

Home Learning Pack



Oak Class



Use this pack to support home learning when you are at home and are awaiting a COVID-19 test and it's result. Please note, this is home learning and so it will involve some support from a parent. There is enough work in here for several days, should you be off long term then we will move you onto phase 2 home learning, which your teacher will deliver via Teams (or another method), please speak to them directly.

Inside you will find a list of activities that we feel will be useful for your child to complete during home learning. They can be completed in any order.



Overview of Home Learning

In this pack you will find the following things:

- An English writing project, this is age appropriate and is designed to support your child's writing. They may need some support with instructions and reading at times, but they should be quite independent with it. They can work through the pack entirely at their own pace, they can also often change the order the activities.
- Maths activities that will support your child with their key skills in maths. This could be in the form of online learning using the links below, or it could be in the form of signposts to other useful resources online or some worksheets in the pack. It will be learning which is important at this stage of their learning.

- www.sumdog.com
- www.trockstars.com

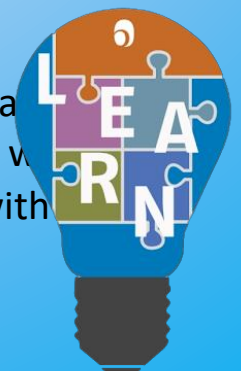
For both these sites your child will need their login details. Should they not have these then just email school and we will send you them.

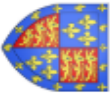

- A grid with some cross curricular ideas about some more independent home learning that they should look to complete.
- Anything else your child's teacher thinks is suitable.
- ***The Oak National Academy is an amazing free resource of lessons and activities for all ages of children. Do take a look and see what you and your child want to learn about, as you will find so much extra on there if you need it. <https://classroom.thenational.academy/>***

Should you have any questions or concerns then please email office@westwittering.w-sussex.sch.uk who will pass your email onto the appropriate member of staff.

We would suggest that when home learning you map out a timetable for the day as this does support children to help with learning. Also that you complete it at a proper table and with minimal distractions.

Good luck



<p>Knights wore a 'family crest' so they could be easily recognised. Design, draw and colour your own family crest or coat of arms.</p> <p>Think carefully about the best way to depict your family.</p> 	<p>Use the informative 'Mary Rose' website to find out about how this ship sunk and how, many years later, it was raised:</p> <p>https://maryrose.org/</p>	<p>Follow the link to watch a video all about the life of William Shakespeare:</p> <p>https://www.youtube.com/watch?v=bCdqPEQhlic</p> <p>Try and complete the similes mentioned in the video.</p>	<p>The Tudors were very keen on exploring the world and finding out what was beyond the shores of Great Britain. Two famous Tudor explorers are Sir Francis Drake or Sir Walter Raleigh.</p> <p>Find out about one of these explorers. Where did they travel to? How did they get there? Who did they travel with?</p>
<p>Get comfortable and listen to an audio clip about life in Tudor England. There are ten to choose from:</p> <p>https://tinyurl.com/yc6zgttz</p>	<p><u>The Tudors</u></p> <p>As we are looking at the Tudors this term, these activities are all based around this period of history.</p> <p>You can pick and choose which activities you do and if you have your own ideas, linked to The Tudors, please take your learning in any direction that interests you.</p> 	<p>Use the Origami Club website to make a rose in the style of a Tudor rose.</p> <p>https://en.origami-club.com/flowers/rose/index.html</p>	
<p>Watch 'Horrible histories' on iPlayer. Series 3, episode 6 has many facts about the Tudors but lots of the episodes include sketches on the Tudors.</p>	<p>Create a quiz to share with the class based on an aspect of Tudor life, for example on:</p> <p>Tudor clothes Tudor houses Tudor food.</p>	<p>Research Tudor houses and use any old boxes, kitchen rolls or other 'junk' to create a model of a Tudor house.</p>	
<p>Research Tudor food.</p> <p>Write out a Tudor recipe and create the dish yourself. Don't forget to take a picture of your finished creation.</p>	<p>Use the link to make and draw your own 'pop up' Mary Rose:</p> <p>https://tinyurl.com/y3spn89</p>	<p>Use the internet to search for pictures by the artist Hans Holbein. Look at his style carefully and draw a picture of yourself or a family member in this style.</p>	

Links to Maths

Our first unit in Maths this term is about place value, extending our understanding of numbers up to a million.

What is Place Value?

Place value is the **value** of each digit in a number. For example, the 5 in 3450 represents 5 tens, however, the 5 in 25,106 represents 5 thousands. It is important that children understand that whilst a digit can be the same, its **value** depends on where it is in the number.

To ensure children have a secure understanding of place value, it is important they can:

- Represent numbers in different ways using place value grids, part-whole models and number lines
- Compare and order numbers using symbols such as $<$ and $>$
- Round numbers to the nearest 10, 100 or 1,000
- Counting in 10s, 100s, 1,000s, 10,000s and 100, 000s
- Explore negative numbers and their position on a number line

Below is a link to relevant lessons on the Oak Academy, these will consolidate your child's understanding of place value. Choose any of the lessons from the link below, there are 15 lessons in total:

<https://classroom.thenational.academy/units/reasoning-with-large-whole-numbers-2bf7>

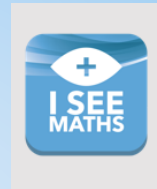
Have Fun with Maths

We play lots of games in our Maths lessons at school and regularly apply our learning to problem solving activities or challenges.

Below are links to websites to access a range of games, problem solving activities or challenges that you can play at home:

- I See Maths

<http://www.iseemaths.com/maths-games/>



- NRICH

<https://nrich.maths.org/13786>



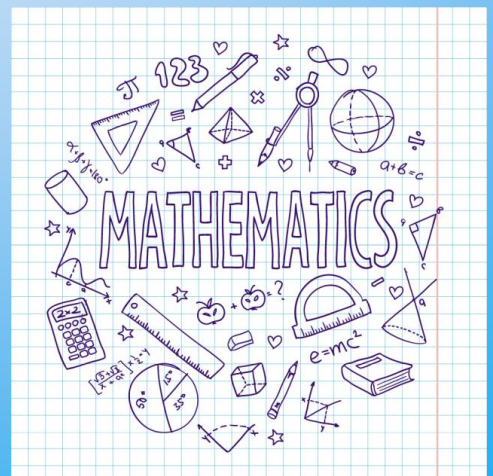
- Top Marks

<https://www.topmarks.co.uk/Search.aspx?AgeGroup=3>



- Third Space Learning

<https://thirdspacelearning.com/blog/fun-maths-games-activities-for-kids/>



Links to Spelling

Below is a link to the Oak Academy, looking at the spelling patterns and rules we will be learning in class.

