



Year 6 English Distance Teaching and Learning

Week beginning: Monday 27th April

Lesson 1												
Learning Intention WALT identify and create simple and compound sentences.	Key Vocabulary: Noun Verb Adjective Adverb Conjunction Simple Compound Setting Main clause	What you will need: Video - Year 6 English – Week 2 – Lesson 1 Video Pen Writing book Year 6 English – Week 2 – Lesson 1 The Chocolate Room Chapter Video – Year 6 English – Week 2 – Lesson 1 – Chapter reading Video										
Starter												
<p>Today you will need to know what a noun, verb, adjective, adverb and co-ordinating conjunction are. Match the words to the correct definition. Watch the video Year 6 English – Week 2 – Lesson 1 Video or look in the mark scheme to find out the correct answer.</p>												
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="padding: 5px;">Noun</td></tr> <tr><td style="padding: 5px;">Verb</td></tr> <tr><td style="padding: 5px;">Adjective</td></tr> <tr><td style="padding: 5px;">Adverb</td></tr> <tr><td style="padding: 5px;">Co-ordinating conjunction</td></tr> </table>	Noun	Verb	Adjective	Adverb	Co-ordinating conjunction	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="padding: 5px;">A word that describes a verb e.g. quickly, happily, cheerfully.</td></tr> <tr><td style="padding: 5px;">A word used to describe an action, state or occurrence e.g. jump, walk, be, is, go. Sometimes known as a 'doing' word.</td></tr> <tr><td style="padding: 5px;">A word that links two main clauses together e.g. and, but, or.</td></tr> <tr><td style="padding: 5px;">A word that names groups of people, places or things e.g. stick, tree, table, sky, year 6.</td></tr> <tr><td style="padding: 5px;">A word that describes a noun e.g. bright, red, soft.</td></tr> </table>	A word that describes a verb e.g. quickly, happily, cheerfully.	A word used to describe an action, state or occurrence e.g. jump, walk, be, is, go. Sometimes known as a 'doing' word.	A word that links two main clauses together e.g. and, but, or.	A word that names groups of people, places or things e.g. stick, tree, table, sky, year 6.	A word that describes a noun e.g. bright, red, soft.	
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Main Teaching												
<p>This week our lessons will be based on Chapter 15 of Roald Dahl's Charlie and the Chocolate Factory. We will be studying the description of the Chocolate Room (a setting). You can either read the extract or listen to Mr Gowler read it in the video Year 6 English – Week 2 – Lesson 1 – Chapter reading video. Please do this now.</p> <p>Watch video Year 6 English – Week 2 – Lesson 1, this will explain the main input.</p> <p>Today we will be focusing upon simple and compound sentences.</p> <p><u>What is a simple sentence?</u> It must: Have a verb Have a subject (the thing or person that is doing the action that is described, the subject will be a noun)</p>												

Have a **capital letter and a form of punctuation at the end** e.g. full stop, question mark or exclamation mark
 Make sense on its own

Here are 3 examples from the text:

- 1) Mr Wonka opened the door.
- 2) She was pointing frantically to the other side of the river.
- 3) They were looking down upon a lovely valley.

What is a compound sentence?

It must:

Have **two main clauses** that could each be a simple sentence

Have a **co-ordinating conjunction** linking the clauses

Have a **capital letter and a form of punctuation at the end** e.g. full stop, question mark or exclamation mark

Have two main clauses that are linked in theme

They are often joined using a co-ordinating conjunction.

Co-ordinating conjunctions can be remembered using the **FANBOYS** mnemonic:

For And Nor But Or Yet So

Warning! The word and can be used as part of a list or can be used to link two main clauses. Just because a sentence has the word and, does not mean that it is a compound sentence!

Here are 3 examples from the text:

- 1) One of them pointed towards the children, and then all five of them burst into peals of laughter.
- 2) No other factory in the world mixes its chocolate by waterfall but it's the *only* way to do it properly!
- 3) There were green meadows on either side of the valley, and along the bottom of it there flowed a great brown river.

Independent Tasks

Please complete either challenge 1, 2 or 3. Once you have completed your challenge you may choose to complete challenge X as well.

Challenge 1

The sentences below are simple sentences. Copy them out in your neatest handwriting. Underline the subject and the verb in each sentence.

- 1) Charlie opened the chocolate bar.
- 2) Mrs Bucket made cabbage soup.
- 3) Mr Wonka smiled at the children.
- 4) The Oompa-Loompas liked singing.

The sentences below are compound sentences. Copy them out in your neatest handwriting and underline the co-ordinating conjunction.

- 1) The Oompa-Loompa sang a song and pointed towards Augustus Gloop.
- 2) Mr Wonka said the children could eat anything in the room but Charlie was too polite to try much.



- 3) Veruca Salt was spoiled so she demanded that her father got her what she wanted.
 4) Charlie was excited to be inside the factory and he couldn't wait to see more of the rooms.

Challenge 2

Below there are 8 sentences. 4 of them are simple sentences and 4 of them are compound sentences. Look carefully and identify what type of sentence each is. First, copy the four simple sentences into your book in your neatest handwriting. Then underline the subject and verb in each sentence.

Next, copy the four compound sentences into your book in your neatest handwriting. Then underline the co-ordinating conjunction in each.

- 1) The Oompa-Loompas liked singing.
- 2) The Oompa-Loompa sang a song and pointed towards Augustus Gloop.
- 2) Mr Wonka said the children could eat anything in the room but Charlie was too polite to try much.
- 3) Veruca Salt was spoiled so she demanded that her father got her what she wanted.
- 5) Mr Wonka smiled at the children.
- 6) Charlie opened the chocolate bar.
- 7) Charlie was excited to be inside the factory and he couldn't wait to see more of the rooms.
- 8) Mrs bucket made cabbage soup.

Challenge 3

Below there are 12 verbs, 12 subjects. There is also a word bank of co-ordinating conjunctions. Use the word banks to create 4 simple sentences and 4 compound sentences. The simple sentences will need one verb and one subject. The compound sentences will each need two verbs, two subjects and one co-ordinating conjunction. You could add adverbs and adjectives to add interest to your sentences. Make sure you use each subject and verb at least once.

