## English homework

### Year 6 - Autumn term 1

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All writing tasks to be completed in homework books—standards and quality of work MUST be the same at home as in school.

Homework MUST be in on Wednesdays.
Topic task: Week 1
This week you need to write a couple of paragraphs about an animal or insect that lives in the rainforest.
This is a chance for you to show your teachers how good you writing is.

Gold
-use connectives ‘consequently,’ 'nevertheless' and 'furthermore in some sentences
-use at least 3 complex sentences - where the subordinate is at the beginning, middle AND end of sentence (underline them).
-Accurate spelling and punctuation.
-Use a semi colon

Silver
-Use punctuation for parenthesis (comma, dash, bracket)
-use a range of sentence openers (fronted adverbials, -ly, connectives, subordinating conjunctions)

Bronze
-use 4 adjectives
Use 2 adverbs
-use ‘because’ and ‘so’ in sentences

Punctuation work: Week 2
Choose an appropriate task and rewrite the sentences/paragraphs, correcting the punctuation.

Bronze These sentences are missing a full stop and capital letter. Rewrite them so they have the correct punctuation
1) jess and jake went for a walk it began to rain so they ran home
2) at new chapter primary school we always try our best
3) it was a cold day outside john put his coat on
4) my friend is flying to spain next summer im going to my nans
5) the butterfly danced upon the leaf but it soon clouded over the heavens began to pour

In these sentences you will need to put a ? or ! at the end
6) Where are you going
7) How exciting
8) How rude
9) How was school today

Silver – Task 1: Write these sentences out using commas where appropriate.
1. Jake bought an orange apple two bananas some sugar and a pineapple.
2. Mary looked in the cupboard: she found some bread some butter a bone and a can of dog food.
3. Jane had forgotten the washing powder the peanuts and the yoghurts.
4. Susan tidied up the garden. She put the rake the spade and the hose in the shed. Next she put the wheelbarrow the bike and the chair in the garage.
5. Joe loved to go to the park with his friends Tanya Jason Fiona and Colin.

**Task 2:** For the following sentence re-write them using appropriate punctuation

1. Jess and Jake went for a long romantic walk it began to rain so they ran home
2. Despite being at school at new chapter primary school we are hard working
3. Quivering because of the cold John put his coat on wrapped his scarf tightly around his neck and left the house
4. My friend eventhough shes scared of flying is traveling to Spain next summer im going to my nans
5. Without a care in the world the butterfly danced upon the leaf but it soon clouded over the heavens began to pour

**Gold**

In this story, there is missing punctuation and the full stops have been put in the wrong places. Read the story carefully and try to work out where the full stops should go. Rewrite using the correct punctuation in your homework book.

Marks backpack was slung over his shoulder as he and his sister ran to the bus stop they were taking a new bus route along the cliffs the beach in the distance, Mark could see the sea sparkling it was as though it was smiling at them he paid for the tickets and sat down on the drivers lap. there was a newspaper with a bold headline, reading Burglar Caught at the back of the bus. A commotion started up, with two teenage boys arguing over the hills. The bus travelled until it pulled up at Marks stop- the beach below the deep water in the sea. Fish swam in the crystal water turning down a side alley. Mark reached an ice cream parlour and took out his wallet from behind him. He could he his sister giggling with delight.
Reading comprehension: Week 3

Gold = Complete A, B and C below AND 'Life's not fair' (on next page).
Silver = Complete 'Life's not fair' on the lined paper
Bronze = Complete A, B and C below

A) The captain announced over the intercom that all passengers needed to fasten their seatbelts and prepare for landing.
Q1: What type of transport were the passengers on?

B) Fog can be very difficult to see through. Fog is made up of millions of tiny droplets of water that absorb sound, and make vision quite difficult. If heavy fog occurs on a busy freeway, drivers have to slow down. Driving a car quickly through dense fog will soon lead to accidents.
Q1: Would it be easy to hear clearly in a dense fog?
Q2: Why would driving a car quickly through thick fog be dangerous?

C) The captain ordered me to the top of the mast. The main sail needed to be secured. The wind howled and its sharp fingers scratched at my shirt, making it ripple fiercely. The waves pounded against the ship's wooden beams. Each wave thrust the ship to the side and the main mast shivered, nearly tossing me down into the violent swell of the ocean. I hung onto the mast for dear life, determined to do my job.
Q1: What was the weather like? How do you know that?
Q2: Is the character frightened? How do you know that?

Lined paper to answer the 'Life's not fair' questions:
Life's not fair!

