



Year 6 English Distance Teaching and Learning

Week beginning: Monday 4th May 2020

Lesson 1		
Learning Intention WALT identify and use relative clauses.	Key Vocabulary: Complex sentences Subordinate clause Main clause Pronoun Relative pronoun Relative clause Embedded	What you will need: Writing book Pen Videos: Year 6 English – Week 3 – Lesson 1 Year 6 English – Week 3 – Video Fantastic Beasts Extract Year 6 English – Week 3 – Video Harry Potter Extract
Starter		
<p>This week we will be writing about dragons from JK Rowling's Wizarding World.</p> <p>You can find information about dragons that we will be using this week in the Harry Potter books and also in Newt Scamander's Fantastic Beasts and Where to Find Them. Read or watch the videos of these extracts now.</p> <p>You can read the extracts: Year 6 English – Week 3 – Harry Potter Extract Year 6 English – Week 3 – Fantastic Beasts Extract</p> <p>Or listen to Miss Chilton reading them: Year 6 English – Week 3 – Video Harry Potter Extract Year 6 English – Week 3 – Video Fantastic Beasts Extract</p>		
Main Teaching		
<p>Watch the video, Year 6 English – Week 3 – Lesson 1 Video, which will explain the main input.</p> <p>Last week, we looked at different types of sentences. We began to look at the different ways we can add subordinate clauses. Today we will be learning about a special type of subordinate clause, called relative clauses.</p> <p>Let's remind ourselves what a subordinate clause is!</p> <p>Subordinate clauses add extra information to a sentence, they can't be a sentence on their own and if they are removed the sentence will still make sense!</p> <p>For example, Miss Allen, Miss Chilton and Mr Gowler, who have given themselves awesome rock star names on Times Tables Rock Stars, can't wait for their classes to challenge them.</p> <p>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.</p>		

Next, we need to know what a relative pronoun is! Here are some examples!



Relative clauses are a type of subordinate clause that all start with a relative pronoun! They can be slotted in the middle (embedded) of a main clause or at the end. They need to be punctuated with commas, dashes or brackets.

Here are 3 examples of sentences with relative clauses:

- 1) The wizard clan MacFusty, **who have dwelled in the Hebrides for centuries**, have traditionally taken responsibility for the management of their native dragons.

This is an embedded relative clause beginning with who. It opens and closes with a comma.

- 2) Its eggs are cement-coloured and particularly hard-shelled; the young club their way out using their tails, **whose spikes are well developed at birth**.

This sentence is composed of two main clauses separated by a semi colon. It also has a relative clause beginning with whose. It is at the end of the second main clause so it needs a comma to open it but is closed by the full stop at the end of the sentence.

- 3) The Fireball gained its name for the mushroom-shaped flame **that bursts from its nostrils when it's angered**.

The relative pronoun used to start the relative clause in this sentence is that. That is special because as well as being a relative pronoun it is a subordinate conjunction. It is the only relative pronoun (when used to start a relative clause) that does not need to be demarcated with a comma, dash or bracket. This is because you would not need to do this for a subordinate conjunction.

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

Look carefully at the seven sentences below. Copy them into your book in your neatest handwriting. Underline or highlight the relative clause in each sentence.

- 1) The River Severn, which runs through several counties, is our longest river.
- 2) My parents met in St Albans, when they were 21 years old.
- 3) At lunchtime, when I've finished my meal, I always play on the climbing frame.
- 4) Miss Allen, who teaches at Bowmansgreen Primary School, loves using songs in her lessons.
- 5) Bowmansgreen Primary School, which is in London Colney, has a stage in its hall.

- 6) Milk, which contains a lot of calcium, is good for your bones and teeth.
 7) Mr Gowler (who is a gentleman) always opens the door for others.

Challenge 2

Match the main clauses and relative clauses below. Rewrite each sentence, in your writing book, placing the relative clause at either the middle or end of the main clause. Make sure to add the correct punctuation to each sentence.

Main clause
Miss Allen loves using songs in her lessons.
The dog is eating its dinner.
Mr Gowler always opens the door for others.
The field is used for playtime in the summer.
Bill tripped over
Miss Chilton is a year 6 teacher.
My cat purrs when I feed her.

Relative clause
who loves using bar models
who teaches at Bowmansgreen primary school
that is covered in flowers
which is huge
who was not looking where he was going
who loves prawns
who is a gentleman

Challenge 3

Use the pictures below as inspiration. Write seven sentences with a relative clause. The relative pronouns you could use are: when, which, who, whose, whom, that

You could place the relative clause in the middle or at the end of the main clause. Don't forget to use commas, dashes or brackets when you add a relative clause.

