

READING

Week commencing: 30.11.20

Year group: 6

Teacher: MH/CC

Monday – Once Upon a Picture/Literacy Shed

Teaching points

City in a Cave

Look at the picture with your child and discuss what you can both see. Answer the questions below.

Questions

Why was this city built in a cave?

Who built it?

When was the city founded?

Who might live here? How large is the population? Are there many children and elderly people here?

What jobs do the citizens do?

Is this a good place to live? Is this city well-known for anything? Has anything bad ever happened here?

Would you like to live here? Why/why not?

How is this city similar/different to your nearest city?

Resources

City in a Cave picture below.



Tuesday – Cracking Comprehension

Teaching points

1. Introduce the text '*How it works: A magnetic compass*' and read the text with your child, thinking about what type of text it may be. Ask them to underline or highlight any unfamiliar words and talk about their meaning together. Go through each discussion question together - discussing and answering together

2. Introduce the second text '*First aid.*' Again, think about the type of text and its features. This time your child needs to read the text independently and independently answer the questions below. Highlight any key words in both the questions and the text that may help with the answers.

Questions

Discussion questions – A magnetic compass

1. Why is a compass so important for sailors?
2. Which direction does the compass always point to?
3. What additional information do you hope you will gain when they see the text?

Independent questions below

Resources

Text – A Magnetic Compass

Text and questions – First Aid

How It Works: A Magnetic Compass by Kate Ruttle

No matter where you stand on Earth, you can hold a compass in your hand and it will point north. For most of us that's an interesting trick, but for sailors and explorers it's life-saving. Before the compass was invented by the Chinese in the 11th century, sailors only had the stars and the sun to guide them – which is fine when the weather is clear, but is of no use if it's raining. A compass doesn't care what the weather is like ... it always points north! But why?

How does a compass work?

Think of the planet Earth. Now imagine that it has an enormous bar magnet hidden inside it, going straight through the centre. The south pole of the magnet points somewhere near the North Pole on Earth. And, since opposites attract, the north end of our compass needle points towards the South Pole of the enormous bar magnet!

Of course, there isn't a bar magnet inside the planet Earth, but for some reason – no one quite knows why – much of the rock that makes up the planet is magnetic.

What does a compass look like?

A compass is an extremely simple device. It consists of a small, lightweight magnet balanced on a nearly frictionless pivot point. The magnet is generally called a **needle**. One end of the needle is coloured red to indicate that it points towards the north.

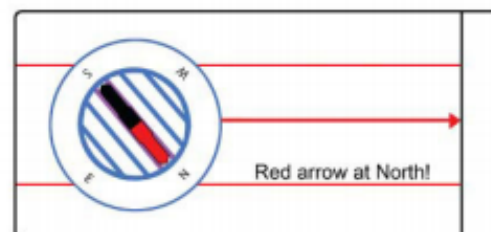
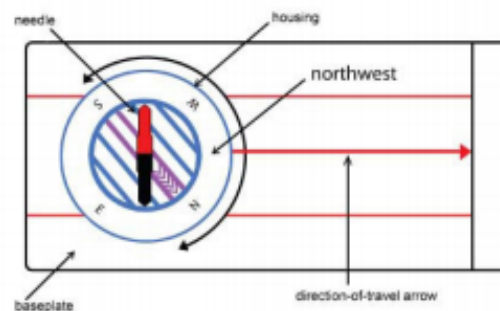
Around the needle is a moveable 'housing'. This has the letters N, S, E, W marked on it to indicate the directions north, south, east and west. Some compasses also show the intermediate directions: northeast, northwest, southeast and southwest.

Many compasses are set in a transparent baseplate which has lines on it to show the 'direction of travel'.

How to use a compass

If you want to go northwest:

1. Work out where on the compass housing northwest is.
2. Turn the compass housing so that northwest on the housing aligns with the large direction-of-travel arrow.
3. Turn the entire compass until the compass needle is aligned with the lines inside the compass housing.
Warning: when you turn the compass, make sure that you don't touch the housing.
4. Check that the red, north, part of the compass needle points at north on the compass housing, otherwise you'll set off in entirely the opposite direction!
5. Move off following the direction-of-travel arrow. You will now be going northwest.