<https://classroom.thenational.academy/subjects-by-key-stage/key-stage-2/subjects/english-spelling>

You may wish to practice words from the **Spelling Word Lists** for Year 3 and 4 or Year 5 and 6. Choose words you find tricky and learn to spell these words accurately, remember you can be as creative as you like.

https://cdn.oxfordowl.co.uk/2019/08/29/13/54/08/76f1443d-9b6d-4030-be0d-25fcfef01438/SpellingWordList_Y3-4.pdf

Spelling word list for Year 3 and Year 4

100 words that children in England are expected to be able to spell by the end of Year 4 (age 9). How many can you spell?

accident(ally)	disappear	interest	pressure
actual(ly)	early	island	probably
address	earth	knowledge	promise
answer	eight/eighth	learn	purpose
appear	enough	length	quarter
arrive	exercise	library	question
believe	experience	material	recent
bicycle	experiment	medicine	regular
breath	extreme	mention	reign
breathe	famous	minute	remember
build	favourite	natural	sentence
busy/business	February	naughty	separate
calendar	forward(s)	notice	special
caught	fruit	occasion(ally)	straight
centre	grammar	often	strange
century	group	opposite	strength
certain	guard	ordinary	suggest
circle	guide	particular	surprise
complete	heard	peculiar	therefore
consider	heart	perhaps	though/although
continue	height	popular	thought
decide	history	position	through
describe	imagine	possession(s)	various
different	increase	possible	weight
difficult	important	potatoes	woman/women

Pyramid Writing

"Pyramid write" your spelling words. You must write neatly!
 *Example: home h
 ho
 hom
 home

Create an Activity

Can you think of a really fun way to practice your spelling words?
 Then go for it!
 Be sure to explain your activity so that I can share it with the class!

ABC Order

First write your spelling words in a list. Then write them in ABC order.
 For an extra bonus, write your words in reverse ABC order!

Story, Story

Write a story using ALL of your spelling words. Be sure to underline your spelling words in your paragraph.
 You may type your story and email it to me if you like!

https://cdn.oxfordowl.co.uk/2019/08/29/13/56/09/5a42eb6a-f57f-4dc4-a66e-bd4c5e27e4b7/SpellingWordList_Y5-6.pdf

Rainbow Write

First write each word in pencil. Then trace over each word three times. Each time you trace, you must use a DIFFERENT colour crayon. Trace neatly and you will see a rainbow!

Silly Sentences

Write silly sentences using a spelling word in each sentence. Please underline your spelling words! Write neatly!
 Example: My dog wears a blue and purple dress when he takes a bath.

Hidden Words

Draw and color a picture. Hide your spelling words inside your picture.
 Show your picture to someone and see if they can find your hidden words!

Backwards Words

Write your spelling words forwards and then backwards. Write neatly!
 Example: where erehw

Spelling word list for Year 5 and Year 6

100 words that children in England are expected to be able to spell by the end of Year 6 (age 11). How many can you spell?