There are some examples of what your sentences might look like in the mark scheme.

Subjects		Verbs	
Oompa-Loompa	Charlie	sing	smile
Mr Wonka	Mrs Bucket	open	look
Door	Mr Wonka	eat	worry
Veruca Salt	children	pick	made
chocolate	Grandpa Joe	flow	work
cabbage soup	Mike Teevee	is	love
Co-ordinating Conjunctions			
For And Nor But Or Yet So			

Challenge X

1 Circle the three **adjectives** in the sentence below.

He made his way up the cobbled street, striding like the bold and determined man he was.

2 Tick the **adverb** in the sentence below.

Tick **one**.

The lively crowd cheered loudly when the rally car race began.

3 Underline the **subject** of the sentence below.

The tightrope walker carried a balancing pole.

4 What is the **word class** of each underlined word?

Josef has beautiful writing. _____

Josef writes beautifully. _____

5 Circle the four **verbs** in the passage below.

There were hundreds of gulls circling in the sky.

They gathered near the dock, searching for scraps.



Review

Look at the statement below and decide if you think it is true or false.

I should not use simple sentences in my writing because they are short and boring.

Explain why you think it is true or false. You could try and find some evidence from the text (Chapter 15: The Chocolate Room) to prove that you are right. Watch the video or look in the mark scheme to find out what Miss Allen, Miss Chilton and Mr Gowler think!

Mark Scheme – Lesson 1

Starter	
Noun	A word that names groups of people, places or things e.g. stick, tree, table, sky, year 6.
Verb	A word used to describe an action, state or occurrence e.g. jump, walk, be, is, go. Sometimes known as a 'doing' word.
Adjective	A word that describes a noun e.g. bright, red, soft.
Adverb	A word that describes a verb e.g. quickly, happily, cheerfully.
Co-ordinating conjunction	A word that links two main clauses together e.g. and, but, or.
Independent Tasks	
Challenge 1	
Underline the subject and the verb in each sentence.	
<ol style="list-style-type: none"> 1) Charlie opened the chocolate bar. 2) Mrs bucket made cabbage soup. 3) Mr Wonka smiled at the children. 4) The Oompa-Loompas liked singing. 	
Underline the co-ordinating conjunction .	
<ol style="list-style-type: none"> 1) The Oompa-Loompa sang a song and pointed towards Augustus Gloop. 2) Mr Wonka said the children could eat anything in the room but Charlie was too polite to try much. 3) Veruca Salt was spoiled so she demanded that her father got her what she wanted. 4) Charlie was excited to be inside the factory and he couldn't wait to see more of the rooms. 	
Challenge 2	
Underline the subject and the verb in each sentence.	
<ol style="list-style-type: none"> 1) Charlie opened the chocolate bar. 2) Mrs Bucket made cabbage soup. 3) Mr Wonka smiled at the children. 4) The Oompa-Loompas liked singing. 	
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Challenge 3	
Simple sentences	
<ol style="list-style-type: none"> 1) The chocolate flowed down the river. 2) Grandpa Joe worked at the factory. 3) Cabbage soup is disgusting. 4) Mike Teevee loves watching television. 	

Lesson 2		
<p>Learning Intention WALT identify and create complex sentences with subordinating conjunctions.</p>	<p>Key Vocabulary: Main clause Subordinate or dependent clause Subordinate conjunction</p>	<p>What you will need: Video Year 6 English – Week 2 – Lesson 2 Pen Writing book Year 6 English – Week 2 – Lesson 1 The Chocolate Room Chapter</p>
Starter		
<p>Play the game: spooky spellings</p> <p>Select either year 3 and 4 or year 5 and 6 spellings. Select a book with spellings that you find tricky.</p> <p>http://www.ictgames.com/mobilePage/spookySpellings/index.html</p>		
Main Teaching		
<p>Please watch video Year 6 English – Week 2 – Lesson 2, this will explain the main input.</p> <p>Yesterday we identified and created simple and compound sentences. Simple sentences have one main clause. Compound sentences have two main clauses that are linked together.</p> <p>Today we will begin to identify complex sentences.</p> <p>Complex sentences have one main clause (which would include a subject, a verb, punctuation and makes sense on its own) they also include subordinate clauses.</p> <p>Subordinate clauses do not make sense on their own, they rely on the main clause to make sense. They will not include all of the same things as the main clause.</p> <p>Over the week we will explore different ways to add subordinate clauses.</p> <p>Today we will use subordinating conjunctions to add subordinate clauses. There are many subordinate conjunctions (any conjunction that is not included in FANBOYS is subordinate).</p> <p>To remember the most commonly used subordinate conjunctions we can use the mnemonic I SAW A WABUB. If Since As When Although While After Before Until Because</p> <p>Here are some examples of subordinate conjunctions being used:</p> <ol style="list-style-type: none"> 1) The Oompa-Loompas poked a pointy stick into the vat of chocolate until they located the greedy boy. 2) The Oompa-Loompas sing hilarious songs when the children do despicable things. 3) I thought Loompa Land was a made up place until I consulted my atlas. 		
Independent Tasks		

Please complete either challenge 1, 2 or 3. Once you have completed your challenge you may choose to complete challenge X as well.

Challenge 1

Read the paragraph below. Identify the 8 subordinate conjunctions by underlining them or writing a list in your book (some might be used more than once).

Charlie peered at the chocolate lake as his grandpa examined the peppermint grass. "A starving man could eat for a year if he lived in this room," marvelled Charlie. His grandpa nodded, his eyes were wide with wonder. They watched Veruca Salt greedily scooping up clotted cream when Mr Wonka had his back turned. They thought they had seen the worst of the other contestants revolting behaviour until they noticed Augustus Gloop. He was laying flat on the ground so that he could reach the melted chocolate with his hands. He scooped it straight into his waiting mouth. Mr Wonka cried out when he spotted what the greedy boy was doing. "No, no, my precious chocolate. You must stop!" It was too late. The crowd of onlookers all held their breath as he slipped into the river. "Help my baby before he drowns!" shrieked the boy's horrified mother. Charlie didn't feel too sorry for the boy since his own greed had led to the incident.