First Aid

- 1 Have you ever thought of training to be a first aider? First aid is about keeping yourself and those about you safe. It includes being alert to signs of danger as well as helping others to feel better, getting help and even saving lives. Adults and children can learn, and give, first aid.
- 4 If someone has a burn, a sprain, an accident or is suddenly taken ill, they need help fast – and that is the point of first aid: you are the first person to help someone. They may need other help too, but the first aider makes sure that the injury or illness doesn't get worse.

7 First aid for burns

- Stop the burn from getting worse by stopping the cause of the burn.
- Remove any clothing or jewellery near the area of the burn.
- Cool the burn with lukewarm running water for 20 minutes. Do not apply ice.
- Cover with cling film or a plastic bag to prevent it from becoming infected.
- Treat the pain with a painkiller, such as ibuprofen, which is appropriate for the person's age.
- Elevate the burn by lifting it above the level of the heart to reduce swelling.

14 First aid for nosebleeds

Most nosebleeds are not serious and can be safely treated at home.

- Sit the patient down and get them to compress the soft part of their nose by firmly pinching it just above the nostrils for 10–15 minutes.
- Tell the patient to lean slightly forward and to breathe through their mouth.
- Place an ice pack on the bridge of the nose – the hard part at the top of the nose.
- Don't allow the patient to lie down. Sitting up discourages further bleeding.

21 First aid for an asthma attack

People who are asthmatic should carry their preventative inhaler (usually blue) with them at all times so they can manage their asthma before it becomes an asthma attack. However, if they do have an asthma attack, take the following action.

- Give the patient one or two puffs of their inhaler.
- Ask them to sit down and take slow, steady breaths.
- If the patient doesn't start to feel better, give one puff of the inhaler every two minutes. They can have up to 10 puffs. Between puffs, continue with slow, deep breaths.
- When they recover, tell the patient to make an appointment to see their GP within 48 hours.
- If the patient has not started to recover after 20 minutes, phone 999.

First aid for a sprain or strain

Sprains and strains are common in children. Strains are injuries to muscles as a result of overstretching; sprains involve a stretch or partial tear of the ligament or tendon.

Think **PRICE** for the first 48 hours.

Protect the injured limb or joint so that no further damage can be done.

Rest the injured part until it is less painful.

Ice – wrap an ice pack or a pack of frozen vegetables in a towel and place over the injured part immediately. Continue for no more than 20 minutes at a time, four to eight times a day.

Compression – support the injured part with an elastic compression bandage (e.g. Tubigrip) for at least two days.

Elevation – raise the injured part above heart level to decrease swelling.

Drugs such as age-appropriate ibuprofen can be used to help manage the pain.

After you have given any first aid, you should inform a responsible adult.

- 1 Circle the correct option to complete each sentence.
 - a) First aid is about keeping everyone:

healthy safe well happy
 - b) The first aider makes sure the injury:

gets better doesn't get worse is treated in hospital is iced
- 2 "*compress the soft part of the nose*"

Which of the following is closest in meaning to the word "*compress*" in this sentence? Tick **one**.

shrink ☐ ice pack ☐

squeeze ☐ wrap ☐
- 3 Draw lines to match the injury with the advice.

burns	deep breaths
nosebleed	cover with cling film
asthma attack	PRICE
sprain	lean forward
- 4 In the advice about sprains and strains, why are you asked to "*think PRICE*"?

- 5 Read the advice about treating burns and treating strains and sprains. List **two** things that are the same.

- 6 Why do you think it is important to be trained before you do first aid?

- 7 Find and copy **one** clause or sentence from the text that explains what the whole text is about.

- 8 Find and copy **two** examples where the writer uses a word then tells you what it means.

Wednesday – Reading journal

Teaching points

Ask your child to choose a book from home, it may be a story book, a poetry book, a non-fiction book, a comic or a magazine. Enjoy reading and sharing their chosen book.

Activity

When your child is reading the text, ask them the meaning of certain words and question what is happening in the text.

When they have read for at least 30 minutes, ask your child to complete an activity from their school reading journal.

Resources

Reading book.
Reading journal.