There are some examples of the types of sentences you could write in the mark scheme.



Challenge X

1

Underline the **relative clause** in each sentence.

We visited the funfair that came to our town.

My uncle who lives in Australia has sent me a present.

My friend whose rabbit I look after is on holiday.

2

Which sentence contains a **relative clause**?

Tick **one**.

The boy who I met at the park is in my class.

The team is going to play a match tomorrow.

Sue said that she wanted to learn to play the drums.

Whenever they have time, they like to go cycling.

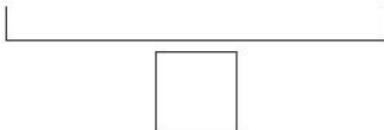
3

Label each of the clauses in the sentence below as either **main (M)** or **subordinate (S)**.

When the bell rang, we dashed into the playground and



we started a game of football.



4

Tick one box in each row to show whether the underlined clause is a **main clause** or a **subordinate clause**.

Sentence	Main clause	Subordinate clause
The school, <u>which has three playing fields</u> , opened in 1967.		
Although I had cycled to school, <u>I still had the energy for my lessons</u> .		
<u>We will be proud</u> if we try our best.		

5

Write out the words from the boxes below to make **one** sentence.

You can use the boxes in any order.

Remember to punctuate your answer correctly.

went to Spain	who is in my class
over the summer	Ben Green

Review

Rewrite the sentence below 3 times. Each time add a different relative clause with a different relative pronoun. Each time you should add different information.

Dragons are the most famous magical creature.

Look in the mark scheme or on the video to see some examples of sentences.



Mark Scheme – Lesson 1

Independent Tasks	
Challenge 1	
1) The River Severn, which runs through several counties , is our longest river. 2) My parents met in St Albans, when they were 21 years old . 3) At lunchtime, when I've finished my meal , I always play on the climbing frame. 4) Miss Allen, who teaches at Bowmansgreen Primary School , loves using songs in her lessons. 5) Bowmansgreen Primary School, which is in London Colney , has a stage in its hall. 6) Milk, which contains a lot of calcium , is good for your bones and teeth. 7) Mr Gowler (who is a gentleman) always opens the door open for others.	
Challenge 2	
Here are some examples of how the main clauses and relative clauses could have been used as one sentence. Miss Allen, who teaches at Bowmansgreen Primary School, loves using songs in her lessons. Mr Gowler, who is a gentleman, always opens doors for others. Miss Chilton, who loves using bar models, is a year 6 teacher. The dog, which is huge, is eating it's dinner. The field that is covered in flowers is used for playtime in the summer. Bill, who was not looking where he was going, tripped over. My cat, who loves prawns, purrs when I feed her.	
Challenge 3	
Here are some examples of sentences you could have written: 1) The headteacher, who loves pizza, is in her office. 2) The worm, which is in the bottom of a wellington boot, is trying to get home. 3) The monkey that likes climbing ladders is stuck. 4) The mouse, which is in the cave, is eating cheese. 5) The princess, who has a red motorbike, is on her way to the palace. 6) The witch, who is ancient, is brewing an evil potion. 7) The tooth fairy, who is chatting on her mobile phone, needs to go to work.	
Challenge X	
1	We visited the funfair <u>that came to our town</u> . My uncle <u>who lives in Australia</u> has sent me a present. My friend <u>whose rabbit I look after</u> is on holiday.
2	The boy who I met at the park is in my class. <input checked="" type="checkbox"/>

Lesson 2

<p>Learning Intention WALT identify formal and informal language.</p>	<p>Key Vocabulary: Formal Informal Vocabulary</p>	<p>What you will need: Writing book Pen Videos: Year 6 English – Week 3 – Lesson 2 Extracts: Year 6 English – Week 3 – Fantastic Beasts Extract Year 6 English – Week 3 – Harry Potter Extracts</p>
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Starter

Match the word to the definition. You can find these words used in – **Year 6 English – Week 3 – Fantastic Beasts Extract.**

You can find the answers in the mark scheme or the video, **Year 6 English – Week 3 – Lesson 2.**

Word	Definition
migrate	Someone that has power or influence over others.
native	A person without magical powers.
spate	Moving from one habitat, region, country or place to another.
dominant	An animal that is born or associated with a place, whether it lives there or not.
muggle	To deliberately make someone annoyed or angry.
provoked	An area defended by an animal or group of animals against others.
territory	A large amount of similar things happening in quick succession.

Main Teaching

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

This week we have looked at two extracts that are both about dragons. They are written in different styles because they are two different types of texts.

