

Idiom of the Week!

'I'm all ears.'

To be eagerly waiting to hear about something/keen to listen.



Handwriting!

Can you try the joins below and write your own word(s) that would contain these?

ha

pp

Friday 8th January Spelling Dictation



Each week, the children are read a passage that contains their spelling words. This includes other grammar features that the children are learning and key words. It also supports presentation and handwriting.

Attached is the passage with the words missing. If we need to alter how this is presented and it proves cumbersome, then please let us know.

Friday 8th January Spelling Dictation



Early on a cold, crisp morning, each local **settler** wondered when the **invaders** would arrive and if there was **anything** they could do. Through the **country**, the **Anglo Saxons** were starting to take hold. Often the **reigns** of kings were ended, **therefore** the people had to cope with many changes and worries.

Pre-Teach Words

invader (n) - takes land by force

settler (n) - Lives on land peacefully

bretwalda (n) - Anglo Saxon king/ruler

runes (n) - form of writing

longboat (n) - ship

onslaught (n) - a strike/attack

intimidated (adj) - scared

Friday 8th January
Spelling Dictation

1.

Beautiful Work AT ALL TIMES.



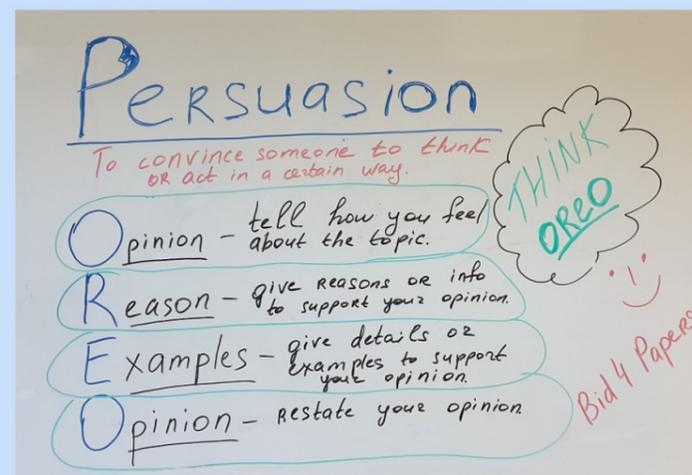
Learning Objective

Today we are learning to identify shared features of persuasive texts and understand different points of view.

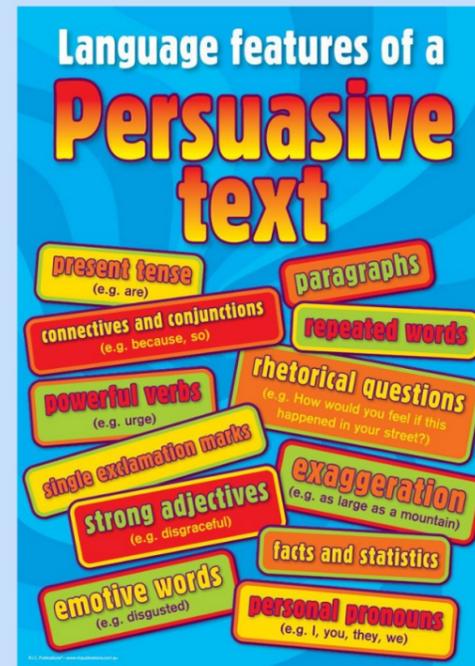
To be successful...

- I will be able to identify persuasive writing features.
- I can give my own examples of these.
- I will be able to compare and identify shared features.
- I will be able to use and understand rhetorical questions.

Persuasion



Let's review what we learned yesterday. Can you remember all of the features that you found?



Today we are going to try to find the same features in another persuasive text.

Rhetorical?



We looked at these yesterday but let's look in more detail...These are types of questions that are asked for effect. There is no expectation for them to be actually answered because the answer is expected as a given.

Example - How many times must I ask you to stop running in the corridor?