Teaching points

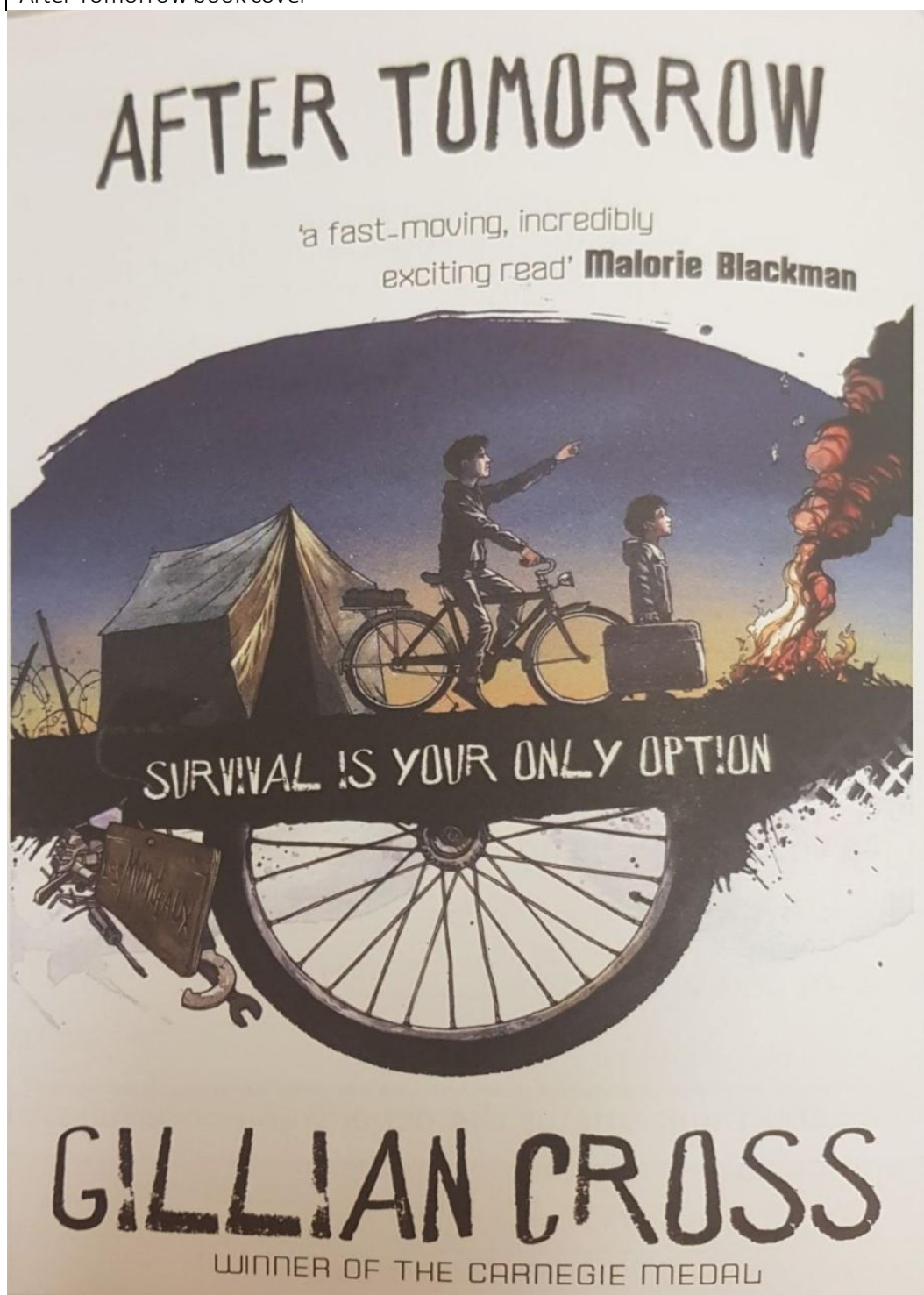
Prediction is always about using clues in texts/images to have a logical guess about what will happen next. We back up our predictions with evidence from texts or clues in images we are given.

Questions

1. What genre of book do you think this is? Why do you say that?
2. Identify four clues in the title and picture that you think suggest the time and setting of this story. Give reasons.
3. From the picture on the cover, what do you predict this story will be about? Why do you think that?
4. What do you predict might happen next to the characters from the clues you have spotted? Give reasons.

Resources

After Tomorrow book cover



Teaching points

Read texts thoroughly before answering questions.
 Highlight key words in questions.
 Read each question carefully.
 Highlight key words, vocabulary and answers in the text while you are answering questions.
 Always check!

Questions

Questions attached below.

