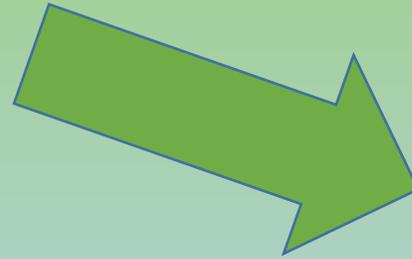


CVPS Home Learning

WC 15.06.20.

Year 6 English

Click on the lesson you
would like to complete
today



[Lesson 1](#)

[Lesson 2](#)

[Lesson 3](#)

[Lesson 4](#)

[Lesson 5](#)

This week, we will be using JK Rowling's 'Ickabog' to complete a variety of tasks.

J.K. ROWLING

THE
ICKABOG

Read chapters 1 and 2 of the Ikabog before beginning your English work for this week.

<https://www.theickabog.com/read-the-story/>

MONDAY

You have now been introduced to the Ikabog.

What do you think the Ikabog looks like?

What behaviours do you think it has?

What special features does it possess to be able to catch, stalk, and eat its prey?

Think about the Ikabog from head to toe.

TASK: Write a description of the Ikabog in your Home learning booklet. Draw a picture to accompany your writing.

JK Rowling is running a competition to get your illustrations published in the book. Click the link to find out more.



Chapter 3

Death of a Seamstress

<https://www.theickabog.com/death-of-a-seamstress/>

TUESDAY

LO: I can write a diary from different perspectives about the same event. Write your diary entries in your Home learning booklet.

- Empathise with a character
- Expand my language choices
- Choose suitable punctuation – relative to a diary
- Vary my sentence openers

Features of a Diary...

- Include the date of the entry
- Write in the first person
- Write in past tense for the main events
- Retell the events in chronological order
- Include personal feelings and emotions
- Use an informal style (colloquialisms and contractions)

TASK: Think about the two different perspectives of these two characters about the death of the seamstress. You are going to write a diary for each person, sharing their views on the death.

Diary 1 – The King

Write this diary from the perspective of King Fred.

- Thinks he's kind and caring
- Forgets quickly about the feelings of others
- Cares about the himself
- He knew the seamstress was unwell
- He expects to be treated well and looked after.
- Feels a little guilty but easily moves on.

Diary 2 – The Chief Advisor

Write this diary from the perspective of King Fred's Chief Advisor.

- Knows that the King is self centred
- Aware of the Kings need to look his best
- Believes that King Fred should care more about the feelings of the Seamstresses family.
- Respects the King to his face!

Expand your word choices...

Remorseful

Regretful / regrettably

Sympathetic / sympathetically

Dismayed

Saddened

Thwarted (saddened or disappointed)

Incensed, exasperated, infuriated

Chapter 4
The Quiet House

Chapter 5
Daisy Dovetail

Read
chapters 4
and 5

WEDNESDAY

Daisy Dovetail has been through a terrible ordeal coping with the loss of her mother (King Fred's former seamstress). After King Fred ordered the Dovetails to move to a smaller house at the edge of the Marshlands, Daisy had bad feelings towards the King.

What words can you use to describe how Daisy feels?

Is she justified to feel this way?

Should she speak out and tell the King how she feels and how he has betrayed her family?

WHAT WOULD YOU DO?

Task: a secret letter to the king...

Imagine you are Daisy Dovetail.

You are going to try to deal with some of your feelings by writing a secret letter to the king. Write your letter in your Home learning booklet.

- You may or may not send it – you are yet to decide.
- Your letter should be in the style of a letter of complaint to the King. You should include:

Includes sender's address on right, recipient's address on left and date underneath

Includes an opening sentence that hooks the reader and explains why you are writing

Includes an introduction, paragraphs explaining a point each and a conclusion

Each point has an explanation and evidence to support it

Includes emotive language, such as 'Everyone would be ecstatic if...'

