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Home Learning Pack Year 6

Guidance and Answers

Spring



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Week 1 Monday

Using Commas in a List (page 2)

Question 1 – In this question, children need to identify whether commas have been used correctly in each of the given sentences. A **comma** is a punctuation mark used to help the reader by separating parts of a sentence. Commas can be used to separate items in a list or to separate **clauses** (A clause contains a subject and a verb. For example: The child ran. 'The child' is the subject and 'ran' is the verb. There are main clauses and subordinate clauses). However, they have many other uses too.

The commas have been used correctly in each sentence below. Write true (T) or false (F) next to each sentence. The correct answers are: **A – True; B – True; C - False.**
C is incorrect because there is an extra comma used after the word 'boxes'.

Question 2 – In this question, children are asked to underline the word, or words, in the sentence which require a comma after them. To answer this question, children should focus on the use of commas to separate items in a lists.

Underline the word(s) in the sentences below which require a comma after them. The correct answers are: **A. supermarket, stores; B. crowded, comfortably; C. scones, pasties**

Question 3 – In this question, children need to establish whether Tommy is correct in thinking that he will need to use 4 commas when converting his list into a full sentence. It would be helpful for the children to rewrite the list as a full sentence to check if Tommy's statement is correct.

Is Tommy correct? Explain how you know. The correct answer is:

Tommy is incorrect. If he converted his list into a full sentence, he would need two commas, not four. His sentence could be, 'My birthday wish list includes a computer game, new trainers, two packs of football cards and a set of dumbbells.'

Week 1 Tuesday

Using Colons and Semi-Colons in a List (page 3)

Question 1 – In this question, children need to identify if a **colon** or **semi-colon** has been used incorrectly. A **colon (:)** is used to introduce a list or to separate two **clauses** where the second clause following the colon explains or gives examples illustrating the first. A **semi-colon (;)** is used to separate a list when commas are used as part of the objects in the list. A **semi-colon** can also be used to join two independent clauses which are closely linked or related. A **clause** contains a subject and a verb. For example: The child ran. 'The child' is the subject and 'ran' is the verb.

The two pieces of incorrect punctuation are **A and D**.

Question 2 – For this question, children need to rewrite the sentence with the correctly inserted **colons** (see question 1) and **semi-colons** (see question 1).

The sentences should be rewritten as follows:

- A. This year, I'm hoping to visit the following places: St Ives, Cornwall; Weymouth, Dorset; Blackpool, Lancashire; and Wells-next-to-the-sea, Norfolk.
- B. The winners of the competition are as follows: Nigella Doon, age 12; Pedro Kinsella, age 9; Lottie Munroe, age 11; and Freddie Goodman, age 10.

Question 3 – This question requires the children to look at the sentence and add in the punctuation to determine whether Tabitha is correct. Once they have added in the punctuation (**commas, colons, and semi-colons** – see question 1) they can count how many of each punctuation type they have used and see if this matches what Tabitha thinks.

Tabitha is correct. This is because the sentence should be punctuated as follows:
The team will consist of the following members: Polly Smith, head coach; Mal Williams, assistant coach; Hattie Neil, captain; and Simone Glover, vice-captain.

Week 1 Wednesday

Using Bullet Points for a List (page 4)

Question 1 – To be able to complete this question, the children need to understand that **bullet points** are used to draw attention to important information that can be identified quickly by the reader.

The children need to understand that if each sentence were to be separated out into a list, each individual object or ingredient will need a bullet point.

The correct number of bullet points needed are as follows: **A = 4, B = 5 and C = 3**

Question 2 – The children must underline the part of the sentence that should go before the **colon** when converting sentences into a bullet pointed list. A **colon (:)** is used to introduce a list.

The following words should be underlined:

- A. Before she went back to school in September, Lucy bought some new items
- B. Sally received a selection of thoughtful gifts for her birthday
- C. Dogs enjoy a range of activities

Question 3 – The children need to check the bullet pointed list carefully for any errors. Is the colon in the right place? Are bullet points used to list the different items? Does the clause before the colon make sense? Has it been punctuated correctly? If the list doesn't include full sentences, capital letters and full stops are not needed. For example:

I received some nice gifts for my birthday:

- fluffy slippers
- warm pyjamas

Mr Brown made the following mistake: His use of the verb 'ate' does not make sense as the items listed are not all edible. The verb needs to be changed to something like bought.