Resources

At Last the Jousts Begin text
 Questions to answer

At Last the Jousts Begin! from *Castle Diary* by Richard Platt and Chris Riddell

April 23rd, Monday

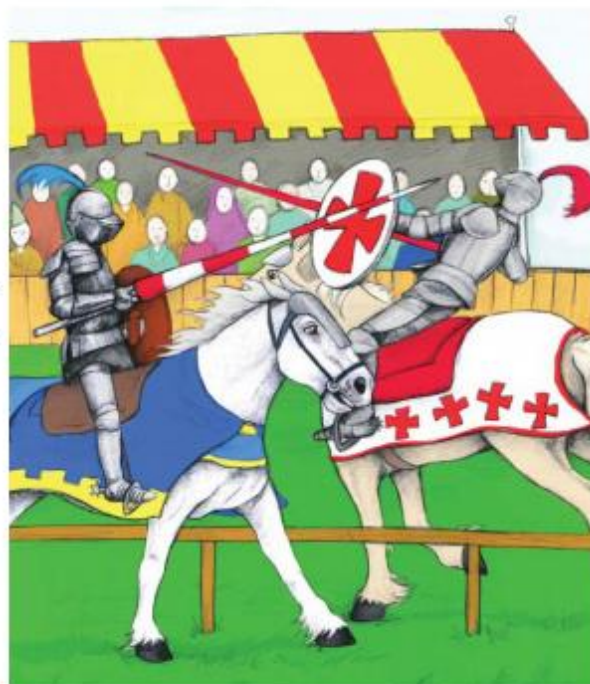
This being the feast day of Saint George, the whole castle was astir well before sunrise in preparation for the jousts.

All the clashes were keenly fought, but I shall give account of my uncle's combat first. His opponent was Lord Sudbury. Everyone from the castle (and the village folk besides) gathered eagerly to watch their charge.

After some ceremony, of which I shall tell later, the two knights trotted to opposite ends of the Lists (which is what they call the strip of field where the combat takes place). When they were some 300 paces apart they turned to face each other.

The sunlight danced on their shiny helms, and on the bright colours of the families' arms blazoned on their shields and armour.

On the command 'LAISSEZ ALLER' from a herald, both knights urged their horses forward. Pricked with sharp spurs, the snorting horses galloped faster and faster, until they ran as swift as a March gale. Each knight aimed his lance at the shield of the other, and the watchers cried 'HUZZAH!' when my uncle stayed on his horse and knocked Sudbury to the ground. Three times my uncle toppled Sudbury. At their third meeting, though, the force of Sudbury's blow lifted my uncle, too, clean from his saddle.



Those who watched gasped 'ALAS!' in fear for my uncle's life, but he quickly rose to his feet and raised his iron glove to still the hubbub.

Then, though, he found that he could not raise the visor on his helm, so twisted was it from the fall. And when later the heralds announced that my uncle was the victor, he was nowhere to be found.

At length, a search of the castle discovered my uncle in the armoury – with his head laid on an anvil and the smith at work upon his helm. 'Tis surely a wonder the smith could remove my uncle's helm without harming a hair on his head.

- 1 How does the writer help the reader to understand that this text is set in the past?
Give **two** examples.

- 2 Why does the writer focus on this particular joust rather than a different one?

- 3 “*The sunlight danced on their shiny helmets, and on the bright colours of the families’ arms blazoned on their shields and armour.*” (paragraph 4)

- (a) In this sentence, the word “*danced*” has the same meaning as which word in the list below?
Choose **one**.

twirled ☐

jumped ☐

reflected ☐

frolicked ☐

- (b) What is the effect of using this word?

- 4 Why wasn’t the uncle present when it was announced that he had won his joust?

- 5 Number these notes to show the order of events in a joust. Two are done for you.

horses spurred
one knight topples 7
turned at 300 paces
knights to end of lists
lances clash on shields
“Laissez aller”
ceremony 1

- 6 Do you think the narrator has seen many jousts before? Give **two** reasons for your answer, using evidence from the text.

WRITING

Week commencing: 30.11.20

Year group: 6

Teacher: MH/CC

Text for the week: World War One based

Monday

Teaching points

GP starter

Formal vocabulary is used when you're writing (or speaking) something important. It can sound quite serious.

He is making me extremely angry.

Informal vocabulary is chattier, more friendly and casual.

He's driving me round the bend.

Formal or Informal?

You can't come with us.

You cannot accompany us.

Our new defender is a corker.

Writing task

Think about everything you already know about trenches – you could even do some extra research if you wanted to.