The answer of 5 isn't expected. It is basically a telling off where the expected answer should already be known or expected.

Rhetorical?

Which of the following are rhetorical questions? Could you gather some to use in your own writing next week?

- Could you imagine a better place?
- Which is the best?
- Don't you want the best for your family?
- Who is that?
- Why would you ever leave?

Reduce Breaktime?!



Today we have received a very important letter. It contains a new idea for 2021. Mrs Wood might be able to be persuaded. What do we think?

Compare!

Save the Amazon!

The Amazon rainforest is the largest rainforest in the world. However, at the rate it is currently being cut down, this will not last much longer. Deforestation of the Amazon Rainforest affects all living things on Earth and unless it is stopped or limited, there will be serious consequences in the future. Is this what you want?

Firstly, deforestation causes devastating loss to animal and plant life. Cutting down the enormous Amazon trees means that animal habitats are destroyed and plants are crushed. Can you really imagine a world without certain species of animals?

Moreover, deforestation is causing climate change and global warming to worsen. The Amazon rainforest is described as the lungs of the Earth, therefore if we cut down these lungs, they won't be able to 'breathe in' many of the harmful gases that cause climate change and global warming. Surely someone as smart as you knows that if we carry on cutting down trees, that the Earth will become a place where no life will be able to survive! Finally, deforestation is cutting the supply of oxygen to all living things. The Amazon rainforest is responsible for 20% of all oxygen produced on Earth. We are carelessly killing the Amazon and at the same time, killing ourselves!

You must do something to prevent the changes that have already started because of deforestation. Animals are becoming endangered and extinct, climate change and global warming is getting worse and the amount of oxygen on Earth is decreasing. If these aren't reasons to act now, then the future of mankind and all living things is in great danger.

Compare!

- What is similar and what is different?

Challenge - Could you find specific examples of the same features that you looked at yesterday?

To the Teaching staff,

I would like your support with my proposal to reduce break time for KS2 children. Break and lunchtime at Yarm Primary School make up a total of 6 hours and 40 minutes throughout the week. In my opinion, that is a significant amount of time being wasted. During their time outside, many children are simply running around and not participating in learning. There can also be many issues with behaviour and have been some instances of other children being hurt by others. My suggestion is to remove first break entirely and reduce lunchtime from 60 minutes (one hour) to 30 minutes (half an hour), which is adequate time for the children to eat, use the toilet and get some fresh air. I have outlined my reasons below.

First and foremost, a school's purpose is for children to learn and children get to play when they are at home. Although some may argue that break-time is vital for children to relax throughout the day. I disagree because they are able to relax from 3pm (when our school day ends) until their bedtimes. Additionally, children have the weekends and school holidays to play. Increasing the amount of learning time is crucial for the children because it will increase the progress they make especially given the COVID pandemic.

Furthermore, statistics show that break and lunch times are when the school has to deal with the most friendship problems and medical emergencies. By reducing the amount of time the children are at break, we will reduce the chances of children falling out with each other. In addition, the increased amount of learning time will allow us to spend more time teaching PSHE, where we can equip the children with strategies to deal with friendship problems in the future.

Finally, I strongly believe that it is a waste of a teacher's time to look after children at break. Reducing the amount of break time will reduce the amount of time teachers have to spend supervising children and allow more time for them to support others with their learning.

To conclude, I consider it my responsibility to do what is best for the children (even if they may disagree). Consequently, they will perform better in their assessments, have fewer friendship problems and be well prepared for the challenges of later years and secondary school.

Yours sincerely,
Unnamed School Governor

Friday 8th January
Reduce Playtime?

Can you think of reasons for and reasons against reducing playtime? Some of these will be found in the text.

For

Against

Even though we are not writing an 'argument' specifically, thinking about both sides can help you to write your own persuasive text. It allows you to 'counter' or challenge the point of view when persuading something else.

A large empty rectangular box with a thin black border, intended for students to write their reasons for or against reducing playtime.