Week 1 Thursday

Identifying Verbs in Sentences (page 5)

Question 1 – In this question, children are asked to circle the correct **verb tense** to complete the sentence. A verb is an action word such as jump, skip, shout. The tense tells us whether the verb was done in the past, is being done in the present or will be done in the future.

Circle the correct verb tense to complete the sentences below. The correct answers are:
A. were, spending, cleaning; B. Running, catch, waved; C. been, work, complete

Question 2 – This question asks children to identify which sentences include a **linking verb** and an **action verb**. Action verbs are commonly called 'doing words' because they name an action that someone does, for example: Tyler ran for the bus. Note that this can be a way of recognising verbs but it doesn't reliably distinguish verbs from nouns, as nouns can be used to name the action, for example: The run for the bus was tiring. Linking verbs link the noun (or pronoun) to the rest of the sentence, for example: She seems friendly. A simple way to identify linking verbs is to substitute the verb for a form of 'be' (e.g. is, was, are). If the sentence still makes sense, it is a linking verb.

Place an 'x' in the boxes of the sentences which include a linking and an action verb. The correct answers are: A and C

Question 3 – This question asks children to firstly identify the verbs in each sentence, and then replace them with an **antonym** to change the meaning of the sentence. Antonyms are words that have an opposite meaning. For example: 'cold' is an antonym of 'warm'.

Replace the verbs in the sentences below with an antonym to change the meaning of the sentence. Various answers, for example:

A. Lisa and Kelly aren't the best of friends, which is why they loath spending time together.

B. We weren't happy about the changes made to our timetable as we really disliked spending Friday afternoon completing tests.

Week 1 Friday

Recognising the Passive Verb (page 6)

Question 1 – In this question, children are asked to decide whether the passive sentences have been labelled correctly. ‘The pizza was eaten by the children’ is an example of a **passive sentence**. This is because the **subject** of the sentence (the pizza) has an action done to it by somebody or something. In this example, the children are the **object** of the sentence as they are involved in the action being done, and ‘was eaten’ is the **passive verb**.

True or false? The passive sentences below have been correctly labelled. The correct answers are: **A = False because ‘the heavy, wooden door’ is the subject.**

B = True

C = True

Question 2 – This question asks children to identify and underline a passive sentence included within a passage of other sentences. Remember – a passive sentence includes the subject of the sentence having an action done to it **by** somebody or something.

Underline the passive sentence in the passages. The correct answers are:

A. The robbery was now being investigated by the local police.

B. A big cheque was presented to us by a celebrity.

Question 3 – This question asks children to rearrange the words to create a sentence written in the passive form. Children will need to use the skills they have practised in the previous questions and the information above.

Rearrange the words to create a sentence written in the passive form. The correct answer is: **The colourful flowers had been picked by the old woman.**

Week 2 Monday

Recognising Formal and Informal Writing (page 7)

Question 1 – In this question, children are asked to read the extract and identify the intended **audience** (who it is written for). They need to think about the **context** (what its about) of the writing and the type of language included. Is it chatty and friendly or is it more formal and serious?

Circle the intended audience. The correct answer is: **headteacher**

Question 2 – This question asks children to list the differences they notice between the two extracts. They need to think about audience, **purpose** (the reason for writing), **structure** (how its set out), language and **genre** (different types of writing, such as a biography, a newspaper report or a persuasive argument).

Formal writing such as reports, formal letters, information texts and newspaper articles have a common layout and structure to follow. For example: Newspaper articles are set out in columns with headlines; formal letters include the address at the top; information texts include sub-headings. Each formal style has language appropriate to the subject and may include factual language, sophisticated vocabulary, **jargon** (technical or subject specific language and vocabulary) and a formal tone.

Informal writing may use a more relaxed style which may include **colloquial language** (words or phrases used in informal speech), slang and **contractions** (e.g. can't instead of cannot).

List the differences between the two extracts below. Think about the genre, audience, purpose, structure and language used. Various answers, for example:

Text A is a diary which is used to record private thoughts, feelings and personal experiences. As such, it is written in a casual, jovial manner and includes informal language, for example: mega, numpty, shoving etc.

Text B is a factual report, possibly written for the police or insurance company. As such, it contains paragraphs, specific facts and formal language, for example: approximately, approached, witnessed etc.

Question 3 – This question asks children to decide whether James's sentence is written in a formal or informal style. They may want to refer to the information above to help.

Is James correct? Explain your answer. The correct answer is: **James is incorrect as his sentence has an informal tone. He has used contracted words like 'you've' and 'wasn't'. He has also used informal language such as 'mate', 'bust' and 'loo'.**

Week 2 Tuesday

Formal and Informal Vocabulary (page 8)

Question 1 – In this question, children are asked to identify whether given sentences use formal or informal vocabulary.