**Includes rhetorical questions, such as
'Are we supposed to just sit back...?'**

Includes exaggeration, such as 'It would be a tragedy if...'

Includes flattery, such as 'I'm sure that you have noticed...'

**Includes a conclusion that summarises the main
point and reiterates the opinion**

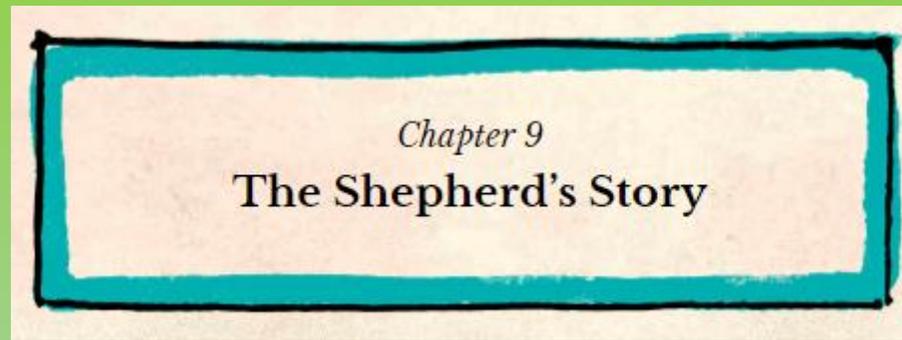
**Finishes with 'Yours faithfully' if you don't know the recipient or
'Yours sincerely' if you do know the recipient**

How should I start my letter?

Dear King Fred,

I am writing to advise you that I am disgusted with the way in which you, the King of Cornucopia, have handled the tragic and completely avoidable death of my mother – your former seamstress – Dora Dovetail.

THURSDAY



In this chapter a shepherd from the marshlands comes to tell the King that his dog has been eaten by the Ikabog.

TASK: Your task is to prepare interview questions for the shepherd. The interview will be published in the Cornucopia Newspaper for the occupants to read. Write your questions in you Home learning booklet.

Go to the next page to see what an interview looks like and what should be included.

Writing Interviews

An interview is very much like a conversation, so try to make it as interesting as possible for the other person as well.

What do you already know about the person? Use this information to come up with the relevant questions.

Avoid questions that can be answered with 'yes' or 'no' as that can be quite boring.

Make the questions and answers clear by writing your names or the letters 'Q' and 'A' before them.

Think about the type of person you are interviewing and try to judge whether you should use formal or informal language and if your questions are appropriate for them.





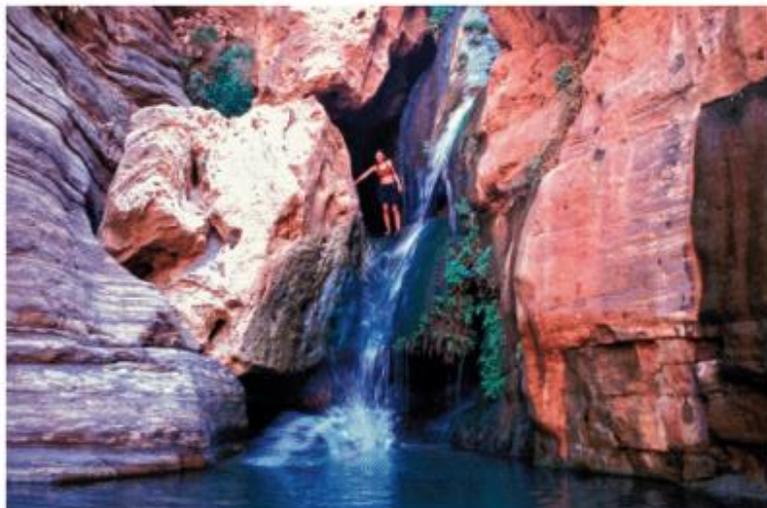
An interview with Lisa Clark, an experienced caver

My first question has to be: why do you do it? Why do you go exploring caves?

