

Week 5 English

<p>Hello Year 6! Well done for your fantastically original and very entertaining stories last week! It was wonderful to see such creativity, all of you putting your own spin on some well-known tales, letting your personalities emerge in your stories. This week, we want your personalities and strong opinions to emerge! We will be working on balanced arguments and debates; you will be able to choose from different issues to try and resolve, exploring both sides of the argument before putting forth an opinion of your own. At the end of the week, you will be challenged to try and convince us that your opinion is the correct one!</p>		
<p>Spellings tasks: This week we will be focusing on homophones and near homophones- these can be some of the most confusing and muddled spellings! Using these in sentences is key to helping you understand when to use each one. Perhaps you could get creative? Once you have learnt the spellings, you could try making crosswords or wordsearches.</p> <p>Words for the week: advice, advise, device, devise, licence, license, practice, practise, prophecy, prophecy, guessed, guest, heard, herd, morning, mourning, past, passed, principal, principle</p> <p>Given the brilliant practice we have seen, we think you lot are up to taking on twenty spelling words so we have doubled your list from last week. You can split the list into two smaller ones or you can work on all twenty at once. If you think that twenty spellings are too many for one week then you are free to choose either the green or the blue list and work on those.</p> <p>(On Spelling Shed, there is no matching list for this week's word lists however <i>Stage 5 Steps 25-29</i> will give you more than enough to practise homophones for the next few weeks!)</p>		
<p>Reading tasks:</p> <p>This week, we have set you a reading comprehension based on the life of one of our most popular authors- Michael Morpurgo! Have a go at the comprehension activity at any point in the week you would like. The rest of the time, we would like you to continue consolidating your ReadTheory skills please.</p>		
Day:	Task:	Helpful hints:
Monday	<p>Pick one of the statements below. For your chosen statement, you should write out the for and against arguments. You may want to arrange these in a table or with bullet points but you will need them to be clear as you will be using to write a balanced argument later in the week. Some of the choices below are based on real-life circumstances, others based on stories- it is up to you which one you choose to explore this week!</p> <ul style="list-style-type: none"> - "This house believes that zoos are a necessary part of animal conservation around the world." - "This house believes that school uniform should be banned." 	

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	<ul style="list-style-type: none"> - “This house believes that there should be a ban on sweets and high-sugar foods on children below the age of 16.” - “This house believes that fairy tales should also be told from the perspective of the villains as well as the heroes.” 	
<p>Tuesday</p>	<p>SPaG task: Hyphens and Dashes. They look the same but can't be used in the same way! Watch the reminder video on how they should be used and then complete the worksheets below to ensure you've got the hang of using each of them.</p> <p>https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/zg8gbk7</p>	<p>Hyphens are used to.....</p> <ul style="list-style-type: none"> - Connect two words together e.g. lime-green. - Make a meaning clearer e.g. man eating shark or man-eating shark. - Connect sayings such as once-in-a-lifetime chance - For most numbers over the value of twenty and below the value of 100 e.g. thirty-four, ninety-nine. - Clarify the meaning of a prefix e.g. I re-signed the contract / I resigned my post. - Avoid awkward repeating of vowels e.g. re-enter, co-ordinate. <p>Dashes are used to separate clauses or to add an informal aside. e.g. Snoopy – who belongs to Charlie Brown- enjoys writing on his typewriter. e.g. Bradford-on-Avon has a wide range of activities for the whole family- there's so much to do!</p>
<p>Wednesday</p>	<p>Balanced argument day!</p>	<p><u>Some sentence starters to help you get started:</u></p>
<p>Thursday</p>	<p>Today and tomorrow you are going to write a balanced argument, based on your chosen statement from Monday. With two days to complete your work, we are expecting the highest quality you can manage! Below is a suggested planning sheet for you to use to help keep the structure of your balanced argument clear and informative for the reader.</p>	<p>On the one hand..... On the other hand..... However..... Consequently..... As a result..... Many people believe..... Another viewpoint could be..... From statistics you can see....</p>

<p>Friday</p>	<p>You have been asked by the King of Far, far away to present your evidence in support of your chosen side. You are now essentially writing a biased argument. You need to present your opinion (with lots of evidence!) to the King. You could do this through a typed speech, through a letter or through a video address. Use your knowledge of debates earlier this year to help you think about how you could convince the King that you are the correct side to agree with.</p> <p>Debating: https://www.bbc.co.uk/bitesize/topics/zxvv4wx Writing a debate argument: https://www.bbc.co.uk/bitesize/articles/zhmdjvh Writing a speech: https://www.bbc.co.uk/bitesize/articles/znn2xyc (this one will be particularly good for those of you wanting to do a speech video)</p>	<p>Remember to include:</p> <ul style="list-style-type: none">- Reinforcing conjunctions such as moreover, furthermore, another point is..., in addition to this.....- Rhetorical questions such as “How would you feel if..... What makes them think that they are correct? How could somebody possibly think.....?”- Statistics and data to help back up ideas (we accept that these will be made up for this exercise!)- An introduction- introduce yourself to your audience and give a brief overview of what you will be saying. Remember to say whether you are for or against!- Clear reasons why someone should agree with you that are easy to follow.- A conclusion: this is where you can remind your audience of your most important points. Which of your arguments do you think is the most convincing? That is the last one that you should say so that you leave the audience thinking about it.- Emotive language can help get an audience on your side.
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Wednesday and Thursday: Planning structure for your balanced argument.

