

Kirkhill Primary School Primary 6

LEARNING AT HOME



Literacy and English - Reading

- ▶ Encouraging your child to read at home is also very beneficial. Try to discuss what they have been reading and if possible hear them reading aloud to you. On the next page are some reading prompts which you might consider using to help your child read at home. Following this there is a reading task grid which is similar to some of the things that we might do at home with the children.
- ▶ There is also a pack of materials which has reading comprehension passages within it. Please feel free to use these passages to continue to practise reading skills that your child has been learning in class or you feel that they would benefit from.

Questions to ask during reading

- ▶ -Where does the story take place?
- ▶ -When did the story take place?
- ▶ -What did the character look like?
- ▶ -Where did the character live?
- ▶ -Who are the key characters?
- ▶ -What happened in the story?
- ▶ -Explain something that happened at a specific point in the story?
- ▶ -If you were going to interview this character/author, which questions would you ask?
- ▶ -Which is your favourite part? Why?
- ▶ -Who would you like to meet most in the story? Why?
- ▶ -What do you think would happen next if the story carried on past the ending of the book?
- ▶ -Who was the storyteller? How do you know?
- ▶ -Predict what you think is going to happen next. Why do you think this?
- ▶ -Is this a place you could visit? Why/why not?
- ▶ -How is the main character feeling at the start/middle/end of the story? Why do they feel that way? Does this surprise you?
- ▶ -Were you surprised by the ending? Is it what you expected? Why/why not?

Questions to ask during reading

- ▶ -What is the main event of the story? Why do you think this?
- ▶ -How did you think it would end/should end?
- ▶ -Why did the author choose this title?
- ▶ -Do you want to read the rest of the text? How does the writer encourage you to read the rest of the text?
- ▶ -Can you find some examples of effective description? What makes them effective?
- ▶ -Which part of the story best describes the setting?
- ▶ -Can you find examples of powerful adjectives? What do they tell you about a character or setting?
- ▶ -Can you find examples of powerful verbs? What do they tell you about a character, their actions or the setting?
- ▶ -Find an example of a word you don't know the meaning of. Using the text around it, what do you think it means?
- ▶ -Can you think of another story that has a similar theme e.g. good over evil, weak over strong, wise over foolish?

Questions to ask during reading

- ▶ -Why did the author choose this setting?
- ▶ -How could the story be improved or changed for the better?
- ▶ -What was the most exciting part of the story? Explain your answer as fully as you can.
- ▶ -What was the least exciting part of the story? Explain your answer as fully as you can.
- ▶ -Do you know another story, which deals with the same issues e.g. social, cultural, moral issues?
- ▶ -Have you ever been in a similar situation to a character in the book? What happened?
- ▶ -How would you have felt in the same situation?
- ▶ -What would you have done differently to the character in a particular situation from the book?
- ▶ -How would you feel if you were treated in the same way as the main character?
- ▶ -What did the story make you think of?
- ▶ -Do you think this book is trying to give the reader a message? If so, what is it?

Grammar Hunt

Read and find nouns, verbs and adjectives. Make a list for each.

Summariser

Select the key events from your reading and summarise these into a detailed paragraph.

Front Cover

Design a new cover and title for the book – front and back including a blurb of the book.

Synonyms & Antonyms

Pick 5 descriptive words from the text and use a thesaurus to find five synonyms and antonyms.

Quiz

Write a quiz to go with your reading book.

Character's View

Recount an event from another character's point of view.

Poster/Advert

Make a poster/advert for an event in the text.

Diary Entry

Pretend you are one of the characters in the book. Who will you be? Write your diary for one day in the story.

Research

Research the author/illustrator/publisher on the internet. Write a detailed report about what you find out.

Predict

Predict what might happen next. Include detail in your answer and reasons why.

Cartoon Strip

Make a cartoon strip showing the sequence of events in chapter.

Telephone Conversation

Write a telephone conversation between two characters about a main event.

Illustrator

Draw an illustration for your chapter. Use quotes from the book to describe it.

Newspaper

Write a newspaper article about a problem in your story.

Glossary

Make a glossary for tricky words; you may need to use a dictionary to find out the meaning.

Opener

Rewrite the opening of your book. How can you improve the story opener to be more engaging?

Letter

Write a letter to your friend telling him or her a bit about the book. Explain why you think they ought to read it.

Play script

Re-write a section as a play script. Remember to include the correct features of a play script, including setting, props, stage directions and names of characters.

Main Character

















Write about the main character in the story. Choose 5-10 words to describe his or her behaviour. Give an example for each one. E.g. Sally is foolish when she goes to the mill

Interview

Think of 5 questions you would like to ask one of the characters in your book. Then swap these with another person in your group and write the answers as if you were

Primary 6 Spelling

- ▶ Each week for spelling we have a different spelling rule. Each week the children select the challenge level they would like to undertake. This will either be a mild, hot or extra hot challenge.
- ▶ Children are encouraged to think of other words which use this spelling rule and can then choose activities from the spelling menu included on the next slide to help them practise the spelling rule for the week.
- ▶ Children do not need to learn all the words as it is the rule which is most important. The children can access their spelling words each week on Spelling City on the following link.
- ▶ <https://www.spellingcity.com/users/Primary6Kirkhill>
- ▶ Click on the link above to access this week's chilli challenge spelling words. Children will need to scroll down to find the different groups of words and are welcome to try all 3 levels but make sure to focus on the level of challenge you have selected this week. Click on the GAMES tab to access games

1. ABC Order  Write all of your spelling words in alphabetical (ABC) order.	2. Word Parts Write your words. Then use a coloured pencil to divide the words into syllables. e.g. <u>jump</u> ing cater <u>pill</u> ar	3. Other Handed Write each word 5 times, switching the hand you write it with each time. Say the word as you spell it.	4. Vowel Spotlight Write your words using one colour for the vowels and another colour for the consonants. (vowels: a, e, i, o, u)	21. Question/Answers Write questions with half of your spelling words. Then use the other half to answer the questions. Underline the words you used. 	22. Riddles Write a riddle for each of your words. Don't forget to answer them. e.g. I am grey. I have a trunk and big ears. Answer: elephant. 	23. Crossword Puzzle Make a crossword puzzle with your spelling. Show the answers to your puzzle. 	24. Rhyming Words Write your spelling words out with a rhyming word next to them. Remember that words do not need to have the same spelling pattern to rhyme. e.g. men and again
5. Use Technology Type out your spelling words on the computer. Try to use at least 4 different fonts. 	6. Pyramid Words s sp spe spel spell spelli spelling spelling (or make them boat shaped, star, smiley face, etc.)	7. "Ransom" Words "Write" your words by cutting letters out of a newspaper or magazine and gluing the letters on a piece of paper to spell your words. 	8. Rainbow Words Write your spelling words with coloured pencils. Make each letter a different colour. 	25. Homophones Can you find any homophones which go with your spelling words? What do they mean? e.g. wear and where, to, too and two their, there and they're	26. Writing Race Set a timer for 2 minutes. See how many times you can write each word perfectly during that time. 	27. Code Words Come up with a code for each letter of the alphabet and then write each word in code. e.g. a = α b = β c = γ	28. Word Classes Sort your spelling words into word classes - nouns, verbs, adjectives etc. Be careful - some words can be used in more than one category e.g. swimming.
9. Scrambled Words Write your words. Then write them again with the letters mixed up. Can you unscramble them again the next day? e.g. watch - cwhta	10. Silly Sentences Write 3 or more sentences that use all your spelling words. 	11. Prefixes and Suffixes Underline the prefixes and suffixes in the words you are learning. Make sure you know what they mean. e.g. <u>important</u> <u>happiness</u>	12. Word Search Create your own word search with your spellings. Show the answers to your puzzle in a different colour. 	29. Synonyms  Find at least 2 synonyms for each of your spelling words.	30. Antonyms Find an antonym (opposite) for each of your spelling words. 	31. Joker Write jokes containing each of your spelling words. 	32. Backwards Words Write your spelling words forwards and then backwards. Remember to write neatly! BACKWARDS
13. Flashcards Make and practice with flashcards. Put the word on one side and definition (meaning) on the other. 	14. Picture & a Story Draw a picture defining each word. Write a sentence about your picture using the word.	15. Words without Vowels Write all of your words replacing vowels with a line. Go back and see if you can fill in the vowels. e.g. q--st--n = question	16. Train Words Write the entire list end-to-end as one long word. Write each new word in a different colour. e.g. <u>train</u> <u>back</u> <u>stop</u>	33. X Words Write 2 words with one letter in common so that they cross over each other. e.g. b r c h e e s e a d	34. Acrostic Poem Write an acrostic poem for your spelling words. See if you can stick to a theme when writing. e.g. sun Sun shines brightly Up in the sky Nice and warm on my face	35. Scrabble In a game of Scrabble, each letter is worth a certain number of points. Write your words and then add the total of the letters. Which of your spelling words has the highest total value? 	
17. Write a Story, Poem or Song with Words Write a story using all your spelling words. Underline the words you used.	18. Bubble Letters Write your spelling words out in bubble writing. 	19. Words Within Words Write each spelling word and then write at least 2 words made from that word. e.g. catch - cat, hat	20. Picture words Draw a picture and hide your spelling words in the picture.				

