





Year 5/6
English
Week 6

Date			
Subject/s	<u>English</u>		
	<u>Imitate</u>		
Learning Objective 	To spell words from the Year 5 and 6 spelling list		
		SA 	TA 
Success Criteria 	I can identify spelling patterns and rules.		
	I can apply spelling patterns and rules to spell new words.		
	I can use new words in context		
Support	Independent	Adult Support ()	Group Work

Task

- Choose 8 words from the Year 5 and 6 spelling list.
- Use the techniques from the following page to practise your spellings.
- Write a sentence for each word.
- Challenge—write multi-clause sentences.

Year 5 and 6 Spelling List

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

Spelling Practise

Below is a selection of methods to choose from when practising your spellings

Draw an image around the word



Segment the Word.

Split the word into its syllables or phonemes.

Look, say, cover, write, check.

Look: 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.

Say: say the word as you look at it, using different ways of pronouncing it if that will make it more memorable.

Cover: cover the word.

Write: write the word from memory, saying the word as you do so.

heck: Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.

Pyramid

p
py
pyr
pyra
pyram
pyrami
pyramid

Quick Write

Write the word as many times as possible in one minute.

Missing vowels

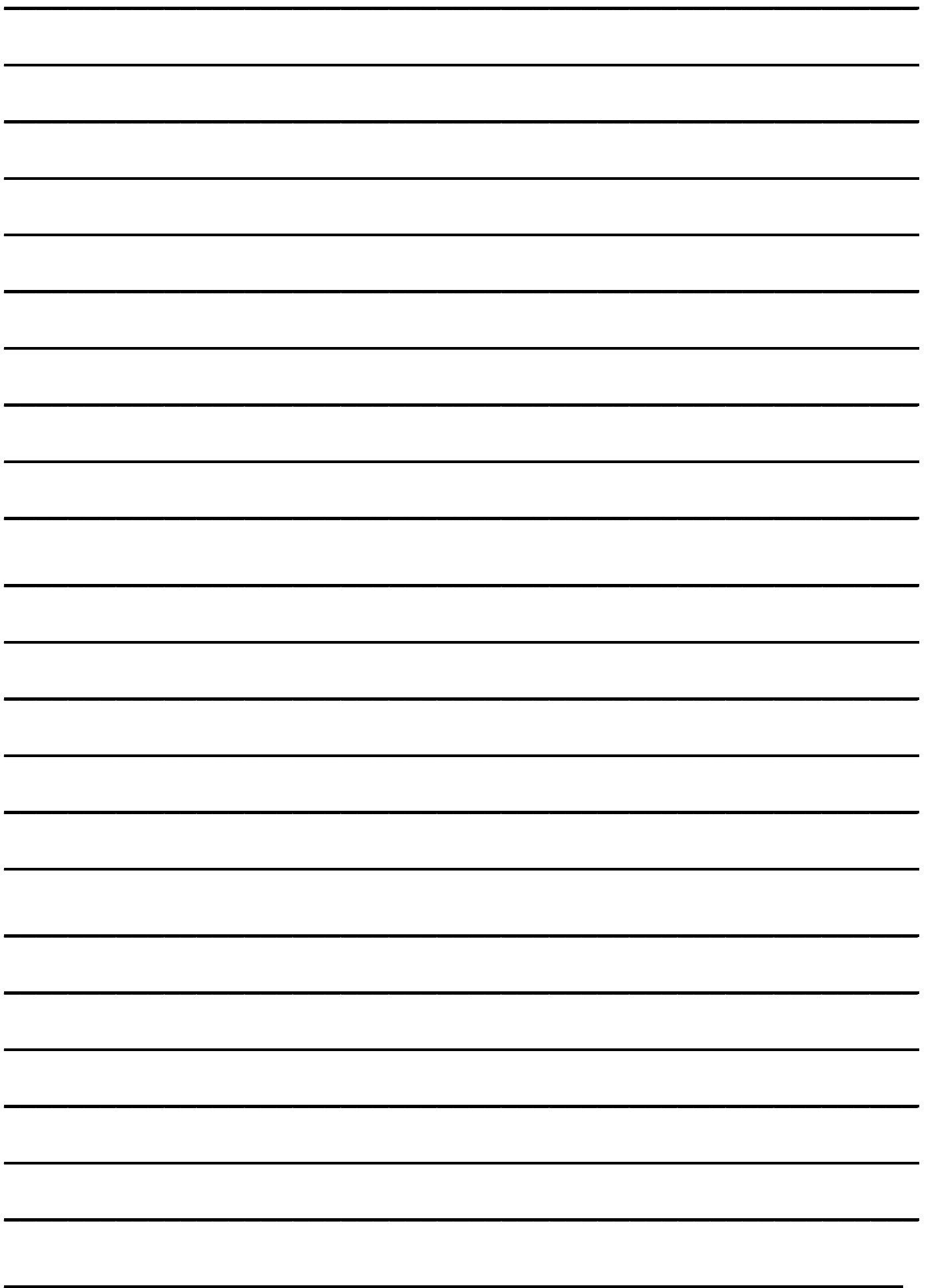
Write the word with spaces for vowels (A, E, I, O, U).