Using your knowledge, create a bank of language/vocabulary you can use to write a 'letter from the trenches.' Include the following:

- Description of setting, characters and atmosphere using imagery
- A range of punctuation – full stops, capital letters, commas, apostrophes, question marks, colons, semi-colons
- Use of tenses
- Conjunctions
- Adverbials
- Synonyms – try not to repeat the same word over and over again
- Modal verbs

Resources

Tuesday

Teaching points

GP starter

Decide whether the following sentences are formal or informal. Make sure you can explain why.

I need to grab some cash.

Please report to reception.

Come on, we'll be late.

He is brining the stuff over later.

I am shattered after that journey.

Grab that box over there.

The girls nattered constantly.

That is unacceptable, Mother.

Writing task

Using your information, language and vocabulary from yesterday, you are going to write a letter from a soldier in the trenches during World War One. You are the soldier so your letter will be written in the first person.

Resources

Wednesday

Teaching points

GP starter

Standard English is the form of the English language which is widely accepted as the usual correct form. It includes both vocabulary and sentence structure.

I have not found him.

Writing task

Reread your letter from yesterday, double check for any little mistakes or anything that needs changed. Use the checklist from Monday's lesson as a success criteria. Are there any edits you need to make?

<p>Non-standard English is other expressions and vocabulary used in speaking or informal writing, e.g. texting and messaging friends. Non-standard English can vary depending where in the country you are.</p> <p><i>I ain't found him.</i></p> <p>Standard or non-standard English? Jane ain't coming. High was ill yesterday. I done my chores. We would like them ones, please.</p> <p>Choose the more formal option to complete each sentence. We must attempt/try to make this work. The police will look into/investigate the theft.</p>	<p>Evaluate your own writing – what do you love about it? What could be improved?</p>
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Resources

Thursday

Teaching points

GP starter

Rewrite the sentence below using standard English.

Remember to punctuate your answer correctly.
I haven't done nothing wrong.

Which sentence is the most formal?

You shouldn't drink too many fizzy drinks.
Drinking fizzy drinks isn't a good idea.
You really should listen to me about fizzy drinks.
Drinking too many fizzy drinks should be avoided.

Writing task

To make your letter from the trenches look authentic, rewrite it on another piece of paper then use either tea or coffee to stain it. Leave it to dry.

Resources

Tea or coffee
Water
Paintbrush

Friday

Teaching points

GP starter

The subjunctive verb form is used when the speaker suggests or recommends something and wants to sound formal.

I suggest that....
He recommends that....
She advises that...
We insist that....

The subjunctive often uses the verb to be in an unusual way.

If I were you....
I wish I were stronger....

Which sentence is in the subjunctive form?

He wishes he were home already.
She remembered to post the letter.

Writing task

As Christmas 1914 came round, the soldiers realised the war wasn't going to over as quickly as they thought and they started getting ready to celebrate Christmas in the trenches with the other soldiers.

Design a Christmas card to go alongside your letter to your family at home. Think carefully about what your message inside would say.

I was happy to see the sun. We agreed to go later.	
Resources	

Learning focus: Fractions and division

Monday

Teaching points

Let's Learn!

Fractions and division

1. 2 identical pizzas are shared equally among 3 pupils. What fraction of a pizza will each pupil get?

$2 \div 3 = \frac{2}{3}$

Each pupil will get $\frac{2}{3}$ of a pizza.

2. 3 identical muffins were cut and shared among 4 children after dinner. What fraction of a muffin did each child get?

$3 \div 4 = \frac{3}{4}$

Each child got $\frac{3}{4}$ of a muffin.

Activity

Find the value of the following:

1. $4 \div 5$
2. $7 \div 9$
3. $5 \div 8$
4. $7 \div 11$

Express each fraction as a division sentence.

1. $\frac{3}{7}$
2. $\frac{8}{12}$
3. $\frac{3}{10}$
4. $\frac{5}{6}$

Resources

Tuesday

Teaching points

8. Express $14 \div 4$ as a fraction in its simplest form. Then change the fraction to a mixed number.

$14 \div 4 = \frac{14}{4} = \frac{7}{2} = 3\frac{1}{2}$

$2 \overline{) 7} \begin{array}{r} 3 \\ - 6 \\ \hline 1 \end{array}$

Activity


Express each division sentence as a fraction in its simplest form. Then change the fraction to a mixed number.

1. $19 \div 2$
2. $43 \div 4$
3. $49 \div 5$
4. $20 \div 8$

Resources


Wednesday

Teaching points

Let's Learn! 