ar/are

Choose your Chilli Challenge

Extra Hot!



- | | |
|--------------------|-----------------|
| 1. parliamentary | 4. carefulness |
| 2. extracurricular | 5. transparency |
| 3. characteristic | |

Hot!



- | | |
|-------------|----------------|
| 1. started | 4. grandparent |
| 2. sparkler | 5. beware |
| 3. prepared | |

Mild



- | | |
|---------|----------|
| 1. bark | 4. rare |
| 2. barn | 5. share |
| 3. care | |



Word roots: act/port/scrib

Choose your Chilli Challenge

Extra Hot!



- | | |
|------------------|-----------------|
| 1. manuscript | 4. prescription |
| 2. interactive | 5. deportation |
| 3. indescribable | |

Hot!



- | | |
|-------------|----------------|
| 1. scribble | 4. description |
| 2. reactive | 5. transport |
| 3. portable | |

Mild



- | | |
|-----------|-----------|
| 1. actor | 4. scribe |
| 2. report | 5. export |
| 3. exact | |



ir/ire

Choose your Chilli Challenge

Extra Hot!



- | | |
|-------------------|-------------------|
| 1. unidirectional | 4. inspirational |
| 2. retirement | 5. antiperspirant |
| 3. requirement | |

Hot!



- | | |
|------------|------------|
| 1. firstly | 4. inspire |
| 2. third | 5. expire |
| 3. thirsty | |

Mild



- | | |
|---------|---------|
| 1. bird | 4. fire |
| 2. sir | 5. wire |
| 3. stir | |



auto/circum

Choose your Chilli Challenge

Extra Hot!



- | | |
|-------------------|---------------------|
| 1. circumnavigate | 4. autobiographical |
| 2. circumstantial | 5. autonomous |
| 3. circumference | |

Hot!



- | | |
|----------------|---------------|
| 1. circulation | 4. autograph |
| 2. circumflex | 5. automation |
| 3. automobile | |

Mild



- | | |
|-------------|--------------|
| 1. circus | 4. automatic |
| 2. circle | 5. autopilot |
| 3. circular | |



words ending in a/i/o/u

Choose your Chilli Challenge

Extra Hot!



- | | |
|--------------|---------------|
| 1. gateau | 4. cannelloni |
| 2. tarantula | 5. cappuccino |
| 3. impromptu | |

Hot!



- | | |
|-------------|------------|
| 1. tornado | 4. torpedo |
| 2. kangaroo | 5. cinema |
| 3. macaroni | |

Mild



- | | |
|----------|------------|
| 1. emu | 4. bingo |
| 2. kiwi | 5. volcano |
| 3. pizza | |



y endings (nouns)

plurals (removing y and adding ies)

Choose your Chilli Challenge

Extra Hot!



- | | |
|------------------|---------------------|
| 1. physiotherapy | 4. responsibilities |
| 2. autobiography | 5. technicality |
| 3. biographies | |

Hot!



- | | |
|-------------|------------|
| 1. literacy | 4. library |
| 2. puppies | 5. parties |
| 3. stories | |

Mild



- | | |
|----------|----------|
| 1. story | 4. jelly |
| 2. baby | 5. lady |
| 3. puppy | |



dis

Choose your Chilli Challenge

Extra Hot!



- | | |
|------------------|------------------|
| 1. disadvantage | 4. disconnected |
| 2. disgraceful | 5. disinterested |
| 3. dishonourable | |

Hot!



- | | |
|--------------|---------------|
| 1. disappear | 4. disused |
| 2. dishonest | 5. disgusting |
| 3. disease | |

Mild



- | | |
|-------------|-------------|
| 1. dislike | 4. discover |
| 2. disagree | 5. disable |
| 3. distrust | |



el endings

Choose your Chilli Challenge

Extra Hot!



- | | |
|--------------|--------------|
| 1. parallel | 4. scoundrel |
| 2. megapixel | 5. mackerel |
| 3. carousel | |

Hot!



- | | |
|------------|-----------|
| 1. channel | 4. mussel |
| 2. satchel | 5. cancel |
| 3. kestrel | |

Mild



- | | |
|-----------|----------|
| 1. camel | 4. jewel |
| 2. travel | 5. novel |
| 3. hotel | |



trans/ tele/ bi

Choose your Chilli Challenge

**Extra
Hot!**



- | | |
|--------------------|--------------------|
| 1. transatlantic | 4. telegraphically |
| 2. transfiguration | 5. bicentenary |
| 3. bicultural | |

Hot!



- | | |
|----------------|---------------|
| 1. translate | 4. bifocals |
| 2. bilingual | 5. television |
| 3. transparent | |

Mild



- | | |
|--------------|--------------|
| 1. bisect | 4. telephone |
| 2. bicycle | 5. telescope |
| 3. transport | |



adding s or es

Choose your Chilli Challenge

**Extra
Hot!**



- | | |
|-----------------|----------------|
| 1. toothbrushes | 4. screenplays |
| 2. aeroplanes | 5. passageways |
| 3. consequences | |

Hot!



- | | |
|------------|-------------|
| 1. brushes | 4. splashes |
| 2. passes | 5. valleys |
| 3. bushes | |

Mild



- | | |
|-----------|---------|
| 1. trees | 4. boys |
| 2. dishes | 5. dogs |
| 3. foxes | |



ow endings

Choose your Chilli Challenge

**Extra
Hot!**



- | | |
|----------------|----------------|
| 1. counterflow | 4. marshmallow |
| 2. tomorrow | 5. wheelbarrow |
| 3. overshadow | |

Hot!



- | | |
|------------|-----------|
| 1. pillow | 4. borrow |
| 2. yellow | 5. follow |
| 3. swallow | |

Mild



- | | |
|----------|---------|
| 1. own | 4. slow |
| 2. show | 5. grow |
| 3. elbow | |



et endings

Choose your Chilli Challenge

**Extra
Hot!**



- | | |
|------------------|----------------|
| 1. misinterpret | 4. supermarket |
| 2. electromagnet | 5. protoplanet |
| 3. ultraviolet | |

Hot!