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

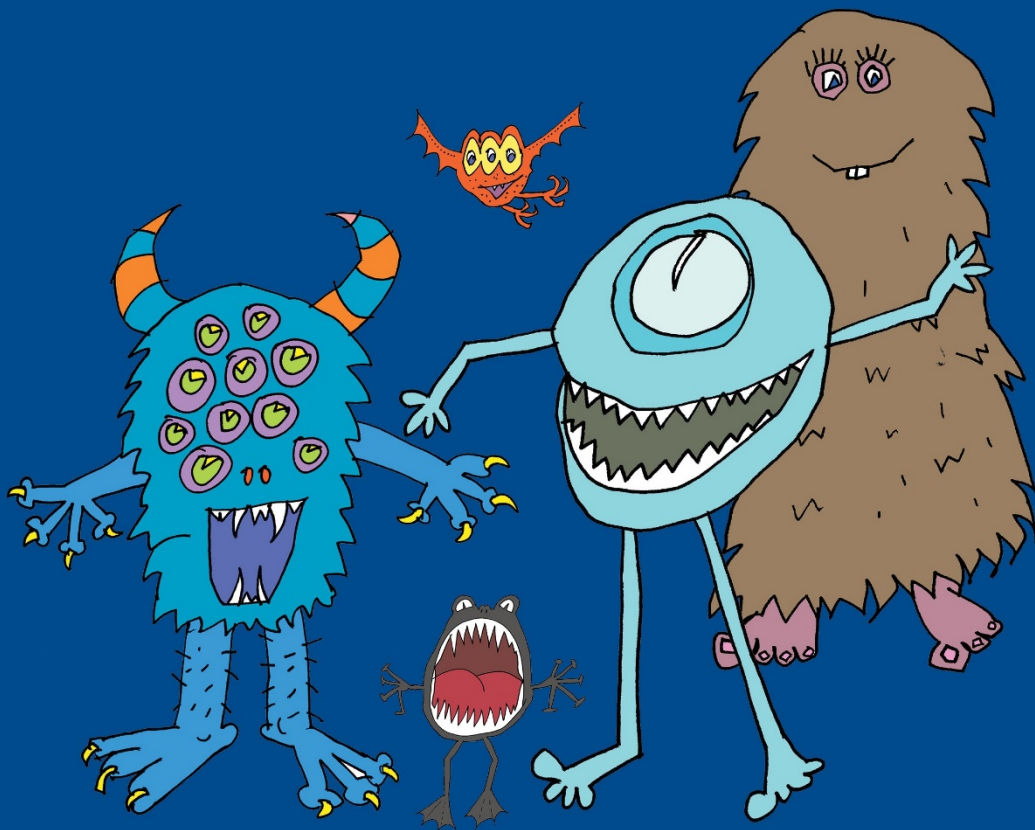


TalkforWriting™

Talk for Writing Home-school booklet

Monsters

by James Walker



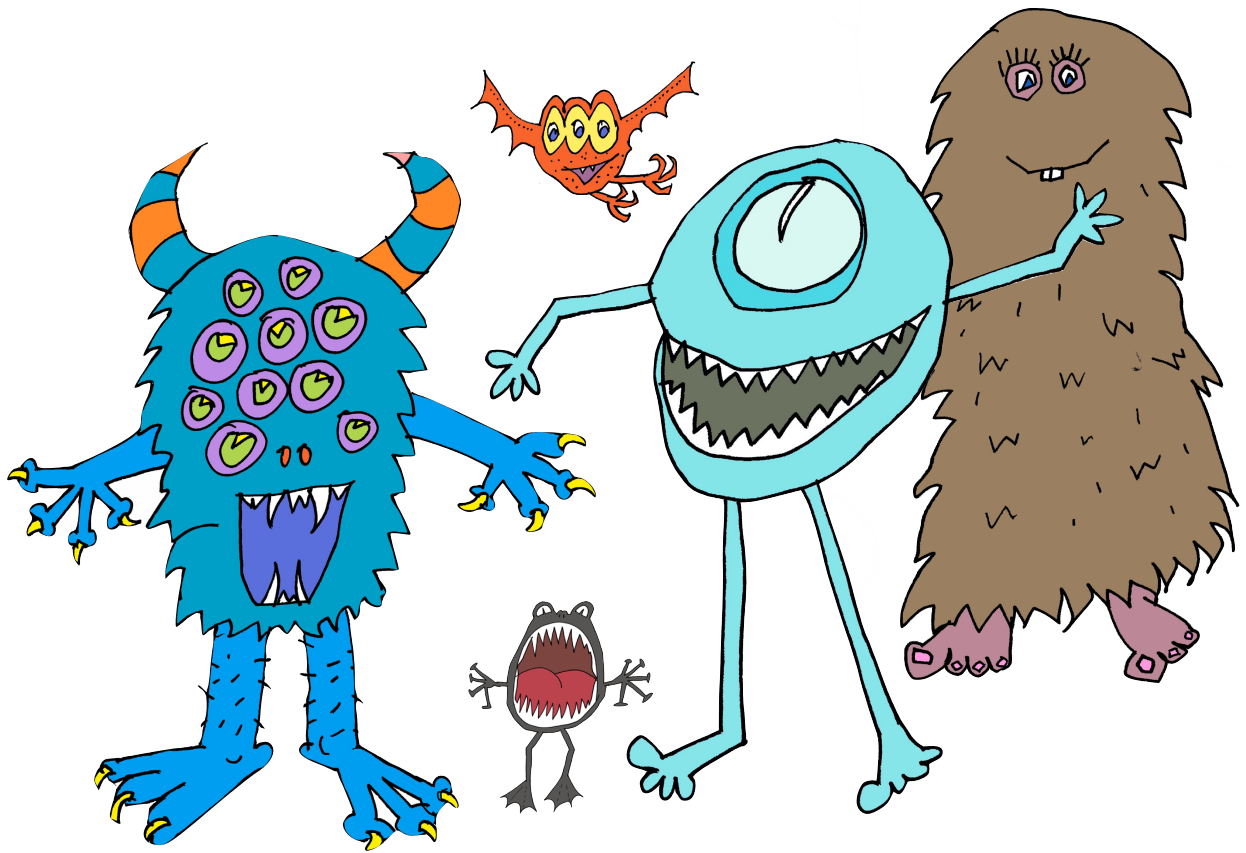
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www.talk4writing.com





Monsters

A workbook
by James Walker



Professor Behemoth's Monsterology



World famous monster expert Professor Behemoth is putting together a **Monsterology** of different types of monsters and beasts. He has spent years researching all sorts of weird and wonderful monsters and has a wide variety for his encyclopedia. Your job, in this booklet, is to provide the professor with another entry for his book; you'll have to use your imagination unless you have actually seen a monster!



Information with a touch of 'faction'

In this workbook, we are going to be writing an information text about a made-up monster or beast. Even though this is a non-fiction genre of writing, we can still be inventive and creative. I like calling it **FACTION** when teaching it (the form fits information about facts but the content is fiction).

To get us started, here is a model of a fictional information text about swamp monsters. As you are listening, you might want to think about which type of monster you will write about. Have a read below and then listen to me read it aloud here:

<https://soundcloud.com/talkforwriting/swamp/s-28ED2KJCK6n>



Swamp Monsters

Do you ever wonder what might be lurking in the murky swamps of our world? Rumour has it that the fabled swamp monster is not just a creature mentioned in myth and legend but it actually exists! Now is your chance to find out all that has been discovered about this unique being.

Swamp monsters are rumoured to inhabit the most remote and humid swamps of the Amazon rainforest. Living in total solitude, it is believed that there is, perhaps, only one swamp monster on our planet, making it a mystery how they reproduce. Dr Patrick Thurston - world renowned monsterologist from Bristol University - could perhaps be the only living person ever to see this magnificent creature: "You cannot believe the pure majesty of the swamp monster. They seem as if they are 'one with the swamp' living in pure harmony with their habitat."

Swamp monsters don't just live in swamps they resemble them. Being experts in camouflage, they are indistinguishable from their environment. Their bodies are made from this environment: limbs of gnarled branches, incredibly long fingers and glowing, iridescent hair which changes colour to match their mood. The most incredible thing about a swamp monster is that they have translucent breathing tubes meaning they can stay underwater indefinitely but continue to breathe.

Have you ever wondered what a swamp monster eats? Their diet consists of herons, rats and even alligators which they hypnotise with their ever-staring, haunting eyes. Transfixed, any animal is helpless to the swamp monster who squeezes the life from them with its lean, powerful limbs. The swamp monster's tongue has the ability to taste the air; this allows it to identify when its prey is close by.

If you are now tempted to try and spot a swamp monster, we advise extreme caution! This beautiful but deadly creature should be left in solitude to be studied only by experts trained in monsterology.

Activity 1: Match the vocabulary to its definition

You might not know all of the vocabulary that is in our model text. Don't worry as this activity will help! Match the word to the correct definition and then check at the end of the booklet to see if you have them all right.