When working out if a text is formal or informal you have to think about:

- 1) Who the text is written for (the audience)?
- 2) What type of vocabulary is used?
- 3) If it is fiction, how well do the characters within the text know each other?

Informal Style

The Harry Potter books are fiction books, the conversations in the extracts are between friends so they are written in an informal style.

Formal Style

Fantastic Beasts and Where to Find Them is also a fiction book but it is written as if it is a text book for children in a world where the facts inside it are real. Therefore, it is written in a formal style.

formal	informal
uses specific vocabulary for the subject	use more contractions and abbreviations (e.g. it's or TV)
uses the correct grammar and punctuation	is clear and to the point
has a more serious tone	has a more 'chatty' tone
often uses complex sentence structures	uses clichés (e.g. raining cats and dogs)
	uses text-style words (lol)

Here are some examples of formal and informal letters. Think carefully about whether they are formal or informal.

Informal	Formal
Hi Laura, I had a great time coming to stay with you last weekend. It was really cool meeting your family and awesome bunny rabbits. That pasta we had was A-MAZE-ING!! Could you get your mum to send mine the recipe? That would be SO wicked.	Dear sir or madam, I am writing to inform you that I had a most enjoyable experience at your wonderful leisure establishment. My family and I enjoyed magnificent refreshments. Indeed, the cuisine was heavenly.

What proof is there that the texts are written in different styles? (formal and informal)

1) Who is the audience of each text?

The informal letter is written to a friend. The formal letter is written to the manager of a leisure centre, the sender does not know them.



2) What type of vocabulary is used?

The informal letter includes: great, cool, awesome, A-MAZE-ING, SO wicked. This is informal language. It has a 'chatty' tone. Other examples of informal language include slang or contractions (TV instead of television, can't instead of cannot).

The formal letter includes: inform, sir, madam, enjoyable experience, leisure establishment, magnificent refreshments, cuisine. This language is much more sophisticated and formal, it sounds as though the writer is trying to show off and impress their audience!

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

Fill in the table below using the options below. You are looking for words or phrases that mean the same thing but that are written in different styles.

Formal	Informal
habitat	
profession	
creature	
greetings	
	kids
	see ya later
	mate
	cool
	yummy
inform you	
please be quiet	
	I've finished

Answers to use:

animal	children	let you know
delicious	goodbye	hiya
job	shut up	I have completed my task
companion	magnificent	home

Challenge 2

Look carefully at the letter below. Write it out in your writing book in your neatest handwriting. When you reach an underlined section select and write only the formal choice. At the end you should have a formal letter.

Dear/Hello Sir or Madam,

I am writing to let you know/inform you that a pizza I was unlucky enough/had the misfortune to order at your restaurant was despicable/rubbish.

The cheese was flavourless/gross, the tomatoes gone off/rotten, and the base chewy as rubber/impossibly tough.

Never will I eat at your establishment/joint again. Not only was the food pants/terrible, but the wait staff were snooty/alooof, and I had to wait two hours for my grub/dinner!

I demand/want a refund, to be paid now/immediately.

Yours faithfully/Cheers,

Name: _____

Challenge 3

Use the vocabulary in the table below to write contrasting sentences. Write one that is formal and one that is informal. There are some examples of the types of sentences you could write in the mark scheme.

formal	informal
spectacles	glasses
beverage	drink
delighted	chuffed
gentleman	bloke
enquire	ask
marvellous	great
companion	mate

Challenge X

1 Which sentence is the most **formal**?

Tick **one**.

The way they played was terrible, wasn't it?

I wish they'd put a little more effort in today!

If only they'd tried a bit harder, they would've won.

The team were defeated due to mistakes that they made.

2 Underline the sentence that is the most **formal** in the passage below.

Hope you can make it to my birthday party next week! It's going to be great! The venue is yet to be confirmed. I'm still checking out a couple of places.

3

Circle the most **formal** option in each box below to complete the invitation.

We would like to invite you to a

catch-up
celebration
get-together

to mark this

fab
really cool
momentous

 occasion.

It will

start up
commence
kick off

 at 5pm.

Review

Below are some informal sentences from Harry Potter and the Philosopher's Stone. Can you re-write it so it is more formal?

"Won it," said Hagrid. "Las' night. I was down in the village havin' a few drinks an' got into a game o' cards with a stranger. Think he was quite glad to get rid of it, ter be honest."

Below is a formal sentence from Fantastic Beasts and Where to Find Them. Can you re-write it so it is more informal?

This dragon produces a very vivid scarlet flame, though by dragon standards it is not particularly aggressive and will rarely kill unless hungry.

There are suggested new sentences in the mark scheme and video.