- | | |
|------------|-----------|
| 1. cricket | 4. gadget |
| 2. thicket | 5. bullet |
| 3. cabinet | |

Mild



- | | |
|-----------|-----------|
| 1. jacket | 4. pocket |
| 2. packet | 5. ticket |
| 3. bucket | |



ul / ull

Choose your Chilli Challenge

**Extra
Hot!**



- | | |
|-----------------|----------------|
| 1. deceitful | 4. beautifully |
| 2. thoughtful | 5. resourceful |
| 3. successfully | |

Hot!



- | | |
|------------|-------------|
| 1. painful | 4. hopeful |
| 2. helpful | 5. usefully |
| 3. dutiful | |

Mild



- | | |
|---------|----------|
| 1. full | 4. bully |
| 2. pull | 5. skull |
| 3. dull | |



soft c

Choose your Chilli Challenge

**Extra
Hot!**



- | | |
|----------------|----------------|
| 1. excellence | 4. celestial |
| 2. exceptional | 5. cylindrical |
| 3. noticeable | |

Hot!



- | | |
|------------|------------|
| 1. cereal | 4. recent |
| 2. certain | 5. concert |
| 3. centre | |

Mild



- | | |
|----------|----------|
| 1. place | 4. city |
| 2. face | 5. cycle |
| 3. race | |



homophones

Choose your Chilli Challenge

**Extra
Hot!**



- | | |
|---------------|---------------|
| 1. stationery | 4. compliment |
| 2. stationary | 5. principal |
| 3. complement | 6. principle |

Hot!



- | | |
|-----------|-----------|
| 1. muscle | 4. you're |
| 2. mussel | 5. flower |
| 3. your | 6. flour |

Mild



- | | |
|---------|---------|
| 1. tail | 4. deer |
| 2. tale | 5. not |
| 3. dear | 6. knot |



unstressed vowels

Choose your Chilli Challenge

**Extra
Hot!**



- | | |
|----------------|------------------|
| 1. temperature | 4. occasionally |
| 2. literature | 5. parliamentary |
| 3. secretary | |

Hot!



- | | |
|--------------|--------------|
| 1. library | 4. business |
| 2. literacy | 5. desperate |
| 3. jewellery | |

Mild



- | | |
|--------------|-------------|
| 1. different | 4. catholic |
| 2. listener | 5. interest |
| 3. hospital | |



ost / oll

Choose your Chilli Challenge

Extra Hot!



- | | |
|-------------------|---------------|
| 1. uncontrollable | 4. signposted |
| 2. steamroller | 5. foremost |
| 3. postmistress | |

Hot!



- | | |
|-------------|------------|
| 1. stroller | 4. ghostly |
| 2. swollen | 5. hostess |
| 3. almost | |

Mild



- | | |
|---------|---------|
| 1. post | 4. toll |
| 2. host | 5. roll |
| 3. most | |



same letters, different sound

Choose your Chilli Challenge

Extra Hot!



- | | |
|----------------|-----------------|
| 1. cleanliness | 4. unbelievable |
| 2. reasonable | 5. hieroglyphic |
| 3. unyielding | |

Hot!



- | | |
|------------|------------|
| 1. highway | 4. though |
| 2. delight | 5. thought |
| 3. bought | |

Mild



- | | |
|----------|---------|
| 1. bear | 4. our |
| 2. fear | 5. your |
| 3. earth | |



Using a dictionary

Choose your Chilli Challenge

Extra Hot!



- | | |
|-----------------|-------------------|
| 1. abbreviation | 4. alphabetically |
| 2. definition | 5. synonym |
| 3. translation | |

Hot!



- | | |
|---------------|------------|
| 1. consonant | 4. origin |
| 2. alphabet | 5. meaning |
| 3. dictionary | |

Mild



- | | |
|-----------|----------|
| 1. words | 4. order |
| 2. letter | 5. find |
| 3. vowel | |



un, en, in, im

Choose your Chilli Challenge

Extra Hot!



- | | |
|------------------|-------------------|
| 1. unnecessary | 4. indecipherable |
| 2. unintentional | 5. impressionable |
| 3. enforcement | |

Hot!



- | | |
|---------------|------------|
| 1. impossible | 4. enable |
| 2. unnamed | 5. unnerve |
| 3. invisible | |

Mild



- | | |
|-----------|----------|
| 1. undo | 4. enjoy |
| 2. unkind | 5. input |
| 3. impart | |



Primary 6 Grammar

- ▶ Each week in school we have grammar lessons. We use a number of different resources to teach grammar, one of which is Nelson Grammar. In your pack there is a copy of the home link activities which link with some of the work the children have been doing in school. Please feel free to complete work in the Grammar booklet that your child has been learning about at home.
- ▶ On the next slides there are some grammatical terms that the children will be learning about. These may be helpful for you to revise with the children to consolidate their understanding.

Primary 6 Grammar

Active voice: the subject performs the action.

Example: The cat **saw** the dog.

In this sentence the cat is the subject and is performing the verb 'saw'.

Adjective: describe nouns (something or somebody).

Example: The **deserted** beach; an **old** wise man.

Adverb: describing words that add meaning to verbs, adjectives and another adverb.

Examples: I **endlessly** rained this summer.

It's **really** raining now.

Adverbial: words, phrases, or subordinate clauses that modify verbs or clauses.

Adverbial phrase: group of words that function as an adverb.

Example: He spoke **hurriedly**. (adverb)

The spoke **in a hurried way**. (adverbial phrase).

Adverbial clause: group of words including a verb that functions like an adverb.

Example: It will be sunny **tomorrow**. (adverb)

It will be sunny **by the time we go back to school**. (adverbial clause).

Antonym: a word that has opposite meaning to another word.

E.g. Hot/cold.

Apostrophe: looks like a raised comma. Indicates possession or omission.

- Possession: The cat's food.

- Omission: It's (It is) Don't (Do not).

Auxiliary verbs: support the main verb and express additional meaning e.g. **to be, to have and to do**.

See modal verbs for other types.

Bracket: used to separate off additional information that would interrupt the flow of the paragraph.

Example: William Shakespeare (1564-1616) is the most famous playwright of all time.

Bullet points: way of indicating separate items in a list. For example:

- This

- And that

Primary 6 Grammar

Clause: group of words that contains a verb or a subject:

- Main clause: makes complete sense on its own
- Subordinate clause: depends on the main clause to make sense.

Colons: use to introduce closely related information where one phrase or clause introduces the next.

Example: The weather was getting worse: she would not go out today.

Comma: use to separate words, phrase and clauses within a sentence to help the reader follow the meaning.

- Example: Let's eat kids (suggests the writer wants to eat children). Let's eat, kids. (suggests the writer wants to eat with the kids).
- In lists to break up items: It was lovely, warm, sunny morning.
- Used after fronted adverbials:
At long last, the speech ended.
Last night, he had a nightmare.
- To separate an interjection:

- In speech to separate direct speech:

"It would be great," she replied, "if I could go."

Compound word: Word created out of two words: football, timetable, fireman.

Conjunction: links parts of a sentence together.

- Coordinating conjunctions: join clauses of equal weight. (And, but, or, so). Example: It will rain in the morning **and** the afternoon.
- Subordinating conjunctions: introduces a subordinating conjunction. (when, if, although). Example: We will light the fire **when** it gets dark.