Informal vocabulary is used in more relaxed spoken or written contexts, for example, a conversation between two friends. It often includes slang vocabulary (gross instead of disgusting) and contractions (can't instead of cannot).

Formal vocabulary is sophisticated, fact-based and includes the full and formal versions of all words. Depending on the intended audience, vocabulary can be scientific and specialist to the subject being written about.

Place an 'x' in the appropriate box to show whether the sentences below use formal (F) or informal (I) vocabulary. The correct answers are: **A. formal; B. formal; C. informal**

Question 2 – This question asks children to replace the underlined words with a more formal alternative from the options provided. A thesaurus may help them select an appropriate alternative.

Replace the underlined words or phrases in the sentences below using the alternative formal language provided. The correct answers are:

A. sufficient, accompany; B. maintain, range; C. sacrifice

Question 3 – For this question, children must decide which sentence includes the most formal vocabulary. They must give examples from the sentence when explaining their choice.

Whose sentence is the most formal? Give reasons for your choice. The correct answer is: **Sean has written the more formal sentence. He has used formal vocabulary such as 'officer', 'suspect', 'halt', 'exit', 'vehicle' and 'bonnet', whereas Steph has used informal vocabulary such as 'get out' and 'on the front', and has used the contraction 'she'd'.**

Week 2 Wednesday

Identifying Clauses (page 9)

Question 1 – In this question, children are asked to identify the subordinating conjunction and subordinate clause in given sentences.

A **clause** contains a subject and a verb. For example: The child ran. 'The child' is the subject and 'ran' is the verb. A **main clause** is a group of words that make sense on their own. It has a subject (the person or thing that does an action) and verb (the action). For example, Adam eats bananas. A **subordinate clause** contains a subject and a verb, but it does not make sense on its own. It needs to be attached to a **main clause**. For example: I read books **when I have free time**.

A **subordinating conjunction** is a conjunction that introduces a subordinating clause, for example although, because.

Circle the subordinating conjunction in the sentences below, and then underline the subordinate clause. The correct answers are:

A. Although it was late, Daniella decided she wanted to watch a film.

B. If I find my keys, we can go for a walk in the park.

C. My little sister gets scared whenever there is a thunderstorm.

Question 2 – This question asks children to identify the sentence that uses two main clauses and one subordinate clause.

The correct answer is:

A. **Before I get dressed for school, I always eat my breakfast and I brush my teeth.**

Question 3 – For this question, children must use the word bank to create a sentence where the subordinate clause is also an embedded clause.

An **embedded clause** is a clause that does not make sense on its own and is used in the middle of a sentence. It gives extra information and is marked with a comma at either end of the embedded clause. For example, Annie, before finishing her homework, took the dog for a walk.

There are various correct answers, two examples are:

Joseph, even though he was feeling nervous, was excited about his interview.

Joseph, even though he was excited, was feeling nervous about his interview.

Week 2 Thursday

Using Punctuation to Mark Boundaries (page 10)

A **colon (:)** is used to introduce a list or to separate two clauses where the second **clause** following the colon explains or gives examples illustrating the first.

A **clause** contains a subject and a verb. For example: The child ran. 'The child' is the subject and 'ran' is the verb.

A **semi-colon (;)** is used to separate a list when commas are used as part of the objects in the list. A semi-colon can also be used to join two independent **clauses** which are closely linked or related.

Question 1 – This question asks children to put an 'X' in the box that has used the punctuation (**colon** or **semi-colon**) correctly. They might want to think about the type of sentence it is, for example, is it a list? This will help them know what type of punctuation is needed.

Use your knowledge of punctuation to put an 'X' in the box next to the sentence that has used the colon or semi-colon correctly. The correct answer is: **A**

Question 2 – This question asks children to insert the three missing pieces of punctuation (**colon** or **semi-colon**) in the sentence given. They might want to think about the type of sentence it is, for example, is it a list? This will help them know what type of punctuation is needed and where.

Put a colon or semi-colon in each box within the sentence using your knowledge of punctuation. The correct answers are: **::;**

Question 3 – In this question, children are asked to decide if the statement is true or false. To do this, they will need to decide whether a **colon** or **semi-colon** is needed within the sentence.