Mark Scheme – Lesson 2

Starter	
Word	Definition
migrate	Moving from one habitat, region, country or place to another.
native	An animal that is born or associated with a place, whether it lives there or not.
spate	A large amount of similar things happening in quick succession.
dominant	Someone that has power or influence over others.
muggle	A person without magical powers.
provoked	To deliberately make someone annoyed or angry.
territory	An area defended by an animal or group of animals against others.
Independent Tasks	
Challenge 1	
Formal	Informal
habitat	home
profession	job
creature	animal
greetings	hiya
children	kids
goodbye	see ya later
companion	mate
magnificent	cool
delicious	yummy
inform you	let you know
please be quiet	shut up
I have completed my task	I've finished
Challenge 2	
<p><u>Dear</u> Sir or Madam,</p> <p>I am writing to <u>inform you</u> that a pizza I <u>had the misfortune</u> to order at your restaurant was <u>despicable</u>.</p> <p>The cheese was <u>flavourless</u>, the tomatoes <u>rotten</u>, and the base <u>impossibly tough</u>.</p> <p>Never will I eat at your <u>establishment</u> again. Not only was the food <u>terrible</u>, but the wait staff were <u>aloof</u>, and I had to wait two hours for my <u>dinner</u>!</p> <p>I <u>demand</u> a refund, to be paid <u>immediately</u>.</p> <p><u>Yours faithfully</u>,</p> <p>Name: _____</p>	

Challenge 3

formal	informal
Spectacles: Miss Chilton wears purple spectacles.	Glasses: I have purple glasses.
Beverage: "I would appreciate a cold beverage on this scorching day," replied Mr Gowler.	Drink: "Can I have a drink please?" asked Bill.
Delighted: I would be delighted to attend your party.	chuffed: I'm chuffed we're going to the party.
Gentleman: The gentleman in the blue shirt is in charge.	Bloke: The bloke over there has a funny haircut.
Enquire: "Are you well?" enquired the Queen.	Ask: "How are you?" asked Miss Allen.
Marvellous: I had a marvellous time at the museum.	Great: I had a great time at PGL.
Companion: She gave her companion an angry glance.	Mate: I laughed with my mates.

Challenge X

1	The team were defeated due to mistakes that they made <input checked="" type="checkbox"/>			
2	Hope you can make it to my birthday party next week! It's going to be great! <u>The venue is yet to be confirmed.</u> I'm still checking out a couple of places.			
3	<table style="width: 100%; text-align: center;"> <tr> <td style="border: 1px solid black; padding: 10px;"> catch-up celebration get-together </td> <td style="border: 1px solid black; padding: 10px;"> fab really cool momentous </td> <td style="border: 1px solid black; padding: 10px;"> start up commence kick off </td> </tr> </table>	catch-up celebration get-together	fab really cool momentous	start up commence kick off
catch-up celebration get-together	fab really cool momentous	start up commence kick off		

Review

Informal

"Won it," said Hagrid. "Las' night. I was down in the village havin' a few drinks an' got into a game o' cards with a stranger. Think he was quite glad to get rid of it, ter be honest."

Formal

"I won it," stated Hagrid. "Last night I was enjoying a beverage in the local pub when a stranger engaged me in a game of cards. He was delighted to free himself of the burden."



Formal

This dragon produces a very vivid scarlet flame, though by dragon standards it is not particularly aggressive and will rarely kill unless hungry.

Informal

The dragon spouts bright red flames, apparently it's not that dangerous and only offs anyone if it's properly starving.

Lesson 3		
<p>Learning Intention WALT plan a non-chronological report by finding information in a text.</p>	<p>Key Vocabulary: Notes Sub-heading Adjective Noun</p>	<p>What you will need: Writing book Pen Videos: Year 6 English – Week 3 – Lesson 3 Extracts: Year 6 English – Week 3 – Fantastic Beasts Extract Year 6 English – Week 3 – Harry Potter Extracts</p>
Starter		
<p>Watch the video: Year 6 English – Week 3 – Lesson 3, which will explain the main input.</p> <p><u>Adjective Swap!</u></p> <p>An adjective describes a noun.</p> <p>Below I have written out a paragraph but I have muddled the adjectives!</p> <p>Challenge 1: Underline the adjectives that you spot.</p> <p>Challenge 2: Re-write the paragraph and rearrange the adjectives so the paragraph makes more sense. There may be more than one way to rearrange the adjectives.</p> <p>The wonderful walls were covered with glowing shelves that bowed under the pink weight of empty crowns, carved piles of rusted coins, gleaming keys and steep bracelets. Crumbling strings of golden pearls and glistening necklaces of white jewels hung from stupendous hooks. Sitting on a glittering shelf was a wooden owl. Suddenly, it blinked at her and muttered, “Don’t stare!”</p> <p>Look in the mark scheme or the video to find out what the adjectives are and how they could be rearranged.</p>		
Main Teaching		
<p>Today we will be starting to plan our own piece of writing. We will be writing a section of a non-chronological report in the style of Newt Scamander’s Fantastic Beasts and How to Find Them.</p> <p>We will first need to collect facts about your chosen dragon. To help you collect facts: You can read the extracts: Year 6 English – Week 3 – Harry Potter Extract This has information about how a dragon egg is hatched (the dragon in the story is a Norwegian Ridgeback but the process is the same for all dragons) and it contains information about how dragons are handled by Witches and Wizards. Year 6 English – Week 3 – Fantastic Beasts Extract This has details about all 10 breeds of dragon.</p> <p>Or listen to Miss Chilton reading them:</p>		

