

17th April 2020

Writing tasks

This week we will be looking at formal writing. The writing tasks lead up to the final task (task 3).

<p>Task 1: LC: Finding the features of a formal letter Look at the example of a formal letter. The letter shows examples of formal vocabulary and formal grammar. Use this example to highlight examples in the second letter. Once completed, see if you can add your own paragraph using three features you have found.</p>	<p>Task 2: LC: Replacing informal language with formal language I have given you a letter written to Mrs Graham complaining about a bad sports day, but there's something wrong – it's too informal! You need to rewrite the letter, making it much more formal by replacing any informal language with formal words/phrases.</p>	<p>Task 3: LC: Writing a formal letter Using the model letter given to help you lay out your letter correctly, write your own letter in a formal style. This letter could be a complaint about something you have bought which is not working properly. Use your learning in the tasks 1 and 2 to help you write in a formal style.</p>
<p>No success criteria for this task</p>	<p><u>Success Criteria:</u> MUST (*)</p> <ul style="list-style-type: none">Alter the opening and closing to formal greetings.Remove or replace informal words with more formal vocabulary (see 'Formal word mat' for help). <p>SHOULD (**)</p> <ul style="list-style-type: none">Avoid contractions.Remove or replace informal phrases with more formal phrases. <p>COULD (***)</p> <ul style="list-style-type: none">Use an online thesaurus to avoid repetition of formal vocabulary.	<p><u>Success Criteria:</u> MUST (*) ☑</p> <ul style="list-style-type: none">Follow the layout of the given example eg. Address, intro, close etc. <p>SHOULD (**)</p> <ul style="list-style-type: none">Avoid use of contractionsUse formal words and phrases <p>COULD (***)</p> <ul style="list-style-type: none">Include a variety of complex sentences (using subordinate and relative clauses)

Resources to support:

Task 1: See 'Task 1'

Task 2: See 'Task 2' and 'Formal word mat' for support

Task 3: See 'Model letter' as a guide

Maths topic:

Year 6 are expected to use, read, write and convert units of time. Check how confident your child is with reading and converting between 12-hour analogue time and 24-hour digital time. Discuss when we use/see 12-hour analogue time and when we use 24-hour digital time. How do we use this skill in real life? (bus/train timetables, google maps for arrival times, school timings, TV guides etc.)

Purple Mash

Your task this week is to design a box for a new game.

Watch the opening video for the task. You will need to invent a game that you are designing a box for and it should be clear who this game is for. Is it for adults, children, girls or boys? It needs to have appropriate pictures and a description. Click on the ? in the top right corner to replay the instructions.