

Monday 16th November 2020

Overall Objective: To be able to spell some of the Year 5/6 words accurately.

Learning Outcome: I can spell some Year 5/6 homophones accurately.

What did we look at in our spelling lesson last time?

We looked at ways to learn the spelling of the Year 5/6 words above.

Word list

accommodate

accompany

according

achieve

aggressive

amateur

ancient

apparent

appreciate

attached

available

average

awkward

Look at this week's list of words. Do you know what they mean?

Do you notice any differences?

Can you use either spelling of the word in a sentence?

Which one would you use and why?



advice
device
licence
practice
prophecy

advise
devise
license
practise
prophecy



Homophones



Notice that each pair of words differ by one letter - c or s.

Which spelling you use depends on how the word is used in a sentence.

Noun or verb?

The football practice was due to start after school at 3.45 p.m. **noun**

We were going to practise taking penalty kicks. **verb**

advice	advise
device	devise
licence	license
practice	practise
prophecy	prophecy

Which pairs of words have the same pronunciation?

Which pairs of words have slightly different pronunciation?

advice	advise
device	devise
licence	license
practice	practise
prophecy	prophecy

Which pairs of words have the same pronunciation?

(Licence/license & practice/practise)

Which pairs of words have slightly different pronunciation?

(The rest)

Homophones

Let discuss and write the correct spelling of the missing words below.



I had invented a [] for telling the future. I wanted to use it to [] that my football team would win the FA Cup. I went to the post office to get a future predictor's [] and started to [] very hard. Finally, when the big day arrived, it was time to make my []. Unfortunately, my team was beaten 6-0. 'I'd [] you to do some more [] before next year,' said my dad.

Task 1

Now write the words in your book.

1. Read the word aloud
2. Follow the 'look, say, cover, write, check' process.
3. Check you have spelt the word correctly.

Task 2

Add the missing words to the sentences.



advice	device	licence	practice	prophecy
advise	devise	license	practise	prophecy

The _____ the cook gave me was to use more spice.
I _____ you to take more exercise.

It was a _____ for removing ice from car windows.
My challenge was to _____ a clever disguise for the party.

Adnan has applied for a _____ to fish on the river.
I went to the post office to renew my driving _____.

The teacher told me to _____ my spellings.
The netball _____ last night was cancelled.

The witch's _____ came true.
He is going to _____ the end of the world.

Answers



The **advice** the cook gave me was to use more spice.
I **advise** you to take more exercise.

It was a **device** for removing ice from car windows.
My challenge was to **devise** a clever disguise for the party.

Adnan has applied for a **license** to fish on the river.
I went to the post office to renew my driving **licence**.

The teacher told me to **practise** my spellings.
The netball **practice** last night was cancelled.

The witch's **prophecy** came true.
He is going to **prophesy** the end of the world.

Tuesday 17th November 2020

SPaG Starter!

Subordinating clauses

Identify the subordinating clause in each sentence:

1. Jack wore a clown outfit even though he felt silly.
2. As the carnival started, the crowds gathered around.
3. Although I wasn't hungry, I _____ ate my lunch.
4. After he returned from holiday, George unpacked his case.

Tuesday 17th November 2020

SPaG Starter!

Subordinating clauses

Identify the subordinating clause in each sentence:

1. Jack wore a clown outfit **even though he felt silly**.
2. **As the carnival started**, the crowds gathered around.
3. **Although I wasn't hungry**, I _____ ate my lunch.
4. **After he returned from holiday**, George unpacked his case.

Remember to add a comma if the subordinating clause is at the start of the sentence.

Tuesday 17th November 2020

Learning Objective: To describe settings in a narrative.

Learning Outcome: I can control the length and structure of my sentences for effect.

Read the passage below. What do you notice about the sentence lengths and structure? What is the effect of this?

The carnival float was a palace of beauty moving steadily down the street. I stood mesmerised. I had never seen such a vibrant and colourful display before. Everyone was smiling and dancing. As I took this amazing view in, the carnival crowds surged forward like a huge, roaring sea tiger devouring me in one ravenous bite. For a moment, I couldn't see. I couldn't breathe. Panic.

Tuesday 17th November 2020

The passage contains a variety of sentence types (simple, compound and complex) that help the writing flow and create atmosphere.

I stood mesmerised. (A simple sentence; one clause subject and verb)

Everyone was dancing around me and the ground was shaking with the rhythm of the music. (A compound sentence; two independent clauses joined together using the conjunction 'and')

As I took this amazing view in, the carnival crowds surged forward like a huge, roaring sea tiger devouring me in one ravenous bite. (A complex sentence; A subordinate clause to start, followed by the main clause.)