Year 6 English – Week 3 – Video Harry Potter Extract
Year 6 English – Week 3 – Video Fantastic Beasts Extract

In the mark scheme there are some illustrations you could use to help you describe each dragons appearance.

I have chosen to write about the Common Welsh Green. You may choose to write about the same dragon as me or for an extra challenge, you can select your favourite dragon. Some parts of the plan you need to collect the facts but there are also places where you can use your imagination to make up the facts!

We are going to need to make notes under the sub-headings to make sure we have enough information.

- Location
- Appearance
- Food source
- Behaviour
- History
- Other facts

Here are my notes about the Common Welsh Green:

<p><u>Common Welsh Green</u></p> <p><u>Location</u></p> <ul style="list-style-type: none"> - Wales - nests in higher mountains - reservation - lush grass <p><u>Appearance</u></p> <ul style="list-style-type: none"> - green (blends in with grass) - scales - earthy brown eggs speckled with green - long spiraling tail - sharp talons - emerald green - leathery wings - spiky sharp spines along neck and back - long sharp face - pointed nose - iridescent scales <p><u>Food Source</u></p> <ul style="list-style-type: none"> - sheep - avoids humans unless provoked <p><u>Behaviour</u></p> <ul style="list-style-type: none"> - least troublesome - fire in thin jets - surprisingly melodious roar - protective of eggs - swoops through the air 	<p><u>History</u></p> <p><u>Hyratombe Incident</u></p> <ul style="list-style-type: none"> - 1804 - attacked tourists xxxx relaxing on beach - set beach huts on fire - absolute disaster - 12 muggle injuries - 100's of memory wipes - cost a fortune! <p><u>Other facts</u></p> <ul style="list-style-type: none"> - One was transported to Hogwarts School of Wizardry for Triwizard tournament - they are studied in a dragon reservation in Romania
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Independent Tasks

Make notes under the following sub-headings using the extracts.

Location
Appearance
Food source
Behaviour
History
Other facts

You can find two examples of notes. The first, for the Common Welsh Green, is in the main input. There is a second example in the mark scheme, for the Hungarian Horntail.

For an extra challenge you could choose another breed of dragon to write about.

When you make your notes remember:

- You do not need to write in full sentences.
- You can collect information from the Harry Potter Extract.
- You can collect information from the Fantastic Beasts Extract.
- You can fill in the gaps of information with your imagination as these are fictional characters.
- You will use this tomorrow to help you write a paragraph. The more information you collect now the easier it will be to write tomorrow!

Review

Spot the noun phrases!

Below I have typed out a paragraph from Fantastic Beasts and How to Find them. Go through and underline the noun phrases. Remember a noun phrase includes an adjective and a noun.

The Welsh Green blends well with the lush grass of its homeland, though it nests in higher mountains, where a reservation has been established for its preservation. The Ilfracombe Incident notwithstanding (see introduction picture), this breed is among the least troublesome of the dragons, preferring, like the Opaleye, to prey on sheep and actively avoiding humans unless provoked. The Welsh Green has an easily recognisable and surprisingly melodious roar. Fire is issued in thin jets. The Welsh Green's eggs are an earthy brown, flecked with green.

Mark Scheme – Lesson 3

Starter

Challenge 1

The wonderful walls were covered with glowing shelves that bowed under the pink weight of empty crowns, carved piles of rusted coins, gleaming keys and steep bracelets. Crumbling strings of golden pearls and glistening necklaces of white jewels hung from stupendous hooks. Sitting on a glittering shelf was a wooden owl. Suddenly, it blinked at her and muttered, “Don’t stare!”

