

Year 5 and 6 Information Text Writing Task

Your writing task this week is linked to the weekly topic of Ramadan and Eid. You will be using what you have learnt, as well as the weekly skill of using a semi colon, to write an information text (this could be a page for an information book or a poster). We have looked at semi-colons in class so this learning will be re-capping what you have learnt in school.

Monday

; This is a semi-colon

Remember, semi-colons can be used to mark the boundary between the two main clauses (two parts of a sentence that make sense on their own) but the clauses must be closely related in topic. For example:

- The children of Moorside worked hard at home; they sent regular updates to their teachers.

Notice that a capital letter is not needed after a semi-colon. Have a look at this example.... Can you tell me 2 reasons why this is incorrect?

- The children of Moorside worked hard at home; Chocolate is yummy!

That's right ... both parts are closely related in topic AND a capital letter is not needed after the semi colon

Watch the following short clip to help you remember how to use semi colons <https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/zshfdxs> Have a go at the quiz too, to check what you have remembered.

Now have a go at the challenges on page 2 remembering to follow the rules for using a semi colon

1. Both parts either side of the semi colon must be a main clause (make sense on their own)
2. Both parts must be closely related in topic
3. A capital letter is not needed after the semi colon unless for a proper noun..

Using Semi Colons Challenge

Semi-colons are used to separate two main clauses that are clearly related to each other but could stand on their own as sentences. They can be used to replace a conjunction, e.g.

I have a rugby match next week **and** I really hope we win.

I have a rugby match next week; I really hope we win.

1. Circle the conjunction in each sentence below.

1. I am starving so I can't wait until dinner.
2. Sam was desperately tired and he wanted to go home to bed.
3. It was pouring outside so I needed to bring my umbrella to school today.
4. Fiona went to meet her friend at the airport because she hadn't seen her for ages.
5. My team are at the top of the league so I expect we will win our match today.

Now have a go at matching the parts of a sentence on the left to the correct part on the right and copy correctly into your book, following the rules on page 1 carefully.

It was getting very late;

he was more of a night-owl.

The snow started to fall;

he ate it every day.

Larkin did not like getting up early;

Timothy decided to go to bed.

Yan loved dark chocolate;

his friend had invited him and two friends.

Claude went to a trampoline party;

the sky was as white as a sheet.

Copy and complete in your book:

Write a second related clause after the semi-colon in the sentences below:

1. It was getting dark; _____

2. Henry was extremely excited; _____

3. Laura was going to the shops with her mum; _____

Write a clause to go before the semi-colon.

4. _____; the teacher kept them in at lunchtime.

Tuesday

Have a go at the comprehension about Eid to gather more information about the subject you will be writing about. Read the text below, which continues onto page 4 and answer the questions on page 4 in your book using full sentences.

Ramadan

Ramadan is the ninth month of the Islamic calendar, when Muslims fast between sunrise and sunset every day. Fasting during Ramadan is the fourth pillar of Islam. There are five pillars, which help guide Muslims to put their faith into action.

Ramadan is called the month of the Qu'ran.



The Qu'ran

The Qu'ran is the holy book of Islam.

The Five Pillars of Islam

The Five Pillars of Islam are five obligations which Muslims must carry out in order to live a good life according to Islam.

Fasting during Ramadan

Fasting means not eating food or drink during daylight hours. It is common to have one meal just before the sun rises and another meal directly after the sun has set.

Fasting is important to Muslims as a sign of self-discipline and generosity. It is also a time to think of those who do not have enough to eat and often go hungry.

Muslims believe:

- that their good actions bring greater reward during this month than at any other time of the year;
- that it is easier to do good during Ramadan;
- that they should try to give up bad habits during Ramadan;
- that they will become better Muslims by praying more and reading the Qu'ran.



A Social Occasion

Ramadan is a time to get together with family and friends. The fast is broken each evening by sharing a meal. The end of Ramadan is an important religious holiday. The celebration is called Eid al-Fitr. Eid al-Fitr means 'festival of the breaking of the fast'.



Did you know?

Those who are ill, elderly or pregnant are not expected to fast during Ramadan.

