**ENGLISH Learn at Home packs: Year 6, Week 5**

**These notes are intended for teachers** who are using these materials to continue to teach their class using any form of online file sharing.

***‘Your home-learning resources have helped our school immeasurably: they're so clear, and the fact that they are in daily chunks, with plenty of explanation for parents at home, has made them invaluable.’***Nick, a Suffolk primary teacher.

Our small team have been working round the clock to produce these materials and we’re really happy that huge numbers of teachers, schools and parents have found them useful – and emailed us to say so!

If you’re not a regular user of Hamilton, why not consider becoming a [Friend of the charity](https://www.hamilton-trust.org.uk/sign-up/?utm_source=hamilton&utm_medium=lhp&utm_campaign=tns) to access the teaching materials in English, Maths and Topics for the whole year? Or take a moment to browse our [free resources for schools](https://www.hamilton-trust.org.uk/about-hamilton/use-for-free/?utm_source=hamilton&utm_medium=lhp&utm_campaign=tnf).

**The ‘timetable’ for this week’s teaching and learning is as follows**

* **Day 1** – Children read three author profiles from their blogs. They consider the differences between formal and informal language, and identify examples of both in the blogs. They write an ‘about me’ profile using informal language.
* **Day 2** – *Provide some teacher input*, using the PowerPoint presentation**\*** on Active and Passive Voice. If children can access this, they will hear the voice-over teaching. They practise turning active sentences to passive and vice versa, then write a short humorous blog using both types of sentence.
* **Day 3** – Children read a blog post about naughty dogs. They then revise the use of active and passive voice. *You may wish to provide some further explanation of the passive voice.* They re-write a part of the blog-post but this time using formal language and the passive voice as appropriate.
* **Day 4** – *Provide some teacher input*, using the PowerPoint presentation**\*** on Clauses and Conjunctions. If children access this PowerPoint, they hear the voice-over teaching. They complete exercises identifying clauses, phrases, co-ordinating and subordinating conjunctions and then use these in own writing.
* **Day 5** – Children read the Mass Observation blog and then revise the features of formal writing, including use of passive voice. They write their own contribution to the project.

*\*PowerPoint presentations are provided. You can use your phone to film yourself going through these on a laptop. OR parents and children can access them at home, preferably in PowerPoint but also as images on a tablet. You can then talk these through. Or you may have a clever online way, perhaps through the school’s website, of sharing these presentations with children at home.*

Summary of content

**Day 1** – Read author blogs;Identify features of formal and informal language; write an ‘about me’ profile.

**Day 2 –** Revise active and passive voices; identify and convert sentences from one to the other; write a short humorous blog based on one read.

**Day 3** – Read a blog; revise active and passive voice and use passive in formal writing.

**Day 4** – Revise the difference between a clause and a phrase; revise co-ordinating and subordinating conjunctions and use these in own writing.

**Day 5** – Introduce the Mass Observation Project. Revise features of formal writing and use in writing own contribution.