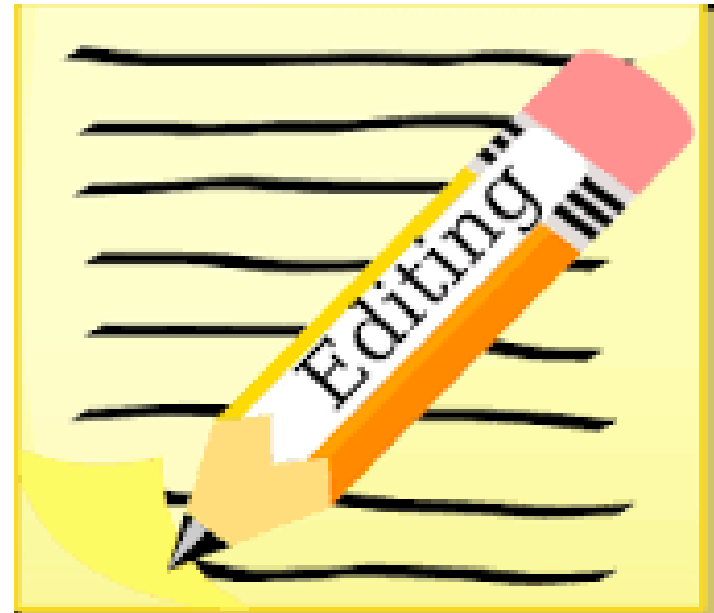
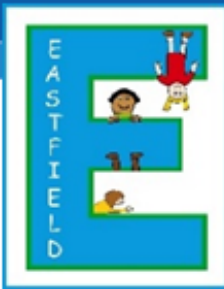




# Editing in Year 6





# Homework



## Core Homework Year 6 - Autumn Term 1 Core Reading at home

- All children will be expected to read their home reading books daily, then with an adult or older sibling at home three times a week for 10-15 minutes.
- Their home reading books will be changed weekly.
- Every child will have a Reading book and a Reading Record book. Please date and sign the Reading Record books when an adult or older sibling has read with the child. (Home reading records need to be signed by an adult to confirm books have been read before a new one will be issued).
- Reading books, word cards and Reading record books are to be kept in your child's book bag and brought to school every Thursday.
- When your child has read to you, it is important that you ask them some questions to see if they have understood the text.

### Tips for parents

#### How?

Find a quiet place with no distractions.

Turn off televisions, radios, computers and tablets. Take time to look at each page. You don't need to make sure your child gets every word right. It is ok for both of you to make mistakes! Let them talk to you about the pictures. This helps them look for meaning and to think about what they see happening on the page.

Don't forget to smile. If you feel comfortable try pulling funny faces, making animal noises and putting on character voices - these always make children giggle!

#### Ask questions when you are reading together. For example:

- What do you see on this page?
- How do you think the characters feel?
- What do you think is going to happen next?

When you have finished, talk about how your child feels about the book.

- What did they like?
- What didn't they like?
- What can they remember about what happened?
- Who was their favourite character? Why?
- Link the story to their own experiences. Can they remember when they did something similar?

Most importantly, have fun!



## Family Homework Year 6 Autumn Term 1

Family Homework invites the children, siblings and parents/carers to spend time together, collaborating and having fun when completing the tasks set. Complete as many of the tasks together as you wish to. You can choose when you do the homework and how this could look so there is flexibility built in to fit in with your family routines.

### Literacy - Writing

Write an adventure story about a child who explores a new land or place of interest. This could link to Mexico where you travel back in time to the time of the Aztecs. You could write an adventure about any other place you have visited in England.

### ICT

Make a presentation providing guidance on online safety, to include: Dangers of social media, messaging apps and games with chat facility. What to do if you need help or are worried.



### Science

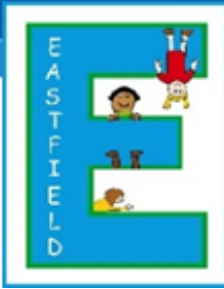
Research the 'Circulatory System'. Share your knowledge in any way you wish, this could be:

- A fact file, mind map or PowerPoint
- Be creative and make a model of the circulatory system or heart
- Design a board game, memory game or observation game involving facts about the circulatory system.

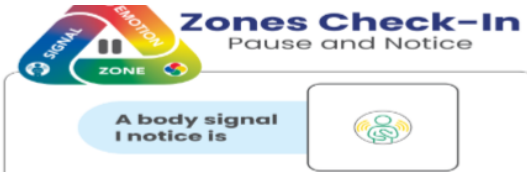


### Art and Design

Carry out some research into the Aztec and Mayans. Recreate your own piece of Aztec or Mayan culture, using collage, you could use a range of resources for example paper, card, things found in nature, pasta/rice etc or you could recreate something in 3D. Here are some ideas:



# Zones of regulation



Everyone pause, listen to your body signals, how does it feel? What is it telling you?



