

Spellings to find

Year 5 and 6 Statutory Spellings

accommodate	category	determined	forty	marvellous	programme	soldier
accompany	cemetery	develop	frequently	mischievous	pronunciation	stomach
according	committee	dictionary	government	muscle	queue	sufficient
achieve	communicate	disastrous	guarantee	necessary	recognise	suggest
aggressive	community	embarrass	harass	neighbour	recommend	symbol
amateur	competition	environment	hindrance	nuisance	relevant	system
ancient	conscience	equipment	identity	occupy	restaurant	temperature
apparent	conscious	equipped	immediate	occur	rhyme	thorough
appreciate	controversy	especially	immediately	opportunity	rhythm	twelfth
attached	convenience	exaggerate	individual	parliament	sacrifice	variety
available	correspond	excellent	interfere	persuade	secretary	vegetable
average	criticise	existence	interrupt	physical	shoulder	vehicle
awkward	curiosity	explanation	language	prejudice	signature	yacht
bargain	definite	familiar	leisure	privilege	sincere	
bruise	desperate	foreign	lightning	profession	sincerely	

Session 2 – Features of a letter

Read the letter (on the next page) and complete the tasks below.

1. What is the purpose of this letter? E.g. what does the writer want to achieve? Is it to say thank you? Persuade? Complain? Inform?
2. Underline and label the following features:
 - Sender's address
 - Recipient's address
 - Date
 - Greeting, e.g. Dear ...
 - Introduction to the purpose for writing
 - Main point 1
 - Main point 2
 - Main point 3
 - Concluding paragraph
 - Sign off e.g. Yours sincerely,
3. Hopefully, you have decided that this is a letter of persuasion. Find, underline and label an example of these persuasive features:
 - Rhetorical questions
 - Emotive language
 - Opinion
 - Flattery

Mustafa Berger,
Caxton Primary School,
Tin Hall Road,
London,
E31 5TM.

Mr Cooke,
Main Offices,
Dinner Lane,
London,
E27 6JF

20th April, 2020.

Dear Mr Cooke,

Having been a pupil at Caxton Primary for the last few weeks, I feel I should share my feelings about the food served in the lunch hall. Serving chips every day is unacceptable and I hope to convince you, the excellent person in charge of catering for our school, that this must change.

To begin with, everyone knows that chips are unhealthy. They are deep fried in oil or fat which cannot be good for children to eat every day. Chips are also very high in starch. Too much starch in our bodies will upset our poor stomachs. Do you really want us to become unhealthy or even ill?

Secondly, doing the same thing every day becomes boring and nobody likes being bored. Do you think parents would choose a boring school for their children? If you want the pupils in the school to enjoy school, they need to have variety: a variety of lessons, a variety of activities and, obviously, a variety of meals. There are lots of options out there (rice, pasta, even mashed potatoes) to make our meals both more interesting and healthier.

I realise that some people might say, "What's the problem? Chips are delicious!" I say that the fact that they are delicious doesn't mean that they are not bad for you. Chips are already unhealthy; covering them in salt, ketchup and mayonnaise is even worse! We might as well have chocolate and sweets every day for lunch instead! Ridiculous, isn't it?

Please consider the points I have raised in this letter carefully. My fellow pupils and I look forward to hearing your response. We would be very thankful for your expert assistance in this matter.

Yours sincerely,

Mustafa Berger 5XJ

Session 3 – Modal verbs

Task 1. Read the information 'Using Modal Verbs' from the Home Learning section of the school website.

Modal verbs

can	must	should	could	will
would	shall	might	may	ought

Task 2. Underline the **modal verbs** in these sentences. Remember that modal verbs can be used to show how possible something is, or how likely it is to happen/have happened.

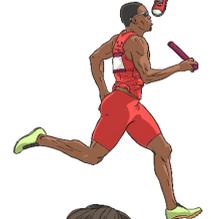
1. You must be hot in that thick coat.



2. If it's dry, shall we play outside?



3. He's so fast, he should win the race.



4. I'm fed up with my long hair. I might have it cut.



Task 3. Use a modal verb to fill the missing gaps in these sentences.

1. You really _____ send your finest warriors to help us defeat Grendel.
2. The people of Denmark _____ be extremely grateful for your assistance.
3. You _____ help; we count on you as our ally and friend.
4. We _____ have an exquisite feast once the beast has been defeated.

Challenge – can you use a different modal verb in the sentences from Task 2?

Session 4 – Applying the use of modal verbs

Our ultimate aim for the next couple of weeks is to write a persuasive letter to King Hygelac of Geatland from King Hrothgar of Denmark, asking for help to defeat Grendel, the monster that has been attacking Heorot and causing death and destruction.

In this session, you will consider some reasons why King Hygelac should send warriors to help King Hrothgar, including modal verbs in your sentences. You will then be able to use these later when you plan your letter.

Here are some reasons, you might even think of your own to add to this list:

- The two countries have long been allies (friends who help each other).
- The Grendel is a savage monster who is causing lots of chaos in King Hrothgar's kingdom.
- People are being killed by the monster.
- The beautiful hall keeps being destroyed.
- The king wants to keep Heorot so he can provide a warm, inviting place for all his people to come together for celebrations.
- Defeating monsters is heroic.

Use these ideas and/or some of your own to write a paragraph, answering the question below. You must include modal verbs in some of your sentences.

Modal verbs

can	must	should	could	will
would	shall	might	may	ought

Why should King Hygelac help King Hrothgar?

Session 5 – Using semi-colons

At school, we have learnt that a semi-colon can be used to link two related clauses that could be sentences on their own. They can take the place of a conjunction.

E.g.

Sam was desperately tired **and** he wanted to go to bed.

Sam was desperately tired; he wanted to go to bed.

Complete the activities below to refresh your memory and have a go at using semi-colons in your own writing.

Task 1 – Re-write the sentences so that the conjunction is replaced by a semi-colon. The first conjunction is in bold to help you.

1. I am starving **so** I can't wait until dinner.
2. Sam was desperately tired and he wanted to go to bed.
3. The rain was pouring down outside therefore I needed to bring my umbrella to school.
4. Fiona was excited to meet her friend at the airport because she hadn't seen her for ages.
5. My team are at the top of the league so I expect we will win our match today.

Task 2 – Complete the sentences below, adding a related clause after the semi-colon.

1. It is important we defeat Grendel;
2. Send your mightiest warriors;
3. Denmark will be forever thankful for your help;
4. We will feast in Heorot;

Challenge: write your own sentences that include a semi-colon.