

English (Writing, Reading and SPAG)

Tuesday - Can I write a description of a storm at sea?

Task 1- Look at the example below and decide whether it is a WABOLL or WAGOLL based on the Year 6 Success Criteria.

Task 2 – After the online session, write your own description of a storm at sea using the video for inspiration if you need it. Remember to mark and edit your work as you write by ticking the success criteria.

Example - WABOLL or WAGOLL?

In the sea, there was a ship which was caught in a storm. The wind was howling all around it and the waves were really high. The thunder was roaring from the dark clouds above and the ship was struggling to fight against the elements.

On the ship, the crew were crouched down to avoid the heavy rain that was coming down fast. They were crying out to each other because they were scared and in danger. They could hardly see anything since it was so dark. The rain was so loud that the crew could hardly hear each other over the top of the crashing noise the waves were making against the sides of the ship.

YEAR 6	
Check key spellings	
Conjunctions (coordinating and subordinating)	
Fronted adverbials	
Modal verb	
Expanded noun phrase	
Relative clause	
Appropriate use of commas	
Accurately punctuated speech	
Parenthesis (dashes, commas, brackets)	
Semi-colon, dash or colon	
Passive voice	
Colon to introduce a list	
Hyphen	
Accurate range of verb forms	

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Accurate range of verb forms	

Wednesday - Can I plan a narrative which retells the story of The Lighthouse animation?

Task 1 – Watch the video using the link below. Then Read the WAGOLL below and identify examples of the Year 6 Writing targets. <https://www.literacyshed.com/the-lighthouse.html>

Task 2 – Use the WAGOLL to help you plan your own retelling of the story.

Your plan should include –

- **Setting**
- **Build up**
- **Dilemma/ gripping middle**
- **Resolution**
- **Key vocabulary**
- **Any other ideas**

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WAGOLL

It was late November in the little coastal village of Shepperton, the sun had long since settled into the horizon and the moon was covered by the clouds which blanketed the sky. Whilst the majority of people were tucked up in bed, a few were still making the most of the remaining hours of the day; a congregation of people had formed in one of the inns (loud cheers and music permeated the air with merriment). Inside, it was warm and welcoming, but out on the streets the breeze was picking up and the wind which had been whispering quietly was now beginning to make its voice heard: trees began to rustle in response, the sea began to spit into the air and the shutters on the windows began to rattle- just a little.

Away from the village, high up on the cliffs, the lighthouse looked out over the land and sea. Its light shone brightly, a clear warning to approaching ships that the cliff and surrounding rocks were near. In all its years of service, it had never failed and had saved hundreds of lives, and, like any soldier, it didn't intend to break its immaculate record. Inside, halfway up the 200ft tower, Albert Smith, the lighthouse-keeper, was sat writing by candlelight.

Suddenly, the window beside him broke open, the draft blew out the flame, flooding the room with darkness. A loud and unsettling crash was heard. It came from the levels above. It came from the very top. Meanwhile, the frivolities which had been happening in town came to an abrupt halt; they too had been drowned in darkness. Rushing to the windows, they looked for the lighthouse which had always protected them, provided them with a sense solace. It was nowhere to be seen; instead, a figure of the empty shell of the once tall beacon of light stood in its place.

With adrenaline flowing through his veins, Albert reached the room which held the light. The usual sounds of cogs turning and whirring had ceased and had been invaded by the ghostly wails of the wind and sea. Then by another sound. A sound no-one would want to hear in a situation like this: one long, clear blast of a ship's horn.

There was no time to delay. Albert had to think. Think fast.

Thursday - Big Read and SPAG.

Task 1 – Online session and group work.

Task 2 – Complete the Reading questions (below) based on the poem you discussed during the online session. The answers are at the end of this pack for you to mark your work.

Task 3 – Your new spelling words are below. Complete the sheet at then continue to practise them each day until your next spelling list.