Connective: type of conjunction. Link clauses to make text cohesive.

Dash: use to indicate the break in the flow of sentence.

Example: And the winner is—Angela!

Can be use to separate off information: The lost cat—which had now been missing for three days—look small, hungry and tired.

Primary 6 Grammar

Direct and indirect speech: direct speech repeats the actual words the speaker spoke. Indirect sums up what was said.

Direct: The boy shouted "Run! The Daleks are coming."

Indirect: The boy shouted run because The Daleks were coming.

Ellipsis: three dots to indicate something has been left out or not completed. Example: The stared in horror. Surely it couldn't be...

Exclamation marks: indicates strong feelings or urgency and used after interjections. Example: Just go away!

Full stop: separate off clumps or complete meaning.

Hyphen: used to link relate parts of certain words together: brother-in-law, re-covering, e-mail.

Inverted commas: Marks the speech and quotations: "I'm not certain I'll be there," she said.

Modal verb: indicate levels of possibility and certainty.
Example: could, may, should (indicates suggestions)
Whilst: must, can, will (indicates obligation or advice).

Nouns: things, objects, people or places. You can put *a*, *an* or *the* in front of them i.e. the table, a bird.

Collective noun: refers to a group i.e. children, shoal.

Proper nouns: start with a capital letter and refer to unique things i.e. London, Tuesday, March.

Concrete nouns: can be seen, heard, touched i.e. chair, tree.

Abstract nouns: feelings ideas and concepts i.e. hate, love, anger.

Compound nouns: made by putting two nouns together i.e. fireman, tablecloth.

Noun phrase: A single unit of meaning i.e. *The tall man from across the road who grows pears is ill.*

Paragraph: group of sentences focusing on the same point or subject. Help structure writing by separating change of focus, time or place.

Prefix: added to front of root word to change the meaning: de, un, over.

Primary 6 Grammar

Prepositions: phrases that join phrases together to show how they are related in time (during, in, on).

Pronoun: takes the place of a noun i.e. The dog looked at the sandwich and ate **it**. It replaces the noun; sandwich.

Relative pronouns: used in relative clause: who, which, that, whom or whose.

Possessive pronouns: show ownership: mine, ours, his, hers, its, theirs, yours.

Question mark: indicates the end of a question.

Relative clause: adds more information to the sentence. Typically begin with relative pronouns (which/that/who/whom/whose). Example: The shoes **that I bought** are not comfortable.
Our sofa, **which is extremely comfortable**, looks rather old and tatty.

Root word: basic unit of meaning of a word from which other words can be created.

Help, helpful, helpless, unhelpful.

Semi-colon: use to separate closely related items within a sentence. Example: The sun shone; birds sang; insects buzzed happily.

Sentence: group of words in grammatical order that make sense.

Simple (single clause): The dragon sat by the kettle.

Compound (two clauses joined by a subordinating conjunction): The dragon sat by the kettle and waited for the bill.

Complex (more than one clause joined by a subordinating conjunction): The dragon sat by the kettle **because** he was making tea.

Singular and plural: Singular shows when there is just one of something. Plural indicates more than one.

Subjunctive: It is the mood of the verb to express wishes conditions and non-factual situations: If I were you...
So be it...

Suffix: added to the end of a word to change the meaning (ible, ness, able, ed).

Synonym: Words that have the same meaning: large/big.

Tense: Two basic tenses: past and present.

Past: I danced, I was dancing.

Present: I dance, I am dancing.

Verbs: a doing word that shows what someone or something is, has or does.

It **is** hot. He **has** a dog. She **walks** to school.

Primary 6 Writing

- ▶ During Writing lessons at Kirkhill we use the Big Writing framework to help improve our writing, focusing on Vocabulary, Connectives, Openers and Punctuation (VCOP).
- ▶ On the next few slides there are VCOP activities to practise skills in these areas. Try to practise these skills then see if you can apply them to extended writing pieces on the slides after these.
- ▶ You can also look at this BBC website to help with how to plan your writing.
- ▶ <https://www.bbc.co.uk/bitesize/topics/zpccwmn>

VCOP activities

▶ Varying Sentence Openers

- ▶ The teacher gives children one way in which they must start a sentence, together with an example as a model. Give a different style of sentence opener at each session.

▶ ***Ways to Start***

Example

- | | |
|---------------------|--------------------------------------|
| ▶ "When" starter | Last night.... |
| ▶ "How" starter | Carefully, he crept |
| ▶ "Where" starter | Across the road.... |
| ▶ Name starter | Bill wandered |
| ▶ Simile | Like an eel |
| ▶ Adjective starter | Tall trees towered overhead |
| ▶ "-ed" clause | Excited by the new, Joanna ran |
| ▶ "-ing" clause | Running quickly, Tim felt |
| ▶ One-worder | Tired, he ambled |

VCOP activities

▶ Varying Sentence Structure

- ▶ Teacher gives children one way in which they must structure a sentence, together with an example as a model. Give a different structure at each session.

▶ ***Type of sentence***

Example

- ▶ Short, simple sentence for drama

Tom ran.

- ▶ Compound sentence (joined with connective) for flow

Tom ran and Kitty walked.

- ▶ Complex sentence to add extra information.
the

The dog bolted, because he had eaten all
sausages

- ▶ Questions to draw in reader

What was that?

- ▶ Exclamations for impact

Run for it!

- ▶ Sentence of 3 for description

He wore a dark cloak, shiny shoes and red trousers

- ▶ Sentence of 3 for action
collapsed.

Tom ran across the beach, jumped over the rock and

VCOP activities

▶ Call My Bluff

- ▶ The teacher or student finds a difficult word in the dictionary. Check that nobody knows the real meaning. Write the word on the whiteboard.
- ▶ Each student makes up a definition and writes it anonymously on a piece of paper.
- ▶ The teacher/leader reads out the definition.
- ▶ The winner is the person whose guess was closest to the dictionary definition.

▶ Missing Punctuation

- ▶ Teacher writes an unpunctuated sentence on the large whiteboard.
- ▶ Children rewrite, including correct punctuation marks, on mini whiteboards.
- ▶ Can play in reverse by giving children a punctuation mark and asking them to write an appropriate sentence that includes the given punctuation mark.

VCOP activities

- ▶ All change
- ▶ Write a sentence on the large whiteboard. Children have to rewrite the sentence,
- ▶ Try to improve the sentence
- ▶ Eg:
- ▶ Initial sentence: "The fox crept under the shed and began to dig furiously."
- ▶ Command: "Add 3 adjectives"
- ▶ Child's sentence: "The cunning fox crept under the old, wooden shed and began to dig furiously."
- ▶ **Possible Commands:**
- ▶ Add or remove adjectives or adverbs
- ▶ Change the verbs or nouns
- ▶ Add a phrase, image or clause
- ▶ Use a connective at the beginning or end of the sentence
- ▶ Change the opening, tense or tone of the sentence
- ▶ Change the sentence to a different genre or text type

VCOP activities

▶ Word Families

- ▶ On a card, write out a word from a word family that you are studying and stick it on a wall.
- ▶ Have children write out (on a post-it note) a word that belongs to the same family, and stick it underneath.
- ▶ Encourage children to keep adding words.

▶ Synonyms

- ▶ Give children an overused word eg went, said, big, small, bored, hot, excited etc.
- ▶ Write synonyms on the board, but with vowels missing
- ▶ E.g.: for "big" - "h _ g _" "m _ ss _ v _"
- ▶ Extension: child thinks of a synonym for the overused word and writes it on the large whiteboard (with vowels missing) for other children to guess.

