

Monday 15th June 2020

L.O: To be able to identify different word endings and use them in your writing.

Today you will be learning about word endings. There are many different word endings we can include in our writing and in this session you will be finding out more about that.

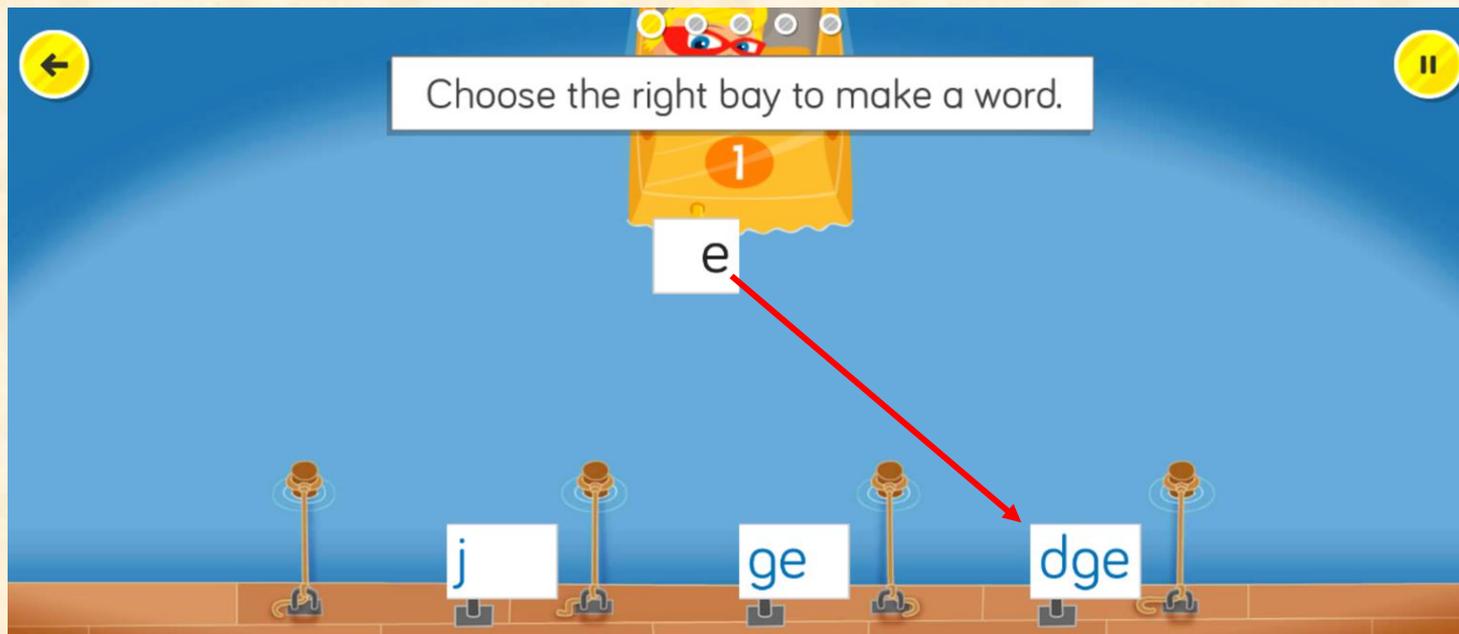
Click on this link: [Word endings - Homeschool lessons in KS1 English Year 2](#)

Follow the arrows to go to the page which says **Tricky word endings**. . Once you've found it click onto the game.



When you click the level, challenge yourself by clicking 'Hard'. You will be required to make new words using the endings given.

For example in this slide, you have been given the letter 'e' and are required to make a complete word using the word endings given. I can make the word 'edge' because I added 'dge' to the 'e.'



Once you've finished the game, complete the activities

Activity 1:

Practise

You may need paper and a pen or pencil for some of these activities.

- Get your favourite book. If you can't find one, speak to an adult and ask them to find a piece of reading material that's appropriate (it could be an article from a newspaper or magazine).
- Look at the words in the book and see how many words you can spot that use the following endings: **er, ed, es, ll** and **ly**.
- Try and find five words for each word ending.

If you can't get hold of any reading material, just think of words that use those endings yourself.