Word	Definition
myth	not distinguishable
translucent	the state of living alone in seclusion
indistinguishable	agreement or harmonious relations
resemble	displaying lustrous colours like those of a rainbow
renowned	a traditional or legendary story
majesty	rugged, bent, twisted or weather-beaten
iridescent	to be like or similar to
harmony	permitting light to pass through but any objects on the other side are not clearly visible
gnarled	to hold motionless with amazement
solitude	supreme greatness
transfixed	to be celebrated or famous

You could magpie some of these words and use them in your own writing later on.



Activity 2: Underlying pattern of information texts

Let's go back to the model text. I have picked out the underlying pattern for you by boxing up the structure for you; this will help guide your writing.

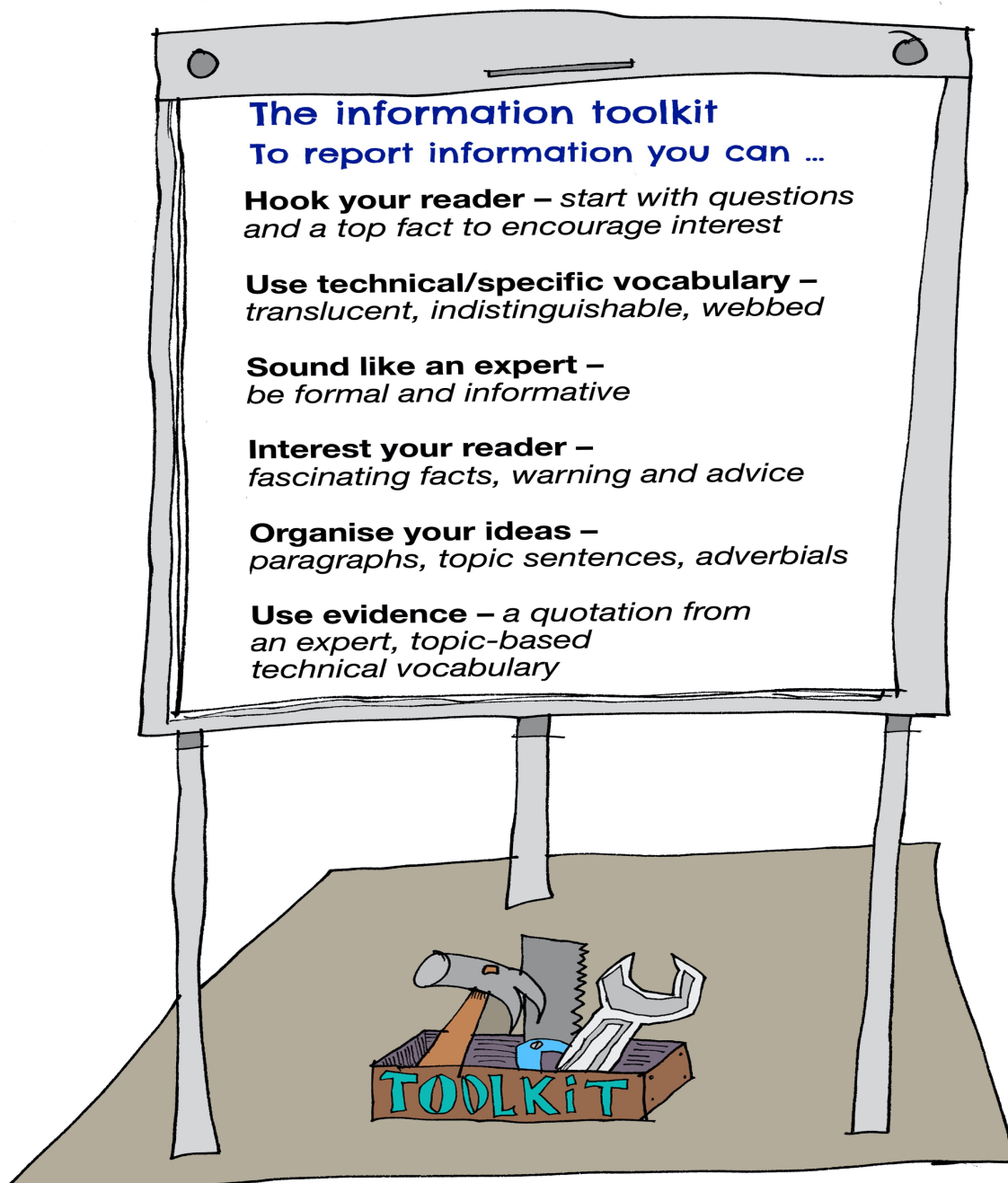
Remember this is just a guide and, if you are confident, you could add in extra paragraphs, different sections, diagrams etc.

Title	Swamp Monsters
<p>Opening hook – to make the reader interested in finding out more. Fascinating fact for interest</p>	<p>Do you ever wonder what might be lurking in the murky swamps of our world? Rumour has it that the fabled swamp monster is not just a creature mentioned in myth and legend but it actually exists! Now is your chance to find out all that has been discovered about this unique being.</p>
<p>Habitat Information about the area the creature lives in</p>	<p>Swamp monsters are rumoured to inhabit the most remote and humid swamps of the Amazon rainforest. Living in total solitude, it is believed that there is, perhaps, only one swamp monster on our planet, making it a mystery how they reproduce. Dr Patrick Thurston - world renowned monsterologist from Bristol University - could perhaps be the only living person ever to see this magnificent creature: "You cannot believe the pure majesty of the swamp monster. They seem as if they are 'one with the swamp' living in pure harmony with their habitat."</p>
<p>Appearance Information about what the creature looks like including evidence</p>	<p>Swamp monsters don't just live in swamps they resemble them. Being experts in camouflage, they are indistinguishable from their environment. Their bodies are made from this environment: limbs of gnarled branches, incredibly long fingers and glowing, iridescent hair which changes colour to match their mood. The most incredible thing about a swamp monster is that they have translucent breathing tubes meaning they can stay underwater indefinitely but continue to breathe.</p>
<p>Diet Information about what the creature eats</p>	<p>Have you ever wondered what a swamp monster eats? Their diet consists of herons, rats and even alligators which they hypnotise with their ever-staring, haunting eyes. Transfixed, any animal is helpless to the swamp monster who squeezes the life from them with its lean, powerful limbs. The swamp monster's tongue has the ability to taste the air; this allows it to identify when its prey is close by.</p>
<p>Warnings and advice to the reader</p>	<p>If you are now tempted to try and spot a swamp monster, we advise extreme caution! This beautiful but deadly creature should be left in solitude to be studied only by experts trained in monsterology.</p>

Activity 3: Let's look at the toolkit



Before we start thinking about our own ideas for our monster, we need to look closely at the text and see what writing tools/tips/tricks the author has used so we can do the same in ours. Here is a toolkit I have made for writing information texts.



