

# English

Set w/c 15<sup>th</sup> June 2020

For those of you not in school this week, here is an overview of what we will be doing in school and information that you may need to be able to follow along with us and complete as much of the work that we will be doing as possible.

- 1) We will be continuing the daily reading of Letters from the Lighthouse. If you have been successful in obtaining a copy, please do continue to read it and follow along with the rest of the class who are in school 😊.
- 2) We will be continuing our writing on 'The Piano' that we started last week. We are aiming to have written the whole text by the end of this week. See below for a guide as to what skills we will be focusing on each day so that you can try to focus on using that skill in your writing too.

Here is a copy of what we, as a class, wrote together in school as our shared write:

## **Class shared write – The Piano**

A dim light. A bare room. One elderly man and his piano. As the man's fingers softly caress the piano's pearly white keys, a melancholy tune sounds. Lost memories from throughout his life start to flow through his mind. Tears wet his cheeks as they fall unintentionally from his eyes.

The piano. My piano. It has been the constant in my life since I was young - always there for me when I'm feeling lonely. Even when my old memory fails me, the piano helps me to remember. The melody that I am playing is composed to be a duet. Yet, I am playing alone. As I gently stroke the keys, I can almost feel her fragile/reassuring/frail/soothing hand on top of mine, accompanying me and playing her usual part. Edith leans over and softly/gently kisses my cheek. However, I cannot feel her warm, tender lips against my skin. My eyes open; Edith's memory disappears like sand in the wind. She is gone and the duet is a solo.

## Monday - Use accurate speech punctuation within a narrative

Re-watch 'The Piano' at <https://www.literacyshed.com/war-and-peace-shed.html>

And watch in particular the old man's memory from when he was a medic in the war, right from when the hate appears on his head until his friend in in his arms. This is the part that we will be re-writing today.

This needs to now be written in past tense and first person (we wrote in third person early in the story to 'set the scene' but now will be switching to first person so that we can get inside the old man's feelings and thoughts more. As a class, we made this switch in our section on when the man's wife appeared.

We are focusing in this paragraph on continuing the style and mood of the previous section from last week, whilst also using accurate speech punctuation to depict speech between the old man as a war medic and his friend who gets shot. See below for an example of something that I might write for this section. You may use simple words and the odd phrase from mine, but don't copy it.

See below some screenshots of the slides that we worked on when we were learning speech punctuation earlier in year 6 to help jog your memory:

When punctuating speech, there are lots of things to consider:

- 1) Adding inverted commas (speech marks).
- 2) Adding the correct punctuation to the sentences.
- 3) New speaker, new line.
- 4) Better words than 'said'.
- 5) Adding on a reporting clause (giving extra info to the speech, e.g. "Mmmm, this food is delicious," commented Ally, her eyes lighting up with delight.

## Adding inverted commas/speech marks.

These go around the exact words spoken.

On a wb, add them (inverted commas) to this piece of speech:

"Catch that man!" yelled the Policeman.

## 2) Adding the correct punctuation to the sentences.

- Punctuate ALL sentences as you usually would (with FS, CL etc).

- Punctuate BEFORE THE CLOSING SPEECH MARKS:

Use a . if it's the end of the sentence.

Use a , if you're carrying the sentence on.

Use a ? If someone is asking something.

Use a ! If someone is shouting or yelling, or showing strong emotion.

- Use a comma to introduce speech - e.g.

Comma

Capital letter to start speech

Grandma asked, "Do you want to come around for dinner?"

## 3) New speaker, new line.

Every time a new speaker starts talking, you should put this on a new line.

If the same speaker continues talking, keep it on the same line.

Decide where a new line would go in the following passage:

**"Come on, we're going to be late," Sidney called from the top of the stairs.**

**"Stop moaning," replied Dave.**

**"I'm not moaning, I just don't want to be late, that's all," Sidney said, his voice full of frustration.**

**"We'll be fine," Dave responded, "just stop worrying."**

Here's a reminder of the speech punctuation rules that we learnt earlier in year 6:

#### 4) Better words than 'said'.

Can you think of any better words than 'said'? Let's make a word bank of them:

replied                      advised                      stuttered                      screamed  
snarled                      addressed                      implied  
muttered                      told                      whispered  
stated                      sneered                      explained                      commented  
questioned                      **quoted**                      explained                      intervened  
announced                      responded                      **continued**                      bellowed

When you select which to use, remember to select an appropriate one - don't use 'muttered' if someone is yelling. Don't use 'asked' if nobody is asking a question, etc.

5) Adding on a reporting clause (giving extra info to the speech, e.g. "Mmmm, this food is delicious," commented Ally, **her eyes lighting up with delight.**

Remember, use this to show action or feeling of the character relating to what they just said.

There are 3 way in which to present speech.

##### Reporting clause before speech:

**Michael said**, "I'm not sure about this."

##### Reporting clause after speech:

"I'm not sure about this," **said Michael**.

##### Split Speech - reporting clause in the middle.

"I'm not sure about this," **said Michael**, "we should just turn around."

So, a tick-list for you would be:

- Use “ ” around exact words spoken.
- Punctuate all sentences as you usually would.
- Use punctuation to close your speech BEFORE the closing inverted comma/speech mark.
- Use a capital letter to start ALL speech, except for in split speech (see last slide above).
- Use a comma to introduce speech if your reporting clause goes before the spoken words.
- New speaker = new line.
- Use better words than ‘said’ where appropriate.
- Add a reporting clause to give more information.