1. Put your hands on your **heart**, how fast or slow is it beating?



2. Put your hands on your tummy, how you **breathing**, is it quick, short breaths or slow deep ones?



3. What is your **energy** level, is it slow and tired or high and energetic?



4. Is your **movement** still, fidgety or comfortable?



5. Is your **mind** racing, foggy, or focused?

Our body signals tell us how we are feeling.

What did your body tell you ?

My heart is beating quickly, my breathing is getting faster and I am quite fidgety.

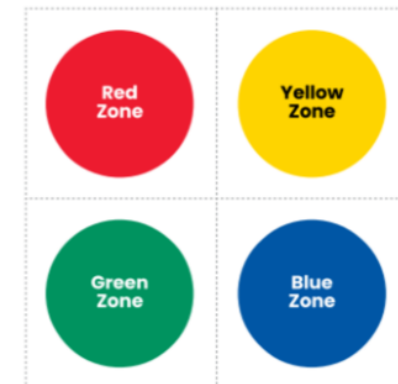
I feel anxious



We connect situation, body signals and emotions to our Zones for regulation:

My heart is beating quickly, my breathing is getting faster and I am quite fidgety, I feel anxious.

I'm in the Yellow Zone





## Purpose

- ›Unpick your child's learning in spelling, punctuation and grammar
- ›Understand Year 6 grammar and the aims.
- ›Partake in an editing session with your child.
- ›Improve your own subject knowledge.



Your child completes an hour English lesson every day, as well as 30 minutes of extra English/reading four days a week.

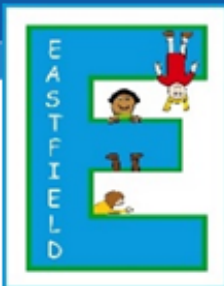




## Working towards the expected standard

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list\*
- write legibly.<sup>1</sup>



## Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly<sup>1</sup> (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,<sup>\*</sup> and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.<sup>2</sup>