Activity 4: Formality



You might have heard your teachers talking about ‘being formal’. The best way to explain it in this type of writing is to: **SOUND LIKE AN EXPERT.**

Imagine you are David Attenborough narrating a TV show or your writing will feature in a non-fiction book from the library. We don’t need to make our reader laugh, persuade them or in fact give any opinion at all. Our main job is to give information as precisely as possible.

Here are two texts. Spot which is formal and which is informal!

- 1) Swamp monsters have a proper rancid diet. They love to eat all sorts of weird and unusual stuff like slugs - uuurrrggghhh! Also, they glug down the dirty swamp water by the gallon!
- 2) It has been discovered that swamp monsters have an unusual diet. In the main, these creatures are known to consume only gastropods. In addition, they have a preference for water from their swamps as it contains essential minerals.

Which one is **informal** and why?

Which one is **formal** and why?

Now decide whether these are formal or informal sentences?

- ★ I really want you to come to my party – please come!
formal/informal
- ★ Henry VII didn’t like his wife – he chopped off her head!
formal/informal
- ★ The teacher-pleaser machine is a state-of-the-art contraption.
formal/informal
- ★ Your presence is requested at the Queen’s celebration.
formal/informal
- ★ At 6:00pm on the 24th December Mr Jones was arrested by the police and detained at the local police station.
formal/informal

Challenge: can you re-write each sentence the other way round so the formal ones become informal and the informal ones become formal!

Activity 5: Topic sentences

You might have noticed that the model text does not have sub-headings. Instead, in Year 6, we can use TOPIC SENTENCES. These are like little introductions to the paragraph allowing you to add more detail than you would in a simple heading.

Examples from our model:

Swamp monsters don't just live in swamps they resemble them.

This topic sentence introduces our APPEARANCE paragraph

Have you ever wondered what a swamp monster eats?

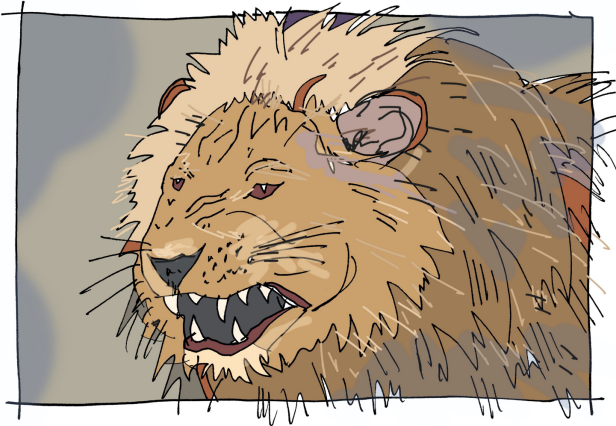
This topic sentence introduces our DIET paragraph and uses another question to interest the reader.

Swamp monsters are rumoured to inhabit the most remote and humid swamps of the Amazon rainforest.

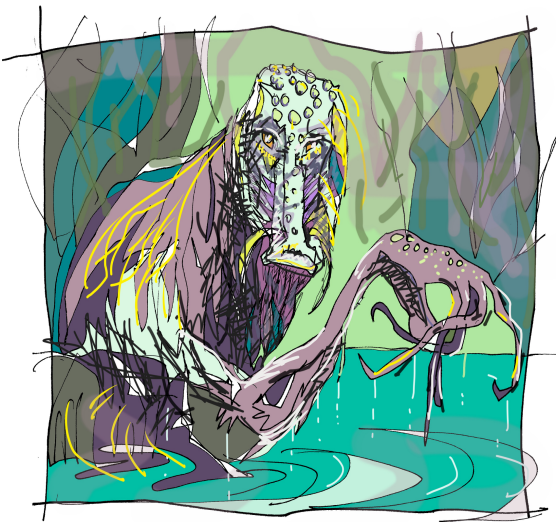
This topic sentence introduces the paragraph which is about DIFFERENT SPECIES and HABITAT.



- ★ Use these examples to have a go at writing some topic sentences of your own for the topics below



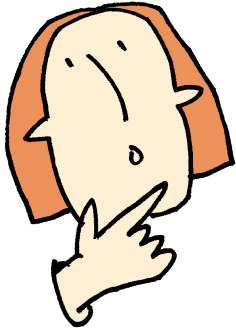
Topic sentences for the appearance, diet and habitat of a lion:



Topic sentences for the habitat, diet, and appearance of a swamp monster:

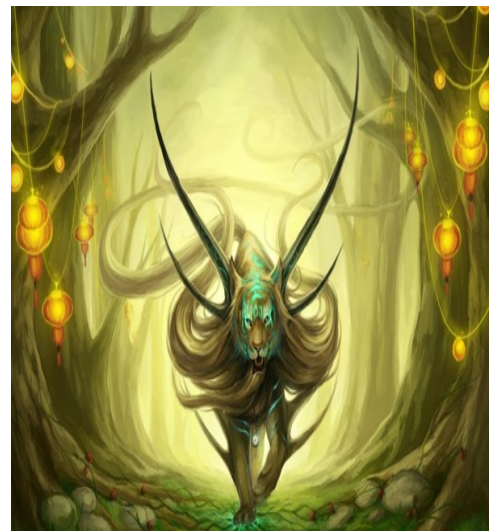
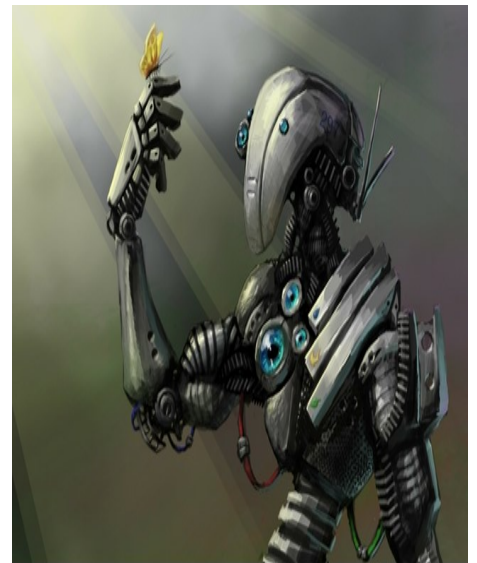


