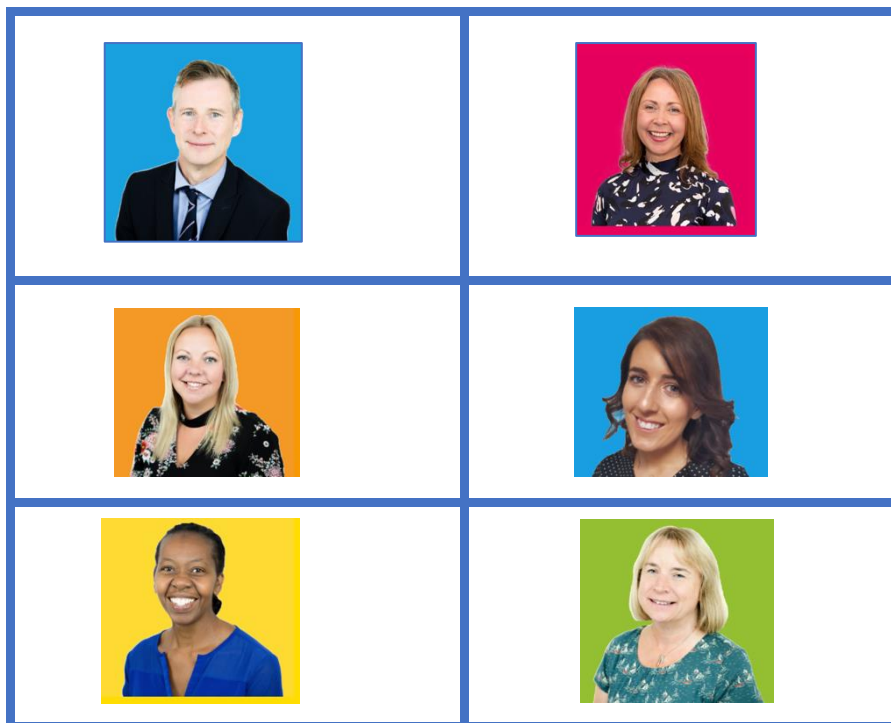


Home Learning Support Counts

Year 6



At **Literacy Counts**, we have put together materials to support parents and teachers to continue learning at home. We are committed to supporting and helping you in the event of longer-term closures. Look out for weekly emails and support documents with some exciting activities to support your children from Reception all the way through to Year 6.



The **Literacy Counts** team

Content Counts

Home Learning Timetable Counts







A) Sentence Activity Counts

B) Reading Activity Counts

C) Writing Activity Counts

D) Spelling Activity Counts

Home Learning Timetable Counts

	Before 9am	9.00-10.00	10.00-11.00	11.00-12.00	Lunch	1.00-2.00	2.00-3.00	Bedtime
Monday	<p>Wake up! Have a wash and get dressed, make your bed, brush your teeth and eat your breakfast.</p>	 <p>English time! Read your reading book, use the Literacy Counts free resources to play grammar or spelling games www.literacycounts.co.uk, write or tell a story.</p>	 <p>Fresh air time! Go for a walk, play in the garden, take the dog for a walk, ride your bike. Rainy day activities – yoga, orienteering around the house, online exercise classes for children.</p>	 <p>Number time! Practise your place value, fractions, decimals, percentages using games and fun activities https://home.oxfordowl.co.uk/school-closure-resources/?region=uk</p>	<p>Lunchtime! Set the table, help with the preparation, tidy up after your lunch, clean all surfaces and wash your hands.</p>	 <p>Craft and creative time! Build something with Lego, paint, draw, dance, bake, code, make a map, create a new game.</p>	 <p>Topic time! Complete an activity based on your current topic, create a fact-file, research your local area.</p>	 <p>Story time! Read your favourite bedtime story or try a new one. Keep checking our social media for our recommendations! @literacycounts1 Instagram.com/literacycountsconsult</p>
Tuesday								
Wednesday								
Thursday								
Friday								

A) Sentence Activity Counts

Adding Adverbials

Children are encouraged to use **adverbs** and **adverbial** phrases in their writing.