Because they're there. That's what mountaineers sometimes say when asked that question and I think my answer's the same. I suppose the big difference is that a climber can stand and look up and see the challenge while for a caver, really you have to imagine it. To me, that makes it even more appealing. How does what I imagine a cave system will be like compare to what I find when I get in there?

How did you get started as a caver?

Well, as a child my interests were all to do with exploration, but on the surface! On family walking holidays in the Lake District my brother, Chris, and I used to go racing ahead of our parents, always trying to get to the top of some hill to see what was there. But actually it was only when I went to university that I got the chance to try caving. Chris is a keen climber now and I haven't been able to tempt him underground!



What was it like the first time you went underground?

It was here in Daveley Dale! My first thought was: this is crazy, I can't see a thing! Then of course your eyes get used to the dark and you begin to make out shapes in the light from the headlamps. But in those first few moments your other senses take over – you realise how reliant you're going to be on touch or hearing for example. You know the saying about hearing a friendly voice? Well that's exactly how it is when you're underground: hearing that familiar voice, especially if it's an experienced caver, is very reassuring.

What's the most dangerous thing you've done while caving?

I think it would have to be an exploration of the caves in New Dell. It's not a particularly dangerous system and we were well prepared, but while we were underground there was a flash flood. That's one of the biggest threats to cavers because the water level can rise so suddenly. Team work is critical in caving, you really do have to work together and in this case, the team on the surface realised we might be at risk and were ready to help us; luckily we made our own way out just in time.

And the best moment?

For me, it's that moment when you've been sliding on your stomach for ages, moving more like a worm than a two-legged creature and wondering just why you're doing this, when the tunnel opens out and you slither into a cavern in all its silent splendour. There's tremendous beauty of a sort that you just don't see anywhere else – everywhere you look you can see the work of nature rather than the hand of a human. And how many other places are like that in this country, completely without human influence? There's nothing to compare it to on the surface.

Friday

Today you will be practicing your comprehension skills.

TASK: Read the interview again and then work through the questions provided. The answers to these questions are on the following slides.



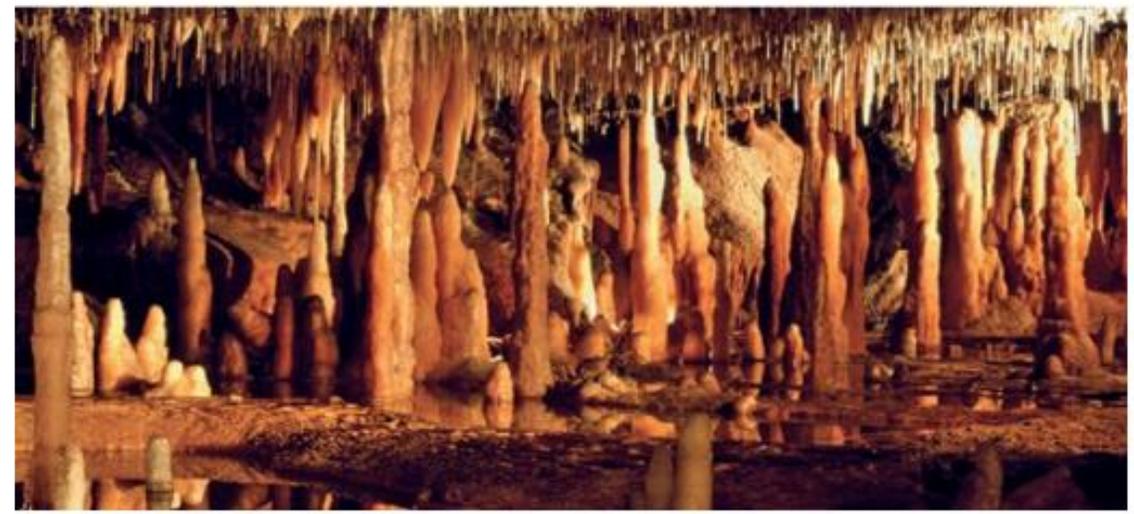
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1. In which order did the interviewer organise the interview?