VCOP activities

- ▶ VCOP – Connectives – quick activity
 - ▶ “but” or “so”? Which is the best connective?
 - ▶ I went to the park It was too wet to go on the slide.
 - ▶ The slide was wet I went back home again.
 - ▶ I was hungry... Mum made me a sandwich.
 - ▶ I love sandwiches.... I don't like eating the crusts.
-
- ▶ VCOP – Connectives – quick activity
 - ▶ “before” or “because”? Which is the best connective?
 - ▶ I bought a present for my brother It's his birthday.
 - ▶ I wrapped the present ... I wrote his card.
 - ▶ My dog likes going for walks ... he's full of energy.
 - ▶ My dog chased his ball ... he looked for other dogs to play with.

VCOP activities

- ▶ VCOP – Openers – quick activity
 - ▶ What is the most interesting way to finish the sentence?
 - ▶ Hurriedly
 - ▶ Sadly
 - ▶ Excitedly...
 - ▶ Last night
-
- ▶ VCOP – Openers – quick activity
 - ▶ What is the most interesting way to finish the sentence?
 - ▶ I grabbed my
 - ▶ Nervously
 - ▶ Carefully
 - ▶ In rushed

VCOP activities

- ▶ VCOP – Punctuation – quick activity
 - ▶ Full stop, question mark or exclamation mark?
 - ▶ Be quiet!
 - ▶ This class is getting too noisy.
 - ▶ Have you forgotten how to work quietly?
-
- ▶ VCOP – Punctuation – quick activity
 - ▶ Full stop, question mark or exclamation mark?
 - ▶ What's that noise?
 - ▶ It's a monster!
 - ▶ It was only my brother tricking me.

VCOP activities

- ▶ VCOP – Vocabulary – quick activity

Don't say "said" say

Who might speak in this way? When? Why?

grumble whisper shout

sigh exclaim neigh

- ▶ VCOP – Vocabulary – quick activity

Don't say "said" say

Replace "said" with a better word:

"Oh no, not more homework," said the children.

"Wow, a new bike" said George.

"I'm going to turn you into a frog," said the witch.

"I've lost my mummy," said the little girl.

VCOP activities

- ▶ VCOP – Vocabulary – quick activity
- ▶ An adjective is a word that describes a person, animal, place or object.
- ▶ Can you think of a powerful adjective to describe these things?
- ▶ princess forest blanket
- ▶ cat cave mum
- ▶ VCOP – Vocabulary – quick activity
- ▶ An verb is an action word like run, play or build.
- ▶ An adverb describes the action. Which word is the adverb? What action could it be describing?
- ▶ What other actions could the adverb describe?
- ▶ The soldier calmly
- ▶ The teacher carefully
- ▶ The giant angrily
- ▶ The princess tearfully

Write a story about this picture and give your story a name.



If you could have any fictional character as your best friend, who would you choose and why? What would you do together?



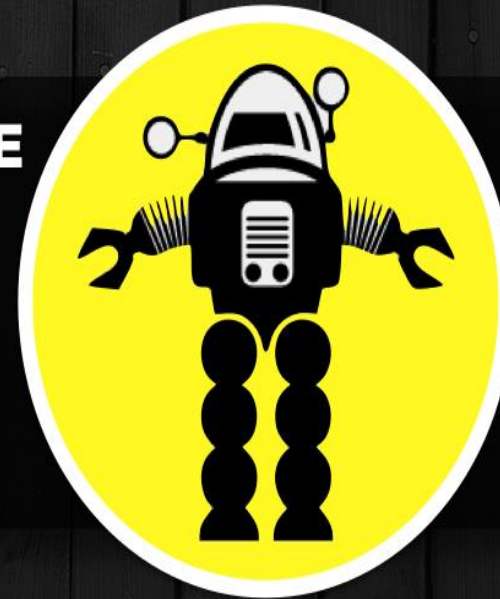
If you had one superpower, what would it be? Explain why you have chosen that superpower, what you would do with it, and how it would change your life.



Common Core:
Writing Anchor
Standard 2: Write
informative/explanatory
texts to examine a topic and
convey ideas and
information clearly.

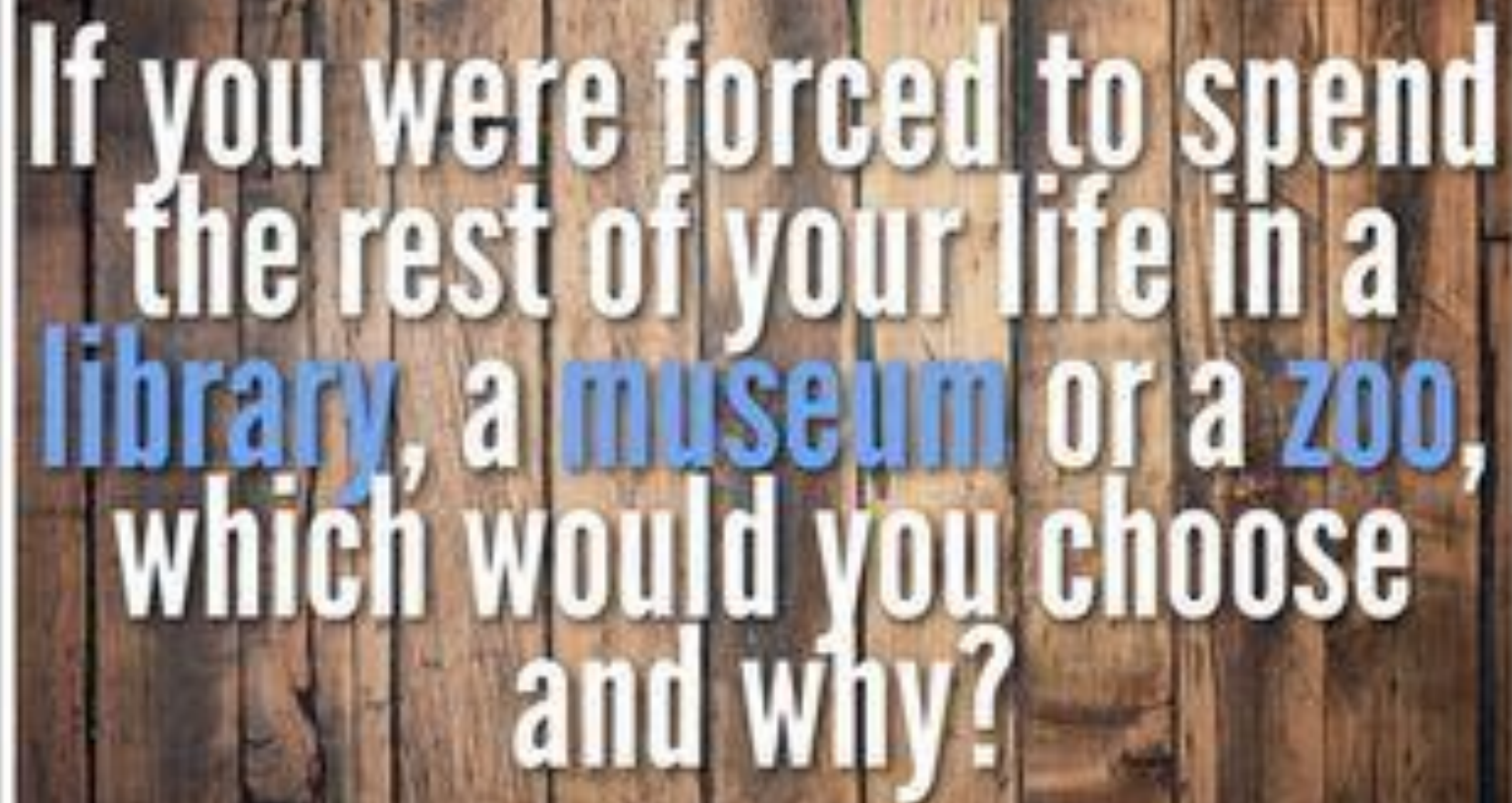
DESCRIBE YOUR FUTURE ROBOT SERVANT

Imagine a future in which we each have a personalized robot servant. What would yours be like? What would it do? What would it look like? What would it talk like? What features would it have?