An adverb gives the reader more information about verbs, adjectives, other adverbs and clauses. E.g. The dog snarled *angrily* or The cave is *extremely* dark.

An adverbial phrase is when a group of words (a phrase) is used rather than a single adverb to modify clauses, i.e. they add more information about the main action taking place. E.g. The bat flew *through the sky* or I went for a stroll *late at night*.

A fronted adverbial is an adverb or an adverbial phrase that comes at the front of a sentence (it comes before the verb or action it is describing). It is always separated from the main clause with a comma.

E.g. *Beneath the waves*, thousands of fish swim or *Nervously*, she took her first step.

Cut up the adverbial card below. Ask your child to place them in three groups:

Adverbials that describe Place, eg. in the kitchen

Adverbials that describe Time, eg. the next day

Adverbials that describe Manner (how something is done) eg. without warning

Whilst reading, ask your child to find as many adverbials as they can (behind, cautiously, the next day etc). They could list them and add them to the correct group.



Adverbials Card Sort



Place	Time	Manner
Next door	A long time ago	Anxiously
By the station	Some time later	With a heavy heart
Around the corner	Until then	Suddenly
In Japan	The next day	Happily
In the bin	Later	Hungrily

Write a summary of a story or a chapter from a story you have read. Include what happened in the story and how the character reacted. Can you use a range of adverbials whilst writing?

e.g. *At the start of the chapter*, the characters were lost on the forest. They huddled together *anxiously*, hoping the sunlight wouldn't fade.

Don't forget to share with Literacy Counts on  &  @LiteracyCounts1/. Prizes to be won!

Parenthesis

Parenthesis – a word, phrase or clause inserted into a sentence to add further detail or to clarify. When a parenthesis is removed, the sentence still makes sense on its own.

Sarah (my best friend) lives in the next street.

The meadow (bursting with flowers) showed the first signs of spring.

The most common way to show **parenthesis** is to use brackets (as above) but you can also use commas and dashes:

The meadow, bursting with flowers, showed the first signs of spring.

The meadow - bursting with flowers - showed the first signs of spring.

Can you find examples of parenthesis in the books you are reading?

Use the parenthesis resource on the next page. Cut up the boxes and decide which extra information (parenthesis) goes with each main clause.

Can you work out where the parenthesis would go? Experiment with brackets dashes and commas too!

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Parenthesis



- Consider which additional information would best match the main clause.
- Remember the punctuation either side of the parenthesis.

Main Clause	Parenthesis
I lost my phone yesterday.	as usual
Mrs Berry always smiles.	a Samsung
I was late for the train.	just down the road
Please ask my friend about the sleepover.	our teacher
The house has been empty for years.	for the last time
As we left the house I shed a tear.	filled with excitement
The children ran into the cinema.	Lisa Hughes

Can you write about the main character in a book you are reading, using parenthesis to add extra detail?

E.g. Sarah (the main character in my book) lives in a sleepy village in the North of England. She enjoys sport (tennis in particular) and reading.

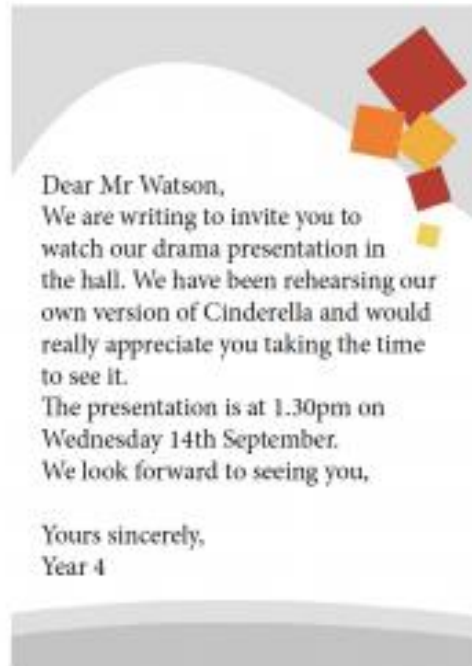
Formal or Informal?

