



<b>Holy Trinity Homework Challenge</b>
Name: _____
<b>Whole School Challenge:</b> Create something that represents 'What a Wonderful World'. Size A5 or smaller.

Year 6 Autumn  
1<sup>st</sup> half-term

**A World of  
Bright Ideas**



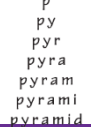


<b>Could</b>	Design a Mandala pattern to represent beauty in religion.	Teach someone at home 'heads, shoulders, knees and toes' in Spanish.
	Research a famous designer or inventor and write a short biography of their life.	Design and make a new recipe for an edible product.

<b>Should</b>	Design a poster to encourage children to come on a residential.		Write a leaflet promoting Weardale Adventure Centre.		Write a thank you letter to the staff at Weardale Adventure Centre.	
	<b>Maths Task:</b> Create addition and subtraction questions using a deck of cards.	<b>Grammar Task:</b> Make a homophones poster highlighting key homophones.	<b>Maths Task:</b> Make a quiz to check a partner's knowledge of factors.	<b>Maths Task:</b> Create addition and subtraction questions using a deck of cards.	<b>Grammar Task:</b> Make a homophones poster highlighting key homophones.	

<b>Must</b>	<b>Spelling focus: homophones</b> <i>For example: they're/their/there here/hear/hear</i>	<b>Grammar focus: adverbials</b> <i>Create a list of different adverbials</i>	<b>Spelling focus: Strategies for learning words from the Y5/6 statutory spelling list</b>	<b>Spelling focus: ough</b> <i>For example tough, through, cough</i>	<b>Grammar focus:</b> Create a table with examples of nouns, adjectives, verbs and adverbs.
	<b>Read every night</b> <i>and record your reading in your planner. You can either read a few pages of your book every night or do some Reading Plus sessions.</i>		<b>Reading Plus</b> <i>2 sessions per week or more if you want to show how fabulous you are!</i>		<b>TTRockStars</b> <i>2 sessions per week or more if you want to be super whizzy!</i>

## Tips for learning spellings at home

<p><b>Look, say, cover, write, check</b></p>	<p><b>Look:</b> first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail.  <b>Say:</b> say the word as you look at it, using different ways of pronouncing it if that will make it more memorable.  <b>Cover:</b> cover the word.  <b>Write:</b> write the word from memory, saying the word as you do so.  <b>Check:</b> Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.</p>
<p><b>Trace, copy and replicate (and then check)</b></p>	<p>This is a similar learning process to 'look, say, cover, write, check' but is about developing automaticity and muscle memory. Write the word out on a sheet of paper ensuring that it is spelt correctly and it is large enough to trace over. Trace over the word and say it at the same time. Move next to the word you have just written and write it out as you say it. Turn the page over and write the word as you say it, and then check that you have spelt it correctly.          If this is easy, do the same process for two different words at the same time. Once you have written all your words this way and feel confident, miss out the tracing and copying or the tracing alone and just write the words.</p>
<p><b>Quickwrite</b></p>	<p>Writing the words linked to the teaching focus with speed and fluency. The aim is to write as many words as possible within a time constraint. For example, in two minutes write as many words as possible with the ure phoneme.          This can be turned into a variety of competitive games including working in teams and developing relay race approaches.</p>
<p><b>Drawing around the word to show the shape</b></p>	<p>Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that you get the same shape.</p> 
<p><b>Drawing an image around the word</b></p>	<p>This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.          You can't use this method as your main method of learning spellings, but it might work on those that are just a little more difficult to remember.</p> 
<p><b>Words without vowels</b></p>	<p>This strategy is useful where the vowel choices are the challenge in the words. Write the words without the vowels and pupils have to choose the correct grapheme to put in the space. For example, for the word <i>field</i>:</p> <p>f ____ ld</p>
<p><b>Pyramid words</b></p>	<p>This method of learning words forces you to think of each letter separately.          You can then reverse the process so that you end up with a diamond.</p> 
<p><b>Other strategies</b></p>	<ul style="list-style-type: none"> <li>• Rainbow writing. Using coloured pencils in different ways can help to make parts of words memorable. You could highlight the tricky parts of the word or write the tricky part in a different colour. You could also write each letter in a different colour</li> <li>• Making up memorable 'silly sentences' containing the word</li> <li>• Saying the word in a funny way – for example, pronouncing the 'silent' letters in a word</li> <li>• Clapping and counting to identify the syllables in a word.</li> </ul>

### Spelling word list for Year 5 and Year 6

These are the words that children in England are expected to be able to spell by the end of Year 6. How many can you spell?

accommodate	embarrass	persuade
accompany	environment	physical
according	equip (–ped, –ment)	prejudice
achieve	especially	privilege
aggressive	exaggerate	profession
amateur	excellent	programme
ancient	existence	pronunciation
apparent	explanation	queue
appreciate	familiar	recognise
attached	foreign	recommend
available	forty	relevant
average	frequently	restaurant
awkward	government	rhyme
bargain	guarantee	rhythm
bruise	harass	sacrifice
category	hindrance	secretary
cemetery	identity	shoulder
committee	immediate(ly)	signature
communicate	individual	sincere(ly)
community	interfere	soldier
competition	interrupt	stomach
conscience*	language	sufficient
conscious*	leisure	suggest
controversy	lightning	symbol
convenience	marvellous	system
correspond	mischievous	temperature
criticise (critic + ise)	muscle	thorough
curiosity	necessary	twelfth
definite	neighbour	variety
desperate	nuisance	vegetable
determined	occupy	vehicle
develop	occur	yacht
dictionary	opportunity	