Tuesday 17th November 2020

Tasks:

AMBER

1. Read the passage and identify one example of:

- A simple sentence
- A compound sentence
- A complex sentence

Copy them neatly into your book under each subheading as shown above.

2. Write three sentences to describe the carnival music. One sentence must be a simple sentence. One must be a compound sentence and one must be a complex sentence.

GREEN BLUE

1. Read the passage and identify two examples of:

- Simple sentences
- Compound sentences
- Complex sentences

Copy them neatly into your book under each subheading as shown above.

2. Write a paragraph to describe the carnival music, which includes simple, compound and complex sentences.

Wednesday 18th November 2020

SPaG Starter!

Adverbs

Adverbs describe verbs, adjectives and other adverbs.

Choose a suitable adverb for the sentences below:

The carnival dancers moved _____ across the stage..

I _____ ate my carnival food.

The masked performer stared _____ at the crowd.

Wednesday 18th November 2020

SPaG Starter!

Adverbs

Adverbs describe verbs, adjectives and other adverbs.

Choose a suitable adverb for the sentences below:

The carnival dancers moved *elegantly* across the stage.

I *slowly* ate my carnival food.

The masked performer stared *intensely* at the crowd.

English

Wednesday 18th November 2020

Today, we are going to be planning a descriptive narrative about a day at the Rio Carnival.

Watch the video clip below and imagine that you are a tourist visiting the carnival for the first time.

<https://www.bbc.co.uk/newsround/31441247>

(BBC Newsround - 'Colourful carnival kicks off in Brazil')



You are surrounded by delights of the carnival; the colourful processions of carnival floats, the wonderful costumes and masks, singers, dancers and musicians.

Carnival setting: Street parties, carnival floats, singers, dancers, musicians.

- Bustling, busy atmosphere
- Crowds of happy people waving and dancing
- Huge, colourful floats passing down the street

Carnival Time!

Parades/Costumes/masks:

Samba music:



Use bullet points to focus your planning; remember the task is to describe the setting and describe the experiences of the carnival.

Thursday November 2020

SPaG Starter!

Adjectives

Choose suitable adjectives for the sentences below:

1. The carnival was really _____ .
2. I listened to the _____, _____ music.
3. The food was _____.

Thursday November 2020

SPaG Starter!

Adjectives

Choose suitable adjectives for the sentences below:

1. The carnival was really *exciting* .
2. I listened to the *exciting*, *lively* music.
3. The food was *delicious*.

Thursday 19th November 2020

Using your plan, you are going to write your narrative.
Think about using:

- Figurative language
- Detailed descriptions by adding adverbs and adjectives
- Descriptions related to your 5 senses
- Paragraphs
- Different sentences types (simple, compound and complex)

Friday 20th November 2020
SPaG Starter!

Main clauses

Identify the main clause in the sentences below.

Mrs Smith went to the park because she needed some exercise.

Jack wants a dog when he is older.

Despite the rain, the football match went ahead.



A main clause has a subject and a verb and it makes sense on its own.

Friday 20th November 2020

SPaG Starter!

Main clauses

Identify the main clause in the sentences below.

Mrs. Smith went to the park because she needed some exercise.

Jack wants a dog when he is older.

Despite the rain, the football match went ahead.



A main clause has a subject and a verb and it makes sense on its own.

Friday 20th November 2020

Learning Objective: To describe settings in a narrative.

Learning Outcome: I can edit and improve my Rio narrative and self-correct some spelling errors.

Edit and Improve

Read through your writing carefully. Check that you have used basic punctuation and capital letters (especially for proper nouns).

Use a dictionary to check for spelling errors and a thesaurus to improve your vocabulary choices.

Assess your writing against the success criteria.

<i>Success Criteria - Describe settings in a narrative</i>	GREEN	BLUE	Me	Teacher
<i>I can use capital letters and full stops accurately</i>				
<i>I can use paragraphs to organise my ideas.</i>				
<i>I can use figurative language.</i>				
<i>I can include descriptions based on the 5 senses.</i>				
<i>I can include a variety of sentence types (simple, compound and complex for effect.</i>				
<i>I have maintained a consistent tense in a piece of writing.</i>				

<i>Success Criteria - Describe settings in a narrative</i>	AMBER	Me	Teacher
<i>I can use capital letters and full stops accurately</i>			
<i>I can use paragraphs to organise my ideas.</i>			
<i>I have included an example of personification.</i>			
<i>I can include descriptions based on the 5 senses (hear, smell, see, touch, taste)</i>			
<i>I have included a compound sentence.</i>			
<i>I have included a complex sentence.</i>			
<i>I have maintained a consistent tense in a piece of writing.</i>			