

## Year 6 English work

Week beginning: 18.04.2020

SPaG: Semi-Colons

<https://www.youtube.com/watch?v=1FifloC0t5A>

## Semicolons

Semicolons are used to separate two main clauses that are closely related to each other, but could stand on their own as sentences.



Question	Answer
<p><b>1a. Which two independent clauses can be joined together with a semi-colon?</b></p> <p>A. Mum had paid the deposit.</p> <p>B. It was the perfect weather.</p> <p>C. I was definitely going on the trip.</p>	
<p><b>2a. Add three semi-colons to the list below.</b></p> <p>My family includes the following: Karen, my mum Andy, my dad Sally, my sister and Toby, my dog.</p>	
<p><b>3a. Which sentence below has used a semi-colon correctly?</b></p> <p>A. Lola slept with the light on she was afraid; of the dark.</p> <p>B. Kelly liked to read at bedtime; her favourite genre was horror.</p>	
<p><b>4a. Put a semi-colon in the correct place to join the two independent clauses below.</b></p> <p>sunil went to the library he'd been going there since he was three.</p>	

## Spellings: Words ending in cious and tious

Go to this website <https://www.bbc.co.uk/bitesize/topics/zt62mnb/articles/zp7dk7h>

Watch the video about this spelling rule.

The suffix or word ending 'ious' sounds like 'shus'. It can change a noun (naming word) or verb into an adjective.

- A **suffix** is a letter or letters added to the end of a word to make another word.
- Adding 'ious' to a noun or verb makes an adjective: 'infect' (verb), 'infectious' (adjective).

Complete each column on a different day to build your understanding of the spelling rule.

	Practise 1	Practise 2	Can spell word
Spelling tip:	<i>If the root word ends 'ce' the 'e' is dropped and 'ious' is added to form the adjective.</i>		
<i>spacious</i> <small>(noun root - space)</small>			
<i>gracious</i> <small>(noun root - grace)</small>			
<i>vicious</i> <small>(noun root - vice)</small>			
Spelling tip:	<i>The 'shus' sound is most commonly spelt as 'cious' at the end of an adjective.</i>		
<i>precious</i>			
<i>delicious</i>			
<i>conscious</i>			
<i>suspicious</i>			
Spelling tip:	<i>The 'shus' sound can also be made using 'tious' at the end of a word. There are few of these.</i>		
<i>infectious</i>			
<i>ambitious</i>			
<i>nutritious</i>			

Each day, learn the words by writing them out 3 times and drawing a coloured bubble around them. This is to help you remember the shape of the word, which helps you then learn the spelling.

e.g.

unicorn

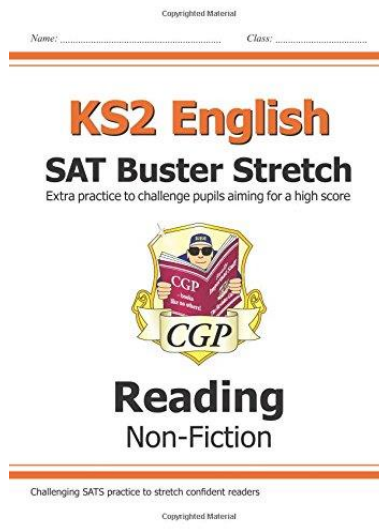
bicycle

Then, write a sentence for each word. E.g.

- The classroom was incredibly **spacious**; there was lots of room for some new draws.
- The birthday cake was **delicious**, so I ate a second portion.

## Reading

- Choose a CGP Non- Fiction reading task from the book that school provided you with and complete this.



## Writing

Write a Biography of someone that you live with for your classmate's to read when you get back to school.

What is a Biography?

- Biographical writing is about someone else's life. It is about a real person but written by someone else.
- A biography highlights the key events that have happened in their life, sometimes talking about their childhood.
- A biography can be written about someone who is dead or alive.

Key features of a Biography.

## The main features of a Biography

- Title - name of biography
- Past tense
- Third Person - he/she/they
- Catchy Introduction - who/what/where/when/why
- Paragraphs
- Life events in chronological order of date
- Time openers and connectives to show this.
- Quotes from others about what they think
- Conclusion - how they will be remembered.

Paragraph	Main Body	Vocabulary	Punctuation
Introduction  See notes below			
Family  See notes below			
Passions and interests.  See notes below			
The last thing that made them laugh.			
Conclusion.  See notes below			

## Introduction

- Your introduction is very important if you want to catch the reader's attention. You might want to use a question as an opener.
- Who is the person? – their name (real name also if their birth name is different)
- How do you know them?
- What interests do they have?
- Where do they live?
- How do they inspire you?

## Family

In this paragraph talk about all the different family members they have.

- What are their parents called?
- Do they have any family members you don't know about? *You may have to research this asking other family members.*
- Did they know their Grandparents, Great-Grandparents or even Great-Great-Grandparents?

Try and find out as much information as possible. If they do not know the answer, then find a family member that does. See how far back you can go.

## Passions and Interests

- What are they the most passionate about?
- What are their main interests?
- What is their favourite TV show?
- What is their favourite film?
- What is their favourite book?
- What is their favourite sport?
- What is their favourite way to relax?

Try to find out as much information as you can. Think of ways to expand on these questions, e.g. If their favourite sport is football, then which team do they support.

## The last thing that made them laugh.

This is a fun one. Perhaps you could expand by asking them their favourite joke.

## Conclusion

To conclude your biography, you should write about the impact the person has had on you.

1. Have they taught you anything?
2. Why will they always be remembered?
3. What are your opinions about them.
4. Is there any aspect of their life that you would like to copy.

## Biography Sentence Starters

At the age of	As a child
When he	A few years later
In her childhood	The following year
Two years later	Sadly
In January 1995	Unfortunately
During	Luckily
While this was happening	As he grew older
From that time	Although
Often he	However
Even though	Once
Eventually	Later
Many times	Early in 2008
Many months later	Soon afterwards
He will be most remembered for	In her final years
Finally	Several months passed
At that time	Her dedication to
Years passed before	After she retired
Shortly before	

LO:- To write a biography by organising my paragraphs around a chosen theme.

1. Success Criteria	I know how to plan my biography by identifying the audience and developing ideas by researching that will suit the reader. I understand that biographies need a wide range of devices to build cohesion I.e Fronted adverbials, Headings and Sub-headings or Bullet points. I can edit my work by ensuring that it is written in the correct tense, all spellings are correct, all punctuation has been added correctly. I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
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Supply PPA CT \_ : \_ TA I Paired Group Concrete

Edit and check your own writing by using online resources, dictionaries and thesaurus' and asking any adults to help you.