Topic sentences for the appearance, powers, enemies or abilities of a storm giant:



Activity 6: New ideas

Now comes the fun part! You need to write an information text about a monster beast for Professor Behemoth's Monsterology. The choices are endless and I am sure that you already have an idea about what you might do but here are some pictures that might inspire you.



★ Coming up with ideas! I have given you a few ideas for what your different paragraphs could be about below and I am sure that you can think of others. Use the space to get as many ideas down as you can or use separate paper

Appearance

-
-
-
-

Diet

-
-
-
-

Habitat

-
-
-
-

Abilities

-
-
-
-

Friends/Enemies

-
-
-
-

Weapons/Powers

-
-
-
-

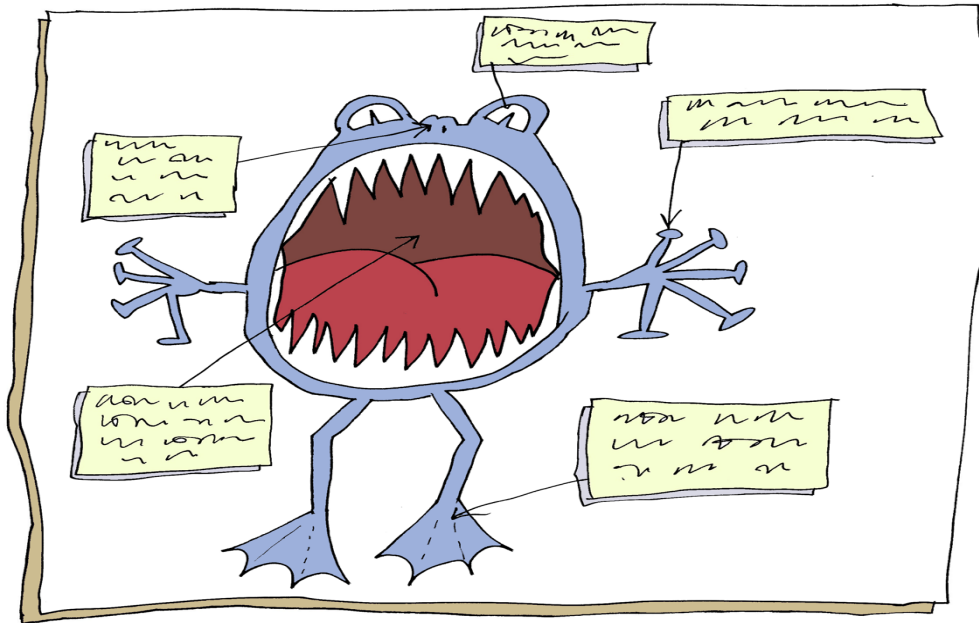
Quotations from an expert

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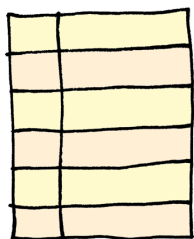
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Activity 7: Draw your monster



To help you get a real picture of what your monster is like, have a go at sketching them.

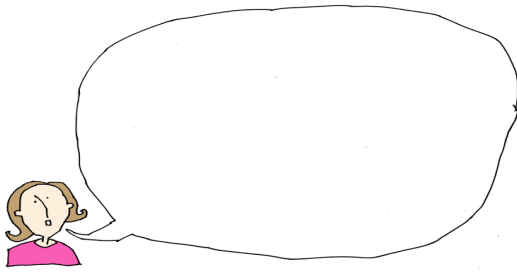
Activity 8: Planning



Now we are going to organise our ideas into a box-up planner to help structure your writing. Remember you can pick different topics than appearance, habitat and diet and also you can have your quotation in a different section. I have left the right-hand column blank as you might want to have 2, 3, 4, 5 or 6 different sections so draw your own lines!

Structure of monster information text	Your ideas
Title of monster	
Opening hook – to make the reader interested in finding out more. <i>Fascinating fact for interest</i>	
Habitat <i>Information about the area the creature lives in</i>	
Appearance <i>Information about what the creature looks like including evidence</i>	
Diet <i>Information about what the creature eats</i>	
Warnings and advice to the reader	

Activity 9: Talk your plan through



It is really important to have a good read through your plan to make sure that it makes sense. Why not read it aloud to someone in your house and see if they have any suggestions for how to improve it.

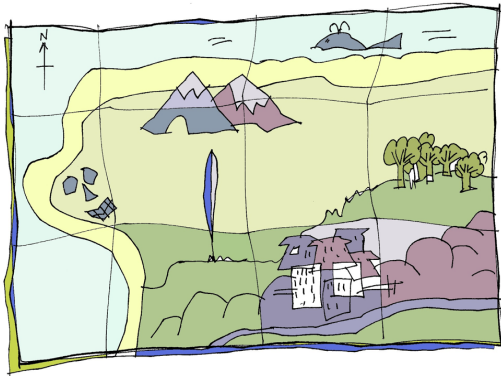
Activity 10: It's time to write your monster report

To help you with your writing, you have lots of different things to help you:

- ✓ The original text about monsters
- ✓ The toolkit for reporting information
- ✓ Your ideas page
- ✓ Your diagram
- ✓ The vocabulary we learned from the model
- ✓ And most importantly, your plan