Ramadan

Questions

1. Ramadan is: Pick one.

- The fourth month of the Islamic calendar. The fifth pillar of Islam.
 The ninth month of the Islamic calendar. The third pillar of Islam.

2. How do Muslims know when to fast during Ramadan?

3. Match up these sentences

Muslims fast

Please select the answer:

The Five Pillars of Islam

Please select the answer:

The Qu'ran

Please select the answer:

4. Which word closely matches the meaning of 'obligations'? Tick one

- outcomes
 necessary
 duties
 tasks

5. Write three things you are told about fasting.

Wednesday Gathering Content - Information Writing

Have a look at the example information texts on Pages 6 and 7.

Have a go at the activities below (recording your thoughts in your book) to get gather some ideas about how you to present your information and what type of language to include.

1. What do you notice about how the texts are presented? Are they written as one continuous piece of writing like a story or is the writing presented in a different way?
2. What do you notice straight away when you look at the texts?
3. Read each text carefully and record some of the subject specific vocabulary included. For example, the words **divine** and **scripture** are specific words related to religion and miracles. How many more can you find and record?
4. Which example text do you prefer and why?
5. Can you make a list of all the adverbs which are included? Remember adverbs add extra information to the verb. For example, usually.

Example 1 information text/poster

Miracles and Religious Experience

Religious experiences are events where a person experiences a **divine presence**. These can often take the form of **miracles** or **visions**.



A miracle is an event which **cannot be explained by science**. If true, miracles seem to prove the existence of a deity (god). This is because there is nothing else which could have caused them to occur.

There are many examples of miracles in the Bible. In the Christian scripture, Jesus is reported to have done many things which would usually be regarded as impossible, such as **walking on water**, turning **water into wine** and, of course, **rising from the dead**.



Sometimes, miracles can be connected to visions. In the 19th century, **Saint Bernadette** had several **visions of the Virgin Mary** in Lourdes, France. To this day, Catholics treat this as a holy pilgrimage site. Many people claim to have been **miraculously cured** of illnesses by the water there.



Example 2 information text/poster

Diwali



What

Diwali is known as the festival of lights and represents light over darkness, knowledge over ignorance, good over evil and hope over despair.

Where

Diwali is celebrated in India and all over the world. More countries have been celebrating Diwali as understanding of Indian culture increases.



When

Diwali begins on the date of the new moon towards the end of October or the beginning of November although preparations often begin weeks in advance.

Facts

Before Diwali people clean and decorate their homes. On Diwali, Hindus dress up in their best outfits, pray, watch fireworks, have a feast and exchange gifts.



Keywords

lights, fireworks, darkness, decorate, beginnings legend

Thursday planning and writing

Plan

1. Consider 4 subheadings you may use in your writing. For example, you may use Who? What? When? How? Or more specific sub headings such as, What is Eid? Who celebrates it and why? Record 4 you will use in the boxes below along with a title for your information page.

Title _____

Subheading _____

Subheading _____

Subheading _____

Subheading _____

2. Use the ideas gathered this week, and make notes under each subheading to show what information you will include in each section. Use the topic mat on page 11 to help you.

3. Now have a go at creating your information page using your plan to guide you. Tick off the parts of your plan as you include them, to ensure you include all your ideas. Remember to make it bright and eye catching!



Friday - Check through your writing and make any changes needed to spelling, punctuation and vocabulary to ensure accuracy and to make sure it is engaging for your readers. Also, consider if any of it can be improved in any way....

- Could you add a wider range of Punctuation?
- Could you include more ambitious vocabulary?
- Could you play around with sentence length to add variety?
- Could you include more descriptive vocabulary such as adjectives and adverbs?



عيد الأضحى

Eid al-Adha



gifts هديه



moon قمر



ram خروف



celebration احتفال



halak حلاق



faith ايمان



prayer فصلين



mosque جامع



feast وليمة



Hajj الحج



charity صدقة



family أسرة



friends اصدقاء



kindness العطف



thinking تأمل

ihram احرام

تضحية

sacrifice تضحية