For two whole weeks now Alex had been sunning herself in the back garden. Richard had gone on a history trip to France with his school and she was confined to spending her time either at her friends' houses or at home. She had longed to go to Italy on the school trip but instead she would be spending the last two weeks of the holiday in Wales staying with Aunty Tracey. "It's not fair," Alex had whined, although she secretly liked the idea of travelling to Wales on the train on her own; it was exciting to undertake the journey independently and made her feel grown-up. "This is Richard's last chance to go away with his friends. He has important exams next year," her mother soothed. "It'll be your turn next time." Alex stomped back to her shady spot under the apple tree, pulling on her fleece, and began to read her book.

1. Where would Alex be spending her holiday?

2. Who do you think Richard is? Is he younger or older than Alex?

3. Find two verbs that show that Alex was upset about missing the trip to Italy.

4. How do you think Alex's mum felt when Alex complained?

5. Do you think Alex enjoyed her holiday? Write a postcard to her mum from Wales.

6. Now write her diary entry for that day, explaining what had happened and how she felt (150+ words).
Grammar work: Week 4

Complete all the tasks

1. Write a sentence explaining what each these are:
   a) Verb
   b) preposition
   c) adjective

2. Underline the following in the sentences below:
   Red for verbs                            Blue for adjectives                            Green for nouns
   a) The man wore a tatty and worn hat on his head.
   b) It was under the table that I found the fluffy rabbit.
   c) Before I could run, the shiny red sports car stopped in front of me.

   THEN Circle the objects of the sentences above.

3. Underline the main clause in each sentence
   1. Despite hating chocolate, she still ate it.
   2. At the bottom of the garden, behind the overgrown shed, stood the metal gate.
   3. Sarah, even though she came last, was overjoyed

4. Write a sentence saying what these words mean.
   a) Plural
   b) singular

5. Write the plurals of these words
   a) Scarf =
   b) goose =
   c) tooth =
   d) class =
   e) Ox =
   f) servant
   g) church
   h) person =

6. Write the following contracted words in their expanded forms:
   a) Won’t
   b) We’re
   c) Can’t
   d) We’ll
Reading comprehension Week 5

Gold = Read both texts and answer all the questions
Silver = Read ‘Insects, colour and camouflage’ and answer the questions below:
Bronze = Read ‘A thoroughly modern Grandmama’ and answer the questions below:

A thoroughly modern Grandmama:
1) What does the poet say most Grandmamas like to do?
2) What does this Grandmama like to do?
3) How do we know she doesn't have grey hair?
4) What kind of clothes did she like to wear?
5) How does this poem rhyme?
6) Does this compare to your grandmamma? Why?

Insects, colour and camouflage:
1) What colours tell birds that an insect would taste horrible if they ate it?
2) Explain how some butterflies can scare birds away:
3) Why is it difficult to see grasshoppers when they are among the leaves and twigs?
4) What do the eggs of an insect look like?
5) What word in the ‘flash colours’ section means bewildered?
6) Explain what camouflage means:
A thoroughly modern Grandmama

I’ve become a world authority
on how grandmothers ought to look
because dotty dear old ladies
smile from every picture book.

They’re usually round and cuddly
with grey hair and a hat.
They drink endless cups of milky tea,
amways, always have a cat.

They are very good at knitting
and they’ll mind you for the day –
I’m sure picture book grannies are
all very well, but boring in their way.

Now my grandmother hasn’t read
the books – she hasn’t got a clue
about the way she should behave
and the things she mustn’t do.

She’s always on a diet
and I’m sure she dyes her hair,
and I haven’t got a grandpapa so
her boyfriend’s sometimes there.

She wears jazzy shirts and skin-tight
jeans, jangles bracelets on her arm.
She zooms me around in her little car,
strapped-in, and safe from harm.

She’s a busy lady with a job
and a diary to book me in.
She doesn’t knit and doesn’t drink tea,
preferring coffee, wine or gin!

My grandmother’s a complete disaster
as ordinary grannies go –
but I wouldn’t want to swap her
or I’d have done it long ago!

Moira Andrew
Insects, colour and camouflage

Insects use colour to send a variety of messages or to conceal themselves from predators.

Warning colours in nature
Combinations of red and black or yellow and black are used as warning colours. They warn birds that insects, such as ladybirds, taste terrible. Similarly, the colours warn that bees and wasps can inflict painful stings.

Flash colours
Some grasshoppers use both colour and camouflage to great effect. At rest, their brown and green colours camouflage them among plants and twigs. If they are disturbed by a bird, they fly off, flashing brightly-coloured hind wings. Then, quite suddenly, they land again and disappear into the background. The confused bird is left searching for its prey.