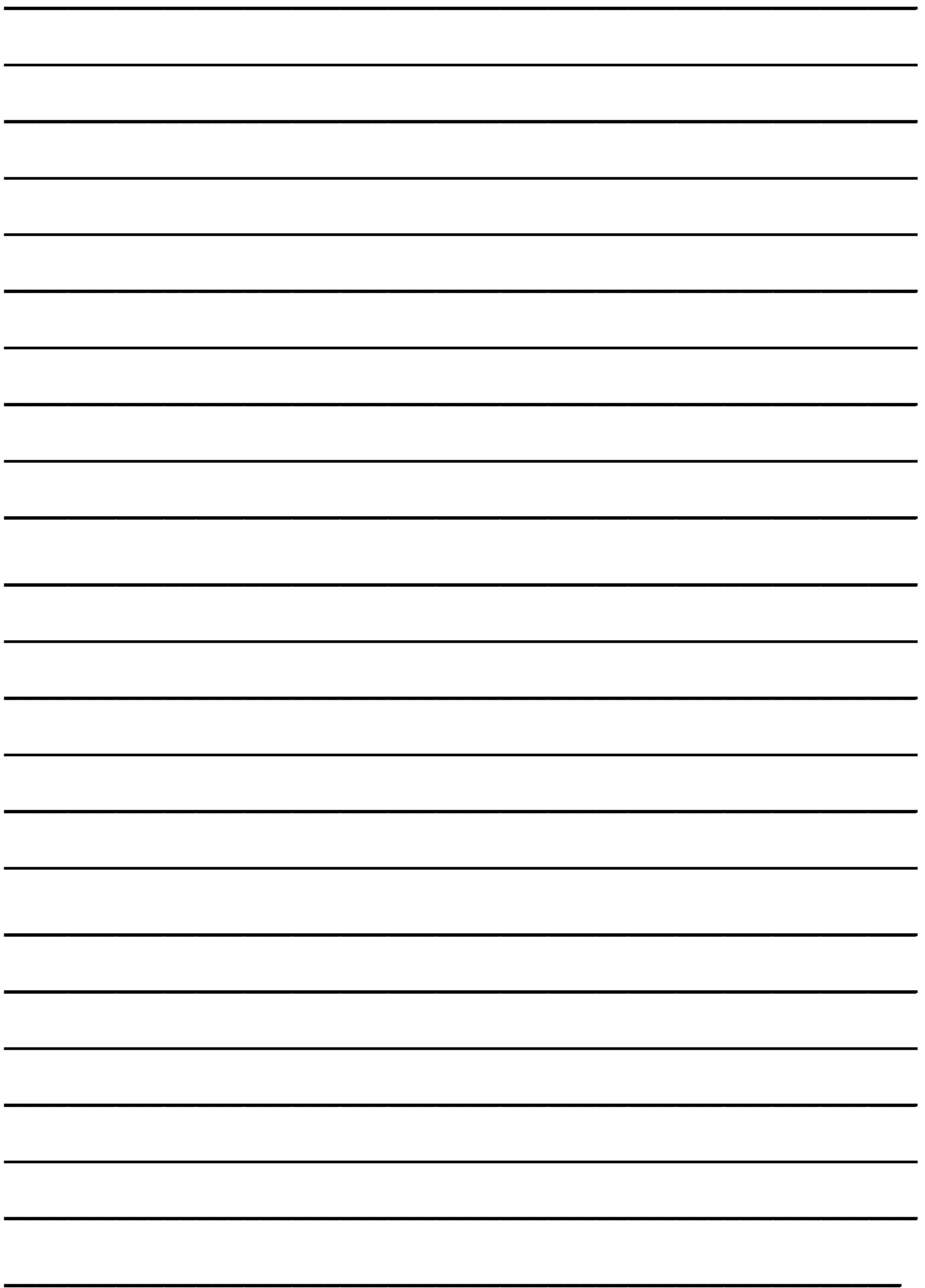
For example: word = field

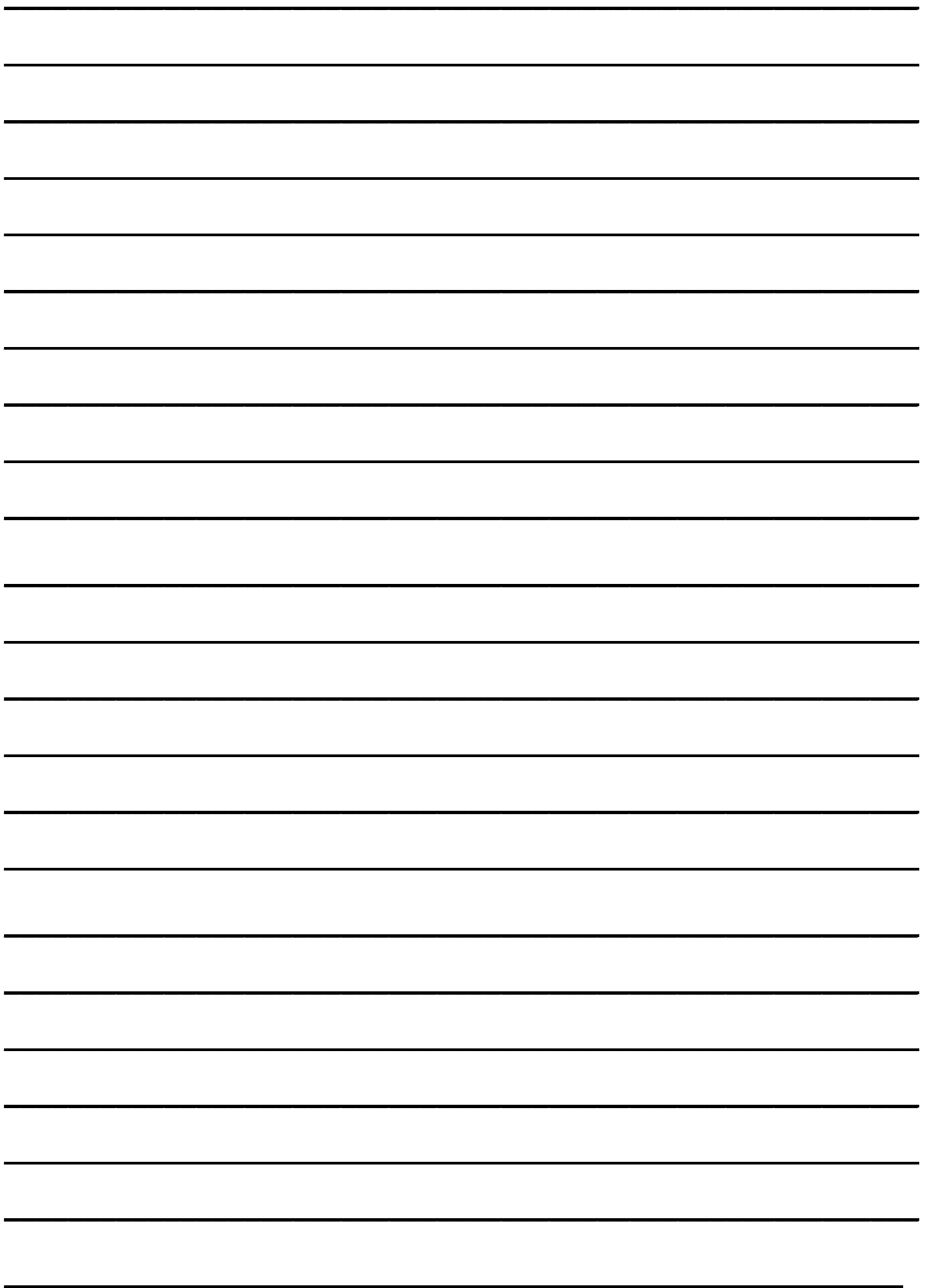
f__ld





Visualise

Imagine screwing the word up into a ball. Now imagine throwing it at a wall. Can you still picture it in your mind?







Date			
Subject/s	<u>English</u>		
	<u>Imitate</u>		
Learning Objective 	To collect evidence from a range of sources		
		SA 	TA 
Success Criteria 	I can retrieve information from the poem and pictures.		
	I can infer information about a character from their speech and		
	I can choose relevant information.		
Support	Independent	Adult Support ()	Group Work

Whose is to blame for the deaths of the highwayman and Bess?

Over the next few days, you will be creating and presenting a report to the judge. The judge will use your evidence to make a decision about who is responsible. Could it be the King's men? Tim the Ostler? Was it the highwayman's fault? Should Bess have acted differently?

Today's task is to compile your evidence.

Use the poem and pictures to write notes for each of the characters.

PART ONE

The wind was a torrent of darkness among the gusty trees.
The moon was a ghostly galleon tossed upon cloudy seas.
