

NARRATIVE WRITING



Monday 19th April 2021

Learning Objective: To understand apostrophes.

Learning Outcome: I can use apostrophes correctly to show omission and possession.

Apostrophes can be used to show contraction (where two words are joined together to become one word) or possession (to show ownership).

” Apostrophes ”

<p><u>Contraction</u> When letters are missed out of words <i>do not= don't</i> <i>I will= I'll</i></p>		<p><u>Possession</u> If an object belongs to someone <i>Toby's jumper</i> <i>Sarah's dogs</i></p>
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If your apostrophe isn't doing one of these things, you don't need it!

Lots of people think that if the word ends in the letter 's', it should have an apostrophe. This is not the case. Many plural words end in the letter 's' but unless they are showing possession or ownership, they do not need an apostrophe.

Look at these three sentences:

1. Sarah's boots were hung up in the changing room. An apostrophe is needed in this sentence to show that the boots belong to Sarah. There is only one Sarah so the apostrophe goes before the 's'.
2. The girls' coats were on the floor in the changing room. An apostrophe is needed in this sentence because you want to show that the coats belong to the girls. In this case, the apostrophe comes after the 's' in girls to show that there is more than one girl.
3. The boys hung up their coats in the changing room. An apostrophe is not needed in this sentence because possession is shown with the possessive pronoun 'their'.

Look at these signs - can you spot the apostrophe error in each one?



All of these signs - many of them professionally printed - show how tricky it is to be a master of apostrophes.



Click on the apostrophe above to learn more about how to use apostrophes correctly. When you have watched the video, there are two tasks for you to complete.

BLUE / GREEN

Task 1:

Correct this piece of writing by adding and removing apostrophes.

As the Dursleys' settled down to watch their favourite programme, Harry escaped upstairs'. His bedrooms window was barred with heavy metal bars'. He knew hed no chance of escaping through the window and he knew another plan was needed. Flicking through his books', an idea came to him. He opened his owls' cage and stroked Hedwigs feathers'.

"Im going to give you this letter and I need you to take it to Hogwart's," Harry murmured fastening his letter securely to Hedwigs leg.

Did you spot all twelve mistakes?

As the Dursleys settled down to watch their favourite programme, Harry escaped upstairs. His bedroom's window was barred with heavy metal bars. He knew he'd no chance of escaping through the window and he knew another plan was needed. Flicking through his books, an idea came to him. He opened his owl's cage and stroked Hedwig's feathers.

"I'm going to give you this letter and I need you to take it to Hogwarts," Harry murmured fastening his letter securely to Hedwig's foot.

AMBER

Task 1 :

Underline all of the words where an apostrophe is used in this passage. Colour code how they have been used - red to show omission (where a letter has been missed out) and green to show possession (where something belongs to someone).

As the Dursleys settled down to watch their favourite programme, Harry escaped upstairs. His bedroom's window was barred with heavy metal bars. He knew he'd no chance of escaping through the window and he knew another plan was needed. Flicking through his books, an idea came to him. He opened his owl's cage and stroked Hedwig's feathers.

"I'm going to give you this letter and I need you to take it to Hogwarts," Harry murmured fastening his letter securely to Hedwig's foot.

BLUE/ GREEN

Task 2:

The second piece of work is to create your own sentences which use possessive apostrophes correctly. All of your sentences should be complex sentences. Remember to vary the way that you structure your sentences. Try to start your sentence in at least three different ways - using a verb, using a subordinating conjunction or using an adjective.

EXAMPLE: The bolts which belong to the door.

Using all of his strength, Tom drew the door's bolts across.

1. The tears that belong to Tom
2. The clock that belonged to Mrs Bartholomew
3. The car that belonged to Uncle Alan
4. The suspicions that belong to Tom
5. The garden that belonged to the family
6. The signature that belonged to Tom

AMBER

Task 2:

Your second piece of work is to create your own sentences which could be used in a narrative and which use contracted apostrophes correctly. Remember that all of your sentences should contain the contracted word and a capital letter and a full stop.