Mimics
Quite harmless insects, such as clearwing moths, hover flies, bee flies and some beetles mimic the warning colours of wasps, bees and ladybirds. Predators are usually fooled and leave them alone.
Eyespots
Some butterflies, moths and their caterpillars have large, staring eye-like markings which are flashed to scare off birds. The birds are thought to mistake the eyes for those of one of their own enemies, for example, a cat.

Frightening face
The green and brown colouring of the puss moth caterpillar camouflages it among willow and poplar leaves. But if something disturbs it, it rears up, flashing false eyes and lashing out with its tentacle-like hind legs. If this doesn’t work, it squirts formic acid at its attacker.

Camouflage
Many insects camouflage themselves by looking like something else, for example, twigs, thorns, leaves or flowers. With their long, slender bodies, stick insects can hold themselves still and look exactly like the twigs they are resting on. They will even sway as if they are twigs being blown by a breeze. Their eggs, too, are camouflaged to look like plant seeds.
Who would win in a fight, a lion or a tiger? Well, if size has anything to do with the matter, the tiger would win. That’s because tigers are the largest of all cat species. They grow up to eleven feet long and weigh as much as 670 lbs. This makes tigers the third largest land carnivore. The only larger land carnivores are polar bears and brown bears. Tigers are not only large, they are also fast. They can sprint as fast as 40 miles per hour for short distances and leap as far as 30 feet horizontally. This makes for an extremely dangerous pounce. You might not think that such large, fast, and ferocious creatures need help to survive, but they do. The tiger is an endangered species.

Despite all of the tiger’s strengths, the future of the species is uncertain. Tigers face a very high risk of extinction. It is estimated that at the start of the 20th century, there were over 100,000 tigers living in the wild. By the turn of the century, the number of tigers outside of captivity dwindled to just over 3,000. Interestingly, the most serious threats that tigers face come from a much smaller species, one with an average weight of around 140 lbs. That species is Homo sapiens, better known as humans. Humans threaten tigers in primarily two ways: hunting and destroying habitat.

Humans have done considerable damage to the world’s tiger population through hunting, but perhaps more damage has been caused through the destruction of habitat. Tigers once ranged widely across Asia, all the way from Turkey to the eastern coast of Russia. But over the past 100 years, tigers have lost 93% of their historic range. Instead of spanning all the way across Asia, the tiger population is now isolated in small pockets in south and southeastern Asia. This is because humans have drastically changed the environments. Humans have built towns and cities. Road and transit systems were created to connect these towns and cities. To feed the people living in these areas, forests and fields have been cleared to create farmland. Large tracts of land have been strip-mined to yield metals and other materials used in manufacturing. All of these activities have consumed habitats that at one time supported tigers.

A major obstacle to preserving tigers is the enormous amount of territory that each tiger requires. Each wild tiger demands between 200 and 300 square miles. Tigers are also both territorial and solitary animals. This means that they are protective of the areas that they claim and they generally do not share with other tigers. Because tigers need so much territory, it is difficult for conservationists to acquire land enough to support a large population of tigers. Even when such these considerable spaces are allocated, it is even more difficult to patrol such large areas to prevent poaching. There is no easy way to preserve the wild tiger population without making large sacrifices.

Though tiger population faces many threats and obstacles to recovery, there have been some successes in conservation and preservation efforts. For example, Save China’s Tigers, an organization working to restore
the wild tiger population, successfully rewilded a small number of South China tigers. These tigers were born into concrete cages from parents who were also captive and unable to sustain in the wild.

**Directions:** Read each question carefully and choose the best answer. Refer to the text if necessary. Write your answer on the provided space.

1. Which of the following is **not** a reason in the article explaining why tigers are hunted?
   a. Because tiger skins are worth a lot of money
   b. Because tiger parts are used as medicines in some cultures
   c. Because some tigers attack local villages
   d. Because tigers are hunted for enjoyment by some people

2. Which animal does **not** grow larger than the tiger?
   a. Brown bear
   b. Lion
   c. Polar bear
   d. All of these animals grow larger than a tiger

3. Which number is **closest** to the estimation of the wild tiger population in 2003?
   a. 3,000
   b. 100,000
   c. 140
   d. 30,000

4. Which of the following best describes the author’s main purpose in writing this article?
   a. To provide readers with interesting information about the lifestyles of tigers
   b. To persuade readers to help the world’s tiger population and to offer ways to help
   c. To entertain readers with stories about how tigers hunt and are hunted
   d. To explain to readers why the world’s tiger population is endangered

5. Information in the third paragraph is **mainly** organized using which text structure?
   a. Cause and effect
   b. Compare and contrast
   c. Chronological order
   d. Spatial order

6. Which **best** explains why tigers have lost so much of their habitat according to the text?
   a. Because humans are afraid of tigers
   b. Because tiger skins are extremely valuable
   c. Because humans have changed the land
   d. Because tigers need so much space to survive

7. Based on information in the text, which **best** explains why tigers are poached?
   a. Poachers hunt tigers to protect their families from dangerous animals.
   b. Poachers hunt tigers for medicine to cure sick family members.
   c. Poachers hunt tigers because they enjoy killing dangerous animals.
   d. Poachers hunt tigers to earn large amounts of money.

