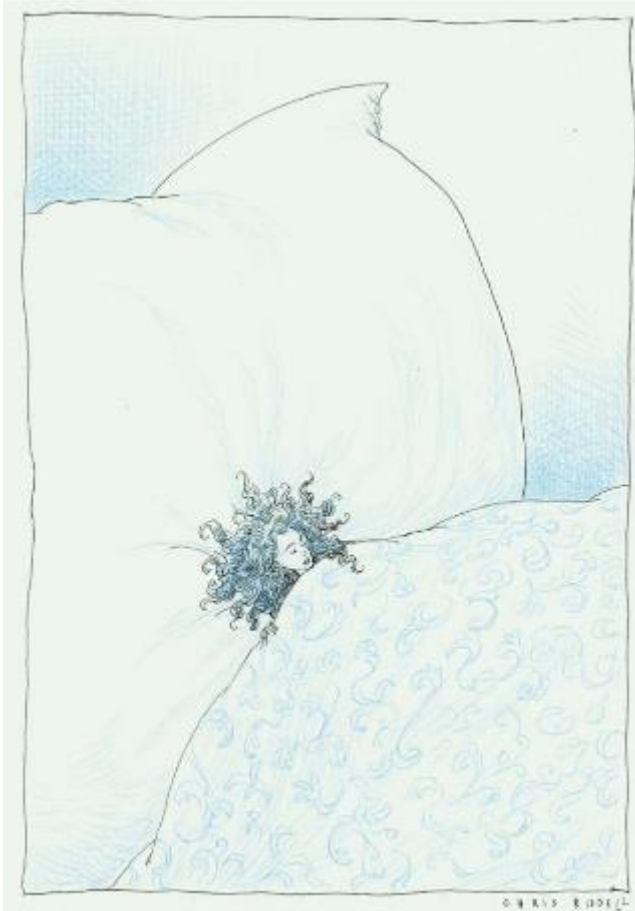
Resource 1A

Picture 1



*What does the bird have in its mouth?
What could this be used for?
Where did it come from and how did the bird get it?
What will the bird do with it?
Who else might want it? How will they get it?*

Picture 2



*Who is the girl?
Where is she asleep? Whose bed is it?
Did she go to sleep naturally?
What is she dreaming about?
How will she wake up? Who might find her?*

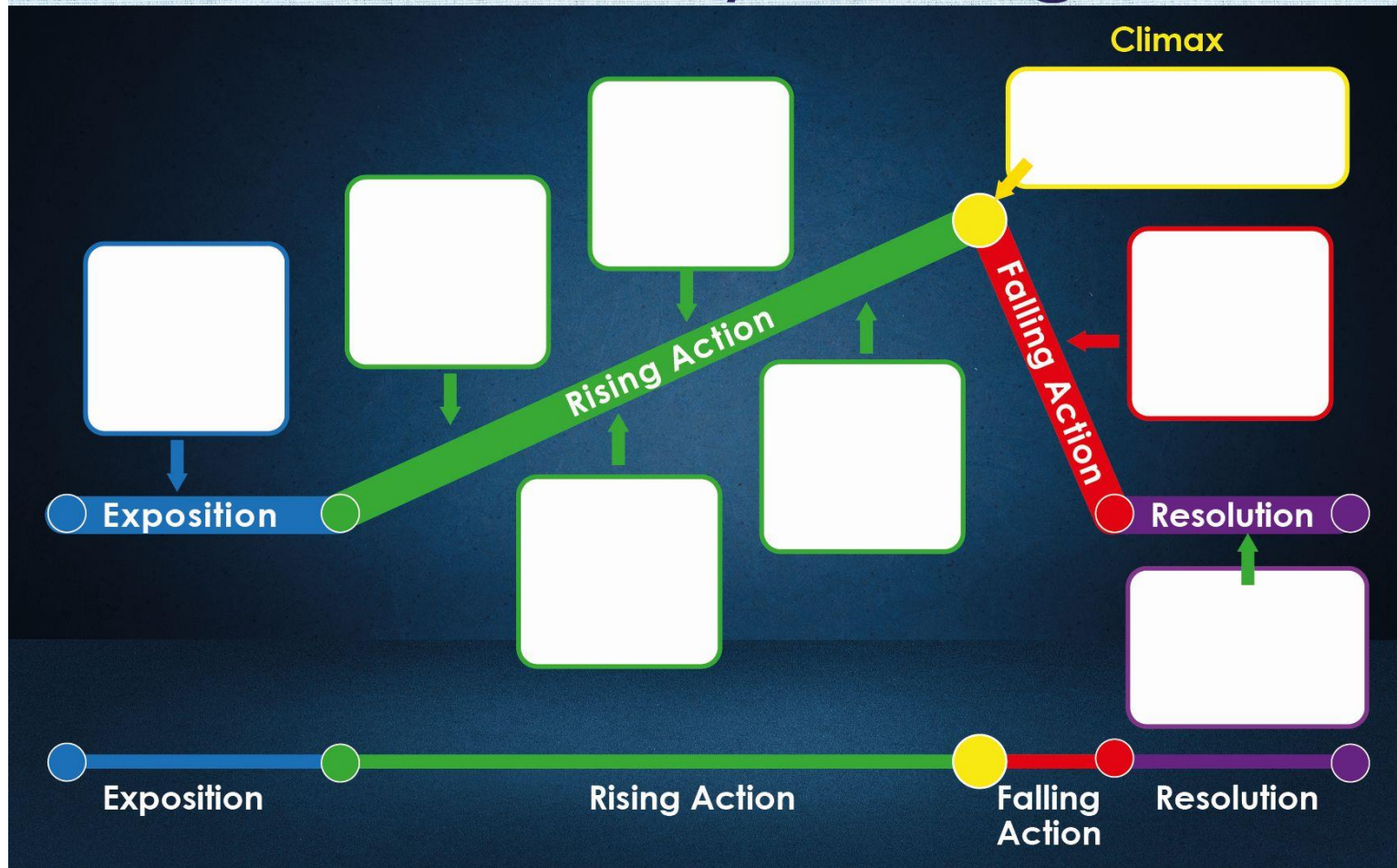
Picture 3



*How has the tree become separated from the earth?
Where is it going?
What will happen to it?
Who is the person standing underneath the tree? Did they
have something to do with what is happening?*



Short Story Triangle



Resource 2A - 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			

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