Here are some examples:

Er	Ed	Es	Ll	Ly
runner	fixed	changes	call	softly
offer	interested	oranges	tell	partly



Activity 2

Activity 2: Finding out about rubbish

What do you think happens to our rubbish?

Watch the video below and then try the activity.



Once you've watched the video, write down any words you didn't know. Research the words and then write three sentences using at least one of the words from your list. For example, if one of your words was environment, your sentence could be: The environment will be damaged if people don't recycle.

Activity 3

Activity 3: Writing sentences containing word endings

When you go shopping, you will notice that food and drink comes in lots of different packaging.

Have a look online or in your kitchen and try listing items you have in to the following sections:

Cardboard Box	Plastic Box	Plastic Bottle	Glass Jar	Tin Can
Breakfast cereal	Butter	Orange squash	Jam	Baked beans

The first row has been filled in for you. See how many items you can find for each material around your home.

- Once you've completed your list, pick five items from your list and write a sentence for them.
- Make sure you use at least two of the following word endings in each of your sentences: **er**, **ed**, **es**, **ll**, or **ly**.
- Use capital letters and punctuation correctly.
- Use the joining word 'and' to say whether the item can be recycled or not.

For example, you could write a sentence such as:

*'When I wake up, I **quickly** put butter on my toast **and** orange squash in the **glasses** for everyone.'*

Tuesday 16th June 2020

L.O: To be able to identify contracted words and use them in your writing.

Today you will be learning about contractions and when to use them.

Contractions can be used to join two separate words in order to create one shorter word. We do this by using an apostrophe to show that we have left out some letters when joining words together. For example, you can join the words you and are together to create the word you're.

Watch the video to learn more about contractions.

Today you will be learning about contractions and when to use them.

Contractions can be used to join two separate words in order to create one shorter word. We do this by using an apostrophe to show that we have left out some letters when joining words together. For example, you can join the words you and are together to create the word you're.

Watch the video to learn more about contractions.

[Using contractions in writing - Homeschool lessons in KS1 English Year 2](#)



Activity 1

Follow the arrows to go to the page which says contractions. Once you've found it click onto the game.



When you click the level, challenge yourself by clicking 'Hard'. You will be required to choose the words that make the contraction.

I know the contraction 'that's' is made up of 'that' and 'is.'



Activity 2

Type the contracted form of each pair of words, for example:
should + not = shouldn't



Fill in the gaps.

Type the ✓

A cartoon crocodile with large eyes and a pink tongue is peeking from the right side of the interface. In the bottom left corner, there is a small brown square icon with a white hand cursor pointing upwards.

Challenge: Activity 3

Activity 3: Becoming a recycling expert!

Watch this short video about which food packaging can be recycled then try the activity below.



Take a piece of paper and fold it into four sections. Then write a question in each section relating to the video. You're going to write the answer under each one to show you're a recycling expert. For example:
Question: Can I recycle a plastic bottle?
Answer: Yes but plastic bottles for recycling must be clean and dry.

