Homework Tasks (Year 6):

- **Comprehension:** Please complete – and mark – 'A Schoolhouse Letter' on pg.2 and 3 of this file. Answers can be found on pg.4. Your responses should be recorded in your Homework Book provided by school.
- **Maths:** Please complete – and mark – 'Numbers to Ten Million' on pg.5 of this file. Answers can be found on pg.6. Please use these to help work out how to answer any questions you are unsure about. Your responses should be recorded in your Homework Book provided by school.
- **Spelling:** Please complete spelling retrieval on 'Vowels and Consonants' on pg.7. Answers can be found on pg.8. A spelling test will take place next **Friday** focused on these skills. Please log onto Morphs to support additional practice of key morphological skills at home.

Please ensure your completed homework books are handed in at school on Wednesday 16th September.

- **Multiplication & Division Facts:** Application of multiplication and division facts will take place throughout the week during Fluent in Five and Flashback Four. Please practise all facts up to 12 x 12.
- **Reading:** You are expected to do **at least 20 minutes** of independent reading at home, **every day**. *Please remember to log all new books read – both those at home and at school – in our class reading log as there are no home reading records in Woodpecker Class*:

A Schoolhouse Letter

Dear Janette,

Thank you so much for your last letter. I love hearing about your life in the country. You are very lucky to have escaped the city, especially after what happened to your father. It was so nice of your mother's aunt to take you once it had all settled down.

I shan't bore you with too many details about my own continued poverty here in London. However, I must tell you about some utterly exciting news. I'm finally able to go to school! I know we dreamt about it together for so long, when we'd lie underneath the wooden porch of the old schoolhouse and try to listen in on lessons, but now I'm able to attend my own lessons.

It's only a ragged school, and it's certainly not one of Barnardo's decidedly more preferable institutions but at least I'm able to learn now. Maybe it will give me a path out of the gutter and on to something more appropriate for a lady. Maybe one day you'll see me wandering down your garden path to my own house in the countryside! Wouldn't it be lovely to be together again? Think of the adventures we'd have!

Lessons are hard and tiring. I have to arrive before six in the morning; lessons are held in the old house on Field Lane. Before we're allowed in, we have to check we're presentable: fingernails, boots, blouses and bonnets, that's how I remember it.

Inside, it's just a couple of old rooms really, with a handful of candles stuck to the walls. It's as cold as an outhouse at this time of year but we're all squeezed together so tightly onto the benches we keep each other warm.

Mainly we learn our letters and how to work with numbers; there's an awful lot of bible verse as well, mind. That's a good thing though, Mother says we need to keep on the straight and narrow if we're to amount to anything in this life or the next. She's a very pious woman.

One of the children in the class said that we might be looking at how to read next week. We're not

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allowed books though; I don't think Sir trusts us with them. He's kind enough, I suppose. None of us dares to talk or cheek him. Andrew saw a dog chasing a squirrel in the street the other day and couldn't stifle his laughter; Sir had him out of his chair and facing the cane across his knuckles in no time. He didn't stop crying until he was allowed home at dusk.

Even though he's very mean, Sir is nothing compared to Mr McGill who had me up the chimneys last year. I'm so grateful to be out of that. Some of the children in the class don't know how lucky they are to have never seen the inside of a flue.

Anyway, this candle is nearly out, and I don't even know when I'll get the chance to post this letter. Hopefully, it will reach you before spring or else I shall have to send another to update you.

Love, your old friend,

Alice

EXPLANATION FOCUS

1. What happened once the incident with her father had passed?
2. What was the first thing she had to do when she arrived at school?
3. What does she hope to achieve by going to school?
4. How does the author link the second paragraph to the first?
5. Find the paragraph that starts "It's only a ragged school...". What is the mood here?

VIPERS QUESTIONS

V What does the word pious mean?

I What words or phrases does the author use to explain her feelings about going to school?

R How many rooms are there in the school?

V What is a flue in this context?

V Which word or phrase tells you that Andrew tried not to laugh?

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Answers - Schoolhouse Letter:

1. She moved in with her aunt
2. Check her presentation
3. Move out of the gutter and on to better things
4. She talks about her own poverty in contrast to her friend moving out of poverty
5. Optimistic and upbeat

V: Deeply religious

I: Utterly exciting/finally/dreamt about it

R: 2/a couple

V: Inside a chimney

V: Stifle

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Numbers to Ten Million

4. Write the number shown in words using digits.

A. Seven million, three hundred and sixteen thousand, one hundred and four.

	,				,			

B. Three million, six hundred thousand, four hundred and two.

	,				,			

E

VF
HW/Ext

5. Use each digit card once to complete the calculation below. Both numbers are greater than 3 million.

5	8	3	7	0

3 , □□4 , □60 > □ , 86□ , 702

E

VF
HW/Ext

6. Mrs. Potts has given five children in her class some numbers:

Bob	Caris	Paul	Fatima	Emily
1,000,501	101,003	3,500,060	830,000	2,600,550

Mrs. Potts says that only two of the children's numbers need to be added together to make a number between 5,000,000 and 6,000,000.

Is Mrs. Potts correct? Explain how you know.

E

RPS
HW/Ext

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Homework/Extension
Numbers to Ten Million

Expected

4. A. 7,316,104

B. 3,600,402

5. 3,874,060 > 3,865,702 or 3,874,560 > 3,860,702

6. Mrs. Potts is incorrect. You need to add together at least three children to make a total between 5,000,000 and 6,000,000. For example: Bob, Paul and Fatima.

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Reasoning

Jack says that the word **catch** has more vowel letters than the word **swim**.

Is he correct? _____

Can you explain your answer?

_____

_____

_____

Bella says that every word has a **vowel letter**.

Is she correct? _____

Can you explain your answer?

_____

_____

_____

Can you correct Sam's spelling mistakes?

The boy got the bus to the sity and saw a jiant at the sircus.

Can you explain what mistakes he has made?

_____

_____

_____

Answers

Reasoning

Jack says that the word **catch** has more vowel letters than the word **swim**.

Is he correct? No

Can you explain your answer?

The word catch has one vowel letter and the word swim also has one vowel letter.

The word catch has more letters than the word swim.

Bella says that every word has a **vowel letter**.

Is she correct? No

Can you explain your answer?

Most words have a vowel letter but sometimes the letter y acts as a vowel letter.

Can you correct Sam's spelling mistakes?

The boy got the bus to the sity and saw a jiant at the sircus.

Can you explain what mistakes he has made?

Sam has used the letter s where the word is making a soft c sound and the letter j where the word is making a soft g sound. The correct spellings are city, giant and circus.