The road was a ribbon of moonlight over the purple moor,
And the highwayman came riding-
Riding-riding-
The highwayman came riding, up to the old inn-door.

He'd a French cocked-hat on his forehead, a bunch of lace at his chin,
A coat of the claret velvet, and breeches of brown doe-skin.
They fitted with never a wrinkle. His boots were up to the thigh.
And he rode with a jewelled twinkle,
His pistol butts a-twinkle,
His rapier hilt a-twinkle, under the jewelled sky.

Over the cobbles he clattered and clashed in the dark inn-yard.
He tapped with his whip on the shutters, but all was locked and barred.
He whistled a tune to the window, and who should be waiting there
But the landlord's black-eyed daughter,
Bess, the landlord's daughter,
Plaiting a dark red love-knot into her long black hair.

And dark in the dark old inn-yard a stable-wicket creaked
Where Tim the ostler listened. His face was white and peaked.
His eyes were hollows of madness, his hair like mouldy hay,
But he loved the landlord's daughter,
The landlord's red-lipped daughter.
Dumb as a dog he listened, and he heard the robber say-

"One kiss, my bonny sweetheart, I'm after a prize to-night,
But I shall be back with the yellow gold before the morning light;
Yet, if they press me sharply, and harry me through the day,
Then look for me by moonlight,
Watch for me by moonlight,
I'll come to thee by moonlight, though hell should bar the way."

He rose upright in the stirrups. He scarce could reach her hand,
But she loosened her hair in the casement. His face burnt like a brand
As the black cascade of perfume came tumbling over his breast;
And he kissed its waves in the moonlight,
(O, sweet black waves in the moonlight!)
Then he tugged at his rein in the moonlight, and galloped away to the west.

PART TWO

He did not come in the dawning. He did not come at noon;
And out of the tawny sunset, before the rise of the moon,
When the road was a gypsy's ribbon, looping the purple moor,
A red-coat troop came marching-
Marching-marching-
King George's men came marching, up to the old inn-door.

They said no word to the landlord. They drank his ale instead.
But they gagged his daughter, and bound her, to the foot of her narrow bed.
Two of them knelt at her casement, with muskets at their side!
There was death at every window;
And hell at one dark window;
For Bess could see, through her casement, the road that he would ride.