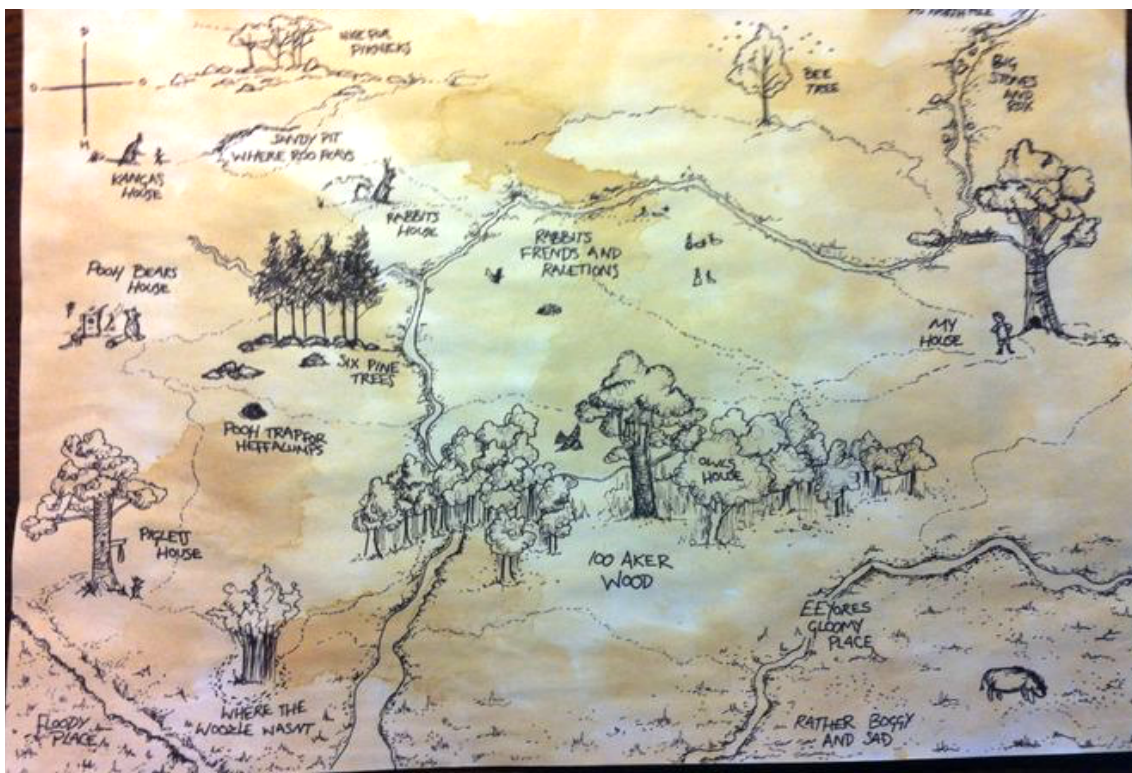
Draft your ideas on one piece of paper and edit it so you really like the words you have chosen. Read it through again to check spelling and punctuation and then write your final draft.

Activity 11: Draw a map of your monster's land



One of my favourite things about reading children's books is when you find a map right at the beginning of the land in the story. I keep referring to the map as they talk about the different locations and settings in the story. I am sure that you have done the same. I thought it would be a great idea for you to design and draw your own map of where your giant lives.

- ★ Step 1: draw the outline of your map
- ★ Step 2: fill in the landmarks: trees, rivers, boulders, mountains, volcano, cities, sea, swamps
- ★ Step 3: make up names for the different areas of your map
- ★ Step 4: stain the map to make it look old by using a used (and cool) tea bag to turn the paper brown. You don't need to get it that wet for it to change colour
- ★ Step 5: When it is dry, cut or rip the edges of the paper to make it look old and worn. A small hole in the middle of the map can look great



Activity 12: Giving feedback

An important part of writing is giving feedback to the writer. Normally, in school, this is probably done by your teacher and sometimes by other children in your class. Read my paragraph of information writing underneath.

Correct up any errors and then leave me some feedback based on the toolkit from earlier in the booklet. Is it formal enough? Is there a topic sentence? Is it interesting? Does it engage the reader?



Diet:

Ogres clubs there pray to death and then feast on the carcasses. Many ogres keep the bones and use them to festoon their caves; skulls being their main bone of choice! Disgusting isn't it. Their favourite thing to eat are definitely otter or beaver cub's which they cruelly take from their mothers.

Feedback:

Activity 13: Extension writing choices

- ★ You are not finished yet! There are lots of different bits of writing you could do if you are enjoying this unit:
- ★ Write another report about a real animal (lion, great white shark)
- ★ Write another report about a different beast (vampire, ogre)
- ★ Write a fact-file for your monster
- ★ Write a newspaper report about a monster on the loose
- ★ Write a set of Instructions for How to Trap a Monster
- ★ Write a discussion text like Should Monsters be Allowed to Live on Earth?

Activity 14: WANTED Poster

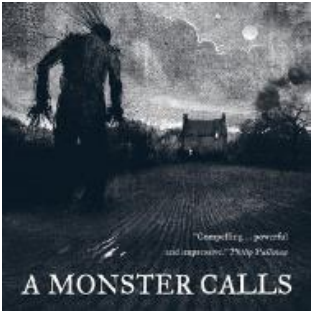

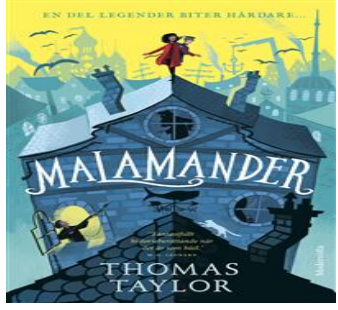
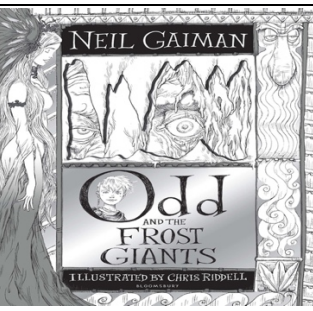