Wednesday 17th June 2020

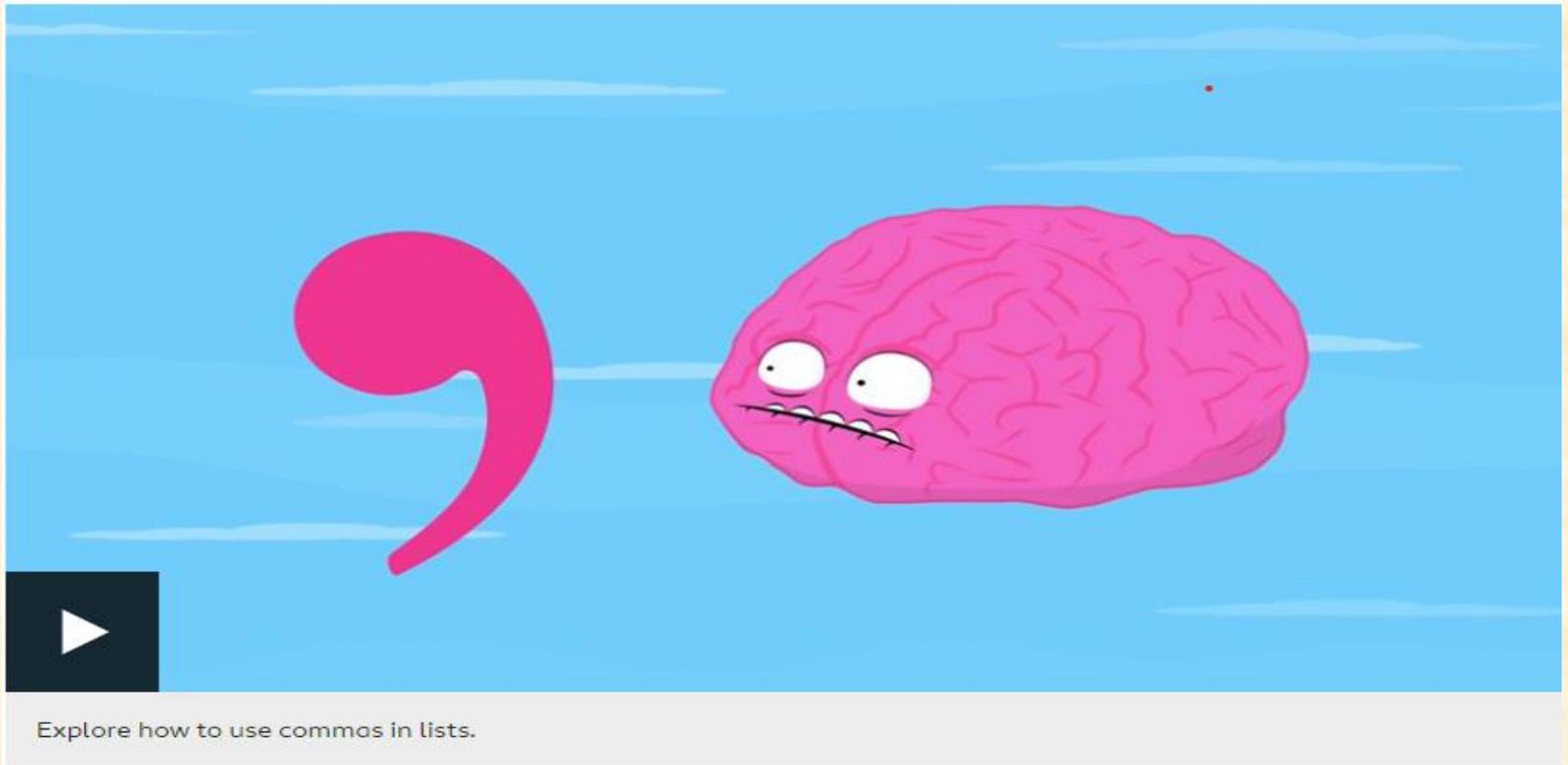
L.O: To use commas in a list.

Today you will be learning about when and how we use commas in a list.

When listing items in a sentence, you use a comma between each item, except for the last item where you use **and**.

Here is an example: *The United Kingdom is made up of Scotland, Wales, Northern Ireland and England.*

