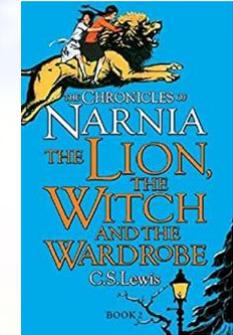
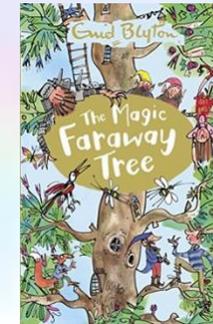


English for Years 3 & 4 week beginning 1st June 2020

Dear Children

This week we are going to be focusing on our Spelling, Grammar and Punctuation (SPaG) and spending the time reading a Children's Classic, which we hope you will enjoy when you receive it. It is important that Classic Literature is part of our Reading curriculum at Ireby School and each year group will spend this half-term focusing on their own specific novel.



Lesson 1 - Spellings using the different strategies below depending on your year group.

I have put all of your Spellings on Spelling Shed to practice as usual.

Year 3 - Challenge Words

Circle the correct spelling in the grid.

Year 4 - The digraph 'au'

Match each half of the spellings.

Stage: 3	Challenge Words		
List: 18	Name:		



Spellings	Read through your spellings. Then cover them up. Circle the correct spelling in each row of the grid below.		
build	build	bild	billd
describe	ordinary	ordinary	ordiny
imagine	discribe	describe	discribe
library	prommise	promis	promise
natural	recent	resent	resant
ordinary	natural	nachural	natchural
promise	supose	supoze	suppose
recent	library	liberery	library
suppose	weigh	whay	wey
weight	imagin	imagine	imajon

Stage: 4	The 'au' digraph.	
List: 19	Name:	



Spellings		
naughty	cau	ught
caught	auto	se
fraught	audi	laud
automatic	ast	ence
astronaut	tau	ght
cause	nau	ght
author	aut	ronaut
applaud	cau	hor
taught	app	ghty
audience	fra	matic

Match each half of the spellings with a straight line.

One has already been done for you.

Lesson 2: Using Fronted Adverbials (you may like to use this word mat to help you)

Fronted Adverbials

Fronted Adverbials are words or phrases at the beginning of a sentence which are used to describe the action that follows.

Time	Frequency	Place	Manner	Possibility
Afterwards,	Often,	Above the clouds,	Sadly,	Almost unbelievably,
Already,	Again,	Below the sea,	Slowly,	Much admired,
Always,	Daily,	Here,	Happily,	Nearly asleep,
Immediately,	Weekly,	Outside,	Awkwardly,	Quite understandably,
Last month,	Fortnightly,	Over there,	Bravely,	Really happily,
Now,	Yearly,	There,	Like a ... ,	Perhaps,
Soon,	Sometimes,	Under the ground,	As quick as a flash,	Maybe,
Yesterday,	Rarely,	Upstairs,	As fast as he could,	Just arrived,
Today,	Every second,	In the distance,	Without a sound,	Certainly amused,
Tomorrow,	Twice a year,	Between the sea and the sky,	Without warning,	Obviously angry,
Next year,	Once a minute,	Everywhere she looked,	Unexpectedly,	Definitely confused,
In January,	Once,	Around the tent,	Unfortunately,	Completely exhausted,
On Tuesday,	Once or twice,	Back at the house,	Suddenly,	Barely alive,
In the morning,	Three times,	Nearby,	Mysteriously,	Out of breath,
After a while,	Constantly,	Down by the cliffs,	Frantically,	Decidedly unimpressed,
As soon as she could,	Regularly,	Behind the shed,	Anxiously,	Perfectly confident,
Before long,	Frequently,	In the wooden box,	Courageously,	Positively trembling with excitement,
All of a sudden,	Infrequently,	Over my bed,	Silently,	Purely practically,
In the blink of an eye,	Occasionally,	Somewhere near here,	Curiously,	Somewhat flustered,
Just then,	Rarely,	Far away,	Nervously,	Utterly joyous,
Eventually,	Never in my life,	Wherever they went,	Rapidly,	Totally overwhelmed,
Later,	Never before,	North of here,	Carefully,	



Please watch the first video to remind you what fronted adverbials are and to help you **punctuate them correctly with a comma.**

<https://www.bbc.co.uk/bitesize/articles/z62ckmn>

Practise your understanding of them by taking the Fronted Adverbial Quiz (Activity 1). Can you get all 5 questions correct?

<https://www.bbc.co.uk/bitesize/articles/z62ckmn>

Now watch the video in Activity 2, showing scenes of Britain in Summer. Watch carefully as you will be using it to help you in your writing.

<https://www.bbc.co.uk/bitesize/articles/z62ckmn>

Copy these sentences out in your **best handwriting** and **underline the fronted adverbials**. You could use a coloured pencil to underline them to make it stand out.

Remember

- Adverbials explain **how**, **where** or **when** something happened.

For example: *On top of the sunflower*, the bee landed.

