

Year 6

In every piece of writing, I should be:

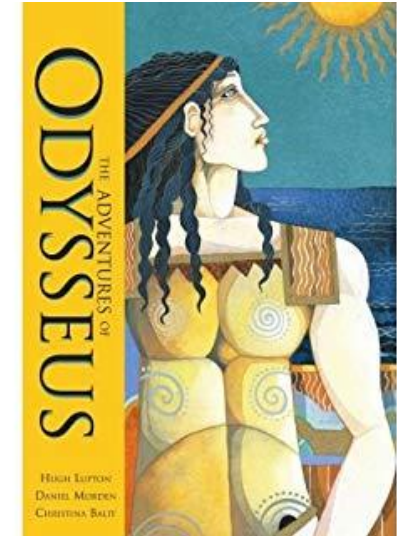
- using neat, joined handwriting
- using paragraphs to organise ideas
- using long and short sentence lengths
- using a range of verb forms accurately
- using ambitious conjunctions to link clauses
- using accurate punctuation . A , () ; : ' " _
- using spot-on spelling, including Y5+6 words
- using 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.



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.

Odysseus

Weekly Tasks

Take care of this leaflet as it contains all the English homework tasks between now and Easter. 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 5th March

Imagine you are Penelope. Write a diary entry from a typical day speaking of Odysseus and your father's plots to get you to remarry.

- * 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 12th March

Create a pencil sketch of the Cyclops (from chapter 2). Use the internet or books as a source

- * Use shading to add depth
- ** Use colour appropriately.
- *** Draw a second picture showing an event from a different point of view.

for Tuesday 19th March



Write a poem using this picture stimulus. It doesn't need to rhyme. You could write a sense poem talking about what you can see, hear or feel from where you are on the boat.

- * Write three verses
- ** Same as 1 star and use a repeated structure in your poem for example you might begin and

end each verse with the same line- *'the sea is rough'* or *'don't anger the gods'*.

- *** To use similes and metaphors as well as powerful descriptive language to create a sense of being in the boat.

for Tuesday 26th March

Imagine you are one of the characters from the story so far. Write a diary entry of one of your days. Remember you could talk about what has happened to you, how you feel and your hopes for the future.

- * Use paragraphs to structure your writing and conjunctions like while, when, as, because and but. Use relative embedded clauses.
- ** (As 1 star) Use interesting phrases or time words to link from one paragraph to the next. Use co-ordinating conjunctions (and, but and yet) and subordinating conjunctions (while, since, until and although).
- *** Use semi colons, dashes, commas, colons and conjunctions (like the ones in 1 and 2 star) as appropriate. You must use embedded clauses.

for Tuesday 2nd April

Write a newspaper report about Scylla, the sea monsters attack on your ship. You may make up extra details like fatalities and injuries. Remember to include an eyewitness statement.

- * 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.
- *** (As above) and use complex sentences using subordinating conjunctions such as although, despite, until, furthermore and since