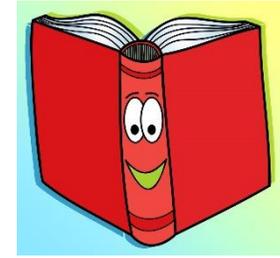




Year 3: Literacy Week 4

Everyday you should....



Read for 15 minutes using the Active Learn Primary website:

<https://www.activelearnprimary.co.uk/login?c=0>

Log on using your usual username and password.

Please answer all the questions by clicking on the boy/bug icons that appear within the book. When you have read your books and you have answered all the questions, your teacher will assign you some more books!



Day 1: Monday 11th May 2020

L.O. To identify where inverted commas need to be used in a sentence to show when someone is speaking. **(Core and Extension)**

“Inverted Commas”

Beginning and End
Keep your inverted commas at the beginning and the end of the words being spoken.
"Stop!" I said.

New Speaker, New Line
Start a new line whenever someone new speaks.
"How are you doing today?" asked Henry. ←
"I'm great!" said Ashton.

Capital Letter
Begin what is spoken with a capital letter!
"What an amazing day!" he announced.

Commas
Remember to add commas.
Ashton whispered, "Be quiet!"
"Goodbye," said Jules.

Punctuation
Make sure your speech is correctly punctuated!
"There are times, I feel, that you are a little cold," I said.

Different Names
Inverted Commas are also called:
Speech Marks
Quotation Marks

twinkl

Click on the link below to follow the BBC Home Learning Literacy lesson:

[To identify where inverted commas need to be used in a sentence to show when someone is speaking.](#)

Watch the 'Learn' video and the 'Supermovers' video to learn about speech marks or inverted commas.

Activity 1 - In this activity highlight the words that should be in the inverted commas.

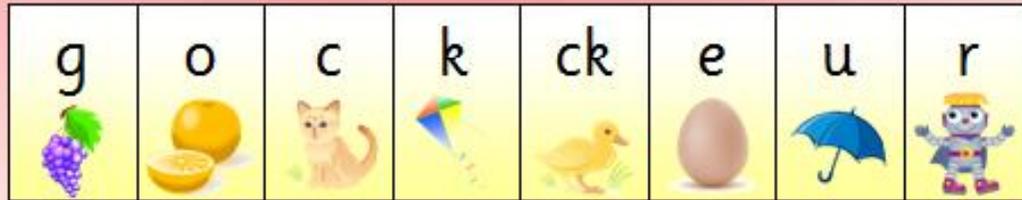
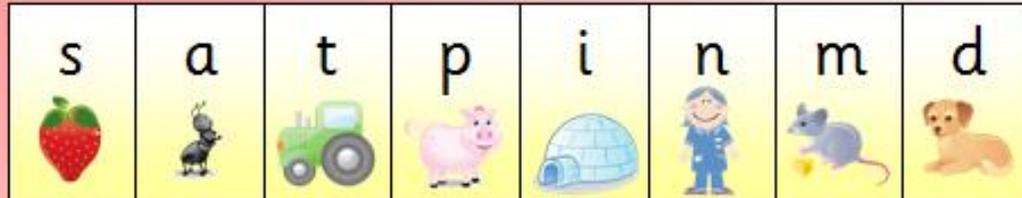
Activity 2 - Watch the '**Supermovers**' video again and add speech mark to the four sentences shown at 2 minutes 25 seconds.

Activity 3 - Complete the sheet '**using speech marks in direct speech**' in your book or print it out and complete it.