In Year 6 children are required to understand the difference between formal and informal language and to write both formally and informally.

Can you spot the differences between this informal letter to a friend and a letter to the headteacher?



Hey Chaz!
How ya doing? Do us
a favour and get some
choccie the next time
you are down the shop.
Can't wait to hear all
about your fab holiday.
Cheers mate!
Love Sue xxx



Dear Mr Watson,
We are writing to invite you to
watch our drama presentation in
the hall. We have been rehearsing our
own version of Cinderella and would
really appreciate you taking the time
to see it.
The presentation is at 1.30pm on
Wednesday 14th September.
We look forward to seeing you,

Yours sincerely,
Year 4

Cut up the cards on the next page to identify which words and phrases are formal and which are informal. Can you sort them under the two headings: Formal and Informal?

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Formal and Informal Language

Cut out the cards and match up the formal and informal writing.
Consider use of contractions / slang etc.



Formal or Informal		
It is difficult to find an adequate definition of bravery.	Bravery is really hard to explain.	Her steadfast commitment to her friends was..
She was brill.	Rosemary was a remarkable lady.	She never let her friends down.
We celebrate this remarkable individual.	Let's have a party for...	Her accolades have been preserved in time
Everybody remembers what she did	We believe that she made notable contributions..	We think she did good things

You can have fun at home using formal and informal words and phrases. At the dinner table you could try to talk using more formal language.

e.g. "Could you possibly pass me the salt for just a moment or two, if it's not too much trouble?"

Can you write for a range of formal and informal purposes? You could write letters to friends and family to keep in touch and this would be more informal. You might want to write a formal letter to your headteacher, your local **MP**, or write a formal news report.

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B) Reading Activity Counts

You may want to use these question starters with your child to encourage them to explore their reading further:

Vocabulary

- Find and copy one word that means...
- What does the word ... mean in this sentence?
- What does the phrase ... mean?
- Which of the following words is the closest in meaning to ... ?
- What does the word ... tell you about ... ?

Inference

- What makes you think that ... ?
- Explain what ... suggests about ... ?
- How can you tell that ... ?
- How do you know ... ?
- What does the word ... tell you about the character/setting/mood?
- Why were ... ?

Retrieval

- Summarise what happened in ...
- What else tells you ... ?
- Give me two reasons why ...
- What was revealed at the end of the story?
- Tell me two things you were told about ...

Prediction

- Do you think ... will happen? How does the text help you to decide this?
- What will happen next?
- What might the character's intentions be based on what you have already read?
- What does the last paragraph suggest about ... ?