Challenge 2

This is one possibility:

The crumbling walls were covered with wooden shelves that bowed under the stupendous weight of glittering crowns, steep piles of golden coins, rusted keys and gleaming bracelets. Wonderful strings of pink pearls and glowing necklaces of gleaming jewels hung from carved hooks. Sitting on an empty shelf was a white owl. Suddenly, it blinked at her and muttered, “Don’t stare!”

Independent Tasks

Illustrations:

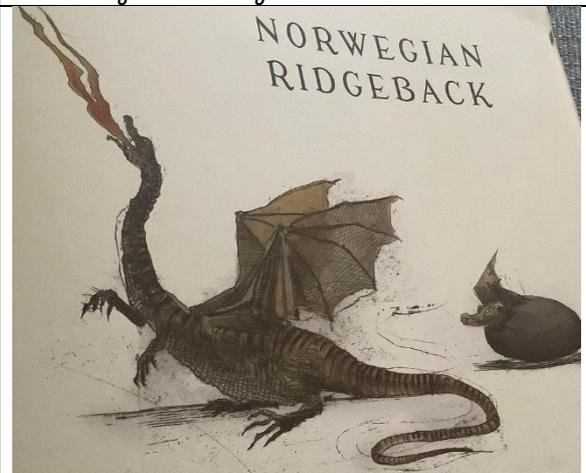
Common Welsh Green



Antipodean Opaleye



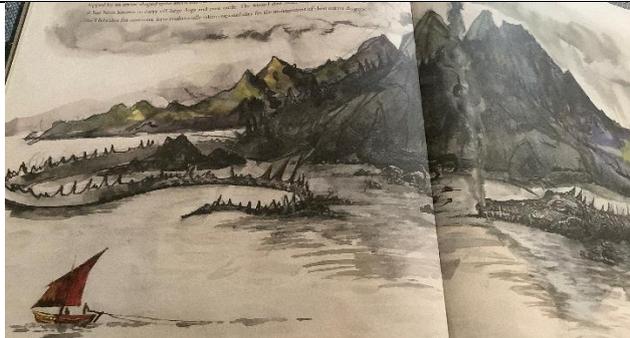
Norwegian Ridgeback



Chinese Fireball



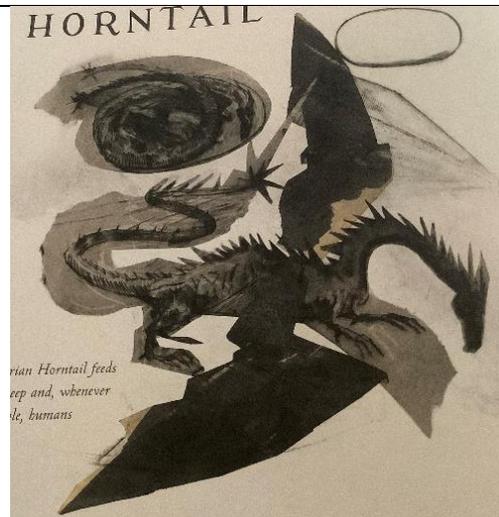
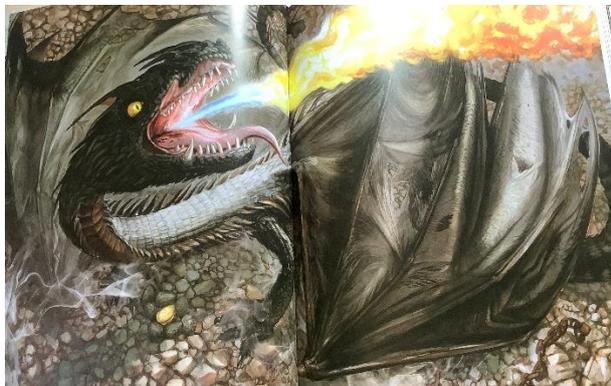
Hebridean Black



