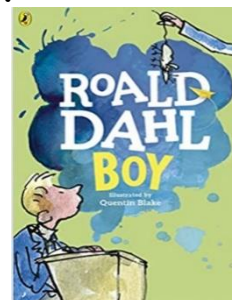


Home Learning - Year 6- week beginning 8<sup>th</sup> February 2021

Boy-Tales of a Childhood by Roald Dahl



We hope you enjoyed week 3 of reading and writing about our new class novel. We really enjoyed reading your eye witness accounts of the incident in the sweet shop.

This week's reading focus is looking at comprehension questions linked to this text and also looking at exploring vocabulary.

The writing will focus on writing in the style of Roald Dahl. This is very similar to how we produce pieces of writing in school.

Remember, if your child prefers, you can collect a book from school.

Alternatively, you can use the link to the online version PDF found here [Boy-Tales of a Childhood PDF](#)

Thanks for all the hard work, please take a photo of your child's work and email it to us on [year6@oliprimaryschool.co.uk](mailto:year6@oliprimaryschool.co.uk), we'd love to see it!

Miss Gallagher and Mr Cotton

## Reading Task 1- Continue to read the next few chapters title The Magic Island and A Visit to the Doctor

Answer the following VIPERS questions linked to these chapters. We use these style questions during our reading sessions. Remember to write your responses in full sentences. Some questions on **infer** and **explain** are worth 3 marks, therefore require 3 points to be made with evidence to support your answer.

### Chapters 6/7 - The Magic island and A Visit To The Doctor

Vocabulary	Define 'primitive'. Explain what a 'fjord' is.
Infer	Why was the hotel on the island so 'primitive' and not more modern? Why is the name of the hotel ironic? How can you tell that the Dahl family always enjoyed their time on the island? Why do so many people in Norway have a boat?
Predict	How do you think Dahl will feel about going back to school after his summer in Norway?
Explain	Do you think Dahl's mother was right not to inform him that he would be having an operation?
Retrieve	What was the magic island's real name? What was the best meal of the day in the hotel? What did the Dahl family always do in the early evenings? Why did Dahl's mother take him to the doctor? What did the doctor do to him?
Summarise	Summarise Dahl's feelings during his visit to the doctor.





Chapters 10/11 – The Matron and Homesickness	
Vocabulary	What does it mean that the matron 'ruled supreme'? What is a blancmange?
Infer	Why was The Matron so angry at Dahl for coming into the sick room without knocking? What can we surmise about Arkle from what he keeps in his tuck-box? Do you think that Dahl liked his new school? How do you know? Why would Dr Dunbar persuade Dahl's mother to send him to boarding school?
Predict	Do you think that Dahl will get into trouble in his new school or will he be well behaved? Why?
Explain	Explain why you think Dr Dunbar kept Dahl's secret and lied to his school for him.
Retrieve	What was on the ground floor at St. Peter's? What did the headmasters cane sound like to Dahl? What did Arkle keep in his tuck-box? What did The Matron use to stop Tweedie from snoring? How did Dahl get himself sent home when he was homesick?
Summarise	Choose one word to summarise The Matron. Explain your choice.



## ★ Writing task 1- Use the chapter titled First Day

★ In this chapter, Roald Dahl was describing his first great adventure at the age of nine: he was going to boarding school for the first time. If you have not heard of these types of schools, prep schools are private fee-paying schools for children up to either eleven or thirteen years old. Read the extract and consider the following questions:

- ★ • How do you think Roald Dahl might have felt leaving home for the first time?
- ★ • Have you ever stayed away from home and can you remember how you felt?
- ★ • What is a tuck-box? Why do you think Roald Dahl recalled his tuck-box in such detail?
- ★ • What might the squashed fly biscuits be?

### EXTRACT ONE

from 'First Day', pp. 86-88

On the first day of my first term I set out by taxi in the afternoon with my mother to catch the paddle-steamer from Cardiff Docks to Weston-super-Mare. Every piece of clothing I wore was brand new and had my name in it. I wore black shoes, grey woollen stockings with blue turnovers, grey flannel shorts, a grey shirt, a red tie, a grey flannel blazer with the blue school crest on the breast pocket and a grey school cap with the same crest just above the peak. Into the taxi that was taking us to the docks went my brand new trunk and my brand new tuck-box, and both had R. DAHL painted on them in black.