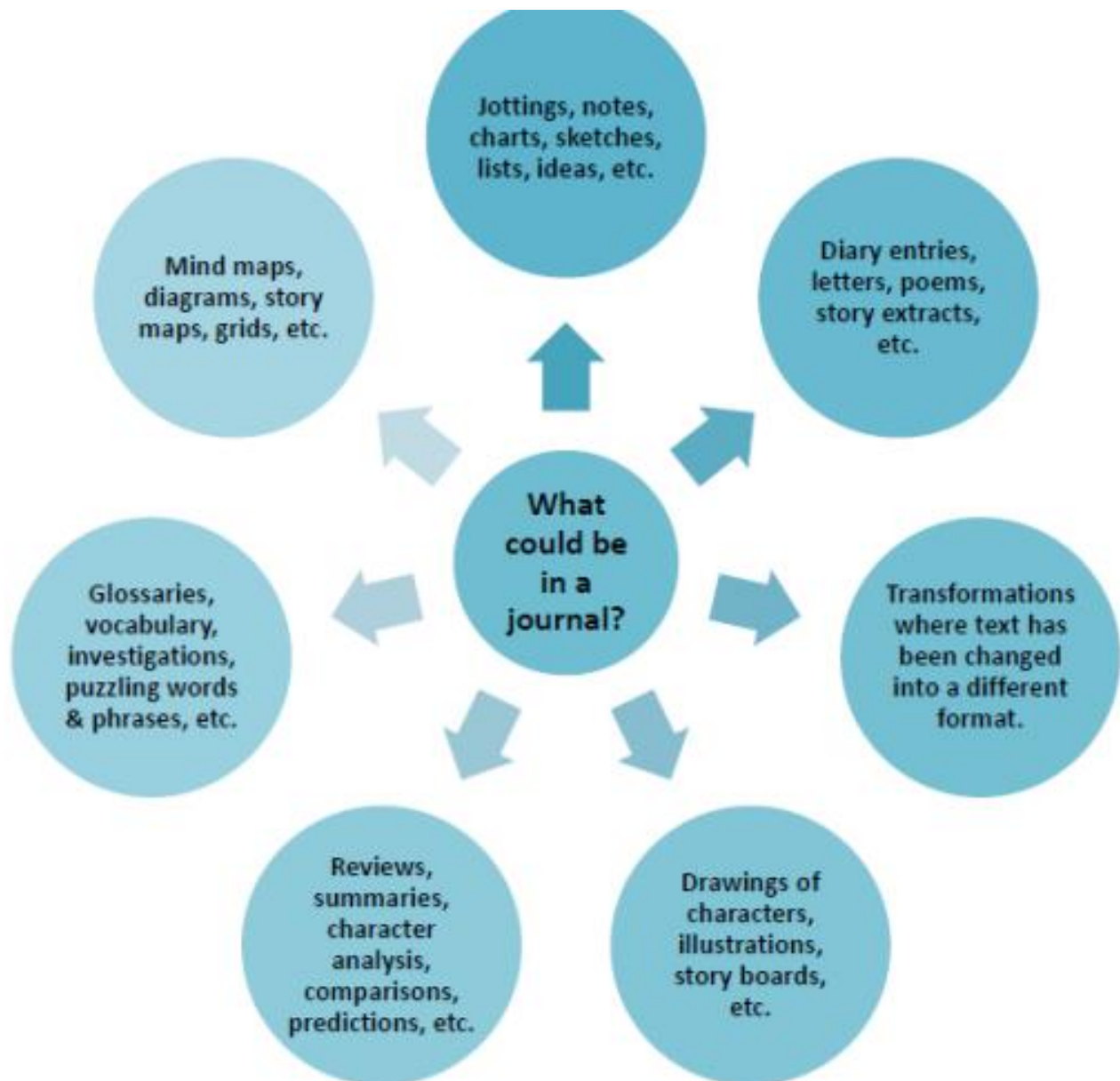
Visualisation

- Which sentence best describes ... ?
- Which of the pictures best represents ... ?
- From the description, where was the... /why was the... /how was the ... ?

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Reading Journals

These are a good way to record thoughts and responses to any books that your child is reading. A nice book or journal can keep a record of their understanding and how they feel about the books they are reading.



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Possible Reading Journal Activities

List the Main events in the story.	List the characters from the story and draw a small picture of them.	Make a facts chart or fact file about a character.	Draw a timeline of the events in the story.	Make a list of the main places where the action in the story takes place.	Write an acrostic of the title naming events and characters.
Using ideas from the text, make a true or false quiz for a friend.	Make a chart showing who did what in the story and when.	Write a summary of the story in no more than 100 words.	Draw a story map illustrating the character's feelings.	Write and perform a short play based on the story.	Make a cartoon strip showing the turning point in the story.
Write a newspaper report of your story from the point of view of a character.	Compare 2 characters in the story. How are they similar? Different?	Write a letter to the main character telling them about what others think / feel about them.	Design a new eye-catching front cover for the story.	Using speech bubbles, draw a conversation between two characters from the story.	Write an alternative ending to the story.
Draw a story map showing one of the character's feelings.	Make a poster to advertise your book using a clear layout and illustration.	Find similes and metaphors in your book, illustrate them	Draw a picture of where the story is set as you imagine it to be from the description in the book	Make word banks of 'happy' and 'sad' words.	Think of a new title for the book and describe why you chose it.
Write a new 'blurb' for the back of your book.	Write your opinion of an issue in the book.	Draw a picture of a new friend for a character in the book. What qualities would they need?	Think of a tricky situation. What would your character do?	Write a review of your story, what was your favourite part? Character? Description?	Find 25 adverbs the author uses in the book and illustrate 5 of them.