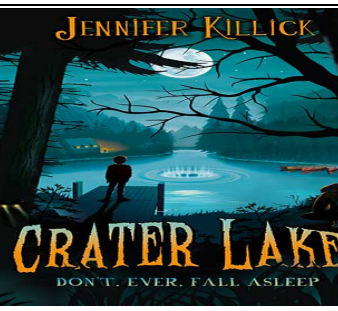
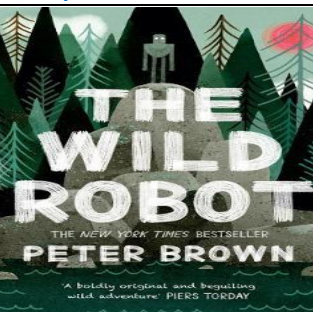
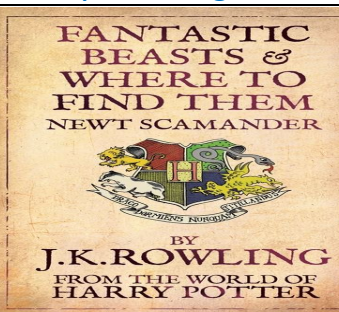
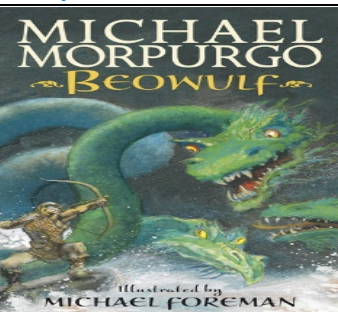
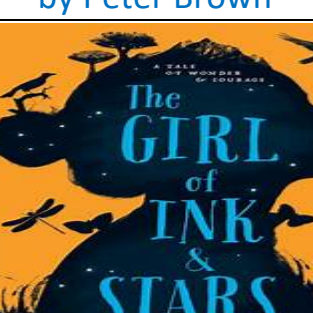
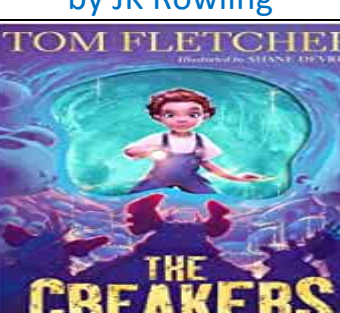
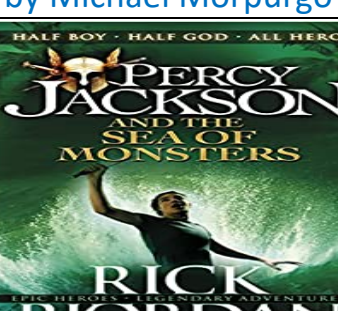
Imagine the monster or beast you have written about is on the loose! Design a WANTED poster calling on the public to help hunt down and capture them before it is too late. You might want to include:

- ★ A reward
- ★ Who to contact if they see the monster
- ★ What the monster has done – why they are dangerous
- ★ Where they were last spotted



Book recommendations

Below are books that I would recommend for Year 6 that feature a monster or a beast. If you have read some of them, why not do a book review?

 <p>A Monster Calls by Patrick Ness</p>	 <p>SKELLIG David Almond</p> <p>DAVID ALMOND IS A VERY SPECIAL WRITER. ONE OF THE BEST NOVELS PUBLISHED IN THE LAST TWENTY YEARS.</p> <p>Skellig by David Almond</p>	 <p>EN DEL LEGENDER BITER HÅRUAAR... MALAMANDER THOMAS TAYLOR</p> <p>Malamander by Thomas Taylor</p>
 <p>NEIL GAIMAN Odd and the Frost Giants Illustrated by Chris Riddell</p> <p>Odd & the Frost Giants by Neil Gaiman</p>	 <p>THE IRON MAN Ted Hughes Illustrated by Chris Mould</p> <p>The Iron Man by Ted Hughes</p>	 <p>JENNIFER KILLICK CRATER LAKE DON'T EVER FALL ASLEEP</p> <p>Crater Lake by Jennifer Killick</p>
 <p>THE WILD ROBOT THE NEW YORK TIMES BESTSELLER PETER BROWN A boldly original and beguiling wild adventure PERS TORDAY</p> <p>The Wild Robot by Peter Brown</p>	 <p>FANTASTIC BEASTS & WHERE TO FIND THEM NEWT SCAMANDER BY J.K. ROWLING FROM THE WORLD OF HARRY POTTER</p> <p>Fantastic Beasts & Where to Find Them by JK Rowling</p>	 <p>MICHAEL MORPURGO BEOWULF Illustrated by MICHAEL FOREMAN</p> <p>Beowulf by Michael Morpurgo</p>
 <p>The Girl of Ink & Stars Kiran Milwood Hargrave</p> <p>The Girl of Ink and Stars by Kiran Milwood Hargrave</p>	 <p>TOM FLETCHER Illustrated by SHANE DICKENS THE CREAKERS Not all monsters stay under the bed...</p> <p>The Creakers by Tom Fletcher</p>	 <p>HALF BOY · HALF GOD · ALL HERO PERCY JACKSON AND THE SEA OF MONSTERS RICK RIORDAN LET THE RIGOROUS ADVENTURES BEGIN</p> <p>Percy Jackson and the Sea of Monster by Rick Riordan</p>

If you enjoyed this activity, why not tune in to the creative writing show Radioblogging each morning at 9:30am with Pie Corbett. Visit RadioBlogging.net

I hope you have enjoyed working through this workbook. Please share any work produced by tweeting me @MrWalkerPrimary

James Walker a Year 6 Teacher and TalkForWriting Trainer from Bristol.

Answers to vocabulary

myth	– a traditional or legendary story
translucent	– permitting light to pass through but objects on the other side are not clearly visible
indistinguishable	– not distinguishable
resemble	– to be like or similar to
renowned	– to be celebrated or famous
majesty	– supreme greatness
iridescent	– displaying lustrous colours like those of a rainbow
harmony	– agreement or harmonious relations
gnarled	– rugged, bent, twisted or weather-beaten
solitude	– the state of living alone in seclusion
transfixed	– to hold motionless with amazement

Answers to formality

- ★ I really want you to come to my party - please come!
formal/**informal**
- ★ Henry VII didn't like his wife – he chopped off her head!
formal/**informal**
- ★ The teacher-pleaser machine is a state-of-the-art contraption.
formal/informal
- ★ Your presence is requested at the Queen's celebration.
formal/informal
- ★ At 6:00pm on the 24th December Mr Jones was arrested by the police and detained at the local police station.
formal/informal