Insert numbers in the boxes to show the order. The first one has been done for you.

worst moment

early childhood memory

first caving experience

best moment

what inspires Lisa to go caving

2. What does Lisa say is the main difference between caving and climbing a mountain?

3. Look at the second paragraph: *How did you get started...*

How can you tell that Lisa would like her brother to try caving?

1 mark

1 mark

1 mark

4. Look at the third paragraph *What was it like the first time...*

Give the meaning of the word *familiar*.

1 mark

5. Lisa always goes caving with other people.

Give **two** reasons from the text why she does this.

1.

2.

2 marks

6. The interviewer spoke to Lisa's mother too.

Write down what you think she would have said about Lisa, using what you have read in the interview.

Ever since Lisa was a child, I always knew she'd do something like caving because she ...

2 marks

Mark schemes

1. Award **1 mark** for all four stages correctly numbered.

worst moment	4
early childhood memory	2
first caving experience	3
best moment	5
what inspires Lisa to go caving	1

1 mark

2. Award **1 mark** for answers that refer to the difference between seeing and imagining (this may be quoted directly from Lisa's answer to the first question), eg:

- *a climber can stand and look up and see the challenge while for a caver, really you have to imagine it*
- *a caver has to crouch down and try and picture in their heads what is in front of them, a climber can stand and see their goal.*

Do not accept answers that focus only on climbing or caves, eg:

- *that a climber can stand and look up and see the challenge*
- *for a caver you have to imagine your challenge.*

Do not accept answers which do not make the difference between seeing and imagining clear, eg:

- *that a mountaineer can see the challenge and a caver can't.*

1 mark

3. Award **1 mark** for recognising and/or interpreting the use of the word *tempt* or copying the relevant sentence, eg:

- *she says 'I haven't been able to tempt him'*
- *she says that she tries to persuade him*
- *she is trying to get him underground*
- *she says she can't get him to go underground which suggests that she wants him to.*

1 mark

4. Award **1 mark** for references to being well known eg:

- *it means she knew the voice*
- *she had heard it before*

1 mark

5. Award **1 mark** for each valid point made from the categories below, up to a maximum of **2 marks**:

- reassurance of another voice (in the darkness), eg:
 - *so you can hear a familiar voice*
- reliance on others / explicit advantages of teamwork if in danger, eg:
 - *something might go wrong and if someone needs help you can help each other when in danger*
- identification of a specific danger that is mentioned in the text, eg:
 - *in case there are flash floods.*

Do not accept reference to reassurance without reference to hearing another voice or to teamwork without stating advantages, eg:

- *so she is reassured*
- *for reassurance*
- *teamwork / teamwork is good / critical.*

Do not accept answers which could relate to any non-hazardous activity, eg:

- *to keep her company / for safety / getting lost / to encourage her*
- *you can help each other.*

Do not accept a quotation from the text without explanation, eg:

- *you really do have to work together.*

up to 2 marks

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up to 2 marks

6. Award **2 marks** for answers which identify one aspect of Lisa's character.

Appropriate characteristics:

- adventurous
- keen on exploration
- enjoys a challenge
- determined
- enthusiastic
- confident / fearless / brave.

For example:

- *likes to explore*
- *was extremely adventurous. Always climbing trees, exploring. Nothing ever scared Lisa*
- *would take on a challenge*
- *was keen on exploring. Also she would always love a hard challenge to knuckle down to*
- *always wanted to beat her brother to the top of the hill and she was determined to win*
- *is very confident and not scared in any way.*

Award **1 mark** for answers which provide a text-based reference to Lisa's behaviour which exemplifies an appropriate characteristic, eg:

- *always liked climbing so I thought she would do something like caving*
- *was always racing ahead and always trying to get to the top of the hill.*

up to 2 marks