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C) Writing Activity Counts

The Language of Persuasion

Gather a range of products from around the home and study the language. Which words and phrases have been used to encourage you to buy the products? You could also watch TV adverts for different products and consider the language of persuasion used by sellers.

The image displays four advertisements with callouts identifying persuasive language:

- Advertisement 1:** A cereal advertisement with the headline "Life is New!" and "Life is Great!". A callout box labeled "Most useful" points to the text "The Most Useful Protein gives you".
- Advertisement 2:** A hair care advertisement featuring a woman with long blonde hair. The headline reads "For hair so Healthy, it Shines". A callout box labeled "Small and mighty" points to the text "© Sloganshub.org".
- Advertisement 3:** A Persil detergent advertisement with the headline "BETTER STAIN REMOVAL GUARANTEED". A callout box labeled "guaranteed" points to the word "GUARANTEED".
- Advertisement 4:** A Timotei hair care advertisement showing two bottles. A callout box labeled "revives" points to the word "revives" on the bottle, and another callout box labeled "protects" points to the word "protects" on the bottle.

Can you create an advert for a product in your house or a new product that you have designed, making it as persuasive as possible? Which words and phrases will you include to make someone want to buy? Share with friends and family – can you persuade them to buy your product?

Don't forget to share with Literacy Counts on  &  @LiteracyCounts1/. Prizes to be won!

All About Character



Place yourself in the shoes of one of the characters you have just read about and write a diary entry of a key moment from the story.

Try to choose a moment in the story in which the character has plenty of interaction and emotion to share in a diary entry.

Your diary entry should be around a page in length and contain information you learnt from the book when the character was in that specific place and time.

Remember, when you are writing a diary entry you are writing it from first person perspective. It is usually, but not always, written in present tense. You could try to ensure you are using informal words and phrases and include some parenthesis and adverbials to add extra detail.

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Thinking Differently

Choose 3 important events from the book you are reading and explain how you would have handled them differently to the characters in the story.

Explain how it may have changed the outcome of the story in either a small or major way.

Be insightful here and think of the cause and effect; sometimes your smallest action can have a major impact on others.



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Information Texts

Create information texts based on areas of interest. It may be an animal, a hobby, a country where you have had a holiday.

Use the internet and books to gather information about the subject. Think about how you will group the information to create notes for different paragraphs. What might be the sub-headings be?

Look through a range of information books, focusing on how authors use organisational and presentation devices. Ask key questions, e.g. how did the author help us to read this the way they wanted us to? Note any features you think would help the reader when you create your own information texts. You may even want to sketch out ideas that could be used later.



Present your ideas as an information text. You could use a page of A4, a double page spread (A3) or make a leaflet.

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A) Spelling Activity Counts

The word list for Year 5/6 is statutory. The list is a mixture of words children use a lot in their writing and those which they often misspell. In this section, you will find the Year 5/6 spelling list and ideas for activities to help you learn these words.