They had tied her up to attention, with many a sniggering jest.
They had bound a musket beside her, with the muzzle beneath her breast!
"Now, keep good watch!" and they kissed her. She heard the doomed man say-
Look for me by moonlight;
Watch for me by moonlight;
I'll come to thee by moonlight, though hell should bar the way!

She twisted her hands behind her; but all the knots held good!
She writhed her hands till her fingers were wet with sweat or blood!
They stretched and strained in the darkness, and the hours crawled by like years
Till, now, on the stroke of midnight,
Cold, on the stroke of midnight,
The tip of one finger touched it! The trigger at least was hers!

The tip of one finger touched it. She strove no more for the rest.
Up, she stood up to attention, with the muzzle beneath her breast.
She would not risk their hearing; she would not strive again;
For the road lay bare in the moonlight;
Blank and bare in the moonlight;
And the blood of her veins, in the moonlight, throbbed to her love's refrain.

Plot-tlot; tlot-tlot! Had they heard it? The horsehoofs ringing clear;
Plot-tlot; tlot-tlot, in the distance? Were they deaf that they did not hear?
Down the ribbon of moonlight, over the brow of the hill,
The highwayman came riding-
Riding-riding-
The red coats looked to their priming! She stood up, straight and still..

Tlot-tlot, in the frosty silence! Tlot-tlot, in the echoing night!
Nearer he came and nearer. Her face was like a light.
Her eyes grew wide for a moment; she drew one last deep breath,
Then her finger moved in the moonlight,
Her musket shattered the moonlight,
Shattered her breast in the moonlight and warned him-with her death.

He turned. He spurred to the west; he did not know who stood
Bowed, with her head o'er the musket, drenched with her own blood!
Not till the dawn he heard it, and his face grew grey to hear
How Bess, the landlord's daughter,
The landlord's black-eyed daughter,
Had watched for her love in the moonlight, and died in the darkness there.

Back, he spurred like a madman, shouting a curse to the sky,
With the white road smoking behind him and his rapier brandished high.
Blood red were his spurs in the golden noon; wine-red was his velvet coat;
When they shot him down on the highway,
Down like a dog on the highway,
And he lay in his blood on the highway, with a bunch of lace at his throat.

. . .

And still of a winter's night, they say, when the wind is in the trees,
When the moon is a ghostly galleon tossed upon cloudy seas,
When the road is a ribbon of moonlight over the purple moor,
A highwayman comes riding-
Riding-riding-
A highwayman comes riding, up to the old inn-door.

Over the cobbles he clatters and clangs in the dark inn-yard.
He taps with his whip on the shutters, but all is locked and barred.
He whistles a tune to the window, and who should be waiting there
But the landlord's black-eyed daughter,
Bess, the landlord's daughter,
Plaiting a dark red love-knot into her long black hair.

The Highwayman



Bess the landlord's
daughter



King George's men
(the soldiers)



Tim the Ostler







The Highwayman

Bess

Tim the Ostler

King George's men

Date			
Subject/s	<u>English</u>		
	<u>Imitate</u>		
Learning Objective 	To plan a persuasive argument		
		SA 	TA 
Success Criteria 	I can identify three persuasive arguments.		
	I can use a planning frame to plan the structure of my writing.		
	I can plan persuasive phrases and techniques.		
Support	Independent	Adult Support ()	Group Work

Whose is to blame for the deaths of the highwayman and Bess?

Over the next few days, you will be creating and presenting a report to the judge. The judge will use your evidence to make a decision about who is responsible. Could it be the King's men? Tim the Ostler? Was it the highwayman's fault? Should Bess have acted differently?

Today's task is to plan your argument.

Persuasive Writing Toolkit

	Title shows what the text is about. Often uses "How..." or "Why..."		Rhetorical questions are used.
	Opening paragraph introduces the topic or idea.		Strong/ Emotive adjectives challenge the reader to disagree.
	Cause and effect conjunctions logically link points to supporting details.		Opinion presented as facts .
	Final paragraph (conclusion) links back to the opening.		Ambiguous phrases (e.g. 'probably', 'almost certainly')
	Only one side of the topic is discussed (either for or against the idea).		Present tense verbs.
	Each point is elaborated with detail and examples.		