Romanian Longhorn



Hungarian Horntail



Peruvian Vipertooth



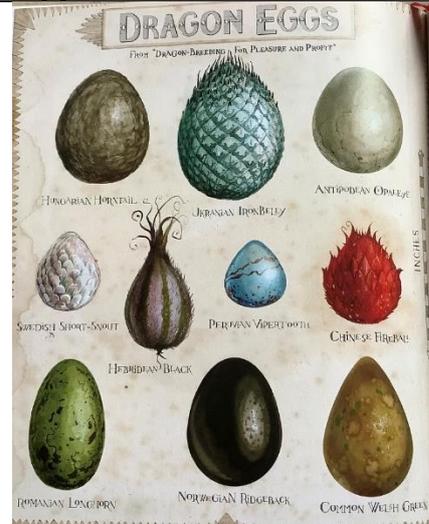
Swedish Short-Snout



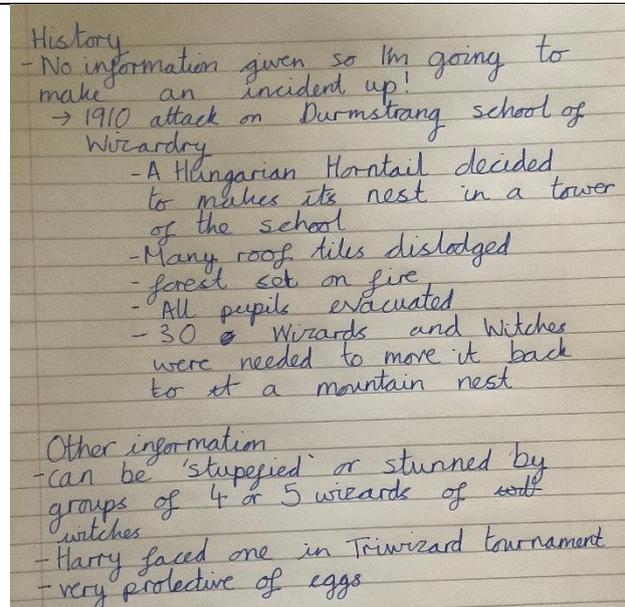
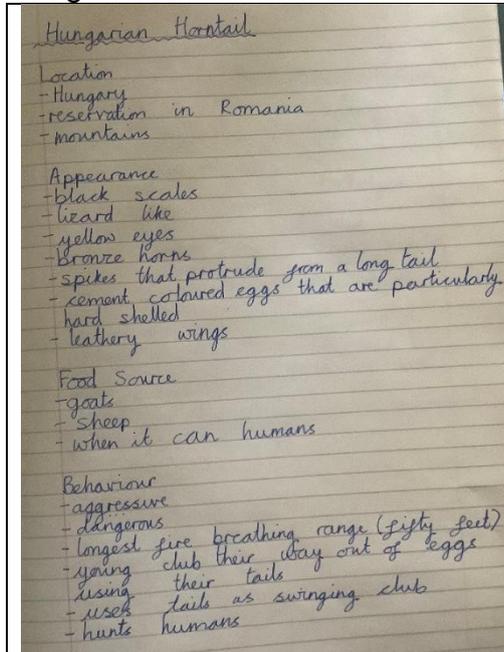
Ukrainian Ironbelly



Eggs



Hungarian Horntail notes:



Review

The Welsh Green blends well with the lush grass of its homeland, though it nests in higher mountains, where a reservation has been established for its preservation. The Ilfracombe Incident notwithstanding (see introduction picture), this breed is among the least troublesome of the dragons, preferring, like the Opaleye, to prey on sheep and actively avoiding humans unless provoked. The Welsh Green has an easily recognisable and surprisingly melodious roar. Fire is issued in thin jets. The Welsh Green's eggs are an earthy brown, flecked with green.



Lesson 4		
Learning Intention WALT write a section of a non-chronological report.	Key Vocabulary: Noun phrase Noun Adjective Synonym Relative clause Formal	What you will need: Writing book Pen Videos: Year 6 English – Week 3 – Lesson 4 Extracts: Year 6 English – Week 3 – Fantastic Beasts Extract Year 6 English – Week 3 – Harry Potter Extracts
Starter		
<p>Watch the video: Year 6 English – Week 3 – Lesson 4, which explains the main input.</p> <p>Yesterday we ended the lesson by locating noun phrases in the description of the Common Welsh Green. Today your challenge is to beat the teacher!</p> <p>Try and improve these noun phrases by swapping or adding additional adjectives.</p> <p>These are the noun phrases for you to improve: Lush grass Higher mountains Melodious roar Thin jets</p> <p>Watch the video or look in the mark scheme to see how Miss Chilton improved them. Are yours even better? Did you beat the teacher?</p>		
Main Teaching		
<p>This week we have focused on using relative clauses to add information and the use of a formal writing style. Last week we explored the use of expanded noun phrases and how to structure sentences in a variety of ways.</p> <p>We are going to be applying these skills today when writing a section for the book; Fantastic Beasts and Where to Find Them.</p> <p>When writing, as always, take time and care over your spellings (see statutory spelling lists for Year 3 & 4 and Year 5 & 6).</p> <p>Below I have included some advice for creating something really fabulous and I have included examples from my own writing.</p>		

This magnificent beast, which is native to the towering, craggy mountains in wales, has flat impetrable emerald scales. It camouflages effectively in the lush grass of its homeland, which helps the exhausted dragon handlers to keep them hidden from unsuspecting muggles.