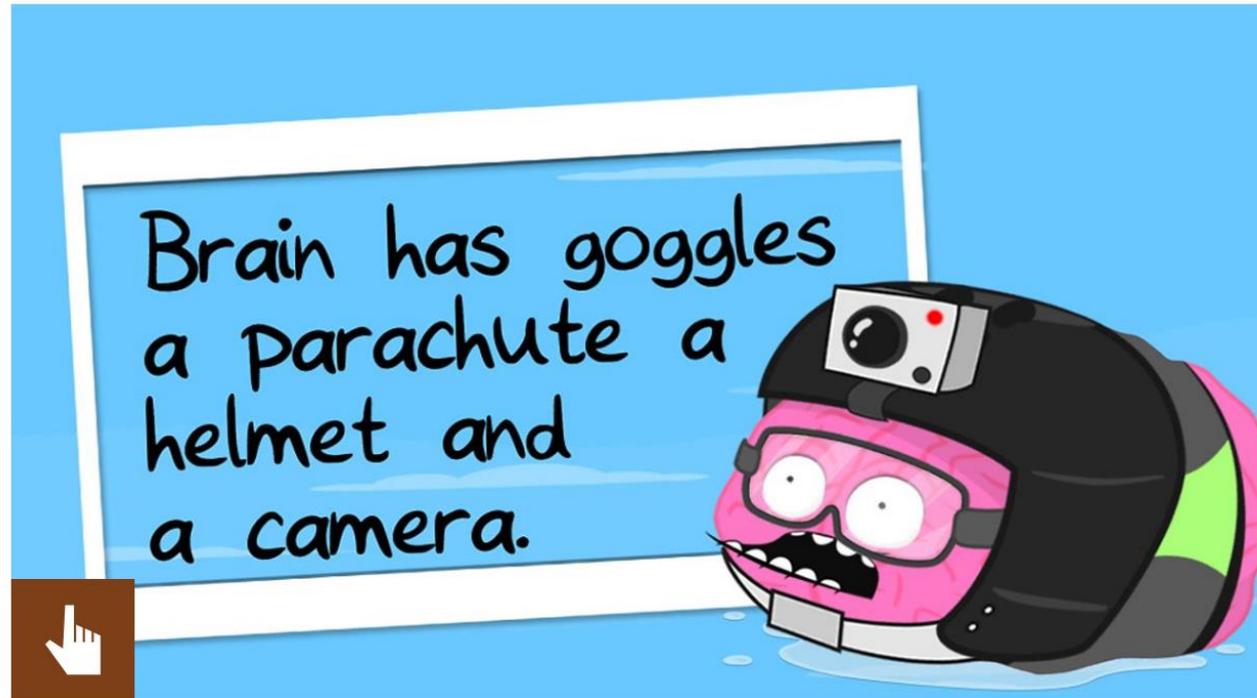
Watch this video: [Commas in lists](#)



Activity 1:

Click on the box and put the commas in the correct place. Remember 'and' goes just before the final item you will be listing.

Click on the box below and see if you can put the commas in the correct position.



Activity 2

Writing instructions

You will be writing instructions on how to get ready for school.

Make sure you include a heading that explains what the instructions are for.

Remember to include a list of items you'll need (remember to use commas in your list).

Write in full sentences using correct use of capital letters and punctuation.

You might want to use some of these words or phrases in your instructions: **First, Next, Then, After that** and **Finally**.

Here is an example for instructions for making a cup of tea.

You will need a cup, a spoon, a tea bag **and** some hot water.

1. **First** make sure the cup is clean.
2. **Next**, place a tea bag in the cup.
3. **Then**, get an adult to add the boiling water to the cup.
4. **After** that, stir the drink and leave it for a couple of minutes.
5. **Finally**, carefully remove the tea bag.

Thursday 18th June 2020

L.O: To identify the different types of sentences and use them in your writing.

Words are grouped together into sentences. When writing, there are a few simple rules you need to follow to make sure your sentences are clear.

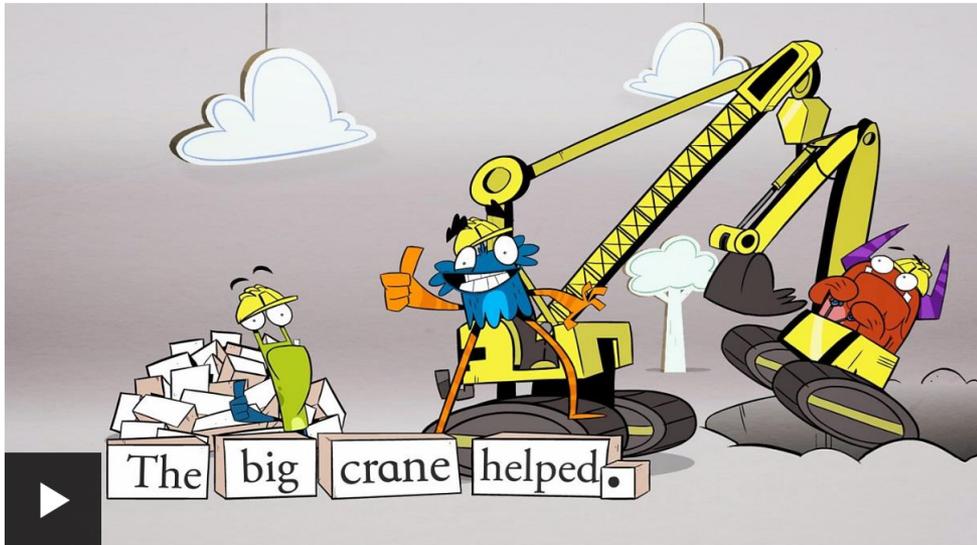
Firstly, a sentence needs a **capital letter** at the beginning and a **punctuation mark** at the end.