1. Above the bees, the butterfly fluttered gracefully.
2. Greedily, the owl gobbled down the fresh, slimy worm.
3. In the afternoon, all the people sunbathed on the warm grass.
4. Out of breath, the man ran past the wicket and won the cricket match.

Now copy and complete these sentences about Britain in summer. Use your imagination to add in the missing **fronted adverbials**.

For example: *Smiling and laughing loudly*, the child paddled in the water.

1., the hawk caught the insect.
2., the sun shone brightly on the crystal clear water.
3., people enjoy going on holidays.

Please remember to use your **comma** for correct punctuation after the fronted adverbial.

Don't forget your **capital letters** at the start and **full stops** at the end.

Lesson 3: Using apostrophes for contraction (this word mat will help you)

My Contractions Word Mat

should have

should've

could not

couldn't

do not

don't

I will

I'll

we are

we're

could have

could've

let us

let's

they will

they'll

you have

you've

would have

would've

cannot

can't

have not

haven't

must not

mustn't

he would

he'd

does not

doesn't

it is

it's

shall not

shan't

they are

they're

had not

hadn't

she is

she's

should not

shouldn't

I am

I'm

was not

wasn't

would not

wouldn't



Watch the 2 videos here please to help you remember how to use apostrophes for contraction when you are combining two words to make them smaller. <https://www.bbc.co.uk/bitesize/articles/z4p2mfr>

Practise your understanding by completing Activity 1

<https://www.bbc.co.uk/bitesize/articles/z4p2mfr>

Read through the word mat and then turn it over and have a go at matching the contractions to the words below:

Match the contraction to the words:

don't		could not
won't		I have
can't		cannot
didn't		will not
couldn't		have not
shouldn't		do not
haven't		should not
I've		did not

Read these sentences below. Find the contracted word and rewrite the sentence below showing the two words out in full. Use your best handwriting and check your capital letters and full stops.

1. You don't need to wear your PE kit on Tuesday.
2. Sophia can't find the keys for her car.
3. James didn't know how to drive so he had to get the bus.
4. Mrs Dennison couldn't believe how hard the children had worked.
5. You shouldn't eat chocolate every day as it is bad for you.
6. I've got three brothers but I don't have any sisters.

Lesson 4: Using apostrophes for possession

Watch the 2 videos here to help you remember how to use apostrophes for possession.

Remember: A **possessive apostrophe** shows that something **belongs** to or is **connected** to something else.

<https://www.bbc.co.uk/bitesize/articles/zmq9kmn>

Practise your learning by carrying out **Activity 1** here:

<https://www.bbc.co.uk/bitesize/articles/zmq9kmn>

Remember...singular possession looks like this:

2

Let's recap! What is 'possession'?

If you possess something, you have, own, or control something.

Marlon has a football.

You could say:

It is Marlon's football.

The football belongs to Marlon.
The apostrophe shows us possession.



www.grammarsaurus.co.uk

Plural possession looks like this:

Plural possession 10

Plural is when there is more than one person or thing that possess the item/s e.g.

The apostrophe goes **after the s** in plural possession.

The boys' football

- the football belongs to the **boys**, not just one boy. There is **only one** football.



www.grammarsaurus.co.uk

Your Task is to add the missing apostrophes to the sentences below (think is it singular or plural?)

1. There is a lovely childrens park close to my house.
2. The kids bikes were all parked outside the parks gate.
3. All the peoples cars were driving past with their windows down.
4. Trees leaves were falling down all over the park and some had even fallen onto the neighbours cars.

(I will put the answers on the next page so try to complete these yourself and then check your answers)

ANSWERS (mark your own work). How did you do?

1. There is a lovely **children's** park close to my house.
2. The **kids'** bikes were all parked outside the **park's** gate.
3. All the **people's** cars were driving past with their windows down.
4. **Trees'** leaves were falling down all over the park and some had even fallen onto the **neighbours'** cars.

Lesson 5: Using our Reading Inference Skills

Inferring is a bit like being a detective. You have to find the clues to work out the hidden information.

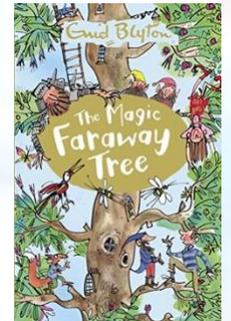
Watch this video here to help you understand further.

<https://www.bbc.co.uk/bitesize/articles/zfn6pg8>

Each Year Group **should read to the end of Chapter 1 please** of their children's classic book and then answer the following inference questions.

Year 3: The Magic Faraway Tree

1. Why were the children excited about having Rick come and stay?
2. How do we know that Rick is quite a polite boy?
3. Why do you think Rick feels it will be 'rather dull' to live here?
4. Does the wood at the bottom of the garden sound like an inviting place to go? Why do you think that?



Year 4: The Lion, the Witch and the Wardrobe

1. Why do you think Peter thinks the Professor will let them do whatever they like?
2. Why was Edmund in a bad mood?
3. Why were the children annoyed it was raining?
4. Why do you think this chapter ends with the speech from the faun?