EXAMPLE: I am

"I'm coming," yelled Tom sprinting towards the door.

1. do not

2. did not

3. I will

4. can not

5. she will

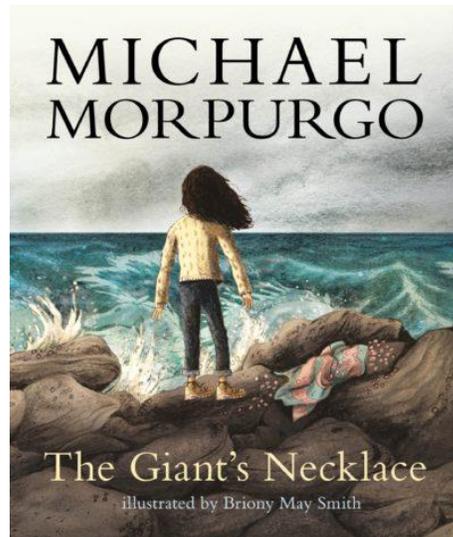
6. was not

Tuesday 20th April 2021

Learning Objective: To develop narratives.

Learning Outcome: I can talk about the way that authors use dialogue and actions to portray characteristics.

Our writing for this unit will be based on a short story called 'The Giant's Necklace' by Michael Morpurgo. You can read this story by clicking on the link or by copying the link into your browser.



[EBC9EB979F69018CDA49164253B6AA45.pdf \(orleans.richmond.sch.uk\)](https://www.richmond.sch.uk/attachments/data/attachment_data/file/1000000/EBC9EB979F69018CDA49164253B6AA45.pdf)

What do we learn about Cherry's character in this short story?

determined



Wednesday 21st April 2021 and Thursday 22nd April 2021

Learning Objective: To use dialogue, action and description to move the narrative forward.

Learning Outcome: I can interweave action, description and dialogue.



Today, you are going to imagine what it might have been like on the first day that Cherry and her family arrived at Zennor Head. Imagine that on the first day of their holiday, the family went to the beach. This would probably be the day that Cherry began collecting her shells. Alongside setting the scene, you need to try and show the relationship between Cherry and her brothers through action, description or dialogue. You also need to keep the story engaging for the reader.



Look at how this extract weaves action, description and dialogue together. What features of Year Six writing can you find in this example?

“Race you to the sea,” cried Cherry flicking off her beach shoes and sprinting towards the waves. Dropping the beach equipment which they were carrying, Cherry’s brothers, Jack and Alex, charged after their younger sister.

“Wait!” shouted their mum, “You haven’t got any sun cream on.”

“We’ll do it after we’ve been in the sea,” called Alex gaining ground on Cherry. The sun was high in the sky; not a single cloud could be seen. The sea was calm and still. As the two boys caught up with Cherry, she suddenly stopped and bent down.

“Oh wow – look at this Jack,” murmured Cherry holding up a tiny cowrie shell up to the light, “It’s so pretty. It’s perfect.”

“It’s soooooo pretty,” mimicked Alex grinning at his older brother.

“You two are just... just... so exasperating,” laughed Cherry scrabbling around in the sand to see if she could find any more of the tiny shells.

Friday 23rd April 2021

Learning Objective: To develop understanding of spelling patterns.

Learning Outcome: I can develop my understanding of spelling words which contain ie and ei.

Spelling Rules

Remember there are sometimes exceptions.

ie

most words use *ie*

ie is always used for word endings

ei

c is usually followed by *ei**

ei is always used for word beginnings

ei is usually used for the long *e* sound



Click on the picture or copy the link below to go to your spelling lesson for the week.

<https://classroom.thenational.academy/lessons/to-practise-and-apply-knowledge-of-ee-sound-spelt-ie-or-ei-including-test-74rk2t?activity=video&step=1>

Sort these words into ie or ei spellings and write them into your spelling journal.

ach—ve

f—ld

rec—pt

bel—ve

w—rd

rec—ve

l—sure

y—ld

den—d

n—ther

—ther

dec—ve

for—gn

s—ze

w—ght

sc—nce

th—r

effic—nt

spec—s

h—ght