Challenge 2

Below there are main clauses, subordinate conjunctions and subordinate clauses. Match the three pieces of the sentences together until you have 8 sentences that make sense. Write your sentences in your book.

There may be more than one way to make 8 sentences but there are some possibilities in the mark scheme.

The Buckets' love chocolate	after	his birthday.
Charlie shared his chocolate bar with his family	until	he only had cabbage soup for dinner.
Mr Wonka would pick a winner	because	he had a very good reason to.
Grandpa Joe was excited	when	it is very tasty.
Charlie liked the Oompa-Loompas	as	he loved them very much.
Charlie would not have a chocolate bar	if	everyone decided he could go with Charlie to the factory.
Charlie was still hungry	because	he had got to know the children.
Grandpa Joe could get out of bed	although	he thought some of their songs were mean.

Challenge 3

Below are 8 simple sentences. Add a subordinate clause to each using a subordinate conjunction. **I SAW A WABUB.**

If Since As When Although While After Before Until Because

There are some examples of the sort of sentences you might write in the mark scheme. Make sure each sentence has a capital letter and a full stop.

- 1) The Chocolate room smelt delicious.
- 2) Charlie looked around the room.
- 3) Augustus Gloop was very happy.
- 4) Mr Wonka smiled at the children.
- 5) The Oompa-Loompas sang songs.
- 6) Grandpa Joe jumped out of bed.

- 7) Charlie shared his chocolate.
8) Grandpa Joe worked at the factory.

Challenge X

1 Circle the most suitable **conjunction** to complete the sentence below.

Amrit still managed to smile _____ he was feeling very tired.

although because before and

2 Which underlined group of words is a **subordinate clause**?

Tick **one**.

If you want to, you can walk with us.

This is the best fishing spot we have found.

We change places when the bell rings.

We planted the parsley next to the mint.

3 Underline the **subordinate clause** in the sentence below.

Hassan and I are going to our dance class; we are going to be late as we missed the bus.

4 Circle each word that should begin with a **capital letter** in the sentence below.

when we visited the museum in birmingham, gareth arranged to travel by train with aunt laura.

Review

Beat the teachers!

Look at the picture below. How many sweet treats can you spot in the picture?

Miss Chilton, Miss Allen and Mr Gowler all had a look too. Look in the marking scheme to see what they thought of. Could you spot as many as they did?





Mark Scheme – Lesson 2

Independent Tasks	
Challenge 1	
<p>Charlie peered at the chocolate lake as his grandpa examined the peppermint grass. “A starving man could eat for a year if he lived in this room,” marvelled Charlie. His grandpa nodded, his eyes were wide with wonder. They watched Veruca Salt greedily scooping up clotted cream when Mr Wonka had his back turned. They thought they had seen the worst of the other contestants revolting behaviour until they noticed Augustus Gloop. He was laying flat on the ground so that he could reach the melted chocolate with his hands. He scooped it straight into his waiting mouth. Mr Wonka cried out when he spotted what the greedy boy was doing. “No, no, my precious chocolate. You must stop!” It was too late. The crowd of onlookers all held their breath as he slipped into the river. “Help my baby before he drowns!” shrieked the boy’s horrified mother. Charlie didn’t feel too sorry for the boy since his own greed had led to the incident.</p>	
Challenge 2	
<ol style="list-style-type: none"> 1) The Buckets’ love chocolate because it is very tasty. 2) Mr Wonka would pick a winner after he got to know the children. 3) Charlie would not have a chocolate bar until his birthday. 4) Charlie shared his chocolate bar with his family as he loved them very much. 5) Charlie was still hungry because he only had cabbage soup for dinner. 6) Grandpa Joe was excited when everybody decided he could go with Charlie to the factory. 7) Grandpa Joe could get out of bed if he had a very good reason to. 8) Charlie liked the Oompa-Loompas although he thought some of their songs were mean. 	
Challenge 3	
<ol style="list-style-type: none"> 1) The Chocolate room smelt delicious because it was filled with delicious treats. 2) Charlie looked around the room until his Grandpa encouraged him to kneel down and try the scrumptious grass. 3) Augustus Gloop was very happy while he slurped chocolate. 4) Mr Wonka smiled at the children although Charlie noticed his smile didn’t reach his eyes. 5) The Oompa-Loompas sang songs after each of the children misbehaved. 6) Grandpa Joe jumped out of bed when he realised Charlie had won a golden ticket. 7) Charlie shared his chocolate because he was kind. 8) Grandpa Joe worked at the factory before it had closed. 	
Challenge X	
1	<p><u>although</u> because before and</p>
2	<p>We change places <u>when the bell rings</u>. <input checked="" type="checkbox"/></p>
3	<p>Hassan and I are going to our dance class; we are going to be late <u>as we missed the bus</u>.</p>

4

when we visited the museum in birmingham, gareth arranged to travel by train with aunt laura

Review

candy floss	swirly icing	peppermint grass
jelly beans	chocolate bars	jelly pumpkins
melted chocolate	candy canes	candy apples
chocolate drop mushrooms		

Lesson 3

Learning Intention
WALT add extra information to our sentences using brackets, dashes and commas for parenthesis.

Key Vocabulary:
Main clause
Subordinate clause
Brackets
Dashes
Commas
Parenthesis

What you will need:
Video **Year 6 English – Week 2 – Lesson 3**
Pen
Writing book

Starter

Today you will need to know about main clauses and subordinate clauses. Can you remember the difference?

Think about what a subject and an object is. You have already looked at what a subject is in a simple sentence in lesson 1.

Watch the video XXX or look in the mark scheme to find out the correct answer.

Label each box with **subject (S)** or **object (O)**.

Sam baked cakes for charity and he sold them at breaktime.

↑

↑

↑

↑

Main Teaching

This week you have read or listened to Mr Gowler read Chapter 15: The Chocolate Room by Roald Dahl. You can watch it again if you would like look at **Year 6 English – Week 2 – Lesson 1 Chapter reading Video**

Watch video **Year 6 English – Week 2 – Lesson 3**, this will explain the main input.

