



Year 3 English Week 2

	Day 1 Activity	Day 2 Activity	Day 3 Activity	Day 4 Activity	Day 5 Activity
Reading	Make sure you have some quiet time for daily reading of your own book . Read a poem a day – see Story Time on the Q1E website.				
Writing	Watch video: https://www.literacysyhed.com/the-present.html Write answers to these questions: <ol style="list-style-type: none"> How does Mum distract the boy from the video game? At first the boy is cruel to the dog. Write down three things that the boy does or says that show this? One of the messages of the video is that 'everyone is equal'. How does the video show this in the ending? 	Watch the video again. Imagine that the boy and the dog go on an adventure at the end of the video. This week, you are going to write an adventure story. Brainstorm ideas for where your story could be set. <i>Eg. Outer space, under water, the jungle</i> Write a setting description for one of your ideas, describing what you see and hear. <i>E.g. The boy and the dog stepped out of the garden gate. Suddenly, they were surrounded by long, damp grass. The branches on the trees above shook as hairy, black arms swung between them. Their attention quickly turned to loud squawks as they searched around excitedly for what had made the sound.</i>	Reread your setting description. Use the following questions to plan out the paragraphs for your adventure story: <ol style="list-style-type: none"> What do they do there? <i>How do the boy and the dog feel at this point?</i> Who else do they meet? <i>How do the boy and the dog feel at this point?</i> How do they get back to the house? <i>How do the boy and the dog feel at this point?</i> 	Write your story using your plan. Remember to include: <ul style="list-style-type: none"> Expanded noun phrases Actions that show each character's feelings (show not tell) Paragraphs <i>E.g. The boy laughed excitedly as he chased after the dog. It sprinted further and further into the jungle. They jumped over small, flowing streams and darted through overgrown, thick vegetation.</i> <i>They came to a sudden halt when an orange and black striped creature emerged from the grass. The boy and the dog began to edge backwards. They soon realised they were safe when the tiger lay down on its stomach and beckoned them forwards...</i>	Reread your story. Edit and improve your story. Add illustrations. Present your work: <ul style="list-style-type: none"> Read it to someone at home Call someone and read it over the phone Record yourself reading it on a video.
Spelling	Check the spelling lists before. Choose 5 spellings to practise. Use the ways from school that help you remember best – see below. You can ask someone at home to test you.				

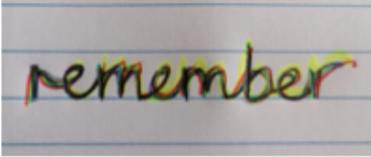
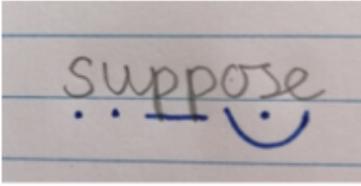
Word list – years 3 and 4

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	

Year 2 Words to learn

again	dear	parents	warm	January	twenty
any	even	please	water	February	thirty
beautiful	every	pretty	were	March	forty
because	hour	sugar	whole	April	fifty
both	laugh	sure	which	May	sixty
busy	many	teacher	witch	June	seventy
child	money	towards	word	July	eighty
children	most		work	August	ninety
Christmas	only		world	September	hundred
clothes			write	October	
				November	
				December	

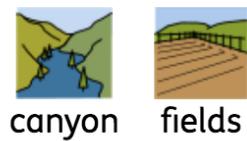
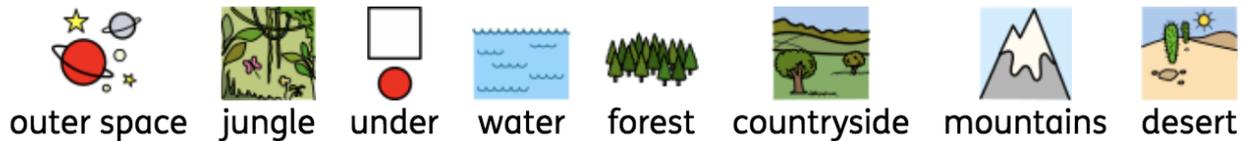
Spelling Strategies

<p>Pyramid Writing</p>  <p>The word 'because' is written in a pyramid shape on lined paper. Each row adds one more letter: 'b', 'be', 'bec', 'beca', 'becau', 'becaus', and 'because'.</p>	<p>Rainbow writing</p> <p>Write the word over and over again using different colours.</p>  <p>The word 'remember' is written on lined paper with each letter in a different color: r (red), e (orange), m (yellow), e (green), m (blue), b (purple), e (brown), r (pink).</p>	<p>Create a mnemonic</p>  <p>A graphic with the word 'rhythm' in a large font. Below it, the text reads 'Rhythm Helps Your Two Hips Move.' To the right is an illustration of three stylized figures with colorful heads (orange, blue, green) and purple bodies, holding hands.</p>
<p>Sound Buttons</p>  <p>The word 'suppose' is written on lined paper. Each letter has a small dot underneath it, and a blue smiley face is drawn under the 'e'.</p> <p>**Note, this may not work for words you cannot 'sound out'</p>	<p>Underline the tricky part</p> <p>separ<u>a</u>te</p> <p>libr<u>a</u>ry</p> <p>naught<u>y</u></p>	<p>Look, Say, Cover, Write, Check</p> <p>Look at the word Say it out loud Cover it up Write it Check whether it is spelt correctly</p>

Year 3 Week 2 - Day 2 Activity

Creating a setting

Where is your adventure story set?

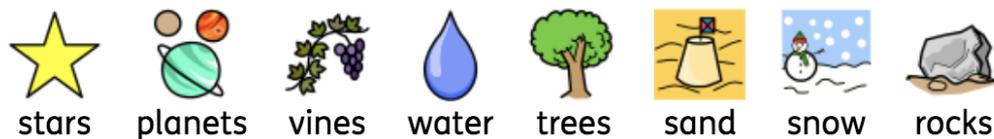


Challenge: can you include prepositions (linking words)?



e.g. beyond the _____

What can your characters see?





What can your characters hear?



Challenge:



adjective,



verb,



noun



e.g. cold,



rushing



river



e.g. fast,



flowing



water

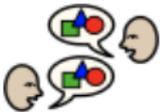


the sound of _____

Year 3 - Week 2 - Day 3 Activity

Planning your story

Remember: we change paragraph for TiP ToP

-  Time
-  Place
-  Topic
-  Person



Challenge:

- Include different  senses  in  each paragraph  (smell,  touch,  hear)

- Include a range of  feelings

- e.g.  confused  brave  excited  nervous  optimistic  hopeful

- Show the feelings with  actions  feelings  with  actions

- e.g.  racing  heart

Year 3 - Week 2 - Day 5 Activity

Tips for editing



1. **Read** through your work



- Praise** - what have you done well?



2. **Prompt** - what could you improve?

CUPS (capitals, use of verb tenses, punctuation, spelling)

ARMS (add, remove, move, substitute)



3. **Do** - improve your work using