**Miss Hayes’ writing example for Monday’s section:**

As the memory of Judith slips away, I am aware of the tears cascading down my face. This isn't the only loss I have experienced. Suddenly, memories of my time in World War Two come flooding back to me.

Present tense to show man back at piano

As Edward and I raced across the open space, many varied sounds rang in our ears. Bullets firing, shell explosions, bombs dropping, but, worst of all, shrieks and screams of pain and horror. We had just managed to take cover behind a ruined wall, when Eddie made his fatal error.

- Continuing the mood from the last section.
- Past tense to show the start of another memory.
- Speech with correct speech punctuation.
- Includes old man's thoughts and feelings.
- First person.

"I'll go first - medics are rare, but I'm ten-a-penny," he grinned, "cover me, though," he warned.

I quickly responded with, "Are you sure? Be careful - shells are being shot all over in this area."

"No kidding," Eddie grinned back at me, already starting to edge towards the corner of the wall.

"I've got your back," I reassured him.

For a split second, I glanced down to check that my medic bag was still attached to me, but that split second was enough time for the unthinkable to happen. My eyes lifted up to see Eddie sprawled on the floor, the bullet implanted securely into his heart.

Eddie whispered his last words to me, "Tell my wife and children that I love them." Only then did death suck out the remnants of his life.

Even now, I still feel guilty that I wasn't able to save him. The memory is so clear; I dream about it every night.

**Tuesday - Use a wide range of punctuation**

Re-watch 'The Piano', focusing particularly now on the old man's childhood, right from where the old man (as a boy) gets given a present in a box, up until the old man as a boy turns into his grandson where his shoes change.

Write this section, trying to include as wide a range of punctuation in your work as possible. Use the following checklist to help. Although it may not work to use ALL of them, try to do as many as possible.

- A semi-colon between two sentences that link. A semi-colon looks like this ; and can be used to replace a conjunction such as 'and', 'so' or 'because'.
- Brackets to indicate extra information. ( )
- A pair of dashes to show extra information - -
- A pair of commas to insert extra information.
- A comma to mark off a fronted adverbial: (e.g. during the thunderstorm, the lost dog sheltered under the tree).
- A hyphen to connect two words such as pea-green.

**Miss Hayes' writing example for Tuesday's section:**

You may use simple words and the odd phrase from mine, but don't copy it.

While I close my eyes to try and rid myself of this disturbing memory, the piano continues singing on. As the tune changes its tempo a little, a happier memory slides into my mind...

Present tense to show man (you) back at piano.

I sat on the floor as the coal fire sizzled behind me, watching my grandfather play the grand piano and listening to the lively melody. My parents came into the room, holding a large, blue box wrapped with a stunning ribbon. When they placed it onto the floor in front of me, I leapt up and timidly accepted the gift. It was unbelievable how big the box was - almost as long as I was tall – and I reached for it excitedly. My arms, which were shaking with gratitude, took it gently from my father's hands. I itched to unwrap it and see what delight waited for me inside it. Peering inside, I felt my heart fill with excitement; I was over the moon with what was waiting for me! My very own hobby horse! I had wanted one of these forever. As I raised it up and away from its box and packaging, I thanked my parents over and over again. I cantered around the living room for hours on my wooden hobby horse; it gave me so much pleasure to play with.

- As many of the punctuation marks in the list as possible.
- First person.
- Past tense.

**Wednesday - Ensure a cohesion and a link from start to end**

Re-watch 'The Piano', focusing particularly now on the section where the old man as a boy turns into his grandson.

We will be writing these final two paragraphs. The first one will be in present tense (including thoughts about his grandson in the NOW) and first person still.

The final one will be back in third person (the same as the introductory paragraph) to 'close off' the scene in the reader's mind, and in present tense again, to show that this is back to NOW and is no longer a memory.

A great technique for closing paragraphs is to create a link between this and your introductory paragraph – things like repeated (or almost-repeated) phrases and similar vocabulary. This is what you should aim for in your final paragraph. See my example of a final paragraph below.

**Miss Hayes' writing example for Tuesday's section:**

Again, you may use simple words and the odd phrase from mine, but don't copy it. It should link to YOUR introductory paragraph, not my introductory paragraph. See what words/phrases you used in your first paragraph – can you repeat any of them, or near-repeat any of them?

I remember the pitter-patter of my feet on the wooden floor as I galloped around. Suddenly, I realise that I am not imagining it; my grandson is now trotting around on the hobby horse that has been passed down through 3 generations so far. He runs over to me and sits beside me on the piano stool. In unison, we play the final note of the duet. As we silence the piano together, my heart fills with pride.

- Present tense to show that this is happening NOW and isn't a memory.
- First person to show man's thoughts and feelings about his grandson.

A bright light. A family room. A family man sitting on a stool with his grandson. A piano being played together. A hopeful tune sounds. The man's grandson always makes him smile; his grandson brings hope in the circle of life.

- Present tense to show that this is happening NOW and isn't a memory.
- Third person to go back to 'setting the scene' for the reader and to link to the tone of the first paragraph.
- Repeated words/phrases/min or sentences from introductory paragraph with a slight change to show a change in mood from sad/lonely in the intro para to more positive in the final para.

On Thursday in school, we will be writing this piece of writing up in neat for our 'published pieces' books. Here, we will focus on editing our spellings and punctuation, before writing up using best handwriting. You could do this at home too, if you wish.

Happy writing 😊. Please do email me photos of any completed work that you'd like to share.