You have looked at coordinating and subordinating conjunctions, but now we need to think about how we can add extra information (subordinate clause) to sentences and make sure the reader understands what they are reading by punctuating it properly with either commas, brackets or dashes.

Now before we look at adding commas, brackets and dashes to our sentences we need to remember that subordinate clauses can be removed from a sentence and the sentence will still makes sense.

For example,

Miss Allen, Miss Chilton and Mr Gowler, **who have given themselves awesome rockstar names on Times Tables Rockstars**, can't wait for their classes to challenge them.

When I removed the subordinate clause the sentence still makes sense.

Miss Allen, Miss Chilton and Mr Gowler can't wait for their classes to challenge them.

So now let's look at adding subordinate clauses to these sentences:

Mr Wonka opened the door.

I want to think how I can make this sentence more interesting. Can I add additional information about Mr Wonka or the door or how he opened the door?

If I add some extra information about Mr Wonka my sentence could change to this (don't forget we need to use punctuation to 'attach' the subordinate clause to the main clause):

Mr Wonka, who was almost vibrating with excitement, opened the door.

Here I have used commas because I want the relative clause (which is a type of subordinate clause) to 'just' be added to my main clause. However I can use my punctuation for effect.

For example, I can use brackets to add whispered extra information that I want the reader to know, but I don't want it to stand out.

Mr Wonka (who was almost vibrating with excitement) opened the door.

Or if I wanted the extra information to stand out I could use a dash to point out the information.

Mr Wonka – who was almost vibrating with his excitement – opened the door.

Miss Allen's Top Tips!

- Brackets come in pairs
- Dashes and commas come in pairs if the subordinate clause is embedded (in the middle of the sentence)
- If the subordinate clause is at the end of the sentence there will only be one comma or dash

Let's practise this

They simply stood and stared.

They simply stood and stared, bewildered by the very sight before them.

Look at where the comma is. There is only one comma because the subordinate clause comes at the end of the sentence.

She was pointing frantically to the other side of the river.

She was pointing frantically to the other side of the river – never before had she seen a meadow of beautiful and edible flowers.

Look at where the dash is. There is only one dash because the subordinate clause comes at the end of the sentence.

The children and their parents were too flabbergasted to speak.

The children and their parents (who stood standing motionless with their mouths hanging open) were too flabbergasted to speak.

Don't forget brackets *always* come in pairs!

Independent Tasks

Please complete either challenge 1, 2 or 3. Once you have completed your challenge you may choose to complete challenge X as well.

Challenge 1

I've scrambled a sentence, can you unscramble it? I have even hidden the capital letter and full stop to try and trick you!

1)

were	of	reptiles	types	pterosaurs
dinosaurs	(which lived millions of years ago)			and

2)

have	rabbit	at	fluffy	an
extremely	home	I	(called Flopsy)	

3)

play	is	let's	because	football
sunbathing	mum	not	(in the garden)	

4)

seaside	too	small	the	we
go	whenever	best	to	I'm
the	for	rides	(or a theme park)	

Challenge 2

Add brackets, dashes or commas to the sentence below. Remember you need to think about whether you wanted to 'just' be extra information, or whispered, or pointed out.

- 1) John who was trembling under his blanket watched a scary film.
- 2) Sarah and her friends went to the park on a beautiful Friday afternoon to play on the wings.

- 3) I lost my phone which was a brand new iPhone that my parents gave me for my birthday while I was out yesterday.
- 4) Prince Harry served in the British Army before he retired and married Meghan Markle.
- 5) Dolphins who travel around in small groups belong to the mammal group of vertebrates.
- 6) I brought some sandals that were in my favourite colour florescent orange.

Challenge 3

Look at the sentence below what is the extra information that should be punctuated and how do you know?

- 1) John who was normally up late was up and out by 7am.
- 2) I'm going to a party which is for Ben on Saturday.
- 3) We saw five elephants which were huge at the zoo last week.
- 4) Never smile at a crocodile especially an adult or you'll regret it!
- 5) Mum's promised us hot chocolate which is my favourite drink after swimming club.
- 6) We won the 5-a-side match which was 40 minutes long easily.

Challenge X

Complete these GAPS questions.

1)

Insert a **pair of brackets** in the correct place in the sentence below.

Using public transport such as buses and trains can reduce pollution.

2)

Which sentence is punctuated correctly?

Tick **one**.

I will be running – a half marathon 13 miles next week!

I will be – running a half marathon – 13 miles next week!

I will be running a half marathon 13 – miles – next week!

I will be running a half marathon – 13 miles – next week!

3)

Insert a **dash** in the correct place in the sentence below.

It was a very exciting lesson we learnt how parachutes
work and designed one of our own.

Review

Let's now spot the mistake!

What's wrong with this sentence?