The **punctuation** at the end could be a **full stop**, a **question mark** or an **exclamation mark**.

A sentence also needs to contain a **verb** and it must make complete sense all on its own.

Different types of sentence do different jobs. Some state facts, some ask questions, some give orders and some express an emotion.

Click the link to watch the video: [Types of sentences](#)



Explore the different sentence types.

Statements are usually punctuated with a full stop but can also use an exclamation mark. *For example: The cat ran away down the street.*

Commands can be punctuated with a full stop or an exclamation mark. *For example: Fetch me my cat.*

A **question** sentence can only be punctuated with a question mark at the end.

For example: Have you found my cat yet?

An **exclamation** sentence can only be punctuated with an exclamation mark. *For example: What an amazing cat!*

Activity 1:

Now that you know the different sentence types, try writing some yourself.

Write a statement, command, question and exclamation about yourself.

Try challenging yourself by including the conjunction 'and' 'but' 'because.'

For example: I am a tall person **and** I have brown hair.

For example: "Do your homework!" shouted Mum **but** I didn't listen.

Activity 2:

After watching the following video, create a poster about recycling.

Make a poster that is full of information about recycling.

Make sure you include each of the following sentence types in your poster: questions, commands, statements and exclamations.

Include as many facts as you can from the video above. You can decorate your poster with fun images too

Watch this short video about recycling and then try creating a recycling poster.



Learn about recycling and its effect on the environment.

Activity 3

Complete the following sheets on different sentence types.

Think about what punctuation mark is required for each sentence type.

Punctuation marks help us to read sentences and to understand them. There are four types of sentence: **statements, questions, commands, exclamations**. They use different punctuation marks at the end.

Find more information on punctuation marks on pages 40–44 of your *Oxford First Grammar, Punctuation and Spelling Dictionary*.



- 1 Read the sentences below. Draw lines to match them to the correct sentence types. Look at the **punctuation mark** at the end of each sentence to help you.

Pancakes are delicious.

command

Can we make pancakes?

statement

Pass me the pancakes.

exclamation

What amazing pancakes we had!

question

- 2 Write two questions below. Think about the punctuation you should use at the end of each sentence.



.....

.....

Punctuation marks

Punctuation marks help us to read sentences and to understand them. There are four types of sentence: **statements, questions, commands, exclamations**. Sentences use different punctuation marks at the end: they can end with a **full stop**, a **question mark** or an **exclamation mark**.

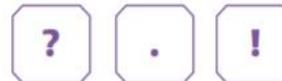
Super Challenge

Find out more about the different types of punctuation on pages 40–44 of your *Oxford First Grammar, Punctuation and Spelling Dictionary*.



- 1 Add the correct punctuation to the sentences below. Then decide whether each is a statement, a question, an exclamation or a command and tick the correct box on the right.

You can use a punctuation mark more than once.



- a Can you pass me the sugar _
- b What an amazing film that was _
- c Look where you are going _
- d I am looking forward to the weekend _

statement	question	exclamation	command
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 2 Now make up your own sentences and write at least one statement, one command and one exclamation below. Think about the punctuation you should use at the end of each sentence.



.....

.....

