

Year 6

In every piece of writing, I should be:

- using neat, joined handwriting
- using paragraphs to organise ideas
- using long and short sentence lengths
- using a range of verb forms accurately
- using ambitious conjunctions to link clauses
- using accurate punctuation . A , () ; : ' " _
- using spot-on spelling, including Y5+6 words
- using dictionaries to check and correct spellings
- using formal or informal language appropriately
- using adverbial phrases to begin sentences in interesting ways

DOING THIS WILL HELP ME
BECOME AN AWESOME WRITER!



Good luck,
work hard
and enjoy!

We look forward to seeing your
work in school.



Adventures of Odysseus Homework Booklet

Name _____

Class _____

To be handed in every Tuesday.

Remember to keep filling in your moon diaries.

This is Year 6's homework brochure.
Children should be encouraged to use the support or
extension tasks as appropriate.

Adventures of Odysseus

Weekly Tasks

Take care of this leaflet as it contains all the English homework tasks between now and February half term. Bring completed tasks into school every Tuesday, in your English Homework books. The different pieces of work may be displayed in school so **HIGH QUALITY** work is expected.

Your presentation is very important, but the content of your work is even more important.

Always give yourself enough time to produce a high quality piece of work and **check it through carefully**.

Use the star challenges to help you produce the best pieces of work.

Writing tasks and practical 'making' tasks are alternated to make the tasks fun and appealing to all. We hope you really enjoy these activities!

We will also give you a Maths activity to complete that is linked to our learning in school and at an appropriate level of challenge. **Spellings should also be completed regularly – please!**

From Miss Thomas and Miss Perring

for Tuesday 28th February

Imagine you are Penelope (Odysseus' wife) or Telemachus (Odysseus' son). Write a diary entry expressing your views and feelings about Odysseus' disappearance.

- * Use adjectives and similes appropriately in your writing.
- ** Structure your diary entry with appropriate diary language and layout (dear, paragraphs, etc). Use embedded and relative embedded clauses, similes, metaphors and personification.
- *** Use ambitious vocabulary and emotions to explain your thoughts. Use multi-clausal structures for effects.

for Tuesday 7th March

Draw a map of Cyclops' island or another island of your choice from the myth.

- * Draw your map, colour it in and label it clearly.
- ** Draw your map, colour it in and label it clearly. Your labels will link to events in the story eg where we see the Cyclops' cave or where Odysseus landed.
- *** As on 2 ** and use metaphors and similes to describe the island in detail in your labels.

for Tuesday 14th March

Research another Greek myth and create a story mountain showing the different plot (beginning, build up, problem, resolution/solution)

- * I can break the story down into the different parts of the plot and I can write two sentences for each.
- ** As I* and write a character profile about the main character or your favourite character from the myth.
- *** Having read the myth rewrite it in your own words using: similes, metaphors, embedded and relative embedded clauses, personification, multi-clausal structures and complex sentences.

for Tuesday 21st March

Using the black and orange Ancient Greek pottery style make a collage showing a scene from Odysseus' life.

- * Pick a scene from his life and recreate it on an outline of a Greek pot.
- ** Using an outline of a Greek pot, recreate several scenes from Odysseus' life.
- *** Create a 3d collage of Odysseus' life on a glass jar.

for Tuesday 28th March

Odysseus gets shipwrecked off a desolate coast. Write a message in a bottle that he could send detailing what has happened to him and the fact that he wants to be rescued!

- * Include paragraphs, time words to connect paragraphs (first, second then, later, next and finally) and suitable adjectives and adverbs.
- ** Use a wide range of sentence starters (ing and ly starters). Use short sentences for impact.
- *** Use complex sentences using subordinating conjunctions such as although, despite, until, furthermore and since.