Sarah is a vegetarian – she doesn't eat meat -

Mark Scheme – Lesson 3

Starter	
<p>Sam baked cakes for charity and he sold them at brektime.</p> <p>↑ ↑ ↑ ↑</p> <p>S O S O</p>	
Independent Tasks	
Challenge 1	
<ol style="list-style-type: none"> 1) Dinosaurs and Pterosaurs (which lived millions of years ago) were types of reptiles. 2) I have an extremely fluffy rabbit (called Flopsy) at home. 3) Whenever we go to the seaside (or a theme park) I'm too small for the best rides. 4) Because mum is sunbathing (in the garden) let's not play football. 	
Challenge 2	
<p>You can use either a comma, brackets or dashes in the highlighted areas.</p> <ol style="list-style-type: none"> 1) John, who was trembling under his blanket, watched a scary film. 2) Sarah and her friends went to the park, on a beautiful Friday afternoon, to play on the wings. 3) I lost my phone (which was a brand new iPhone that my parents gave me for my birthday) while I was out yesterday. 4) Prince Harry served in the British Army before he retired and married Meghan Markle. 5) Dolphins (who travel around in small groups) belong to the mammal group of vertebrates. 6) I brought some sandals that were in my favourite colour, florescent orange. 	
Challenge 3	
<p>The highlighted sections are the subordinate clauses (extra information). Remember where I've added punctuation - you could add commas, brackets or dashes.</p> <ol style="list-style-type: none"> 1) John, who was normally up late, was up and out by 7am. 2) I'm going to a party (which is for Ben) on Saturday. 3) We saw five elephants (which were huge) at the zoo last week. 4) Never smile at a crocodile - especially an adult - or you'll regret it! 5) Mum's promised us hot chocolate, which is my favourite drink after swimming club. 6) We won the 5-a-side match, which was 40 minutes long, easily. <p>I know the highlighted sections are the subordinate clauses because if I removed them the sentence still makes sense.</p>	
Challenge X	
<ol style="list-style-type: none"> 1) Using public transport (such as buses and trains) can reduce pollution. 2) I will be running a half marathon – 13 miles – next week! 3) It was a very exciting lesson – we learnt how parachutes work and designed one of our own. 	
Review	
<p>There shouldn't be a dash at the end of the sentence. The sentence should be, Sarah is a vegetarian – she doesn't eat meat.</p>	

Lesson 4		
Learning Intention WALT use expanded noun phrases to describe.	Key Vocabulary: Expanded noun phrases Noun adjective	What you will need: Video Year 6 English – Week 2 – Lesson 4 Pen Writing book
Starter		
<p>Today you will need to know about nouns and adjectives. Can you spot them in this sentence? You found the definitions of these word classes in lesson 1. You can always check what adjectives and nouns are by looking back at your starter in lesson 1.</p> <p>The monster's attempts at hiding were abysmal.</p> <p>The people were flabbergasted when the buildings shook.</p> <p>Watch the video Year 6 English – Week 2 – Lesson 4 or look in the mark scheme to find out the correct answers.</p>		
Main Teaching		
<p>Watch video Year 6 English – Week 2 – Lesson 4, this will explain the main input.</p> <p>All week you have been looking at types of sentences and how to improve them. Today we are going to look at how to improve your descriptive writing by using expanded noun phrases.</p> <p>What are expanded noun phrases I hear you cry! Let's start at the beginning:</p> <p>First I need to choose a noun, such as: river. Then I can create a noun phrase. I can do that by putting a determiner in front of the noun, for example: the river.</p> <p>Now you are ready to create an expanded noun phrase! All you need to do is add an adjective or few adjectives. Here are a few examples of expanded noun phrases using my noun phrase as a starting point.</p> <p>The crystal, clear river. The icy, cold river. The fish-infested river. The fast, flowing river. The frozen, ice rink of a river.</p> <p>Sounds easy right! No... you are Year 6 you can add all sorts of adjectives in front of your noun. For example: A loveable kind, generous girl with a smile as wide as a whale and as shiny as gold. Here not only do I have an expanded noun phrase but I have also used a simile to add further description.</p> <p>A rotund, religious, reliable man with the ability to advise others wisely.</p>		

Again I have used an **expanded noun phrase** but have you spotted what I've also have done? You're right! I have also used alliteration.

Now you know what a noun phrases is, you may ask, how does it help me improve my description? Have a look at a piece of my writing.

The dragon flew from the cave and flapped its wings in the air. It let out a roar and then flew into the valley below. It burnt the crops of the villagers and picked up a cow in its talons before flying back into the cave.

I guess this is ok, but can it be improved? Definitely! By adding expanded noun phrases I can add adjective to describe the nouns.

Have a look at my improved paragraph.

The snarling dragon shot from the huge cave and flapped its mighty wings in the cold, morning air. It roared fearsomely and then speared downwards into the luscious valley below that was full of swaying corn. The hungry dragon burnt the precious crops of the poor villagers, wilting green stalks with a fierce inferno that began in its cavernous jaws. The beast clasped a cow in one of its sharp talons before flying lazily back into the cave.

What do you think?

To further improve my paragraph I could add prepositional phrases to add further information. A preposition is a type of word which tells you where something is. Such as: in, over, behind, on, after, in between.

Here I have shown you my prepositional phrases in my paragraph.

The snarling dragon shot from the huge cave and flapped **its mighty wings in the cold, morning air**. It roared fearsomely and then speared **downwards into the luscious valley below that was full of swaying corn**. The hungry dragon burnt the precious crops of the poor villagers, wilting green stalks with a fierce inferno **that began in its cavernous jaws**. The beast **clasped a cow in one of its sharp talons** before **flying lazily back into the cave**.

Independent Tasks

Please complete either challenge 1, 2 or 3. Once you have completed your challenge you may choose to complete challenge X as well.

Challenge 1

Copy down the paragraph below in your neatest handwriting and underline or highlight the expanded noun phrases.

The snarling dragon shot from the huge cave and flapped its mighty wings in the cold, morning air. It roared fearsomely and then speared downwards into the luscious valley below that was full of swaying corn. The hungry dragon burnt the precious crops of the poor village people, wilting green stalks with a fierce inferno that began in its cavernous jaws. The beast clasped a cow in one of its sharp talons before flying lazily back into the cave.

Challenge 2

Copy the following sentences in your neatest handwriting and circle the expanded noun phrases.

- 1) The brightly-coloured parrot flew through the canopy.
- 2) After his lunch, Harold ate a sweet, delicious chocolate brownie.
- 3) Under the waves, the stripy fish swam quickly through the reef.
- 4) In a forest clearing, a dark, mysterious jaguar sauntered by the water.
- 5) "Pass me the blue shoes please," Mum asked Sophia.
- 6) As John sat at the bus stop, he saw three large, black cars go past.
- 7) "These strawberry yoghurts are out of date!" complained the customer in the shop.
- 8) When he reached the top, the climber stared at the vast, breath-taking view.

Challenge 3

Copy down the sentences in your neatest handwriting and underline or highlight the expanded noun phrase in each sentence that has been expanded with a prepositional phrase.