Word Bank

As a result...
 This causes...
 Another reason...
 It goes without saying...
 I strongly believe...
 Is it really worth...
 How could we possibly...
 I think... I believe...
 For this reason... I feel that...
 I am sure that... It is certain...
 I am writing to... Of course...
 In the same way... On the other hand...
 In this situation...
 Firstly, secondly, thirdly...
 Furthermore... In addition... Also...
 Finally... Likewise... Besides... Again...
 Moreover... Similarly... Surely...
 Certainly... Specifically... If...then...
 because...

For example...

In fact...

For instance... As evidence...

In support of this...

For these reasons...

As you can see... In other words...





On the whole...

In short... Without a doubt... In brief...

Undoubtedly...

Persuasive Argument Planning Frame

Introduction	
Argument 1	
Argument 2	
Argument 3	
Conclusion	

Date			
Subject/s	<u>English</u> Imitate		
Learning Objective 	To write a persuasive argument		
		SA 	TA 
Success Criteria 	I can use my plan to structure my writing.		
	I can use a range of persuasive techniques to convince my reader.		
	I can use powerful vocabulary		
Support	Independent	Adult Support ()	Group Work

Whose is to blame for the deaths of the highwayman and Bess?

Over the next few days, you will be creating and presenting a report to the judge. The judge will use your evidence to make a decision about who is responsible. Could it be the King's men? Tim the Ostler? Was it the highwayman's fault? Should Bess have acted differently?

Today's task is to write your argument.

To help you can use the following:

- Your plan
- The persuasive writing toolkit
- The word bank
- The examples of persuasive writing on the next two pages.

Examples of Persuasive Writing

Why You Should Vote for me in the School Council Elections

Good afternoon, my name is Natalie Hicks and I would like to explain why you should vote for me in the school council elections on May 1st.

I have been attending this school since I was 5 years old so I care a lot about what happens here. I learned to read at this school, I lost my first tooth at this school and I have enjoyed every minute of my time here. However, I think that together we could make some changes that would benefit everyone.

Have you ever wondered what playtime would be like if the equipment we had was even better? How about if you got to choose how any money raised at the school was spent? I plan to arrange new and exciting fundraising opportunities and then ask you - the children - what we should spend our money on to make sure we have the best playtime toys possible.

Furthermore, I will make an excellent school councillor because I have really good ideas. I have shown this in my school work and in my enterprise projects. I know what children at this school want because I have a lot of friends and I talk to lots of people. I am good at talking to adults - it always says so on my school reports.

Additionally, I am trustworthy and honest. This is an extremely important quality in a school councillor. If my friends tell me a secret, they can depend on me not to tell anyone else. Just the other day I found £5 in the playground and handed it straight in to the office.

I have explained why I am undoubtedly the best candidate for this position. I know the school, I have good ideas which I can communicate and I am reliable and honest. Vote for me!

Why There Should Be a Match of the Day Programme for Women's Football

Anyone who likes football can close their eyes and hear the Match of the Day theme tune. They can hear the crowd noise, imagine the net bulging and picture the players celebrating another goal. However, the players are always men. Why? I strongly believe that women's football should be given equal billing with men's football and that would include having the same programme for women each week.

Women's football is a popular and growing sport and should be represented on TV. Football is the most popular team sport for women, the crowds at games are getting bigger and the skill levels are even better than those in the men's game. It is time to give women's football equal standing on TV.

Girls who enjoy playing football should have access to role models that can be a positive influence for them. Not many people know the names of women's football stars. If girls could be more familiar with women who had become professional players, they would be more likely to train hard to try and achieve the same thing.

It is hugely important to give boys and girls equal rights in everything. Females are paid on average less than males and are not represented equally in films. As football is the national sport in the UK, it makes really good sense for football to lead the way in this. Wouldn't you like to have a world where everybody is treated equally?

Undoubtedly, the time has come to air a Match of the Day programme for women too. This would be the perfect way to provide positive role models for girls and combat inequality. The time is now.

