

Year 6 English Home Learning

Let's write...



A WORST-CASE SCENARIO!

The Worst Case Scenario series is a collection of books, which detail instructions on how to cope with a daunting or treacherous situation. These scenarios range from fending off a shark attack, to dealing with an embarrassing parent. Each set of instructions begin with a short introduction, a list of useful items and a series of steps, which explain how to navigate through the given problem successfully.

Imagine you are writing a new entry for the series; you might choose to advise people on how to tame a lion, foil a robbery or diffuse a bomb. Do not worry if you are not quite sure how to diffuse a bomb, avoid being eaten by a shark or successfully apprehend a gaggle of hoodlums - you can just use your imagination!

Your task is to write a set of instructions for this dangerous undertaking. Remember to include an introduction and a detailed list of useful items, making sure that when you write your detailed list, you separate the items using semi-colons. Look carefully at how the example below is punctuated.

To successfully tame a lion, you will need the following resources:

A bright red cape; a small, impeccably groomed moustache; a handful of large lamb chops (around 4 or 5); a gold-plated clarinet and a medium-sized household bucket—you could use a bowl, but I find it never works quite as well.

I've used brackets for extra factual information and a dash to punctuate a personal observation. Can you do the same?

You're as rotten as an old potato!



Willy Wonka has a bit of a sharp tongue at times and can be a little rude to his visitors. He has a way of saying rather cutting things without directly being rude—at least that is the case in our play! Behind the scenes he is known for his insults and cutting remarks.

Your task is to write some dialogue in which Willy Wonka uses a series of similes to compare his visitors to something unfavourable. He might mock them for being as slow as a snail, as dumb as a rock, or as quiet as a mouse. Try to think of more sophisticated words for being slow, scared, or quiet. Could they be as dim-witted as a farmhouse goat, or as frightened as a small, baby hamster?

Use a thesaurus (either traditional or online) to generate words and terms, and play around with different combinations to find suitable insults which would suit the setting of the chocolate factory and the character flaws of the children. Write ten different insults. You can also draw them as part of a comic book with Wonka complaining to Snap, Crackle and Pop about his irritating guests and their parents.

A game of consequences



In writing, it is often useful to include words and phrases which are described as 'cohesive devices'. These words are often used as a linking device between ideas. For example, 'I fell over, *consequently*, I broke all of my toes.' Your task is to play a game of consequences. Start with a simple sentence like, 'I fell off a cliff', then a partner must carry on the story by starting with a 'cohesive device' to add another sentence. The partners then take turns to add further dramatic or hilarious ideas to their story. Here is a small selection of examples:

Once you have an interesting tale, you could draw each moment of the story, complete with a caption.

You can also write down the story and underline the cohesive devices you have used.

subsequently

besides

furthermore

likewise

moreover

however

nevertheless

nonetheless

still

conversely

alternatively

otherwise

rather

accordingly

consequently

Formal and Informal language



Being able to change the formality of how you write is a key skill for Year 6. We change the way we speak and write depending on the audience. Sometimes we need a more formal tone, at other times we use informal language, where it is appropriate.

Here's examples of both formal and informal language:

*Harry Kane scored the winning goal in the eighty seventh minute, prompting rapturous celebrations from the crowd. **Formal***

*Harry Kane smashed in the goal right at the death, the crowd went totally mad! **Informal***

Can you write formal and informal sentences for the following scenarios:

**Informing someone their parrot has exploded *Describing a teacher telling someone off.*

**Explaining how to get to school from your home *Describing a goal being scored.*