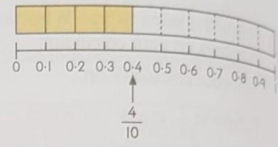
Converting fractions to decimals


Converting tenths, hundredths and thousandths

1  Express $\frac{2}{5}$ as a decimal.

$$\frac{2}{5} = \frac{2 \times 2}{5 \times 2}$$

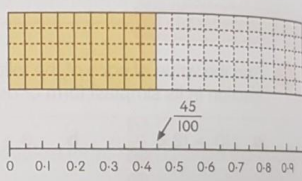
$$= \frac{4}{10}$$

$$= 0.4$$


2  Express $\frac{9}{20}$ as a decimal.

$$\frac{9}{20} = \frac{9 \times 5}{20 \times 5}$$

$$= \frac{45}{100}$$

$$= 0.45$$


3 Express $\frac{1}{8}$ as a decimal.


$$\frac{1}{8} = \frac{1 \times 125}{8 \times 125}$$

$$= \frac{125}{1000}$$

$$= 0.125$$

8 is a factor of 1000.
 $8 \times 125 = 1000$

By converting $\frac{1}{8}$ to $\frac{125}{1000}$, we can express the fraction as a decimal easily.



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Activity

Convert each fraction to a decimal.

1. $4/5 = 8/10$
2. $7/20 = 35/100$
3. $2/8 =$
4. $6/8 =$

Resources

Thursday

Teaching points

Converting using long division

5 Express $\frac{3}{7}$ as a decimal. Round your answer to 2 decimal places.

$$\frac{3}{7} = 3 \div 7$$

$$\approx 0.43$$

$$\begin{array}{r} 0.428 \\ 7 \overline{) 3} \\ \underline{-28} \\ 20 \\ \underline{-14} \\ 60 \\ \underline{-56} \\ 4 \end{array}$$

Why do we need to find the answer to 3 decimal places first?



Activity

Convert each fraction to a decimal. Round your answer to 2 decimal places.

1. $\frac{5}{7}$
2. $\frac{1}{6}$
3. $\frac{2}{3}$
4. $\frac{8}{9}$

Resources

Friday

Teaching points

Converting improper fractions and mixed numbers

10 Express $9 \div 6$ as a decimal.

$$9 \div 6 = \frac{9}{6}$$

$$= 1 + \frac{3}{6}$$

$$= 1.5$$

$$\begin{array}{r} 0.5 \\ 6 \overline{) 3} \\ \underline{-30} \\ 0 \end{array}$$

11 Express $2\frac{1}{7}$ as a decimal. Round your answer to 2 decimal places.

$$2\frac{1}{7} = 2 + \frac{1}{7}$$

$$\approx 2 + 0.14$$

$$= 2.14$$

$$\begin{array}{r} 0.142 \\ 7 \overline{) 1} \\ \underline{-7} \\ 30 \\ \underline{-28} \\ 20 \\ \underline{-14} \\ 6 \end{array}$$

84

Activity

Write the following as decimals. Round your answers to 2 decimal places if necessary.

1. $12 \div 5$
2. $8 \div 3$
3. $3\frac{3}{5}$
4. $5\frac{7}{9}$

Resources

Weekly planner

Week commencing: 30.11.20

Year group: 6

Teacher: MH/CC

Religious Education

Teaching points

Has anyone ever told you about someone before you met them? Have they met your expectations?
What do you think people expected the Messiah to be like? How should people have acted because of their belief?
How should people act now?

Advent is a time for expectation. As Christians, the prophet Isaiah's expectation of the Messiah is foremost in our minds.

Read Isaiah 35:9-10. (attached)

'Let the whole world be glad.'

This reading reminds us of the expectations we have of the Messiah's coming and the effect it will have on us.

Read Isaiah 62:11-12

'God is coming.'

In this reading, we are reminded of what God has done for us and the expectations that have been placed upon us as 'God's Holy People'.

Activities

KEY QUESTIONS (Isaiah 35: 9 – 10)

1. How do the words of the prophet make you feel?
2. What does the prophet say that people will be expected to feel, say and do?
3. What advice are we given by the prophet?
4. In what ways do you think we could 'live out' the words of the prophet in our own lives?

KEY QUESTIONS (Isaiah 62: 11 – 12)

1. What does the prophet say that we will be called?
2. The prophet refers to us as being 'The City'. What do you think this means?
3. What expectations do you think are involved in being part of the 'People of God'?