- 1) Under the waves, the fish with the jagged fins swam swiftly through the reef.
- 2) The cat under the bush was drenched and shivering.
- 3) From the cave, a dragon with deadly claws came crashing out.
- 4) At the stables, Aisha chose to ride the horse with a black mane.
- 5) Charlie reached for the chocolates on the top shelf.
- 6) The wizard in the purple robe waved his magic wand and they all disappeared.
- 7) Jason had always known that the house adjacent to the park was occupied by witches.
- 8) "Please pass me the keys from the top drawer," Dad said to Brian.

Challenge X

Beat the teacher!

Miss Allen, Miss Chilton and Mr Gowler have all tried to write amazing descriptive sentences which include expanded noun phrases and prepositional phrases. Can you create better sentences than them? Here is the picture from lesson 2.



Don't forget to check the mark scheme to see if your sentences are better than Miss Allen, Miss Chilton and Mr Gowler's sentences.

Review

Find the definitions for these words which you will find tomorrow in Mr Gowler's WAGOLL.

Utopia –

Tantalising –

Luscious –

Oozing –
Fantasy –
Cascading –
Savoured –
Infused –

Mark Scheme – Lesson 4

Starter
<p>Here are the nouns and adjectives.</p> <p>The monster's attempts at hiding were abysmal.</p> <p>The people were flabbergasted when the buildings shook.</p>
Independent Tasks
Challenge 1
<p>The highlighted sections are expanded noun phrases.</p> <p>The snarling dragon shot from the huge cave and flapped its mighty wings in the cold, morning air. It roared fearsomely and then speared downwards into the luscious valley below that was full of swaying corn. The hungry dragon burnt the precious crops of the poor village people, wilting green stalks with a fierce inferno that began in its cavernous jaws. The beast clasped a cow in one of its sharp talons before flying lazily back into the cave.</p>
Challenge 2
<p>Here are the expanded noun phrases.</p> <p>The brightly-coloured parrot flew through the canopy.</p> <p>After his lunch, Harold ate a sweet, delicious chocolate brownie.</p> <p>Under the waves, the stripy fish swam quickly through the reef.</p> <p>In a forest clearing, a dark, mysterious jaguar sauntered by the water.</p> <p>"Pass me the blue shoes please," Mum asked Sophia.</p> <p>As John sat at the bus stop, he saw three large, black cars go past.</p> <p>"These strawberry yoghurts are out of date!" complained the customer in the shop.</p> <p>When he reached the top, the climber stared at the vast, breath-taking view.</p>
Challenge 3
<p>Here are the expanded noun phrases.</p> <p>Under the waves, the fish with the jagged fins swam swiftly through the reef.</p> <p>The cat under the bush was drenched and shivering.</p> <p>From the cave, a dragon with deadly claws came crashing out.</p> <p>At the stables, Aisha chose to ride the horse with a black mane.</p> <p>Charlie reached for the chocolates on the top shelf.</p> <p>The wizard in the purple robe waved his magic wand and they all disappeared.</p> <p>Jason had always known that the house adjacent to the park was occupied by witches.</p> <p>"Please pass me the keys from the top drawer," Dad said to Brian.</p>
Challenge X

Did you beat the teachers?

The intricate swirling icing gave the illusion of a place you could only dream of. Caramel oozed down the red, plump cherries, which seemed to glow against the luscious, green, candy grass.

Trees weren't just trees in this fantasy world of dreams, they were tinged a strange blue of candy floss.

Although many may consider rivers to be forever fast-flowing water, this mystical river was not. Its silky, brown chocolate-infused waters seemed to lazily trickle through the chocolate room. Under sickly, sweet bridges (which were a delectable sugary treat) and over wiggling jelly beans, the river travelled until they finally reached the furious waterfall, which it would cascade down only to start its joy-filled journey again.

Review

Utopia – an idyllic place

Tantalising – to torment or tease someone with the sight or promise of something that is unobtainable.

Luscious – appealing strongly to the senses

Oozing – liquid which slowly trickles or seeps out of something

Fantasy – imaginative especially when extravagant

Cascading – water or liquid pouring downwards rapidly and in large quantities

Savoured – to enjoy and take in a pleasant sight, smell or taste

Infused – for something to be flavoured. For example, for lemon to transfer its flavour to water – you would have lemon infused water.

Lesson 5

<p>Learning Intention: WALT: write a setting description.</p>	<p>Key Vocabulary: Setting Synonyms Noun Verb Adjective Adverb Conjunction Simple Compound Complex Main clause Subordinate clause (Expanded) noun phrases</p>	<p>What you will need: Video Year 6 English – Week 2 – Lesson 5 Pen Writing book Year 6 English – Week 2 – Lesson 1 The Chocolate Room Chapter Year 6 Word Class Mat</p>
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Starter

Synonym Match

In this game, we would like you to match up the synonyms (words or phrases which mean exactly or nearly the same as another word or phrase). Below, there are a mixture of words and it is your challenge is to place them into groups of three, in your writing books, based on their meaning. If you aren't sure what some of the words mean, try grouping the synonyms you do know first of all!

<i>utopia</i>	<i>twist</i>	<i>cascade</i>	<i>scent</i>
<i>bend</i>	<i>aroma</i>	<i>luscious</i>	<i>paradise</i>
<i>surge</i>	<i>delicious</i>	<i>tempt</i>	<i>meander</i>
<i>tantalise</i>	<i>heaven</i>	<i>plunge</i>	<i>mouth-watering</i>
	<i>fragrance</i>	<i>tease</i>	

Challenge yourself by adding some more synonyms of your own or, if possible, use a thesaurus to create a bigger word bank!

We recommend you check the **mark scheme** before you start your independent task in order to improve your work bank in preparation for writing.

Main Teaching

Watch video **Year 6 English – Week 2 – Lesson 5**, this will explain the main input.