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Year 5/6 Spelling List Counts

accommodate	communicate	equip	immediately	physical	sincerely
accompany	community	equipped	individual	prejudice	soldier
according	competition	equipment	interfere	privilege	stomach
achieve	conscience	especially	interrupt	profession	sufficient
aggressive	conscious	exaggerate	language	programme	suggest
amateur	controversy	excellent	leisure	pronunciation	symbol
ancient	convenience	existence	lightning	queue	system
apparent	correspond	explanation	marvellous	recognise	temperature
appreciate	criticise	familiar	mischievous	recommend	thorough
attached	curiosity	foreign	muscle	relevant	twelfth
available	definite	forty	necessary	restaurant	variety
average	desperate	frequently	neighbour	rhyme	vegetable
awkward	determined	government	nuisance	rhythm	vehicle
bargain	develop	guarantee	occupy	sacrifice	yacht
bruise	dictionary	harass	occur	secretary	
category	disastrous	hindrance	opportunity	shoulder	
cemetery	embarrass	identity	parliament	signature	
committee	environment	immediate	persuade	sincere	

Y5 & Y6 Spelling Words

Activities to support spelling practice:

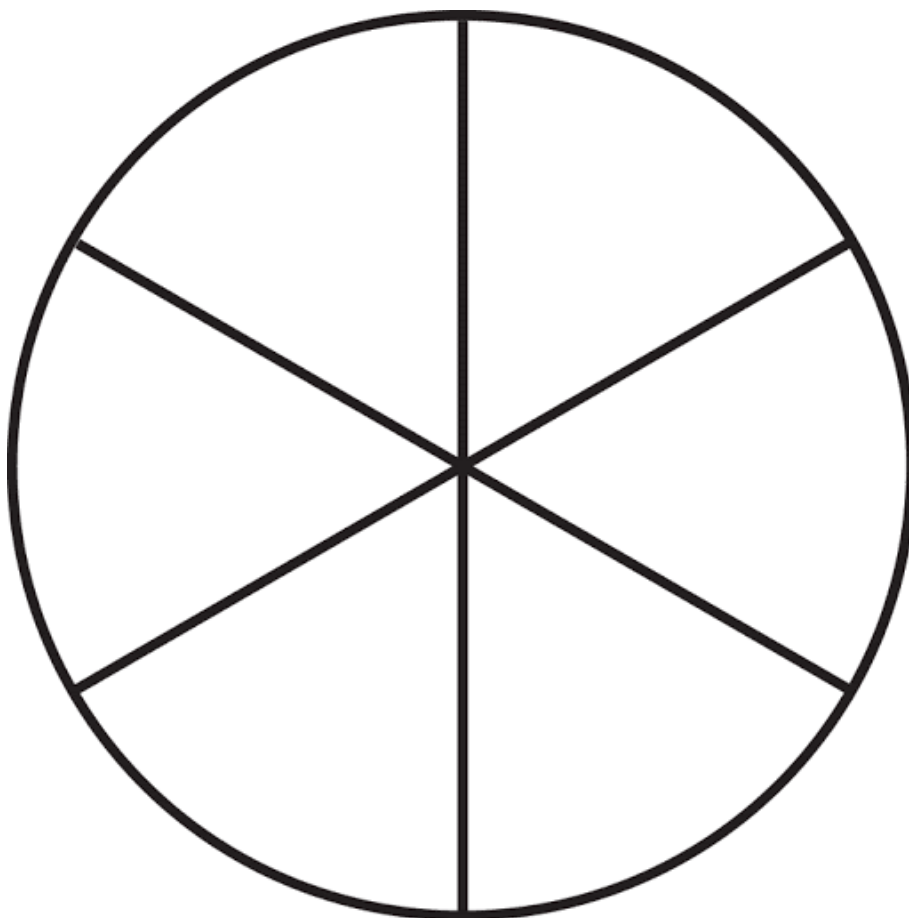
1. Create rhymes and raps using spellings.
2. Make a crossword.
3. Jumble word – scramble focus words and reassemble the word. You could then scramble words for a partner.
4. Use arts and crafts to encourage spellings – decorate words or present them in ways that help to convey their meaning.
5. Create a game of Word Bingo.
6. Word Heads – attach a word to your head and ask a series of questions with yes/no answers. e.g. Am I a noun? Once you have guessed the word, you have to spell the word.
7. Speed write your words.