Year 6 >

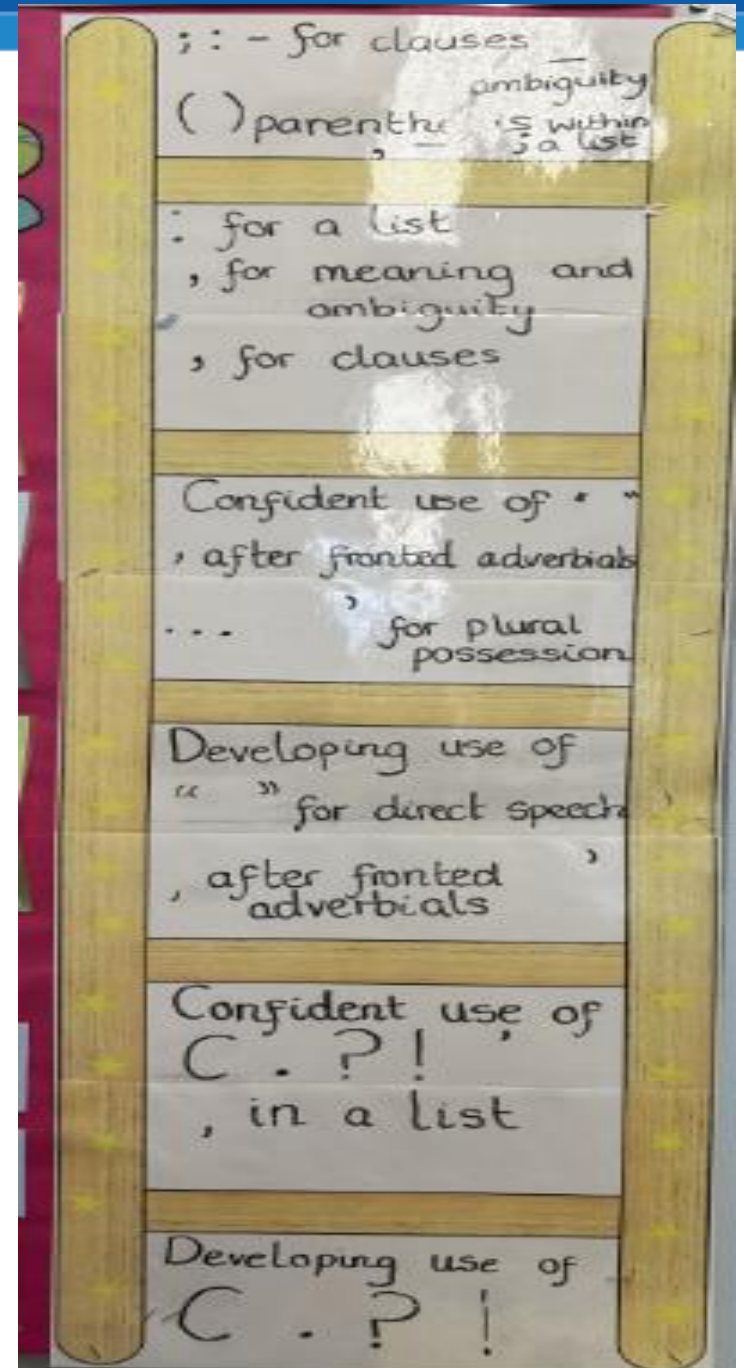
Year 5 >

Year 4 >

Year 3 >

Year 2 >

Year 1 >












# Learning session



In Year 6, we have noticed that many children are struggling to consistently use capital letters correctly.

When do we have to use capital letters? Are there any times that you find you forget them?

<p><b>Names of People</b></p> <p>Katie</p> <p>James</p> 	<p><b>Names of Places</b></p> <p>Sydney Opera House</p> <p>Australia</p> 												
<p><b>Names of Pets</b></p> <p>Barney</p> <p>Toby</p> 	<p><b>The Word 'I'</b></p> <p>"Please can I have an apple?"</p> 												
<p><b>Days of the Week</b></p> <p>Monday</p> <p>Tuesday</p> <p>Wednesday</p> <p>Thursday</p> <p>Friday</p> <p>Saturday</p> <p>Sunday</p> 	<p><b>Months of the Year</b></p> <table border="0"> <tr> <td>January</td> <td>May</td> <td>September</td> </tr> <tr> <td>February</td> <td>June</td> <td>October</td> </tr> <tr> <td>March</td> <td>July</td> <td>November</td> </tr> <tr> <td>April</td> <td>August</td> <td>December</td> </tr> </table>	January	May	September	February	June	October	March	July	November	April	August	December
January	May	September											
February	June	October											
March	July	November											
April	August	December											
<p><b>Names of Religious Festivals</b></p> <p>Christmas</p> <p>Diwali</p> 	<p><b>At the Beginning of a Sentence</b></p> <p>We went on a trip to a supermarket.</p> 												



Full stops are also not always consistent, particularly when writing longer passages. When do you have to use a full stop?





During last week's mock testing, this question proved a little tricky. Can you identify where the capital letters should go? Can you guess which one students missed or added in incorrectly?

Circle each word that should begin with a **capital letter** in the sentence below.

when we visited the museum in birmingham, gareth arranged to travel by train with aunt laura.



You are now going to edit the following paragraph adding in capital letters and full stops.

Capital letters and full stops:

robin crept through the forest as quietly as he could he didn't want to be seen by anyone not even the birds dared to make a sound he had to stay hidden or the sheriff's men would catch him they were always on the lookout for outlaws like him

he spotted his sister ahead waiting by the old oak tree she looked worried they had to move quickly before the sheriff's men found them robin knew they didn't have much time they needed to find shelter for the night





Now we are going to edit to add commas after fronted adverbials.

## Fronted Adverbial

A word, phrase or clause placed at the beginning of a sentence to give more information about the action in the main clause. They must be followed by a comma: Like a speeding bullet, Before lunch, Beyond the mountains,



### Top 10 fronted adverbial examples:

After a while

As quick as a flash

As soon as he/she could

All of a sudden

In the blink of an eye

Before long

Without warning

Without a sound

Unexpectedly

Unfortunately



Another question from last week's mock testing – can you identify where the commas should go?

Insert **two commas** and a **semi-colon** in the correct places in the passage below.

Last Wednesday we performed a play at school I invited my parents to come and watch. When I first went on stage I was so nervous that I nearly forgot my lines.



You are now going to edit the following paragraph adding in commas after fronted adverbials.

### Commas after fronted adverbials:

As the sun set behind the trees Robin and his sister hurried through the forest. Without a sound they moved between the shadows careful not to make any noise. In the distance they could hear the sheriff's men talking. With every step Robin's heart raced faster.

Later that night after they found a safe hiding place Robin sat down to rest. As quietly as she could his sister handed him some bread. At last they could relax for a while. Even though they were tired they knew they had to stay alert.







Any questions?

