



Nelson Primary School  
Inspiring Ambition, Achieving Success  
Weekly Home Learning Tasks

Key Stage 2 Year 6

7.9.21

**Reading** - Please read aloud to an adult every day. Please record in your reading record book the pages that you have read each day. **Remember to bring your book and reading record to school every day.** Please visit Nelson School Library for your reading books.

**Reason from Known Facts**

1a. Use this fact to complete the calculations.

$$300 \div 20 = 15$$

$$300 \div 2 = \square$$

$$3,000 \div 20 = \square$$

$$15 \times 20 = \square$$

$$30 \div \square = 15$$

$$15 \times 2 = \square$$



VF

2a. If  $8 \times 110 = 880$ , what is:

A.  $8 \times 11 =$

B.  $80 \times 11 =$

C.  $80 \times 110 =$



VF

3a. True or false?

If  $6 \times 12 = 72$  then  $6 \times 120 = 720$ .



VF

4a. Match each calculation to the correct answer.

A.  $3 \times 200 =$

6,000

B.  $30 \times 2 =$

600

C.  $30 \times 200 =$

60



VF

Maths -

**Grammar** - Log on to purplemash and complete your set grammar homework task.

<https://www.purplemash.com/sch/nelson-e6>

**Spelling**

- 1) You must **ensure you know the meaning of the word**. -use a dictionary to help you if you are unsure.
- 2) **Write a sentence for some of the words**. You can include more than one word in a sentence as long as it makes sense and shows that you understand the word.
- 3) **Practise and study all of the spelling words ready for the Weekly Spelling Test**. To help you learn, every day you could draw a table like below to help you practise.
- 4) **Complete** Look Say Cover Write Check. Everyday for all your words
- 5) <https://www.spellingshed.com/en-gb/> complete activities on spelling shed

muscle      available      rhyme      accommodate      competition  
prejudice      determined      identity      suggest      existence

## Comprehension

### The Colour of My Dreams

Peter Dixon

- <sup>1</sup> I'm a really rotten reader  
the worst in all the class,  
the sort of rotten reader  
that makes you want to laugh.
- <sup>5</sup> I'm last in all the readin' tests,  
my score's not on the page  
and when I read to teacher  
she gets in such a rage.
- <sup>9</sup> She says I cannot form my words  
she says I can't build up  
and that I don't know phonics  
– and don't know c-a-t from k-u-p.
- <sup>13</sup> They say that I'm dyxlectic  
(that's a word they've just found out)  
... but when I get some plasticine  
I know what that's about.
- <sup>17</sup> I make these scary monsters  
I draw these secret lands  
and get my hair all sticky  
and paint on all me hands.
- <sup>21</sup> I make these super models,  
I build these smashing towers  
that reach up to the ceiling  
– and take me hours and hours.
- <sup>25</sup> I paint these lovely pictures  
in thick green drippy paint  
that gets all on the carpet –  
and makes the cleaners faint.
- <sup>29</sup> I build great magic forests  
weave bushes out of string  
and paint pink panderellos  
and birds that really sing.
- <sup>33</sup> I play my world of real believe  
I play it every day  
and teachers stand and watch me  
but don't know what to say.
- <sup>37</sup> They give me diagnostic tests  
they try out reading schemes,  
but none of them will ever know  
the colour of my dreams.

Answer the question on the page below or in your homework books.

1. (a) Write two pairs of rhyming words.

(b) Write one pair of words that nearly rhyme.

2. The poem is divided into verses. Tick two reasons why the poet starts a new verse.

- A different person is speaking.
- It looks good on the page.
- Poems with this pattern of rhythm and rhyme usually have verses.
- You can set it to music and sing it.
- Each verse has one pair of rhyming words.
- Each verse is about a new topic.

3. 'I play my world of real believe'. What do you think the poet means by the words underlined?

4. What is the function of the dashes in 'k-u-p'?

5. Dyslexic writers often muddle up the sounds in words. How does the poet make a joke about this?

6. The poet uses lots of adjectives in verses 5–8, but many fewer in the other verses.

Think about what he is describing in verses 5–8. Why do you think he uses more adjectives here? Include quotations from the poem in your answer.

7. Tick or cross these statements to show what the writer is good at:

- reading
- drawing
- painting
- plasticine
- making models
- readin' tests
- dreaming
- sounding out

8. Do you think the poet is trying to be encouraging to children who can't read well? Yes / No Explain your answer using quotations from the poem.

9. In this poem and in the poem 'You can't be that', the poet refers to 'they'. Are 'they' the same people in both poems? Explain who 'they' might refer to in each.