

LCP Literacy Homework

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Activity contents

| Literacy Framework unit | | Theme | Activity title | Activity aim |
|-------------------------|---|----------------------|---|--|
| Narrative | Unit 1: Fiction genres; Unit 2: Extending narrative | | Spot the genre | Identify fiction genres from short extracts |
| | | | What are they like? | Describe characters in different ways |
| | | | Dashes | Insert dashes into sentences |
| | | | Conversations | Correctly punctuate dialogue |
| Non-fiction | Unit 1: Biography and auto-biography | Famous scientists | Louis Pasteur | Identify key information and make notes |
| | | | Sir Isaac Newton | Organise notes |
| | | | It's complex! | Identify and separate clauses in complex sentences |
| | | | Pick a prefix | Identify the correct negative prefix |
| | Unit 2: Journalistic writing | The Second World War | Analysing a news report | Label key features of a news report |
| | | | In the news! | Rewrite a letter as a news report |
| | | | Read all about it! | Write headlines for wartime news reports |
| | | | Unstressed letters | Identify unstressed letters in words and think of ways to remember the spellings |
| | Unit 3: Argument | | Is television a good influence on young people? | Identify arguments for and against |
| | | | School dinners: healthy or not? | Insert missing punctuation in a draft article |
| | | | Connect the argument | Select connectives to complete sentences |
| | | | A spelling shortcut for connectives | Sort connectives into compound and non-compound words and practise spellings |
| Revision | Unit 2: Reading and writing non-fiction | | Why do rivers bend? | Sort the paragraphs of an explanation |
| | | | Compiling a glossary | Create a glossary of key words |
| | | | What is the purpose? | Match extracts to non-fiction genres |
| | | | Passive for effect | Change active sentences to passive |
| | Standard English | | Making your point in standard English | Rewrite colloquial speech in standard English |
| | | | Standard English | Identify non-standard English and rewrite |
| | | | British or American? | Compare American and British terms |
| | | | Changing slang | Understand that slang changes over time |
| Poetry | Unit 1: The power of imagery | | A poem of my own | Learn a poem and discuss its imagery |
| | | | Poetic imagery | Identify the effects of images created |
| | | | Simile to metaphor | Re-express similes as metaphors |
| | | | New words for old | Find modern equivalents of archaic words |
| Non-fiction | Unit 4: Formal/ impersonal writing | School dinners | Official language | Recognise official language and rewrite in an informal tone |
| | | | In response | Draft a letter in response to a news report |
| | | | In an argument | Use additional and oppositional connectives |
| | | | Effective editing | Edit a text for spelling, grammar and punctuation |
| Revision | Persuasion | | Teenactive | Draft a promotional leaflet |
| | | | Adverts | Identify key persuasive features in an advert and create own |
| | | | Proverbs | Match proverbs to meanings |
| | | | Sounds right! | Correct misspelt homophones |
| | Journalistic writing | | Genre swap | Rewrite a fairy tale as a news report |
| | | | Thematic paragraphs | Break a text into paragraphs |
| | | | Colons | Add missing colons and commas |
| | | | Prepositions | Add missing prepositions into a text |

LCP Literacy Homework

Year 6

Why set literacy homework?

Homework has been an important issue and area of change in schools in recent years. The Chief Inspector of Schools noted that homework 'is important at all stages of a child's education'. The link between homework and educational achievement is tenuous, and research has not demonstrated improved educational achievement as a result of homework. However, there *is* very clear evidence of a correlation between high-achieving schools and schools spending time on home-learning activities. Successful use of homework is about more than giving children practice. It is about getting parents involved with the curriculum, setting high expectations and developing in children, and parents, a sense of achievement, responsibility, commitment and pride in their work.

This is particularly true in literacy. There is a great deal of evidence that parental participation in school literacy activities, such as reading with children and completing set tasks, improves children's overall attainment, even where parents or carers do not speak or read English. The major gain may be in improving the depth and quality of children's and parents' involvement in literacy. This is the focus for *LCP Literacy Homework*, and why these homework sheets are designed to be completed *with* a parent or other adult.

Setting and marking homework effectively

Home activities should be regular and frequent. We recommend that children read on most days and do a literacy activity at least once a week. It helps parents and children if such an activity is given on the same day every week and followed up in school on the same day every week. You can give out paper copies of the homework activities provided on this CD-ROM and put them up on the school website.

Home activities should support and extend work done in school. They are not a replacement for school activities. We suggest that homework in Year 6 should be set with groups of children to follow up work done in school. It is a good idea to go through an activity sheet with the class or group when you send it home, as this allows children to get in mind what has to be done. You can also use this session to differentiate, perhaps by reading material with children before they take it home or asking some children to do a modified task.

It is important to children and to their parents and carers that you follow up activities done at home. However, it would not be a good use of teacher time to mark each child's homework individually, nor is it the best way to share children's ideas. This is especially true of comprehension activities, where most of the work is not visible. The best class follow up is to remember and discuss thoughts and responses.

We recommend using an interactive whiteboard to review an activity sheet and discuss different responses with a group or class. By sharing their sheets on the board, children will be helped to remember what they did with their parents and will be able to talk about it.