<p>Introduction</p> <p><i>What are we discussing?</i></p> <p><i>Why is the discussion important?</i></p> <p><i>What are the key facts around the discussion?</i></p>
<p>Arguments for:</p> <p><i>What are each of your points?</i></p> <p><i>What evidence do you have for each?</i></p> <p><i>Why should your reader care?</i></p>
<p>Arguments against:</p> <p><i>What are each of your points?</i></p> <p><i>What evidence do you have for each?</i></p> <p><i>Why should your reader care?</i></p>
<p>Conclusion</p> <p><i>What is your opinion?</i></p> <p><i>Can you give a summary of the arguments you've explored?</i></p>

Wednesday, Thursday & Friday: Some ideas for connectives to join your ideas together.

Opposition	Reinforcing/ in addition	Explaining/ listing	Cause and effect
<ul style="list-style-type: none"> - however - nevertheless - on the other hand - instead - in contrast - looking at it another way - the main reasons against - some people do not believe - for instance - the evidence for this suggests - disagree - whereas - as long as 	<ul style="list-style-type: none"> - besides - anyway - after all - many people believe - this is an important issue because - one reason is - furthermore - in addition - a further point - claim that ... 	<ul style="list-style-type: none"> - for example - in other words - for instance - first of all - finally - in conclusion - after much thought - in the end we decided - I believe that 	<ul style="list-style-type: none"> - therefore - consequently - as a result - thanks to this - because of this - this causes - the reason that - this results in



Consolidating Dashes

To use dashes to show parenthesis.



1. Put the dashes into the following sentences.
 - a. I woke up this morning to see that it had been snowing overnight my car was completely covered.
 - b. My cat who is eighteen years old sleeps for up to twenty hours a day.
 - c. Jake did an amazing audition for the show he really impressed the panel.
 - d. Priya Anand the only girl on the team scored the winning goal.
2. Add your own parenthesis to the following sentences.
 - a. Sam Taylor – _____ – won the skipping race.
 - b. My dog can run very quickly – _____.
 - c. The car – _____ – smashed into the fence.
 - d. The hedgehog curled into a ball – _____.
3. Add your own parenthesis to the following sentences. For these sentences, decide for yourself where the best place in the sentence to place the parenthesis is. (It might be within the sentence or at the end.)
 - a. My guinea pig managed to squeeze out of a hole in his run and to escape.

 - b. I am so tired.

 - c. A new supermarket has opened in our town.

 - d. Buckingham Palace was the first place we visited when we arrived in London.





Helpful Hyphens

I can recognise where a hyphen should be used.



1. The hyphens are not being very helpful in these sentences because they are missing! Can you work out where the missing hyphens should go and rewrite the sentences to include them? Remember hyphenated words should not contain spaces.

Describe the purpose of the hyphen on the second line. The first one has been completed for you as an example.

e.g. Viv decided to recover her old sofa.

Viv decided to re-cover her old sofa.

The hyphen in re-cover helps us to understand its meaning

a) Tim wore his lime green shirt for the photoshoot.

b) Despite being quite moth eaten the vintage wedding dress was very beautiful.

c) Our lodger seemed a fly by night character and mum worried she would not pay her rent.

d) The chocolate ice cream is absolutely delicious.



- a) Tim wore his *lime-green* shirt for the photoshoot.
- b) Despite being quite *moth-eaten* the vintage wedding dress was very beautiful.
- c) Our lodger seemed a *fly-by-night* character and mum worried she would not pay her rent.
- d) The chocolate *ice-cream* is absolutely delicious.
- e) The *nasty-looking* villain spotted his next victim in the heaving crowd.
- f) There are two hundred and *fifty-three* pupils at our school.
- g) Eric had to *re-treat* his dog with flea powder.
- h) Mr Dobbs and Mr Trotter are *co-owners* of 'Dobbs and Trotter Cars Ltd'
- i) Children's clothes are usually *tax-free*.
- j) Toby had to *de-ice* his car this morning after the big frost last night.



Consolidating Dashes Answers

1. Put the dashes into the following sentences.
 - a. I woke up this morning to see that it had been snowing overnight – my car was completely covered.
 - b. My cat – who is eighteen years old – sleeps for up to twenty hours a day.
 - c. Jake did an amazing audition for the show – he really impressed the panel.
 - d. Priya Anand – the only girl on the team – scored the winning goal.
2. Add your own parenthesis to the following sentences.
 - a. Sam Taylor – *a top athlete in our school* – won the skipping race.
 - b. My dog can run very quickly – *he's incredible*.
 - c. The car – *a brand new Tesla* – smashed into the fence.
 - d. The hedgehog curled into a ball – *he felt threatened*.
3. Add your own parenthesis to the following sentences. For these sentences, decide for yourself where the best place in the sentence to place the parenthesis is. (It might be within the sentence or at the end.)

Example answers:

- a. My guinea pig – *he is only tiny* – managed to squeeze out of a hole in his run and to escape.
- b. I am so tired – *I hardly slept last night*.
- c. A new supermarket – *I think it is near the cinema* – has opened in our town.
- d. Buckingham Palace – *I've wanted to see it for ages* – was the first place we visited when we arrived in London.