Decide if the statement is true or false by identifying what type of punctuation is needed. The correct answer is: **False, it should be a colon.**

Question 4 – In this question, children need to match the sentence to its missing punctuation. They need to think about the type of sentences they are and use their knowledge of punctuation to identify whether it needs a **colon** or **semi-colon**.

Decide which type of punctuation is missing in the sentence and match the sentence with that punctuation. The correct answers are: **A - : and B - ;**

Week 2 Thursday

Using Punctuation to Mark Boundaries – continued

Question 5 – This question asks children to identify if the correct punctuation has been used and explain their choice. To do this, they will need to use their knowledge of **colons** and **semi-colons** and how they are used within sentences (see page 6 for an explanation of these terms).

Use your knowledge of colons and semi-colons to identify if the correct punctuation has been used. The correct answer is: **Stefan is incorrect. He should have used a colon because they can be used to emphasise the previous clause. A semi-colon is used to mark the boundary between main clauses. The word 'chocolate' is not a main clause.**

Question 6 – This question asks children to write a sentence that uses a **colon** or **semi-colon**. The sentence they write also needs to include up to three **clauses**. For definitions on these terms please refer to page 6.

Use the word bank to help you write a sentence that includes a colon or semi-colon and up to three clauses. There are various answers for this question, for example: **The football spectators were ecstatic when their striker sprinted towards the goal to score in the final minutes of the match; today their team would be triumphant for the first time this season.**

Question 7 – In this question, children need to rewrite the sentences as one sentence using a **colon** or **semi-colon** to join the **clauses** together (see page 6 for definitions of these terms).

Identify where the clauses will be joined and whether a colon or semi-colon is needed to join them. The correct answer is: **Even though it was midnight, they could see the outline of the ruined house; they were going to have to move quickly if they were to get there on time.**

Week 2 Friday

Using Hyphens to Avoid Ambiguity (page 11)

A **hyphen (-) to avoid ambiguity** refers to when a hyphen is used to join two words to clarify meaning and avoid any confusion in a sentence. For example 'man-eating shark' has a different meaning to 'man eating shark'.

Question 1 – The children will need to select the sentence which has used hyphens correctly to avoid ambiguity.

The correct sentence is **B** because the use of 'moving-cars' does not make sense in sentence A, but clarifies that Matilda 're-dressed' herself in sentence B.

Question 2 – The children will need to place in 'X' in the correct box to identify where a hyphen will need to be placed, in order to avoid any ambiguity in the given sentence.

The **second box** should be marked 'X', because without it, the meaning of the words 'in' and 'depth' could be confused to mean something else.

Question 3 – The children will need to decide whether the use of the hyphen in the sentence shown is either correct or incorrect.

The answer is **true** because the use of the hyphen in the word 're-marked' tells us clearly that Mr Davies has already marked the tests once, and is doing so again due to the rumours of cheating.

Question 4 – The children will need to decide which words provided in the word bank are needed to correctly complete the two sentences given. 'Recoiled' is a **verb** (an action) commonly used to show fear, disgust or shock, however, 're-coiled' gives an indication that something is being put away.

The sentences should be completed as follows:

Nigel re-coiled the ropes when he had finished on the boat.

Beth recoiled in terror at the sight of the monster.

Question 5 – For this question, the children will need to rewrite the sentence given, by adding a **hyphen** (see previous page) in the correct place.

The sentence should be rewritten as the following: **The fast-paced game was over in a matter of minutes.**

Week 2 Friday

Using Hyphens to Avoid Ambiguity – continued

Question 6 – This question is asking if the sentence is correct. Children need to use their knowledge of hyphens to identify if the hyphen has been used correctly.

Children should identify that **Patrick is incorrect because re-served describes serving again.**

Question 7 – This question has two steps to it. First, the children must replace the comma with a hyphen. The second step to the question requires the children to explain how the meaning of the sentence has now changed because of the change of punctuation.

The sentence should be changed to: **My favourite luggage is my deep-green duffle bag.** Alongside an explanation of how the meaning changes: **By replacing the comma with a hyphen, the word deep now describes the shade of green.**

Additional Resources

Guided Reading – Howard Carter's Diaries (pages 12-16)

Children should read the extract and answer the questions giving as much detail as they can. Any unfamiliar vocabulary should be highlighted and children should be encouraged to discuss its meaning or check using a dictionary.

