

Writing

Monday 19th October 2020

L.O. to draft and write a narrative



The suffix -ous.

A suffix is a string of letters that go at the end of a root word, changing or adding to its meaning. This week, all of your spellings have the **-ous suffix**.

dangerous

fabulous

nervous

Can you think of any other words?



The suffix -ous.

A suffix is a string of letters that go at the end of a root word, changing or adding to its meaning. This week, all of your spellings have the -ous suffix.

dangerous *fabulous* *nervous* *ridiculous*

adventurous *carnivorous* *herbivorous* *porous*



Match the spellings to their definitions.

porous	describes an animal feeding on other animals
herbivorous	an adjective to describe something that is really absurd or laughable
carnivorous	an adjective to describe something that is really amazing
ridiculous	an adjective to describe a material with tiny gaps through which liquids or gases can pass
fabulous	describes an animal feeding on plants



How did you do?

porous

an adjective to describe a material with tiny gaps through which liquids or gases can pass

herbivorous

describes an animal feeding on plants

carnivorous

describes an animal feeding on other animals

ridiculous

an adjective to describe something that is really absurd or laughable

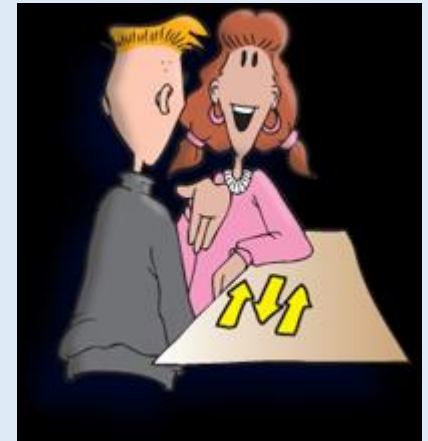
fabulous

an adjective to describe something that is really amazing

Turn to your shoulder
partner and tell them what
our writing focus is.
What is the purpose and
who will our audience be?



1 minute



You are retelling a section of the story from 'Holes'.

Writing Purpose: to entertain
Audience: other children

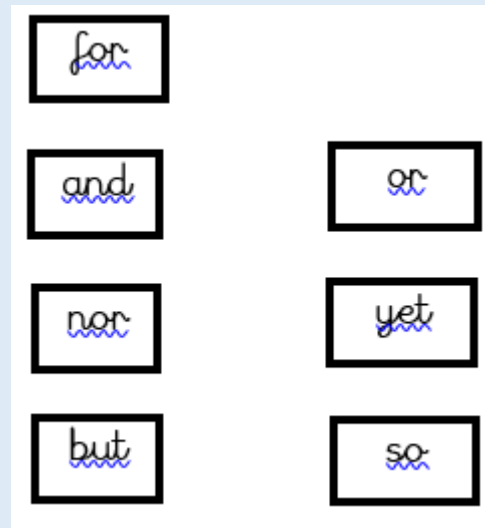
Let's look back at our work, so far we have written two key events.

Share your work with the class, read to class, peer assessment
What did you like about the work how could they make it better.

1. Magnet steals the sunflower seeds.
2. Stanley gets the blame and is taken to the Warden.
3. The Warden strikes Mr Sir with the snake venom.
4. Stanley finds that Zero has dug his hole for him, so Stanley teaches Zero to read.
5. Mr Sir punishes Stanley by not refilling his water bottle.

Coordinating Conjunctions

We will create a paper fan which has 7 sections. On each section write the following letters: F.A.N.B.O.Y.S. Each of these letters represents a different coordinating conjunction. These conjunctions will up level your sentence level work.



Collaborative Learning

With your shoulder partner look at the clause strips and conjunctions, mix and match the strips to notice how the meanings of the clauses change.

How does a clause change depending on the conjunction used?



The children went to the tuck shop

Dogs live in groups called packs

We went to Wales on holiday

The teacher explained the lesson clearly

He stayed out of trouble

Doing your work well means moving up the board

She had neither the time

... bought some fruit.

... they can look after each other.

... for two months.

... some children still could not understand.

... his parents were still unhappy with his report.

... earning Dojo points.

... the energy to redo the work she had lost.

for

and

nor

but

or

yet

so



The Warden's cabin was refreshingly cool, *for* she had two fans and the air conditioning on.

Mr Sir's face had three red welts across it *and* he was writhing on the floor in agony.

Stanley was shocked to discover that Zero had never watched Sesame Street, *nor* had he heard of any nursery rhymes.

Mr Sir knew that Stanley was thirsty, *but* instead of filling his canteen, he spilled the water on the dry ground.

Stanley knew he could tell Zero that he didn't mind teaching him for no reward, *or* he could let Zero dig his hole for him.

Mr Sir looked very frightening and angry, *yet* one of the oboys from the other group still asked him what had happened to his face.

The Warden's cabin was refreshingly cool *so* no wonder she was annoyed at Mr Sir for letting the heat of the outside in.

for is being used instead of *because*

and is combining two independent clauses together here

Task

As a class, or with an adult if you're at home, write the next paragraph - (The Warden strikes Mr Sir with the snake venom.)

he/she/they/it/a character's name

<u>Checklist</u>	
Third person	
Dialogue (using correct punctuation)	
Year 5/6 words	
Chronological (time) order	
Key vocabulary and phrases	

accompany aggressive appreciate
hindrance opportunity

Remember to use the vocabulary and phrases that you planned on the A3 sheet.

