



Year 6 English Day 8



Learning Intention

I can explore memories.

I can write a funny memory for my Year 6 Leavers Assembly.



Spot the Difference

- Look at the sentences below. How does the comma in the second sentence change its meaning?

My dogs like to eat bark and play.

My dogs like to eat, bark and play.



Speech

- Rewrite these sentences using **direct speech**.

I said that the house was painted tartan.

I asked Raj to wait for me in the car park.

He told me that he wants to be an astronaut.



A.

- There are six mistakes in the use of capital letters and full stops in this paragraph. Rewrite the paragraph and correct the mistakes.

penguins are a type of bird that cannot fly Most penguins spend half their time hunting for food in the water. penguins are well adapted to life in the ocean they can most and see better underwater than on land



Funny moments

- Think of a funny thing that happened to you during primary school:
 - An embarrassing moment.
 - An apology or a confession.
 - Something unusual or different that may have happened e.g. falling asleep during an assembly.
 - Something that was said e.g. calling a teacher 'mum'.
 - Maybe you have something funny already written in your entry for the Year Book?
- Talk through with an adult.



Examples

The short example

In year R my word of the month was cornflake and the teacher asked me the answer to a maths question.

I turned round and said 'cornflake'.



Examples

Does it work this way round?

In year R I turned round and said 'cornflake'. The teacher asked me the answer to a maths question and I said 'cornflake'.



Examples

The descriptive example

In year 1 I always thought Mrs Kendall was very pretty, especially her hair. It was sooo shiny and it looked sooo smooth. I always wished that I could have hair like that and no matter how many times I brushed through it I could never get my hair like Mrs Kendall's. I sat through many lessons gazing at her hair just wanting to reach out my hand and touch it. One day I did. She had her back turned to me and it was just calling out my name. I couldn't resist it, so I touched it. The feel was glorious. As I reluctantly put my hand away, she immediately turned around startled that someone would do such a thing. She said "who touched my hair?" I didn't dare speak....until now!



Examples

Your task – look at the 2 examples provided and also the others provided in the attachment.

1. Underline the funny part (the punchline at the end).
2. Underline any *other* parts you find interesting in a different colour
3. Highlight any good vocab.
4. Choose your favourite and say **why** you like it.



How could this be improved?

- I remember in Year 3 when I was in the copse with two of my friends and one of them decided that they needed the toilet, but couldn't be bothered to go to the toilet. She decided to do her business in the copse. ***What have I added and why?:***
- In Year 3 I was in the copse with two of my friends when one of them decided that they needed the toilet. She remarked **casually**, **"I'm not sure if I can be bothered to go all the way inside to the loo."** Then, **we exchanged glances**. I **shook my head whilst she nodded**. Then, I **watched in horror, my head in my hands**, as she **walked over to the nearest bush** and, well, let's just say the bush received a watering it wasn't expecting.

Short sentences

Dialogue to delay the reader

Description

'Polite' description



SC

- A good, funny anecdote (short story) might contain:

Ideas

- A joke – at the end (the punchline)
- A silly idea e.g. legs tasting like chicken
- A surprise e.g. drinking from everybody's water bottles
- Letting the listener work it out.

Words and sentence types

- Unusual words e.g. 'pouf!' / 'word of the month'
- A long sentence followed by a short dramatic one.
- *Rhetorical questions*



Writing 1st draft

Using the examples you have read, write your own funny or exciting memory. Remember it does not have to be long and detailed.

Write it in draft first.

Read it to someone else. What do they think could be improved?



Review

- What are you going to improve when you write the final version tomorrow?

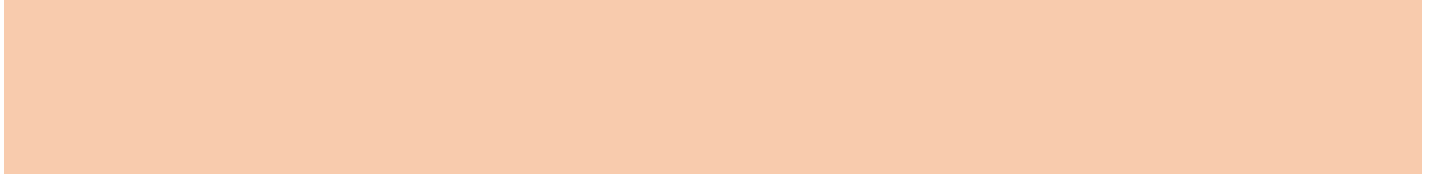


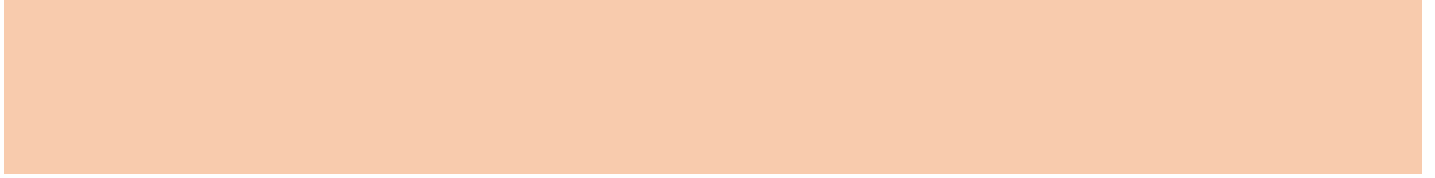
Once you have edited the draft, write the final version neatly on a piece of lined paper.

After writing, stick the lined paper onto a piece of card.

Decorate the other side other side of the card. You could write the year group in big letters and then use patterns. You could draw images from the memory.

An example is on the next slide.







Plenary

Read your work several times out loud.

Practise reading with expression.

When ready, record yourself reading your memory. Please remember to use a simple background.



Lesson Aims

- I can ...

Remember the SC. Do you think you met the aim of the Lesson?