The answers to the questions are as follows:

1. Why did Howard Carter have to wait 19 days before being able to fully excavate the area? He had to wait for Lord Carnarvon to arrive from England. Back in that era it took much longer to travel from England to Africa.
2. Why did the author use the description: 'as if wrapping a gift for one's birthday,' to describe covering up the excavation? Justify your answer with evidence from the text. Personal response; must be justified. Possible answer being: this was such an exciting discovery that he wanted to save it for Lord Carnarvon and so as he covered it up, it was like wrapping up a surprise gift for Lord Carnarvon, as if it was his birthday and this was his present.
3. What is different about the sentence structure and grammar in the last line of the diary entry dated Sunday 5th November, compared to the rest of the text? And why do you think this is? The sentence is written in a different style because it is a message via cable to England. Messages had to be kept short and so that is why full sentences and punctuation are not really used.
4. Find and copy 3 examples of words or groups of words that indicate the hard work needed to excavate an area. toiling hard; sheer determination; fill my heart with weariness, knowing how much effort; after much clearance; back-breaking; stamina-testing.
5. What was it that Howard Carter discovered on Saturday 25th November that was unsettling? Justify your answer with evidence from the text. They found evidence that indicated that the burial had been disturbed and that it was possible that everything had been stolen, 'this was looking desperately more and more like plundering'.
6. What did the author mean by the line: 'My mind could not process what was happening' in the diary entry from Sunday 26th November? Howard Carter had searched for so long to find this tomb that he could not believe that it was now possible that he had found it.
7. Why did they use candles when they had electric torchlights? The candles were needed to 'test for the foul gases'.

Additional Resources

Guided Reading – Howard Carter’s Diaries – continued

8. What did the author mean by the description: ‘as the flame flickered so did my heart’ ?
Personal response; must be justified. Possible answer: The heart flickered, like the flame, because it was excited by what they had found.
9. How was Lord Carnarvon feeling during the excavation? Possible answer: He was feeling excited but nervous because in the entry dated Sunday November 26th Howard Carter wrote the comments: ‘added to the suspense and to Lord Carnarvon’s anxiety.’ ‘Unable to bear it no longer, Lord Carnarvon called out to see if I could see anything.’
10. Look at the diary entry dated Sunday November 26th. What evidence was there for Howard Carter that they had found a tomb? Howard Carter recognised that the location and features ‘mirrored almost exactly the doorway to the tomb where the cache of Akhenaten was discovered.’
11. What does this mean: ‘Without further hesitation, but with vigilant delicacy’? Many variations but it should show an awareness that the action was done immediately yet carefully.
12. There is a wide range of language used in this text. Find a phrase which particularly interests you and explain why you chose it. Personal response; must be justified.

Additional Resources

Guided Reading – Healthy Eating Workshop (pages 17-20)

Children should read the extract and answer the questions giving as much detail as they can. Any unfamiliar vocabulary should be highlighted, and children should be encouraged to discuss its meaning or find the definition in a dictionary. Children may find it easier to read the questions first, read the text and then answer the questions. In order to answer the questions, it is common to read the text once in full and then for a second time to find the answers. Help your child practise skimming and scanning by getting them to read the first line of each paragraph and predict if they will find the answer to the question they are looking for in that paragraph.

The answers to the questions are given below.

1. What type of text is this? What is its purpose?

A persuasive leaflet. It is attempting to persuade the reader to attend a healthy eating workshop.

2. What features would you expect to find in this text type?

Answers could include: an appeal to the audience, rhetorical questions, flattery, facts and opinions, exaggerated and emotive language, bargains/offers, time limits, adverbs, alliteration, active voice etc.

3. Why has the author used lots of questions at the beginning?

To encourage the reader to consider the answers and to read on to see if the answers are revealed or explained.

4. Identify some examples of exaggerated language.

E.g. craves, hearty, delights, gleaming, flame-red Ferrari, top-notch, wholesome, appetising, fabulous, loveliness, incredible, awesome, flabbergasted etc.

5. Identify an example of flattering the reader.

'Only the best will do for your body!'

6. What does the word 'nourish' mean?

Provide with the food or other substances necessary for growth, health and good condition.

7. Identify TWO examples of alliteration.

Answers could include: 'avocado, apricot or almond', 'delightfully delicious', 'fabulous food fact' or 'taste-tingling tips'.

Additional Resources

Guided Reading – Healthy Eating Workshop – continued

8. What is the intended purpose of the brackets?

It acts as a direct challenge to the reader in hopes of provoking a response.

9. What type of word is 'delightfully'?

An adverb.

10. What is the word 'loveliness' referring to in the context of this text?

Fruit and vegetables.

11. What does the prefix 'anti-' mean? Think of TWO more words that include this prefix.

The prefix 'anti-' means opposed to or against. Examples might include: antibiotics, antifreeze, antibodies, antibullying, anticlockwise, antisocial, anticlimactic etc.