- sophisticated formal language
- relative clauses
- adjectives

In this portion of the text I have 'shown' not 'told' my audience extra facts. I did this by including speech:

"I was sunbathing when I heard the melodious roar echo from the diggs; I actually fell out of my deckchair!"

A memorable closing sentence:

No humans were permanently maimed and only twelve muggles sustained minor injuries.

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 List	Have you included this?
Non-negotiables (capital letters, full stops, does it make sense?)	
Spelling (Have you placed three dots under the spelling you aren't sure about? Are they spelt correctly? Have you used the statutory word lists to help you?)	
Relative clauses (adds extra information using relative pronouns: who, where, whom, that, which)	
Formal writing style (ambitious vocabulary, serious tone, appropriate for audience)	
Ambitious describing vocabulary (adjectives, synonyms)	

Independent Tasks

Your task today is to write **your own** piece of writing about a dragon.

Use your plan with information from the texts to help you.

You have 30 minutes to write, 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 editing tick list to help you.

Editing List	Have you included this?
Non-negotiables (capital letters, full stops, does it make sense?)	
Spelling (Have you placed three dots under the spelling you aren't sure about? Are they spelt correctly? Have you used the statutory word lists to help you?)	
Relative clauses (adds extra information using relative pronouns: who, where, whom, that, which)	



Formal writing style (ambitious vocabulary, serious tone, appropriate for audience)	
Ambitious describing vocabulary (adjectives, synonyms)	

My completed piece of writing (before editing) is in the mark scheme if you would like to read it for inspiration first.

Review

Edit your writing!

- Use your editing tick list (**see above**) 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 writing or ask them to help you with the editing process.

My edited piece of writing is in the mark scheme or you can watch me editing my piece in the video: **Year 6 English – Week 3 – Lesson 4.**

Mark Scheme – Lesson 4

Starter

Lush grass – lush, emerald grass

Higher mountains – towering, craggy mountains

Melodious roar – sweet, melodious roar that echoes pleasingly through valleys
(I cheated and added a relative clause too!)

Thin jets – sizzling, narrow jets

Independent Tasks

Miss Chilton's completed piece of writing:

Common Welsh Green

This magnificent beast, which is native to the towering, craggy mountains in Wales, has flat impenetrable emerald scales. It camouflages effectively in the lush grass of its homeland, which helps the exhausted dragon handlers to keep them hidden from unsuspecting muggles. Most of the time, Welsh Greens satiate their hunger by devouring the pluggy sheep that are readily available in the Welsh countryside. This breed is (thankgully) less troublesome than many others.

Although, the residents and tourists of Ilracombe in 1804 may dare to disagree. A starving male swooped upon innocents on a scorching August afternoon. Luckily, Reginald Boot, who was a ~~po~~ proficient wizard, was in attendance and helped to manage the situation.

"I was sunbathing when I heard the melodious roar echo from the cliffs; I actually fell out of my deckchair. He informed a Daily Prophet reporter. "The trouble ~~really~~ began when it produced thin narrow sizzling jets of fire, what I which set ~~fire~~ the beach huts alight. No humans were permanently maimed and only twelve muggles sustained minor injuries.

Review

Miss Chilton's edited piece of writing:

Common Welsh Green

This magnificent beast, which is native to the towering, craggy mountains in ~~the~~ ^{impenetrable} ~~valleys~~, has flat ^{impenetrable} emerald ~~scales~~ ^{camouflages}. It ^{camouflages} effectively in the lush grass of its homeland, which helps the exhausted dragon handlers to keep them hidden from unsuspecting muggles. Most of ^{their} the time, Welsh Greens satiate ^{their} hunger by devouring the pluggy sheep that are readily available in the Welsh countryside. This breed is (thankgully) less troublesome than many others.

Although, the residents and tourists of Ilracombe in 1804 may dare to disagree.

A starving male* swooped upon innocents on a scorching August afternoon.

Luckily, Reginald Boot, who was a ~~po~~ proficient wizard, was in attendance and helped to manage the situation.

"I was sunbathing when I heard the melodious roar echo from the cliffs; I actually fell out of my deckchair!" He informed a Daily Prophet reporter. "The trouble ~~re~~ really began when it produced ~~the~~ narrow sizzling jets of fire, ~~what~~ ~~of~~ which set ~~fire~~ the beach huts alight. No humans were permenantly maimed and only twelve muggles sustained minor injuries.

^{who had been displaced from its territory by a dominant female,}