8. Which **best** explains why it is so difficult to preserve the wild tiger population?
   a. Tigers do not get along with most other animals.
   b. Tigers must make their homes close to rivers and the world’s rivers are evaporating.
   c. Tigers require a lot of space.
   d. Tigers hunt in large packs and there are too few tigers left to make these packs.

9. Which of the following is an opinion?
a. Tigers can grow up to eleven feet long.
b. Saving the wild tiger population is important.
c. South China tigers were brought to live in South Africa.
d. Humans have endangered the world’s wild tiger population.

10. Based on context, which best defines the term “rewilded” as used in the last paragraph?
   a. To preserve animals by keeping them in zoos
   b. To teach animals to coexist with humans
   c. To teach humans to coexist with animals
   d. To bring animals born in zoos back to nature

11. What does this idiom mean: “other parts of the tiger can also fetch a pretty penny”?
   a. The fur is the only valuable part of the tiger.
   b. Other parts of the tiger are worth a lot of money.
   c. The tiger is a very beautiful animal.
   d. Tigers can be trained to do tricks like in the circus.

12. Which of the following could be best supported by information from the text?
   a. Efforts to save tigers have had some success, but there are many obstacles to recovery.
   b. Efforts to save tigers have failed in the past, but there is reason to continue trying.
   c. Efforts to save tigers have been so successful that they saved tigers from endangerment.
   d. Efforts to save tigers have failed completely.
Effective Story Endings: Week 6

The ending to a piece of fiction is really important. It can make or break your story! Don’t spoil a good story by having a rubbish ending. When planning your story you should make sure the ending is effective and matches earlier events in the plot.

Here is a plan for a story with three possible endings:

**OPENING**
Three hikers decide to go on a hike through the Amazon Rainforest.

**BUILD UP**
They begin their hike into the Amazon but don’t tell anyone they are going as it is dangerous to go to the Amazon on their own.

**DILEMMA**
They want to climb to the canopy layer to get a good view of where they are. One falls but is saved from plummeting to his death by a large branch – he has broken his leg.

**EVENTS**
The three hikers spend an uncomfortable Night in the Amazon. The rain begins to fall and the injured man becomes ill.

**RESOLUTION / ENDINGS**

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<td>An Amazonian tribe finds them and gets them to safety.</td>
<td>Two of the hikers go back to get help, leaving the injured man behind. Will they return?</td>
<td>A Brazilian Wandering Spider approaches the injured man – it bites him and injects its fatal venom before the other two have a chance to get it off the injured man.</td>
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**Your Task!**

You are going to write THE ENDING of this story. You can either choose the ending you like best or create your own. Think of some good vocabulary and phrases you would like to use in your writing.
Write a short story with the title *Trapped*.

You will need to decide:

- Where the story is set and what your main character is like
- What the weather like - set the scene
- How and why the character/s become trapped
- How they react to the situation and what they do
- If and how they get out

Make sure you use the success criteria below - remember you must have achieve bronze in order to achieve silver or gold. Tick off what you think you have included.

**Gold =**

- A range of punctuation
- A variety of sentence structures
- Semi colon
- Passive voice (object...by...subject)
- Descriptive phrases to interest the reader (personification)
- A range of sentence types (Alan peat as well)
- Your word makes sense throughout
- There are no spelling mistakes

**Silver =**

- Include an opening, build up, problem, solution and ending
- Include descriptive detail
- Include a mix of dialogue and description
- Use 2 x 4A sentences
- Adverbial phrases (how, where, whe)
- Dashes to show parenthesis
- Commas to show parenthesis
- Your work mostly makes sense
- There are a few spelling mistakes

**Bronze =**

- Write the beginning, middle and end of the story
- Include adjectives
- Use paragraphs to organise ideas
- Co-ordinating conjunction (FANBOYS)
- Subordinating conjunctions (because, although, if)
- Capital letter for names of places and people
- Capital letters at the beginning of sentences