12. Why has the author stated that 'limited spaces are available'?

It might rush people into making a decision about attending.

Additional Resources

Guided Reading – The Signing (pages 21-25)

Children should read the extract and answer the questions, giving as much detail as they can. Any unfamiliar vocabulary should be highlighted and children should be encouraged to discuss its meaning or check it using a dictionary.

The answers to the questions are as follows:

1. What type of the text is this? **A script.**
2. Find two features of the text that indicate this. **The character list, the stage directions and the character dialogue.**
3. Why did Tommy put his phone on top of the fridge in the first scene? **To film what was about to happen.**
4. How many characters are mentioned in this script? List them from start to finish. **Five: Tommy, Sandra, Kerry, Lisa and Mr. Emmet.**
5. What do you notice about the text that is in italics and what is its purpose in the text? **They are stage directions. They instruct the actors on what to do.**
6. Compare reading this with reading a story. Is a script harder or easier to read? Does it paint a more or less vivid picture of the scene in your head? **Various answers justified with evidence from the text. Scripts contain less emotion; they are more of a skeleton for a performance etc.**
7. 'How many times have I told you?' is an example of what language device? **A rhetorical question.**
8. Do you think Tommy deserved to be signed to a youth club? **Personal response supported by evidence from the text.**
9. Who could Kerry and Lisa be? **They could be Tommy's sisters, although this is never stated. They could be any relatives or friends.**
10. How do we know when a scene has finished? **The stage directions say 'lights down'.**
11. Imagine the conversation that happened between Tommy and Sandra after Mr. Emmet has left. Write it here in script format. **Personal response that includes the typical features of a play.**

Additional Resources

Guided Reading – Two Sides to a Coin (pages 26-29)

Children should read the extract and answer the questions, giving as much detail as they can. Any unfamiliar vocabulary should be highlighted and children should be encouraged to discuss its meaning or check it using a dictionary.

The answers to the questions are as follows:

1. Explain the word 'flitting'. *It means 'moving swiftly and lightly'.*
2. What does it mean to be 'Not too far away geographically'? How else might someone be 'far away'? *It means to be not too far away in actual physical distance. One might be distant in experience (as mentioned in the text) or any number of other ways such as emotionally, spiritually, in opinion etc.*
3. Do you think the two characters will meet? Why? *Yes, because both of them are starting Year Six at Wood Lane Primary School.*
4. Find the sentence where Grace falls asleep and identify one way the author conveys that that is what is happening. *'Time to... forget... about... the things which...'* *Various answers including: The fragmented nature of the sentence; the use of ellipses; the seemingly random number of words in each fragment of the sentence; the fact that the sentence ends before it is properly complete.*
5. What does the use of the phrase 'high-definition' tell you about Ella's thoughts and how sleepy/awake she is? *It shows that they were very clear in her mind, which in turn shows that she was very awake.*
6. What is the effect of stretching out the words 'relaaaaax' and 'breeeeeaathe'? *It creates a sense that the reader is sharing in the attempts to relax and slow down, as the actual words are slower and longer to read.*
7. What does it tell you when the author writes that Grace 'inhaled' her breakfast? *It explains that she ate her breakfast extremely quickly.*
8. What does the fact that the girls walk 'heads held high' tell you about how they are feeling? *They are confident and proud.*
9. What do the italics in the sentence 'So immature' tell you about the image the girls are trying to portray to the world? *They are trying to appear very mature and older, much more so than the children in younger years.*

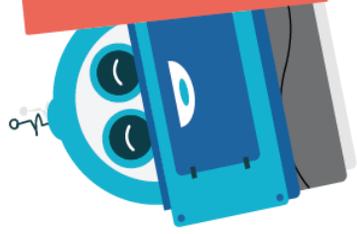
Additional Resources

Guided Reading – Two Sides to a Coin– continued

10. Find two words used instead of 'walked' which show that Grace and her friends are confident. 'Strode' and 'swept'

11. Now that you have read the whole story, explain why the title is a good choice. The phrase 'two sides of a coin' is used to describe two things which are very closely related despite seeming different. The story is about two very different characters in a school setting (a teacher and a pupil) who nevertheless have very similar experiences and emotions when moving towards the same event (a first day back after Summer holidays).

Home learning



HERO!

This certificate of brilliance goes to _____

_____ for being **TOTALLY AWESOME** at _____

Signed _____

Date _____