A sentence including speech is made up of at least two clauses: *the clause of what they say* and *a reporting clause*.

"I kicked the ball towards the goalie but I missed," said Mr Bates.

"We didn't like the bumper cars nor the big wheel," Nadia told her mum.

The clause showing what they said has been underlined. There is an inverted comma before the first word, a comma after the last word in this clause and a closing inverted comma AFTER the comma. Inverted commas can be called speech marks.

The reporting clause is in **bold**. It only starts with a capital letter if it is the start of the sentence or starts with a proper noun. There is a full stop at the end of this second clause. (Did you notice the coordinating conjunctions?)

Your Task

Continue to transform these sentences into paragraphs. Remember to include some **coordinating conjunctions** (F.A.N.B.O.Y.S.) to make your writing more interesting for your reader. Remember to set out any dialogue (conversations) out correctly too.

Events

1. The Warden strikes Mr Sir with the snake venom.
2. Stanley finds that Zero has dug his hole for him, so Stanley teaches Zero to read.
3. Mr Sir punishes Stanley by not refilling his water bottle.

Ready? Steady? Go write!

Review

Go through the text with your shoulder partner or an adult if you're at home. Have you used coordinating conjunctions correctly?

Tuesday 20th October 2020
L.O. to proof read and edit



Write the words could not as one word, using an **apostrophe**.

The king could not decide which present he liked best.





couldn't ✓

You MUST have the apostrophe in the correct place.

Accept	Do not accept
couldn't	couldn't
couldn't	couldn't
couldn't	couldnt

- Today you will be editing your work in *purple pen*.
- When we edit our work, what do we need to do?
- Why is it important to edit our work?

Let's discuss this as a class or with your adult at home.

Proof Reading and Editing

- You will read your work and make improvements to it.
- check spellings
- up level the vocabulary (use a thesaurus or **your planner**)
- grammar
- dialogue
- full stops, commas, questions marks, exclamation marks
- check your tenses
- third person

Checklist

Third person

Dialogue (using correct punctuation)

Year 5/6 words

Chronological (time) order

Key vocabulary and phrases

Review

Share your retelling with your shoulder partner.

Have you successfully edited your work?

Check against the checklist too.

Thursday 22nd October 2020

L.O. write narrative



Change one word in the sentence below that can be replaced with the word if.

My friend and I ride our bikes to school when the weather is good.



Change one word in the sentence below that can be replaced with the word if.

My friend and I ride our bikes to school if the weather is good.

Today, you will use all the fantastic writing you have completed to write your final version.

Remember to check:

that you are using your best handwriting and presentation, punctuation, grammar and spellings.



What's the point?

We've already
DONE the
work! Why
should we have
to do it
AGAIN?

Good point! That's why redrafting is not about doing the same piece again or just creating a neater version.

A properly redrafted piece of writing should be **transformed** from a rough version into a highly polished final piece.

Ready?

Steady?

Go write!

Review

Working with your shoulder partner, read through each other's work. Choose two things that you really like about their work and one suggestion for improvement.

Friday 23rd October 2020

L.O: to write a rap



Words with the suffix -ous

All of these scrambled words are from this week's spellings. How quickly can you unscramble them?

rosoup bosufaul angersoud souvern cloudirusi



Words with the suffix -ous

All of these scrambled words are from this week's spellings. How did you do?

porous fabulous dangerous nervous ridiculous

As this is *Black Culture Week*, this writing lesson will be dedicated to writing a *rap*!

Rapping essentially involves the speaking or chanting of *rhyming* lyrics, often set to a beat.

The rhyming created by rappers is considered by many to be one of the most sophisticated styles of poetry.

History of Rap

More than a century before rap exploded onto the American music scene, West African musicians were telling stories rhythmically, with just the beat of a drum for accompaniment. Meanwhile, folk artists from the Caribbean Islands were also telling stories in rhyme. These singing poets from Africa and the Caribbean lay the foundation for modern-day American rap music.



Rap Now

- Rap music is listened to by different people all over the world and continues to grow and change.
- It has changed significantly from its origins, some people say for the worse.

- However, some rap artists today produce 'conscientious hip-hop'.
Rapper Akala is a London rapper, poet and journalist. He produces rap with heavily researched facts and important messages. His lyrics often focus on social class struggle and political issues.



To write your own rap, begin with a common topic. You have to know enough about your topic to rap about it. You can choose school, friends or family and it MUST always be in a positive, and school-appropriate way.

Common Topics:

- School teachers, friends, classes
- Sports/Hobbies
- Pets

How to Write a Rap

couplets

Raps are usually written in sets of couplets.

A *couplet* is made up of two lines that rhyme with each other.

Example:

I like tennis, I think it's neat,
It makes me walk to a different beat.

How to Write a Rap

sets

A *set* is made up of two couplets.

Example:

I like tennis I think it's neat,
It makes me walk to a different beat.
Smash the ball right down the court,
I think I am playing the right sport.

Your Task

You can work with your shoulder partner - or family member if you are at home - to write your own rap. You only need to write one set (four lines). If you have time, you can add another set.

Off you go!

Review

Perform your rap for the rest of the class or
for your family if you're at home.

Listen respectfully to other people's raps.