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Word Wheel Activity

Write the challenges below on each section of the spinner. Use the spinner to play spelling games.

- Spelling bee – spell the word out loud
- Draw it
- Act it out
- Synonym – write 3 words that mean the same
- Antonym – write the word with the opposite meaning
- Say it in a sentence – write the sentence down



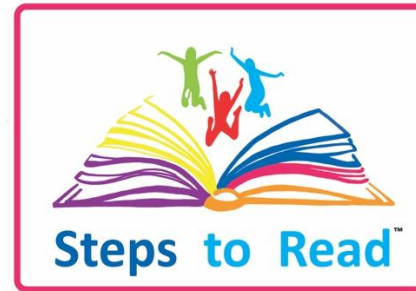
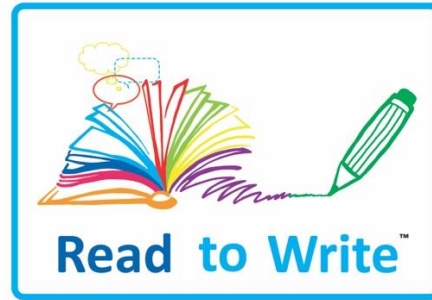
accommodate
accompany
according
achieve
aggressive
amateur
ancient
apparent
appreciate
attached
available
average
awkward
bargain
bruise

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Look, Say, Cover, Write, Check Activity

	Look ✓	Say ✓	Cover ✓	Write	Check ✓	Corrections
category						
cemetery						
committee						
communicate						
community						
competition						
conscience						
conscious						
controversy						
convenience						
correspond						
criticise						

Beautiful units of
work for your
classroom



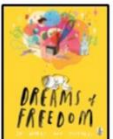
Read to Write empowers teachers to provide high-quality teaching of writing through high-quality literature. These detailed units of work centre on engaging, vocabulary-rich texts, with a wealth of writing opportunities within and across the curriculum and they also signpost wider curriculum enrichments.

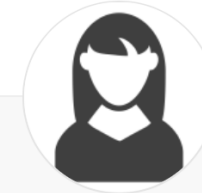
These units are being implemented with great success because they *also* provide:

- Clear sequential Episodes of Learning
- Model Texts linked to writing outcomes within the unit
- Vocabulary learning and contextualised spelling, grammar and punctuation
- Wider reading for the wider curriculum
- Curriculum Enrichments
- A wealth of resources
- Explicit links to the national curriculum

Read to Write is evidence-based teaching of writing. These units have been carefully mapped out so the entire statutory curriculum for English is covered for each year group. They also enable schools to draw upon the wider curriculum, which supports schools to build rich curriculums.



Year 6 Suggested Progressive Sequence					
A	B	C	D	E	F
Rose Blanche 	Hansel and Gretel 	A Story Like the Wind 	Dreams of Freedom 	Wolves 	Shackleton's Journey 
Writing Outcome & Writing Purpose					
Recount: Diary Purpose: To recount	Narrative: Dual Narrative Purpose: To narrate	Narrative: Flashback Narrative Purpose: To narrate	Narrative: Freedom Narrative Purpose: To narrate	Narrative: Suspense Narrative Purpose: To narrate Recount: First Person Narrative Purpose: To narrate	Narrative: Endurance Narrative Purpose: To narrate
Recount: Bravery Speech Award Purpose: To recount & inform (hybrid)	Persuasion: Letter Purpose: To persuade	Recount: Newspaper Report Purpose: To recount	Inform: Letter about an issue to MP Purpose: To inform	Discussion: Balanced Argument Purpose: To discuss Information Text: Wolves Purpose: To inform	Recount: Magazine Article Purpose: To recount & inform (hybrid)



K. HANWOOD

St Alban's RC School, Year 3 Teacher, 2020

'The impact on writing access abilities has been amazing! The ideas and model text gives children the tools to become a 'writer' – making thoughtful choices.'

Don't forget to share with Literacy Counts on  &  @LiteracyCounts1/. Prizes to be won!