A tuck-box is a small pinewood trunk which is very strongly made, and no boy has ever gone as a boarder to any English Prep School without one. It is his own secret store-house, as secret as a lady's handbag, and there is an unwritten law that no boy, no teacher, not even the Headmaster himself has the right to pry into the contents of your tuck-box. The owner has the key in his pocket and that is where it stays. At St Peter's, the tuck-boxes were ranged shoulder to shoulder all around the four walls of the changing-room and your own tuck-box stood directly below the peg on which you hung your games clothes. A tuck-box, as the name implies, is a box in which to store your tuck. At Prep School in those days, a parcel of tuck was sent once a week by anxious mothers to their ravenous little sons, and an average tuck-box would probably contain, at almost any time, half a home-made currant cake, a packet of squashed fly biscuits, a couple of oranges, an apple, a banana, a pot of strawberry jam or Marmite, a bar of chocolate, a bag of Liquorice Allsorts and a tin of Bassett's lemonade powder. An English school in those days was purely a money-making business owned and operated by the Headmaster. It suited him, therefore, to give the boys as little food as possible himself and to encourage the parents in various cunning ways to feed their offspring by parcel-post from home.

'By all means, my dear Mrs Dahl, do send your boy some little treats now and again,' he would say. 'Perhaps a few oranges and apples once a week' – fruit was very expensive – 'and a nice currant cake, a large currant cake perhaps because small boys have large appetites do they not, ha-ha-ha ... Yes, yes, as often as you like. More than once a week if you wish ... Of course he'll be getting plenty of good food here, the best there is, but it never tastes quite the same as home cooking, does it? I'm sure you wouldn't want him to be the only one who doesn't get a lovely parcel from home each week.'



[illegible]



★ **Writing Task 2-** You are going to examine the language Roald Dahl uses to convey his ideas to the reader.

★ He uses a wide range of compound and complex sentences.

★ A compound sentence is where two main clauses are joined by **conjunctions** such as; **and, so or but**.

★ A complex sentence is where a main clause is joined to a subordinate clause with a conjunction. The main clause will make sense by itself but the subordinate clause will not.

★ In the complex sentences, Roald Dahl uses a range of **subordinate conjunctions** including; **therefore, which and because**.

★ Look at these sentence example. Can you spot which of these sentences is which.

★ a) The owner has a key in his pocket and that is where it stays.

★ b) A tuck box is a small pinewood trunk which is very strongly made.

★ Use a felt tip, highlighter or coloured pencil to underline the conjunctions in each sentence and decide if it is a complex or compound sentence.





## Roald Dahl used a range of sentences in his writing – both compound and complex.

Can you underline the conjunctions in each sentence and then identify whether it is a compound or a complex sentence?

At St Peter's, the tuck-boxes were ranged shoulder to shoulder all around the four walls of the changing-room and your own tuck-box stood directly below the peg on which you hung your games clothes.

Compound / Complex

Every piece of my clothing I wore was brand new and had my name in it.

Compound / Complex

Into the taxi that was taking us to the docks went my brand new trunk and my brand new tuck-box, and both had R. DAHL painted on them in black.

Compound / Complex

It suited him, therefore, to give the boys as little food as possible himself and to encourage the parents in various cunning ways to feed their offspring by parcel-post from home.

Compound / Complex

*Of course* he'll be getting plenty of good food here, the best there is, but it never tastes quite the same as home cooking, does it?

Compound / Complex





★ **Writing task 3**

★ **Game-** Use the **CONJUNCTION WORD CARDS**. Cut them out and face them down on the table. Pick

★ a card at random and come up with a sentence about your tuck-box snack using that conjunction.

★ Record down your sentences on paper



and	but	so	or
AFTER	although	because	before
AS	even	if	SINCE
though	that	unless	UNTIL
when	where	wherever	whether
WHICH	while	who	WHY





★ **Writing task 4-** Using your **tuck shop list** and **your complex/compound sentences** from your other writing tasks to complete a piece of writing in the style of Roald Dahl.

★ Imagine that it is your first day at boarding school, that you are leaving your home behind to go off to school. Use the extract from writing task 1 to structure your piece of writing and guide you. You may even choose to use his sentence openers for each paragraph.

Blank writing area for the student to complete the task.