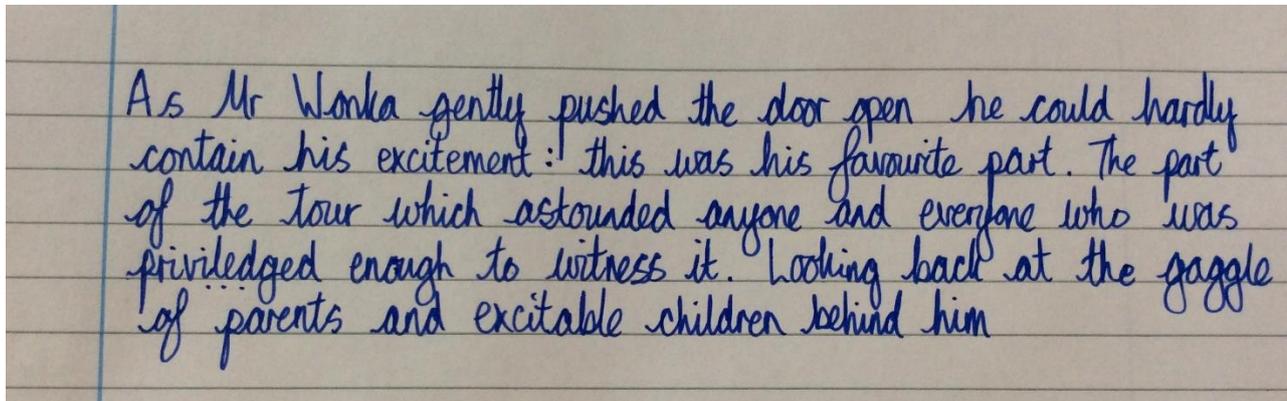
Throughout the week, we have been working on different types of sentences and expanded noun phrases to add detail to descriptions.

Today, you will be applying those skills within your own setting description!

When writing, as always, take time and care over your spellings (see statutory spelling lists for Year 3 & 4 and Year 5 & 6) and make sure you are varying your sentence openers and clause structures.

Think about lessons 1-4 from this week to help you when structuring your sentences and make sure you are using ambitious vocabulary and powerful verb choices (see Year 6 Word Class Mat).

It might be helpful to create a 'hook' to build-up to the grand unveiling of The Chocolate Room and to get you into the flow of writing, before you go fully into your setting description. Something like:



'As' is a subordinating conjunction which also acts as an excellent 'way in' to your writing. For me, it sets the ball rolling by creating some action, which I can then expand on.

In the example below, I have continued to build up to the entrance into the candyland setting by capturing Mr Wonka's excitement and the reaction of the parents and children. This sense of anticipation should help to engage the reader, making them want to read on to find out exactly what is so amazing about the room behind the door.

As Mr Wonka gently pushed the door open, he could hardly contain his excitement: this was his favourite part. The part of the tour which astounded anyone and everyone who was privileged enough to witness it. Looking back at the gaggle of parents and excitable children behind him, Mr Wonka was met with dropped jaws, eye-popping stares and a chorus of audible gasps. What stood before them was quite simply a feast for the eyes: a candyland utopia.

Once I have created a 'hook', I have then gone into detail at the start of my next paragraph below. Within my description, I want to focus heavily on the senses in order to convey the setting and help the reader visualise every aspect of it. What does it look like? What does it smell like? What can you hear? What does it feel like? As I ended the opening paragraph above by talking about sight and the eyes, I am going to begin my next paragraph by continuing to talk about the sense of sight, in order to ensure my writing is cohesive (it flows).

As Mr Wonka gently pushed the door open, he could hardly contain his excitement: this was his favourite part. The part of the tour which astounded anyone and everyone who was privileged enough to witness it. Looking back at the gaggle of parents and excitable children behind him, Mr Wonka was met with dropped jaws, eye-popping stares and a chorus of audible gasps. What stood before them was quite simply a feast for the eyes: a candyland utopia.

As far as the eye could see, a stream of tantalising chocolate flowed and twisted between undulating valleys, which were covered in sprinkles of what seemed like every colour imaginable. In the distance,

I have thought about all the work we have been doing throughout the week on sentence types, expanded noun phrases and prepositional starters and tried to effectively incorporate them within my description. Sentence openers such as 'In the distance,' allow me focus in on certain aspects and features of the setting to present in plenty of detail.

You can check out my finished draft in the mark scheme below!

We recommend using the editing checklist below as a prompt for what to include while writing and suggest you come back to it during the review when you thoroughly edit your work.

Editing Checklist:

Editing Checklist	Have you included this?
Non-negotiables (capital letters, full stops, does it make sense?)	
Spelling (Have you placed three dots under the spellings you aren't sure about? Have you checked they are spelt correctly? Have you used the statutory word lists above to help?)	
A range of sentence structures	Simple
	Compound
	Complex
Ambitious vocabulary (Don't forget to use words from your word bank!)	
Powerful verb choices	
Parenthesis to add extra information (Have you included commas, dashes and brackets?)	

Independent Task

Your task today is to write **your own** setting description of 'The Chocolate Room' from Roald Dahl's Charlie and the Chocolate Factory.

You can either use the pictures below as inspiration for your setting description or you can amaze us with your own imaginative ideas of what might be behind Mr Wonka's intriguing door labelled: 'The Chocolate Room'. Be as creative as you like!

You have 30 minutes to write your setting description which should be at least one paragraph, of high-quality Year 6 writing, in size. You can of course add more paragraphs if you would like to.

Don't forget to use the tick list in the above section to help.



A snapshot of The Chocolate Room from the Charlie and the Chocolate Factory film in 2005.



A snapshot of The Chocolate Room from the Willy Wonka & the Chocolate Factory in 1971.



An alternative idea for a candyland setting.

Learning Review

Edit your writing!

- Use your tick list (**see mark scheme**) to check your writing.
- Choose a different coloured pen/pencil to edit your work (much like we would in class with a green editing pen).

If possible, you can always ask an adult to hear your setting description or ask them to help you with the editing process.