Friday 19th June 2020

L.O: To write a diary entry

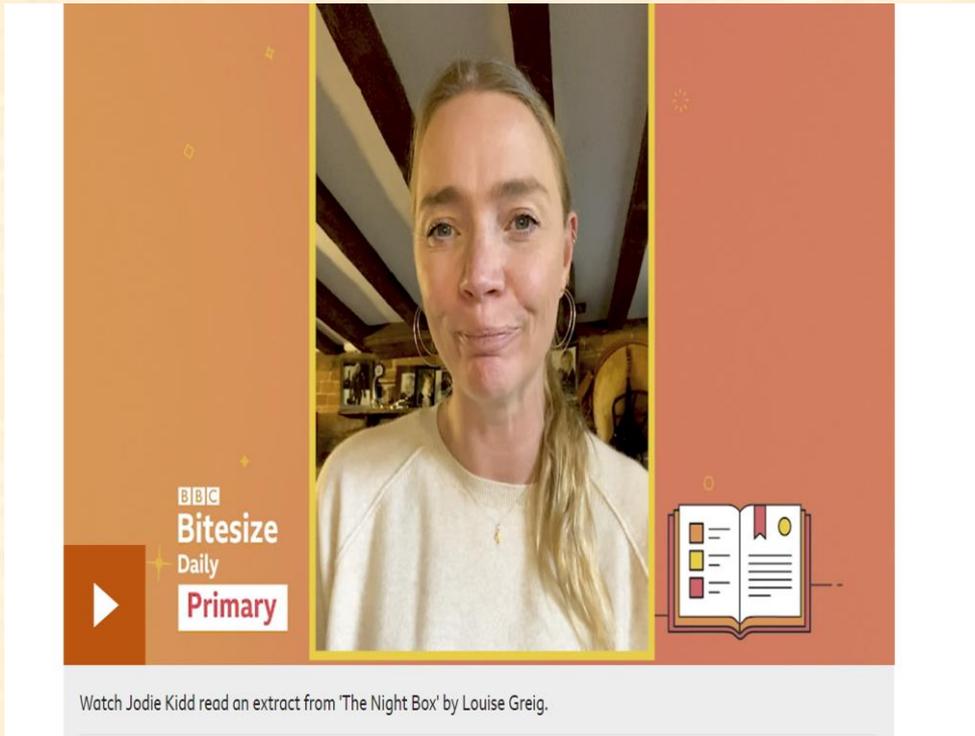
Today using the book The
Night Box

You will learn how to explain what words mean and to write a diary entry.

[The Night Box](#)

Max has a key to a very special box - the Night Box. When it is time for the Night to begin, Max opens the box and lets Night out and Day does back inside. Then, in the morning, Night goes back into the box and Day comes out again. This is a magical story where we see the jobs of Night and Day as adventures.

Watch TV presenter and racing driver Jodie Kidd read an extract from ***The Night Box*** and listen carefully to what happens.

A screenshot of a video player interface. The video shows a woman with blonde hair, Jodie Kidd, speaking. The video player has a play button icon in the bottom left corner. To the right of the play button is the text 'BBC Bitesize Daily Primary'. In the bottom right corner of the video frame, there is an icon of an open book with a bookmark. Below the video player, there is a caption: 'Watch Jodie Kidd read an extract from 'The Night Box' by Louise Greig.'

Think about the following:

*What is Night doing?
How does Night move?
How big do you think
Night is?*

Here is the transcription of the video to help you answer the questions.

Darkness tumbles into the air. It dances and whirls around the room. It goes under the bed, under the chair- everywhere!

'Hello, Night!' laughs Max. Night is mischievous! It chases blue, white, pink and green away. Max presses his ear to the darkness.

Night turns tiny sounds up LOUD.

Just a plink! That's all. Just a drip, not a waterfall!

Just a tap on the windowpane. Like a little branch as gentle as rain, nothing more.

Just the tinkle of a bell then prrrrr- not a lion! It's a kitten!

Max holds on tight as darkness swirls and spills like ink into the world.

Night is huge. It can hold a house. A pond, and a forest.

A mountain, and a whale, even an ocean too!

Night soars, streams and stretches up to the sky like a kite and suddenly a thousand stars sparkle and fizz, shine and spin.

This way, they say to a swan. Where is she going? She beats her strong white wings and honks one word- home.

What is Night doing?

How does Night move?

How big do you think Night is

Continue onto the second video

[Bitesize Daily Book Club: The Night Box by Louise Greig](#)

Night is gentle. It floats down to the ground like a feather. It covers a fawn, asleep with her mother. Night is brave. Leave them in peace, Night warns.