What is this frog daydreaming
about?

The image features a background of vertical wooden planks in various shades of brown. Overlaid on this background is a text prompt. The words 'library', 'museum', and 'zoo' are highlighted in blue, while the rest of the text is white. The text is centered and reads: 'If you were forced to spend the rest of your life in a library, a museum or a zoo, which would you choose and why?'.

If you were forced to spend
the rest of your life in a
library, a museum or a zoo,
which would you choose
and why?

Write a story about this picture and give it a name.



Once a year,
the van would
come by, bringing
to life three
characters
from books I
had read.



tell the
rest of this
story

**TELL THIS
STORY**

Common Core:
Writing Anchor
Standard 3: Write
narratives to develop real
or imagined experiences or
events using effective
technique, descriptive
details, and clear event
sequences.

"Dragons stalk the streets, puffing
out smoke and clattering their
mechanical wings." - Hilary Mantel



One day, you find this door at the corner of your room. What do you do? Who uses that door? Where does the door take you?



What questions come to your mind when you see this picture?





What would life on Earth be like if dinosaurs were not extinct? Write a paragraph describing a world where dinosaurs do exist.

Primary 6 Talking and Listening

- ▶ At Kirkhill we are committed to raising standards in literacy for all of our children. Literacy is a subject which underpins all learning and our teachers foster literacy skills whenever they encourage children to listen, talk, read or write. When children learn their own or another language, they begin by listening, then talking and then extending what they have learned in reading or writing. We are very keen to promote the vital skills of talking and listening in their own right and also to develop a confidence in spoken language that will extend, in due course, to writing.
- ▶ On the next section of slides there is some information about how you can support your child with Listening and talking skills at home. You can also look at some of the 'Thunks' which can prompt discussions and debate.

Primary 6 Talking and Listening

Dear Parents and Carers,

We are committed to raising standards in literacy for all of our children. Literacy is a subject which underpins all learning and our teachers foster literacy skills whenever they encourage children to listen, talk, read or write. When children learn their own or another language, they begin by listening, then talking and then extending what they have learned in reading or writing. We are very keen to promote the vital skills of talking and listening in their own right and also to develop a confidence in spoken language that will extend, in due course, to writing.

We believe discussion-based homework is just as valuable as any written homework and will link to learning experiences in class. We hope you enjoy spending time with your child discussing different topics and sharing ideas, thoughts and feelings with your child. This leaflet provides some prompts which might help you deepen the conversation about the topic you are discussing.

Agree

I agree with ... because...

I think that too because...

My view is the same because...

Add details

For example / for instance...

Because...

My reasons are...

This is due to...

What I mean by this is...

My evidence for this is...

Begin

Let's talk about...

What do you think about..?

How can we..?

We need to decide...

To begin with...

Why don't we start by...?

I wonder...

Build on

Good point. I also think...

I'd like to add to that by saying...

Just to build on ...'s point

I would like to build on what... said.

Primary 6 Talking and Listening

Challenge

I disagree because...

I see what you mean but...

I'm not sure I agree because...

I see your point but it's also true that...

I respect your opinion but I think...

Clarify

Do you mean...?

In other words, are you saying that...?

So what you are saying is...?

Can you explain that again, please?

Share ideas and opinions

I think... because...

In my opinion...

I feel that . . .

For me, the most important / best/
worst...

Summarise

To summarise, I think...

So what we've decided is...

I think the main ideas are...

Do you agree that the main points
are...?



Kirkhill Primary School

The **A****B****C****S** of
Talking and
Listening

Group Discussion

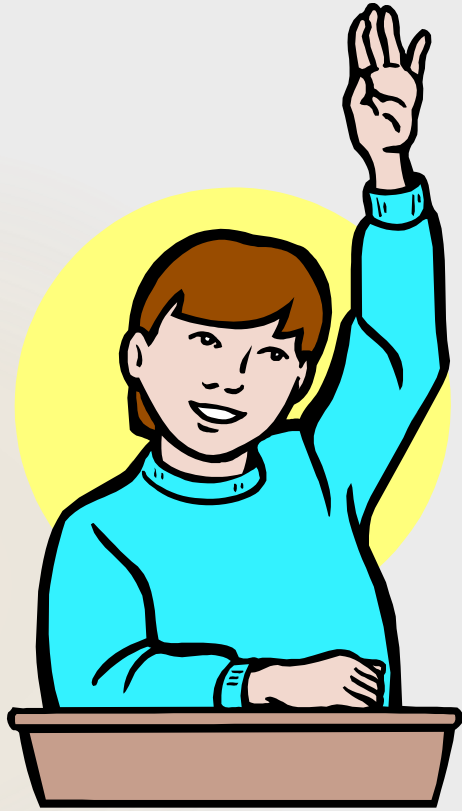
If the answer is "Once with a fish",
what is the question?



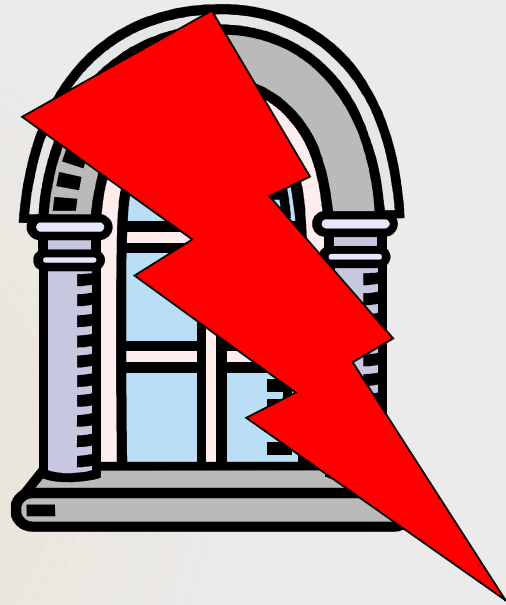
Can you have a friend that you don't really like?