Mark Scheme

Starter:

- utopia, paradise, heaven
- meander, twist, bend
- cascade, plunge, surge
- tantalise, tempt, tease
- luscious, delicious, mouth-watering
- fragrance, aroma, scent

First draft:

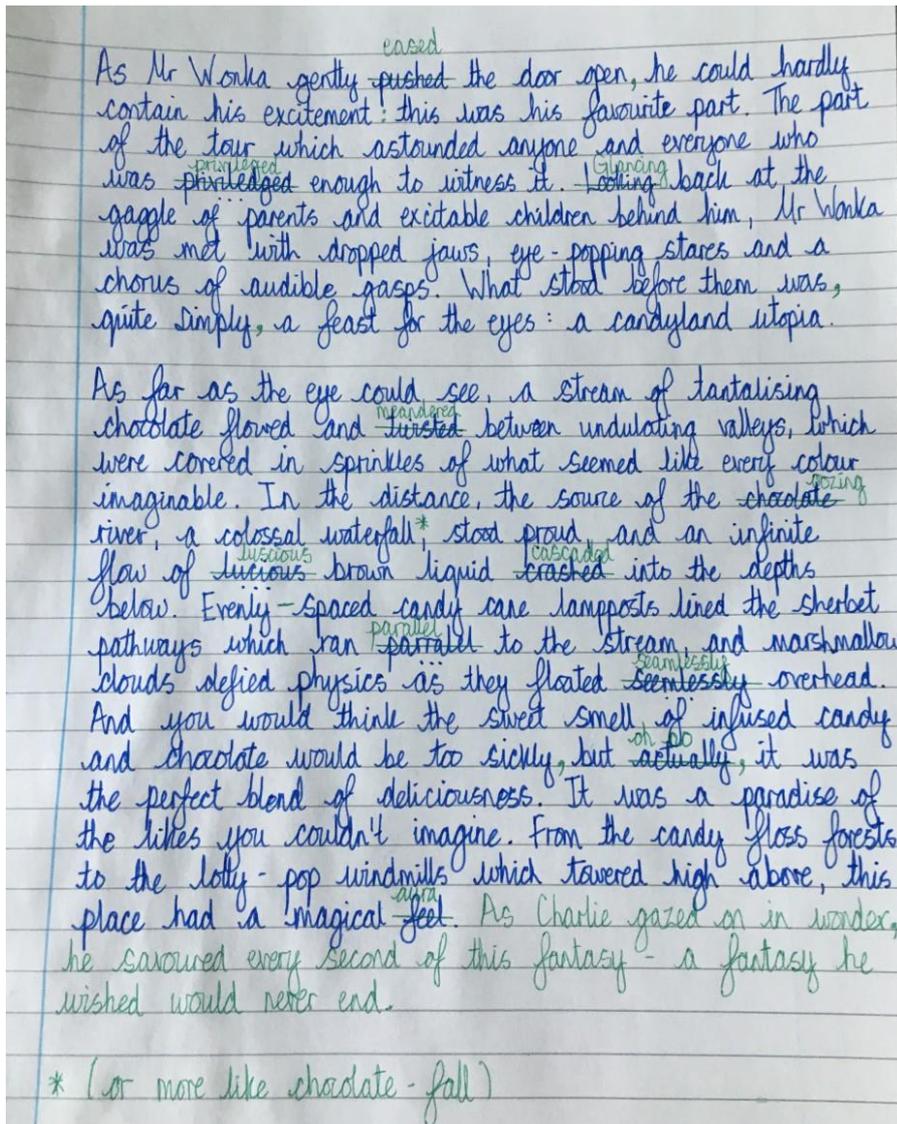
As Mr Wonka gently pushed the door open he could hardly contain his excitement this was his favourite part. The part of the tour which astounded anyone and everyone who was priviledged enough to witness it. Looking back at the gaggle of parents and excitable children behind him, Mr Wonka was met with dropped jaws, eye-popping stares and a chorus of audible gasps. What stood before them was quite simply a feast for the eyes: a candyland utopia.

As far as the eye could see, a stream of tantalising chocolate flowed and twisted between undulating valleys, which were covered in sprinkles of what seemed like every colour imaginable. In the distance, the source of the chocolate river, a colossal waterfall, stood proud, and an infinite flow of luscious brown liquid crashed into the depths below. Evenly spaced candy cane lampposts lined the sherbet pathways which ran parallel to the stream, and marshmallow clouds defied physics as they floated seamlessly overhead. And you would think the sweet smell of infused candy and chocolate would be too sickly but actually it was the perfect blend of deliciousness. It was a paradise of the likes you couldn't imagine. From the candy floss forests to the lolly-pop windmills which towered high above, this place had a magical feel.

Editing Checklist		Have you included this?
Non-negotiables (capital letters, full stops, does it make sense?)		
Spelling (Have you placed three dots under the spellings you aren't sure about? Have you checked they are spelt correctly? Have you used the statutory word lists above to help?)		
A range of sentence structures	Simple	
	Compound	
	Complex	
Ambitious vocabulary (Don't forget to use words from your word bank!)		

Powerful verb choices	
Parenthesis to add extra information (Have you included commas, dashes and brackets?)	

After editing:



Written transcript of final draft:

As Mr Wonka gently eased the door open, he could hardly contain his excitement: this was his favourite part. The part of the tour which astounded anyone and everyone who was privileged enough to witness it. Glancing back at the gaggle of parents and excitable children behind him, Mr Wonka was met with dropped jaws, eye-popping stares and a chorus of audible gasps. What



stood before them was, quite simply, a feast for the eyes: a candyland utopia.

As far as the eye could see, a stream of tantalising chocolate flowed and meandered between undulating valleys, which were covered in sprinkles of what seemed like every colour imaginable. In the distance, the source of the oozing river, a colossal waterfall (or more like chocolate-fall), stood proud, and an infinite flow of luscious brown liquid cascaded into the depths below. Evenly-spaced candy cane lampposts lined the sherbet pathways which ran parallel to the stream, and marshmallow clouds defied physics as they floated seamlessly overhead. And you would think the sweet smell of infused candy and chocolate would be too sickly, but oh no, it was the perfect blend of deliciousness. It was a paradise of the likes you couldn't imagine. From the candy floss forests to the lolly-pop windmills which towered high above, this place had a magical aura. As Charlie gazed on in wonder, he savoured every second of this fantasy - a fantasy he wished would never end.