Night shakes itself into the trees. Come badger! Come mole! Come owl! Come fox! Let's play!

And out of the shadows they snout and snuffle, leap and swoop.

Night gives a moon to a pond. And a mole to a goose! Now a rose has a fox. And a kitten? She has the milk!

Everything has something in the dark. The branch has an owl, and the wall has a tree, and Max has a bear and a soft, warm bed.

Night is kind. Night stays in Max's room, silent and strong all night long, To hold in its arms a bear and a boy.

But Night gets sleepy too. Goodnight me, it sighs to itself. My job is done. It is time to return.

And when Night falls asleep...

Max opens the box and WHOOSH! Night slips inside as Day sweeps out.

Day breathes into the leaves, quiet flies out of the trees, yellow rises from the rooftops. And a new song begins.

Which animals does Night wake up?

What happens in the early morning?

Activity one

Read or watch the first extract again. What do we find out about Night and darkness?

Decide on the three most important jobs that Night does.

Write out the three most important jobs. Call your list 'Top three jobs that Night does'.

Activity 2

Read or watch the first and second extracts again.

The writer makes Night and Day sound like real people - this is called **personification**. That is why the writer gives Night and Day a capital letter to start their names.

Can you find five examples of how the writer makes Night or Day seem like a person?

You might want to record them in a table.

Example From The Text	How This Makes Night Or Day Sound Like A Person
1. <i>Night chases blue, white, pink and green away.</i>	The word 'chases' makes it seem like Night is running and chasing the colours.
2.	
3.	
4.	
5.	

Activity 3

Read or watch both extracts again. In activity 2, you found examples of how Night seems to be a person.

Imagine that Night writes a diary entry before he or she goes to sleep.

What would Night write about? You can use the extracts to help you or you could use your imagination.

Write your diary entry. Try and write five sentences.

Top tip!

These might help you to organise your ideas.

How would Night start his or her diary? For example you could use Hi, Hello, Good night, Dear or To.

What would the first line be? Usually, we summarise our day. For example, I've had the best day or Guess what happened today?

What will you tell your diary? What have you been doing? Use the extracts or your imagination to help you. You might want to use words like First, Next, Then, After that or Finally to structure your events.

How will you close your diary? You could think of a reason to end it. For example, Got to go back into the Night Box, I am so exhausted!

How will you end your diary? You could use Bye, From or Love.

Here is an example of a diary entry I have written about my day.

Dear Diary,

Today was an awfully long day. **First** I woke up extremely early **and** rushed to go and meet my friend for my morning jog. Guess what happened? She was late! I was extremely disappointed, **but** eventually I did my morning jog and went home.

Then when I came home, I had a shower and some delicious breakfast. I then **quickly** got into my car and went to work at the office. The weather was lovely, **so** I was very happy.

At 6pm I arrived back home after what felt like a very stressful day. **When** I arrived, I went into the kitchen and made some delicious pasta for dinner. After clearing up it was 8pm and **finally** I decided I was exhausted so went straight to bed.

Hopefully tomorrow will be less **stressful**.

Love Amy

Suffixes

Conjunctions

Time words

Different sentence types

Here is a word bank and checklist to support you in your writing

Suffix Word List

ment (action/result)	ness (state/quality)	ful (full of)/less (without)	ly (manner)
refreshment	happiness	useful/useless	gracefully
enjoyment	brightness	careful/careless	proudly
payment	gloominess	thoughtful/thoughtless	badly
disappointment	illness	mindful/mindless	quickly
employment	sadness	doubtful/doubtless	lazily
management	blackness	hopeful/hopeless	angrily
government	ugliness	fearful/fearless	lightly
punishment	politeness	helpful/helpless	gently
treatment	silliness	colourful/colourless	hopelessly
agreement	lateness	harmful/harmless	narrowly
achievement	boldness	painful/painless	happily
punishment	weakness	powerful/powerless	quietly
excitement	witness	tasteful/tasteless	suddenly
entertainment			dangerously



Diary Checklist

Did I...

include the date and/or time?

use the words 'I', 'my', 'we' and 'our'?

write as if I were there?

talk about where events happened?

write about the most important events in order?

describe my feelings?

use time linking words, e.g. next, first, then?