ACTIVITY

Produce a simple guide for a younger child which outlines the expectations of the coming of the Messiah and how these can be lived out. Refer to scripture in your guide.

Resources

Isaiah 35:9 – 10

Isaiah 62: 11 - 12

The prophets' expectation of the Messiah.

Isaiah 35:9-10.

'Let the whole world be glad.'

This reading reminds us of the expectations we have of the Messiah's coming and the effect it will have on us.

Say to all those who are faint hearted, "Courage, be strong. Do not be afraid.

Here is your God, coming to save you." Then the blind will be able to see

and the deaf will be able to hear. Those who are lame will leap and dance.

Those who are dumb will shout for joy. Everyone will sing and shout with gladness.

Everlasting joy will be seen on their faces. They will be happy forever, free from all sorrow and sadness.

The prophets' expectation of the Messiah.

Isaiah 62:11-12

'God is coming.'

In this reading, we are reminded of what God has done for us and the expectations that have been placed upon us as 'God's Holy People'.

This is what God proclaims to the ends of the earth.
Look, your Saviour comes bringing with him all that he has
done for you.

You will be called: God's Holy People;
The People God has saved;
The City that God loves;
The City that God did not forget or abandon;
The City to which God is always faithful

Science

Teaching points

Can you carry out a survey to show the impact of exercise on the body?

You can measure your heartbeat by measuring your pulse. Your pulse is also known as your heart rate. It is the number of times your heart beats in a minute. You can measure it by taking your pulse for a minute, or count for 30 seconds and multiply by 2.

Tips for finding your pulse:

Use your index and middle fingers to find your pulse.

Press gently and lightly. If you press too lightly or too firm you will not be able to detect your pulse.

Do not use your thumb. Your thumb has its own pulse that you may feel which would affect your results.

Activities

What is the effect of exercise on the body? Discuss how you could investigate this question.

Plan an experiment based upon the question above.

Begin by making a prediction – ***what do you predict will happen to our heart rates when we exercise? What equipment will we need? What will we need to record? What will we need to keep the same? What will we need to change? What could change? How could we present our data?***

Carry out experiment and record appropriate data.

Resources

Possible exercise equipment, if needed

Stopwatch/timer

History/Geography/Art

Teaching points

Women in the First World War

www.bbc.co.uk/guides/z9bf9j6#zqkrq6f

Why Were Women So Important?

Due to the fact that many men were away fighting in the war, there were lots of jobs that the men had left behind that still needed doing, such as farming.

In addition to this, there were jobs to help the war effort, such as making ammunition, like bombs and missiles.

Women took on these jobs too.

Get behind
the Girl he left behind him



Land Girls

Land Girls was the name given to the women who worked on farms and on the land.

They were part of the **Women's Land Army (WLA)**. These roles were essential to make sure there was enough food.

By the end of 1917, there were 23 000 women working in the WLA. In addition, there were over 250 000 female farm labourers.



The Canary Girls



During the war there was a huge demand for ammunitions including bombs, missiles and bullets.

The work was dangerous because women worked with toxic chemicals on a daily basis. One chemical, TNT, was used in bombs and working with this turned your skin yellow. This is how they earned their nickname 'The Canary Girls'. The women also experienced other side effects including: sickness, chest pains and skin sores.

Nurses

Women were not allowed to fight on the front line in the First World War. However, they were often very close to the front line, nursing injured or dying soldiers.

There were not enough trained nurses when the war began, so many women volunteered as part of ***Voluntary Aid Detachment (VAD)***.



Not Just Work

With men away at war, women were encouraged to take part in things that they had never usually done before then. One of these included football.

Many female factory workers formed teams. Thousands attended the matches!

One of the most famous teams were Blyth Spartans, who never lost a game!

Their star player, Bella Raay, scored 133 goals.

However, after the war in 1921, the FA banned women from playing and some never played again.



Activities

Create a set of Top Trump cards for each role using the following format.

	Brief information about the role
Independence	- /100
Equality to men	- /100
Danger	- /100
Popularity	- /100
Other (make up your own one)	

Resources

SPELLING

Week commencing: 30.11.20	Year group: 6	Teacher: MH/CC
Spelling rule this week: The sh sound spelt ti or ci .		
Monday		
Teaching		
Read the information below about this week's spelling rule.		
Complete dots and dashes activity below.		
Activity		

Greetings once again, humans. Are you ready to revise different ways of spelling the **sh** sound? The most easily remembered spelling of the **sh** sound is **sh**. However, **ti** and **ci** can also make the **sh** sound. They can do this at the beginning of all syllables except the first one in a word.

A **syllable** is a beat in a word. Words can have one or more syllables. For example:

one beat: stop
two beats: for/get
three beats: mys/ter/y

We almost always stress one syllable more than others in multi-syllable words. Like this:

begin chimpanzee garden hesitate embarrass

The most easily remembered spelling of the **sh** sound is **sh**. However, **ti** and **ci** can also make the **sh** sound at the beginning of all syllables except the first one in a word.

We'll look at **sh** spelt **ti** first. Here goes:

nation	action
fraction	direction
information	explanation
competition	dictionary
initial	cautious

The **sh** sound spelt **ti** occurs at the beginning of a second, third or fourth syllable in all of these words. It is *never* used in the first syllable of a word.

The root word can sometimes help us to know when to use **ti** to spell **sh** when it is part of a suffix.

Root words ending in **t** or **te** use **ti** to make the **sh** sound.

act	action
direct	direction
complete	completion

Now let's look at **sh** spelt **ci**:

official	especially
appreciate	ancient
musician	politician
precious	delicious
spacious	

The **sh** sound spelt **ci** occurs at the beginning of a second, third or fourth syllable in all of these words. It's never used in the first syllable of a word.

The root word sometimes helps us to know when to use **ci** to spell **sh** when it's part of a suffix.

Root words ending in **c**, **cs** or **ce** use **ci**.

offi**ce** official

politi**cs** politician

space**ce** spacious

motion		subtraction	
spacious		politician	
station		section	
delicious		explanation	
especially		infection	

Spelling rule this week: The sh sound spelt ti or ci.

Tuesday

Teaching

Re-read the information above about your spelling rule this week.

Complete word changers.

Activity

prefix	root word	suffix	root word + prefix and/or suffix
inter-	nation	-al	international
			misdirection
in-	act	-ion	
			reinfection

prefix	root word	suffix	root word + prefix and/or suffix
re-	juvenate	-ion	
			antisocial
mis	represent	-ation	
			miscalculation

Spelling rule this week: The sh sound spelt ti or ci.

Wednesday

Teaching

Re-read the information above about your spelling rule this week.

Read each sentence below and find the correct word that fits into the gap. Read all the sentences before making a final decision.

Activity

calculation

miscalculation

1 We ran out of paint before we had finished redecorating because of Auntie's .

2 According to my , we should reach our fundraising target.

office

officially

official

3 I was told to go and sit outside the head teacher's .

4 Daniella is now captain of our football team.

competition

compete

competed

5 I would love the opportunity to in the Olympic Games.

6 After training for the , every muscle aches.

conscience

conscious

7 Everyone thinks I cheat because I always win, but my is clear.

8 I'm of the fact that we need to leave in the next five minutes.

Spelling rule this week: The sh sound spelt ti or ci.

Thursday

Teaching

Explain this week's spelling rule to somebody at home.

Use the spelling cards below to test yourself with the spelling rule. Sort the words into hardest to spell on the bottom of the pile and easiest to spell on the top. Then ask someone at home to read out the spelling and you write it down. Look at the spelling and mark your answer. Correct it if you have spelt it incorrectly.

Activity

direction

explanation



Spelling 6 U6

competition

Spelling 6 U6

cautious

Spelling 6 U6

especially

Spelling 6 U6

appreciate

politician

section



Spelling 6 U6

explanation

infection

Spelling 6 U6

Spelling 6 U6

international

misdirection

inaction

reinfection



Spelling 6 U6

Spelling 6 U6

rejuvenation

antisocial

Spelling 6 U6

Spelling 6 U6

misrepresentation

miscalculation

Spelling rule this week: The sh sound spelt ti or ci.

Friday

Teaching

Today, our focus is on orange words. These words don't necessarily follow a pattern or rule but we need to be able to spell them.

These are tricky words that do not follow a rule. Practise spelling these words at home. You can try writing them in different coloured pens or pencils, pyramid spellings, make a wordsearch or using neumerics. Make sure you look up any meanings/definitions you are unsure of.

Existence

Occupy

Leisure

Prejudice

Dictionary

Pronunciation

Activity