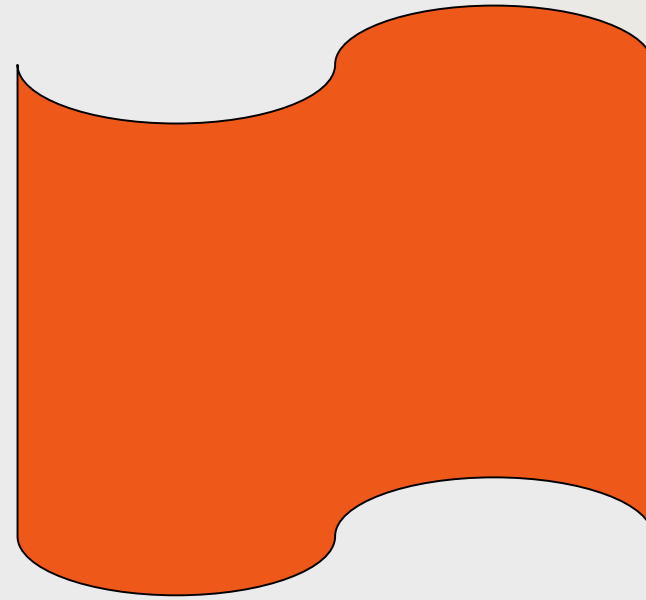
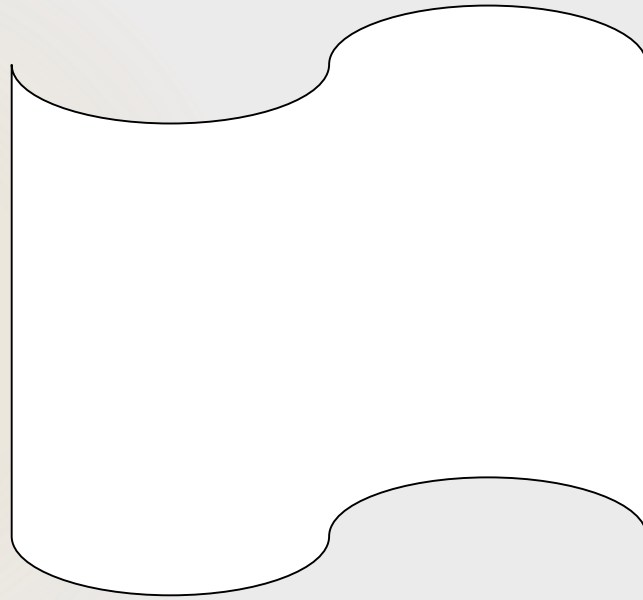
Which is more important, being right or being nice?



If you paint over a window, is it still
a window?



Is a white sheet of paper more blank
than a black one?



If I ask if I can steal your pen and you say yes, is that stealing?



Can I be accused of cheating if I don't know the rules??



If we end up without enough water for all the people in the world, is that because there is not enough water or too many people?



Primary 6 Literacy Video Vault

- ▶ East Renfrewshire Council has developed a video vault of online teaching for different areas of the curriculum. The video vault is a work in progress and more videos will be added to it throughout the year. You can find different areas of Literacy teaching on this link -

<https://drive.google.com/drive/folders/1KWR1VpE0DQ5LEo6uWwmkh8e9yste2AIw>

- ▶ Here are some specific areas that may be particularly useful to look at for Literacy

- ▶ Literal, inferential and evaluative questions -

https://drive.google.com/file/d/1K2Ojy8cO_GQUypCtHVD2TIDsefLBaOm_/view?usp=drive_web

- ▶ Using Paragraphs - https://drive.google.com/file/d/1Of565ad1GgKESX9Rw-cefeL_F645FLwG/view?usp=drive_web

- ▶ Persuasive writing -

https://drive.google.com/file/d/1gFZIHdoVknnTQ81Y5MV2OmdTGo5s2WpL/view?usp=drive_web

- ▶ Using Adverbs as Sentence openers -

https://drive.google.com/file/d/11OQARbm12qw0M1pv1NIBco2KQFlqYOH3/view?usp=drive_web

- ▶ Using direct speech - https://drive.google.com/file/d/11lbaXNGjg6ic6wcOOewM-F42fnwAc1yM/view?usp=drive_web

Primary 6 Maths Video Vault

- ▶ Please use the TJ 5H and 6H booklets to practise maths skills that we have been learning about in class or other areas that you feel less confident in.
- ▶ To help remind you how to complete these calculations you can look at the maths video vault. The video vault has videos which show you the correct way to complete the calculations as we would in school. The video vault is a work in progress and more videos will be added throughout the year but the video vault can be accessed by following this link - https://drive.google.com/drive/folders/1-qKz_BBKSaNrQSB7Wb94Cwjnq06q3Y9w
- ▶ Follow these links for specific mathematical areas
 - ▶ - Multiplication and division - https://drive.google.com/drive/folders/1AI7fGsVJ2n8HSmDGybobRpB2qQh_WKRU
 - ▶ - Equivalent fractions and simplification - <https://drive.google.com/drive/folders/1F-qUpCcIoqwP4Pi-ZMM72vWwRqpRNJMr>
 - ▶ - Fractions and decimals - https://drive.google.com/drive/folders/1SVx-3pgUJIxAmulr97yIULZ5JMPVN9F_
 - ▶ - Area of Squares, rectangles and Triangles - <https://drive.google.com/drive/folders/1GcSSexmYTS4eCp8u-HmytTb10Ld9y5LM>
 - ▶ - Time durations - <https://drive.google.com/drive/folders/1s2FI5IM0sanOEG4zpMyTXKJEqUsN5rr->
 - ▶ Converting and Calculating measurements - <https://drive.google.com/drive/folders/1dcHpfAXQMY0nKxPAQZAIIn4oYLbU9wdNx>

Primary 6 Health and Wellbeing

- ▶ The BBC Bitesize website provides a number of health and wellbeing videos and activities for different areas of our health and wellbeing curriculum. You can follow this link and find the areas that you have been learning about in class. <https://www.bbc.co.uk/bitesize/subjects/zbhy4wx>
- ▶ Some direct links are on the following links:
- ▶ Food and Health - <https://www.bbc.co.uk/bitesize/topics/zfmpb9q>
- ▶ Mental and emotional wellbeing - <https://www.bbc.co.uk/bitesize/topics/zbpv9j6/resources/1>
- ▶ Physical Wellbeing - <https://www.bbc.co.uk/bitesize/topics/zrsb87h/resources/1>
- ▶ Planning for choices and change - <https://www.bbc.co.uk/bitesize/topics/zcfgd2p>
- ▶ Relationships - <https://www.bbc.co.uk/bitesize/topics/z4yrwmn/resources/1>
- ▶ Social Wellbeing - <https://www.bbc.co.uk/bitesize/topics/zk34q6f/resources/1>
- ▶ Substance Misuse - <https://www.bbc.co.uk/bitesize/topics/z8b97ty/resources/1>

Primary 6 Health and Wellbeing

- ▶ Some other online resources that children can use at home to develop health and wellbeing skills are:
- ▶ The Body Coach Kids workouts - <https://www.youtube.com/playlist?list=PLyCLoPd4VxBvPHOpzoEk5onAEbq40g2-k>
- ▶ Daily Calm meditations - https://www.youtube.com/playlist?list=PLgdxvG3Ulbidz8n_l3rZdcAADnDJ6NFHO
- ▶ Cosmic Kids Yoga Activities - <https://www.youtube.com/c/CosmicKidsYoga/videos>
- ▶ Class Dojo videos – some videos about feelings and having a positive mind set - <https://www.youtube.com/c/classdojo/videos>

Primary 6 Health and Wellbeing

Calm Activities

CALM PICTURE

Write the word CALM as large as possible and let your child colour in the word. They can add pictures of things that help them feel calm. Let them use calming colours - anything to create an image of calm. Tell children to stare at the picture and see how calm they can feel. Then ask them to close their eyes and make the picture very small - like a postage stamp. Tell children they can keep this little picture anywhere they like in their body - heart, head, palm. Whenever they are feeling stressed and anxious, they can look at their calm picture and feel calm.

CALM BOX

Make up a calm box so you always have something to help you feel cool and calm. Find a box and put things that make you feel calm like a cool pebble, a feather, a stress ball, a cuddly toy and your calm cards.

Primary 6 Health and Wellbeing

Calm Activities

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Primary 6 Health and Wellbeing

Calm

EXERCISES

Melting Butter

Imagine you are a tiny piece of butter lying on warm toast. Imagine that the floor is warm like toast and you are slowly melting into the toast.

Feel your whole body becoming soft and gooey as you melt and relax into the warm toast. How long can you lie there for, feeling relaxed and calm?

Feather in the Wind

Imagine you are a feather floating in the wind. Feel yourself becoming so light that you can feel the wind carrying you along. You enjoy feeling light and free. Imagine yourself floating further and further into the air, feeling totally supported by the wind.

Primary 6 Health and Wellbeing

Deep Breaths

Close your eyes and sit comfortably with your back straight. As you sit there, spend some time observing your breathing. Feel the in-breath and watch what happens when you breathe back out. As you sit there, try to make **YOUR** breaths longer. Take a longer breath in and then breathe out slowly and gently. As you breathe out, feel as if all your worries and problems are blowing away, leaving you feel relaxed and calm. Repeat this a couple more times.

Glass Boat

Lie down on your tummy and just relax. Imagine you are lying on a boat and you can feel the warmth of the sun on your back. The boat has a glass floor and you can see through to the water. As you lie there, spend sometime, enjoying watching the movement of the fish and sea creatures below you. Enjoy feeling relaxed as the boat gently sways from side to side.

Squeeze and Relax

Lie down and take in a deep breath, and as you breathe in, squeeze all the muscles in your body. Now breathe out and relax all the muscles in your body. Repeat this exercise one more time.

Primary 6 Health and Wellbeing

Tummy Breathing

Sit or lie down and put your hand on your tummy. Feel your tummy rising and falling as you breathe deeply. Continue breathing and feeling calm and relaxed and focused.

Smiling Heart

Close your eyes and take a deep breath in through your nose, slowly, and out through your mouth.

Put your hand on your chest and spend a few moments feeling calm and relaxed. Now, imagine that you have a smile in your heart. Watch how you start to have loving feelings. Can you send that smile up to your face? Let your mouth smile gently. Breathe in and out and rest there for a few moments. Now open your eyes and see how different you feel.

Colour Breathing

Take in a breath and, as you breathe in, imagine you are breathing in the colour pink for love. Feel this colour touching all the parts of your body inside. Send it around your whole body. Now, as you breathe out, see if you can imagine breathing the colour into the room. Fill the room with the colour pink.

Primary 6 Health and Wellbeing

Palming

Rub your hands together to let them warm up for about 15 seconds. Make a cup with your hands and place them over your eyes being careful not to press your eyes with your hands. Hold this position for 30 seconds to 2 mins. You might like to rest your elbows on the table if your arms are aching. The more relaxed you become, the blacker the darkness you will see with your closed eyes. This exercise brings rest and relaxation to your eyes.

Sunshine

Lie down and imagine your body is soaking up the sunshine. Feel yourself surrounded by golden sunshine. As the sun warms your body, feel yourself becoming energised and happy.

Pebble

Imagine you are holding a smooth pebble in each hand. Feel it, become aware of it and feel the coolness and peace spreading through your body.

Primary 6 Health and Wellbeing

Green Breaths

Lie down on the floor or bed and put your hand on your tummy. Breathe in and out gently and feel your tummy rising and falling. Now, as you breathe in, imagine you are breathing green light. It feels very calming and peaceful. Now breathe the green light out into the room. Fill the whole room with soft green light. Breathe in, breathe out, breathe in, breathe out.

Butterfly Breaths

Imagine there is a butterfly on end of your nose. You feel the butterfly as you breathe in and out. Now it is on your chest as you breath in and out and now on your stomach. Take in a deep breath into your stomach and watch the butterfly rise and fall with your stomach.

Resting Rocks

Sit down in a kneeling position, with your hands placed firmly on your knees. Keep your back and arms as straight as you can. Imagine you are a rock standing totally still in the sea. Feel the cool sea water swirling around the bottom part of you. It feels so cool and refreshing. Take in a deep breath of fresh sea air and breathe out. Each time you breathe in and out, feel your whole body becoming calm and still.

Primary 6 Health and Wellbeing

Chest Taps

Imagine your body is a computer and you are reprogramming your computer. Tap your chest as you repeat, 'I am calm, I am peaceful, I am quiet, I am relaxed'. Now stay as still as you can.

Shining Shells

Sit on the floor with your spine straight, legs out in front of you and your arms in the air. Imagine you are an oyster shell on the beach. Take in a deep breath and, as you breathe out, bend forward from the waist and try to touch your toes. If you can't reach your toes comfortably, just touch your legs or ankles. Can you close the oyster shell tight? If not, that's OK: just keep breathing and stretching. Breathe in and, as you breathe out, stretch a little further. Do this three more times, until you are ready to open the oyster shell and lift your arms up again.

Quiet Listening

Close your eyes and stay as still as possible. Spend some time listening to all the sounds inside the room. Stay very still and quiet and listen to any sounds outside the room. The more still and quiet you are, the more you will be aware of the sounds around you.

Useful Numeracy Websites

Use these websites to keep your Numeracy skills sharp. You can play games, generate worksheets and access virtual versions of concrete materials.

<http://softschools.com/> You can generate your own worksheets of calculations here.

<https://www.topmarks.co.uk/> Wide variety of Numeracy games.

<http://www.ictgames.com/> Numeracy games. Also has virtual versions of some of the concrete materials we use in school.

<https://www.bbc.co.uk/bitesize/primary> Primary Bitesize-Lessons across whole curriculum.

<http://www.ictgames.com/mobilePage/hickoryDickory/> - Telling the time activity –can set level from very basic to 5 min intervals. Analogue only.

<https://www.bee-bot.us/emu/beebot.html> -Beebotemulator –fun and useful for practising skills related to position, direction and coding.

<http://www.multiplication.com/> -Multiplication games.

<https://www.educationcity.com/> Numeracy games and Learn Screens -used regularly in school.

https://www.sumdog.com/user/sign_in - Play Sumdog games using the log in details the school have provided you with.

Useful Literacy Websites

Use these websites to practise key Literacy skills. You can play games, print worksheets and try a wide range of activities.

<http://softschools.com/> You can play lots of Literacy games here.

<https://www.topmarks.co.uk/> Wide variety of Literacy games.

<https://www.bbc.co.uk/bitesize/primary> Primary Bitesize-Lessons across whole curriculum.

<https://www.educationcity.com/> Literacy games and Learn Screens -used regularly in school.

<https://www.spellingcity.com/users/Primary6Kirkhill> - Spelling words online

<https://www.pobble365.com/> Free writing activities.

<https://www.onceuponapicture.co.uk/> Free writing activities.

<https://literacytrust.org.uk/resources/free-writing-friday-resource/> Writing tips from Cressida Cowell.

<https://classroommagazines.scholastic.com/support/learnathome.html> Scholastic Classroom Magazines – Different learning experiences, each built around an article, story or video. Children can do them on their own or with their families.

<https://www.ercultureandleisure.org/libraries> East Renfrewshire Library Services.

Useful Websites for other areas

Use these websites to practise skills across different curricular areas:

<https://plprimarystars.com/resources> - Premier League resources for children interested in football

<https://classroom.thenational.academy/subjects-by-key-stage/key-stage-2> - Lessons in different subject areas

<https://www.dynamicearth.co.uk/learning/dynamicearthonline> - Dynamic Earth Online

<https://studio.code.org/courses> - Coding Activities

<https://www.tigtagworld.co.uk/> - Science activities

<https://www.tate.org.uk/kids> - Tate Kids is a website that has games, art and activities.

<https://www.natgeokids.com/uk/> - Useful for Social Studies and Science. Articles, resources and quizzes.

<https://gowild.wwf.org.uk/> - Good for Social Studies. Lots of stories, games and worksheets.