The role of *LCP Literacy Homework*

Government advice suggests that homework is most effective when:

- it is carefully planned and structured;
- it is consistent across the school;

- there is a regular programme of activities;
- parents and children are clear about what they need to do;
- there are high expectations.

LCP Literacy Homework is designed to help teachers achieve these aims. The activities provided on this CD-ROM:

- are planned and structured to address the demands of the new Primary Framework;
- set high expectations;
- build from Year 1 through to Year 6, addressing the differing priorities of each key stage (in Year 6 this includes narrative, plays, non-fiction and poetry based on a range of Year 6 topics, plus a revision unit);
- are patterned and clearly structured for ease of use;
- give clear instructions and advice for parents and children (parental guidance sheets can be customised for your school);
- are easily set and marked using an interactive whiteboard;
- involve children in self-assessment, building a sense of achievement right from the start.

Using *LCP Literacy Homework*

The activity sheets on this CD-ROM are structured around the narrative, non-fiction and poetry blocks of the new literacy Framework. The content comes from common Year 6 fiction and non-fiction themes. The activities are designed to support work done across the curriculum as well as in literacy teaching.

The activities follow the main literacy priorities in Year 6 and are designed to be used flexibly. They are intended to be used *with* an adult: it would be pointless for the child to do them alone. Much of the learning is in the interaction.

Each activity sheet has a clear focus and advice to the adult as well as the child. There are four main types:

- Understanding and engaging with texts;
- Shaping texts;
- Sentence structure and punctuation;
- Spelling.

Each unit contains a mixture of the activity types.

Activities on **understanding and engaging with texts** focus on comprehension by asking children to read, with the help of an adult, and respond to the text. This may involve making notes, identifying text features, answering questions or offering an opinion or response.

The activities on **shaping texts** focus on understanding how texts work, at grammatical and structural and organisational levels, and on creating texts.

The **sentence structure and punctuation** activities address common grammatical or punctuation issues relevant to the text type.

Spelling activities address the spelling rules and patterns children will be learning this year.

In addition, we have provided a simple 'look, cover, write, check' sheet to use as a visual tool to reinforce the sight words.

Generic writing frames for reviewing a story or planning a talk, for example, have also been provided. You can adapt these to suit particular topics or children.

Each homework sheet has a section at the bottom for self-evaluation. This simple introduction to self-assessment encourages children to reflect on their work, making it more memorable and so easier to discuss later. It prompts them to recognise the effort they have put in and reinforces their satisfaction in completing a task. You could encourage parents and carers to record this in a homework log.

Parental advice sheets

A key role of homework is to involve parents and carers in the curriculum and the learning of their children. For this reason, *LCP Literacy Homework* includes a number of parental advice sheets. These are designed to be distributed to parents early in each school year to remind them of the purposes and patterns of homework. We suggest distributing first the sheet entitled 'Reading with your child', and using the bookmarks to offer guidance appropriate to each book. The bookmarks can be copied on to coloured paper and cut up to put into the books of individual children. This is a quick and easy way to guide parents on books of different levels.

The parental advice sheets give brief but specific guidance about each type of activity as well as the most important activity of all, reading with the children at home. These sheets can be given out when the children take home the first activity of each type, or used at your discretion through the year, to support parents in working with their children.

Customising *LCP Literacy Homework* for your school

On the parental advice and activity sheets, the LCP logo can be replaced by your school name and/or logo if you wish.

In addition to adding the school name or logo, you may want to change or add to the information on the parental advice sheets. It is worth doing this to ensure that families get the most accurate and up-to-date information about your school policies and teaching techniques.

We also recommend that you upload these amended parental advice sheets, along with some home activity sheets, on to the school website where parents can access them.

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'Sea fever' is reproduced by The Society of Authors as the literary representative of the Estate of John Masefield.

Name: _____

Note for adults

Help your child to build an argument or case for something by carefully joining clauses and sentences.

In an argument

- Choose connectives to join the clauses or sentences.

and as well as in addition furthermore also

I want some meat _____ I want some vegetables.

She believes that nutrition is important. _____ that it is no accident.

It is important to eat well. _____ it is important to look after yourself.

They liked to eat. They _____ liked to drink.

Food is a popular subject. _____ it is one frequently written about.

Name: _____

Year 6

Non-fiction Unit 4

Sentence structure and punctuation

- To show both sides of an argument, contrast two views.
- Use *contrastive* or *oppositional connectives* to complete the sentences.

whereas but on the other hand alternatively
to counter that against that instead although
by contrast however despite this nonetheless

On the one hand, food is good for us.

_____, too much makes us overweight.

I like meat _____ I think it is boring
without vegetables.

The butcher says meat is the best food _____
the fishmonger holds a different view.

There is a good case for packed lunches. _____
the food might go bad in the lunchbox.

I have a school lunch every day. _____
I am really hungry when I get home.

Mrs Bates wants us to stay for school dinner.

_____ Larry's mother thinks we should go home.

Self-evaluation

How hard I worked:

