



Monday

Think about your own life and your likes, dreams and desires. Write sentences, including modal verbs, to explain what you used to like doing, what you enjoy doing now and your dreams and desires for the future. Remember to think about correct use of past, present and future tense and to write in the first person: 'I.' (See the worksheet 'Modal Verbs – In your Dreams' for ideas.)

Tuesday

This week you are going to plan and write extracts from your own autobiography. An autobiography is written about yourself – so in the first person – "I."
Read the following extracts from autobiographical writing. Which do you think is the most effective and why?

The Missing Easter Egg Version A

Once I was given an Easter egg in a box. Inside the box it was wrapped up in paper. When I wasn't looking my sister took the egg out and ate it. Then she put the paper back in the box to make it look like the egg was still there. When I went to eat the egg there was nothing inside. I was really upset.

The Missing Easter Egg Version B

When I was six my Auntie May gave me the most beautiful Easter egg I had ever seen. It seemed enormous. The egg was covered with shiny paper and inside a special box. There was a hole cut out in the side of the box and through it you could see the curve of the egg shining in its silver paper. Seeing it shine through the hole in the box was like looking through a window and seeing the moon. It was still a week to go to Easter Sunday so I put the box on the high shelf in my bedroom and every morning and every night I looked up at the egg and dreamed of how good it was going to taste. On Easter Sunday morning I woke up really early and the first thing I did was to stand on my bed and reach for my egg. As I picked it up something felt a bit strange, the box wasn't as heavy as I remembered it. But you could still see the shape of the egg in its wrapping inside the box so I wasn't worried. But when I pulled open the lid of the box and looked inside I couldn't believe my eyes. It was empty! Whoever had taken the egg had been really cunning – they had put the silver paper wrapping back in the box and pressed it into the shape of the egg, as though it was still inside. I didn't have to wait to find out who the thief was. I heard laughing behind me and when I turned around there was my sister Diane standing in the doorway and laughing at me. I knew then who had played that terrible trick on me and who had eaten my Easter egg.

Key effective points to highlight:

The writer makes incidents come alive by: ■ using specific names (people, places); ■ showing (rather than telling); ■ use of stylistic devices such as imagery (simile, metaphor.)

Think about your own life and memorable events that have been important to you. Make a list of key events which you could write about in your own autobiography. Group them into different sections / paragraphs. Maybe organise your ideas into a boxed up plan? Make

sure you know the facts about your own life, for example date and place of birth, dates and locations of key events, certificates or achievements. The events could be happy, funny, sad or just important to you.

Wednesday

Begin writing your own autobiography. Think about using:

- First person
- Past tense
- Descriptive language
- Chronological order
- Time Conjunctions

Write for twenty minutes then read through your work and edit for spelling and punctuation.

Thursday

Complete your autobiographical writing. Think about your conclusion. Does the conclusion focus on your plans for the future? (Think about including modal verbs – refer back to your work from Monday.)

Year 6 expectations – Try to meet the following year six targets:

Have you included relative clauses beginning with who, which, where, when, whose? (Find and underline.)

Which choice of extended punctuation did you use? (Brackets, dashes, commas, colons, semi-colons, ellipses)

Have you been able to create a sense of cohesion throughout the text? (Adverbials for cohesion e.g. accordingly, consequently, therefore, hence, ellipses, repetition and / or time conjunctions to link sentences and paragraphs.)

You may want to ask an adult or sibling to read it through and help you edit.

Friday

Complete reading comprehension 'A Hung Parliament.' (See attached sheet.) Answers are attached for you to mark once you have completed it. (No peeking!)

Spellings – Can you think of sentences where each word can be used as a verb then as a noun?

Test yourself on this week's spelling words.

Words That Can Be Nouns and Verbs:

challenge	protest	broadcast	benefit	charge
function	influence	interest	object	damage