BOURNEMOUTH, SEPTEMBER 3RD, 1939

My summer ends, and term begins next week.
Why am I here in Bournemouth, with my aunt
And 'Uncle Bill', who something tells me can't
Be really my uncle? People speak
In hushed, excited tones. Down on the beach
An aeroplane comes in low over the sea
And there's a scattering as people reach
For towels and picnic gear and books, and flee
Towards the esplanade. Back at the hotel
We hear what the Prime Minister has said.
'So it's begun.' 'Yes, it was bound to.' 'Well,
Give it till Christmas.' Later, tucked in bed,
I hear the safe sea roll and wipe away
The castles I had built in sand that day.

- 1) On which date was war declared?
- 2) What phrase tells the reader that the author is a child?
- 3) Is Bournemouth landlocked? Explain how you know using evidence from the text.
- 4) Look at the phrase, 'And there's a scattering as people reach' what does the word **scattering** suggest about the movement of people?
- 5) Look at the phrase '*towards the esplanade*' what does the word **esplanade** mean in this context?
 - a) An area of land where trees grow
 - b) A large open area of grassland
 - c) A strip along the sea where people walk
 - d) Where land meets the sea
- 6) Find and copy a word which shows the people rushed to the esplanade.
- 7) Does the poet know that war has been declared? Explain your answer using evidence from the text.
- 8) The poet does not feel threatened by the impending war. Explain how you know using evidence from the text.



3. Choose the correct word:

patience / patients

The _____ were moved into a new ward.
My _____ was waning, after an hour.

YEAR 6
LIST 11

defence
offence
silence
absence
essence
pretence
sentence
difference
audience
patience
obedience
convenience
experience
lenient
nutrient
efficient
sufficient
ingredient

1. Add ~ence or ~ience to make a List 11 word:

ess ~ _____
differ ~ _____
exper ~ _____
pat ~ _____
off ~ _____

4. Find the List 11 word that means:

charade _____
spirit _____
enough _____
ease _____
protection _____
indulgent _____
noiselessness _____

2. Complete the table:

<u>Adjective</u>	<u>Noun</u>
absent	_____
obedient	_____
convenient	_____
_____	silence
_____	difference
_____	patience
_____	lenience

5. Add the same prefix to make the opposite of:

essential _____
experienced _____
offensive _____
efficient _____

EXTRA
WORDS

gradient
patient
sentient
resilient
recipient

Friday – Can I write a narrative which retells the story of The Lighthouse animation?

Task 1 – Online session.

Task 2 – Use your plan from Wednesday and your work from the online session to write a retelling of The Lighthouse animation. Remember to assess your work using the year 6 tick list.

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Check key spellings	
Conjunctions (coordinating and subordinating)	
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Reading Answers - Bournemouth, September 3rd, 1939 (Anthony Thwaite)

- 1) On which date was war declared? **September 3rd 1939.**
- 2) What phrase tells the reader that the author is a child? **Term begins next week.**
- 3) Is Bournemouth landlocked? Explain how you know using evidence from the text.
No, Bournemouth is not landlocked. A place is landlocked if it is surrounded by land on all sides, however, the poet speaks about being at the beach. This means that there is sea around Bournemouth.
- 4) Look at the phrase, 'And there's a scattering as people reach' what does the word **scattering** suggest about the movement of people?
Scattering means that the people are moving everywhere in different directions.
- 5) Look at the phrase '*towards the esplanade*' what does the word **esplanade** mean in this context?
A strip along the sea where people walk.
- 6) Find and copy a word which shows the people rushed to the esplanade. **Flee**
- 7) Does the poet know that war has been declared? Explain your answer using evidence from the text.
Yes, the poet does know war has been declared.
I know this because the Prime Minister speaks on the radio explaining it has begun and others in the room state, 'It was bound to.'
This suggests that war was expected and now everyone knows it has started.
- 8) The poet does not feel threatened by the impending war. Explain how you know using evidence from the text.
I know the poet isn't threatened because when they are tucked up in bed, they say they can 'hear the safe sea roll.' The word safe suggests that the child is not feeling threatened, but is feeling secure.