Day 1: Monday 11th May 2020

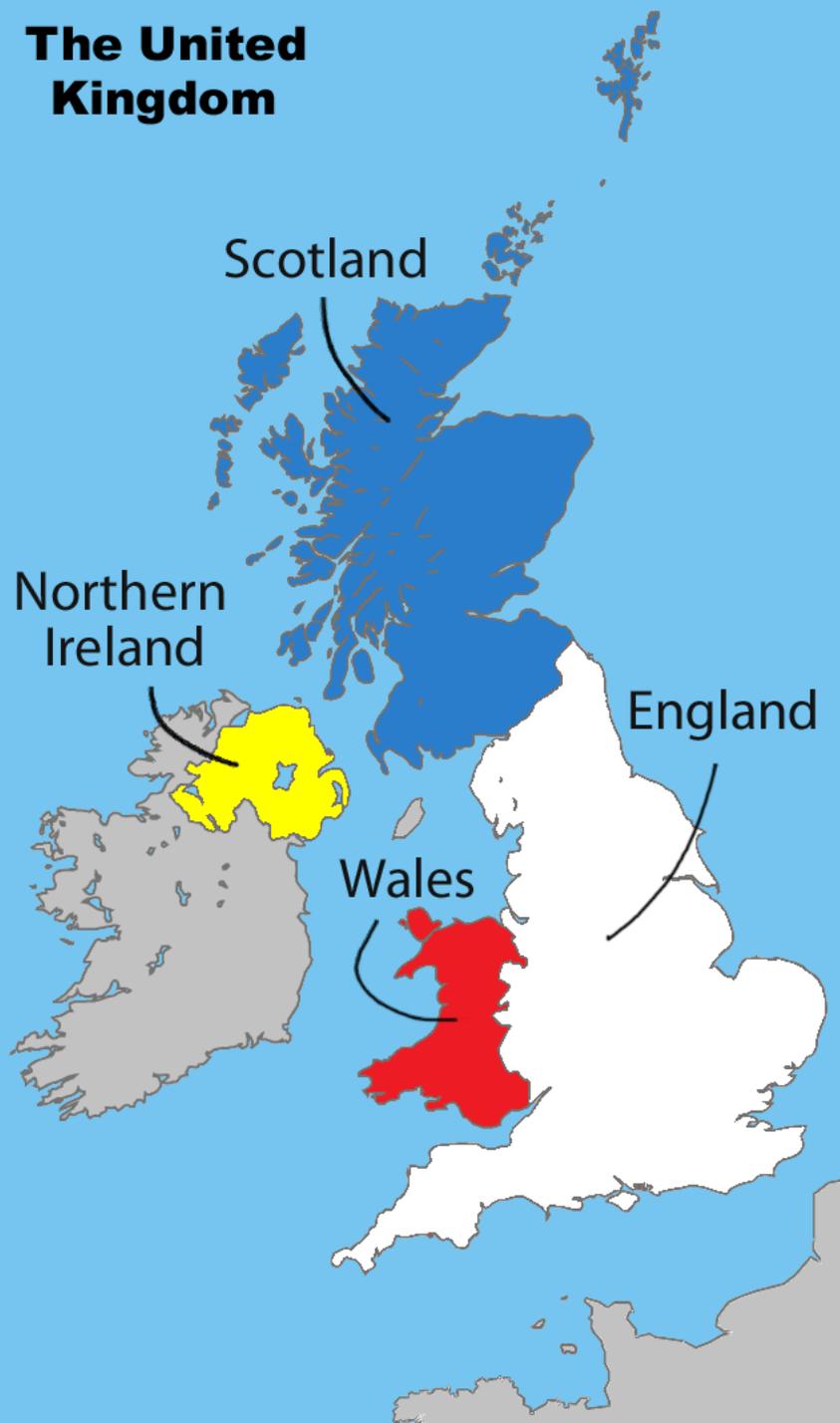
L.O. To refresh your phonics knowledge and apply it when writing sentences with unfamiliar words. (skills)

Phase 2 Sounds



My Phase 3 Sound Mat

The United Kingdom



Here are the four countries of the United Kingdom.



Click on the link below to follow the BBC Home Learning Literacy lesson:

[Simple Sounds Hunt](#)

Play the 'Simple Sounds' mini game on Small Town Superheroes. Use the yellow arrows to navigate to the 'Sally and Percy' section to find the 'Simple Sounds' game..

Activity 1 - Pick three sounds from the game above. Then go on a hunt around your home or garden and try finding objects that start with the same sound.

Activity 2 - Watch the video about the UK and write the names of the countries.

Activity 3 - Write a sentence about each country in the UK.

Day 2: Tuesday 12th May 2020

L.O. To identify and be able to use expanded noun phrases. (core and extension)

Noun = lake

Noun phrase = the lake

But what is an expanded noun phrase?

the beautiful lake
article + adjective + noun

Adjective

Word that describes a noun

color	size	shape	taste	smell	sound	texture
Pink	Gigantic	Round	Bitter	Stinky	Load	Rough
Red	Short	Square	Sour	Musty	quiet	Smooth
Green	Tall	Fat	Salty	Flowery		Fluffy
Blue	Huge	Triangular	Spicy			Bumpy
Black	Small		Sweet			prickly
dark	skinny					

The gigantic elephant stomped through the woods.

The pink flower swayed in the breeze.

I snuggled up with the fluffy blanket.

The salty French fries tasted so good.



A noun is a person, place, animal, or thing.

Person

girl boy
Mom Dad
Grandma
Grandpa
Mrs. Jones

Place

school
home
playground
ZOO

Animal

dog
bee
frog
COW
lizard

Thing

book
flower
shoe
pencil

Click on the link below to follow the BBC Home Learning Literacy lesson:

[To identify and be able to use expanded noun phrases.](#)

Watch the ‘Learn’ video clips to find out about noun phrases and adjectives.

Activity 1 - Highlight all the expanded noun phrases.

Activity 2 - Complete the Expanded Noun Phrases activity sheet by underlining the expanded noun phrase in each sentence. You can either print out the activity sheet or write the expanded noun phrases on a piece of paper.

Activity 3 - Complete the Under the Sea activity sheet. You need to improve the sentences by adding an expanded noun phrase to the words that are written in bold.

Day 2: Tuesday 12th May 2020

L.O. To be able to correctly use capital letters and full stops

(Skills)

Capital letter

T
The

finger spaces

went to


Sound out words

s-a-t



Use word bank



full stop



to the park.

Read the sentence

The dog went to the park.

Year 1
common exception words

a	I	school
are	is	she
ask	love	so
be	me	some
by	my	the
come	no	there
do	of	they
friend	once	to
full	one	today
go	our	was
has	pull	were
he	push	where
here	put	you
his	said	your
house	says	

Click on the link below to follow the BBC Home Learning Literacy lesson:

[To use capital letters and full stops when writing statements.](#)

Watch the video about about writing statement sentences.

Activity 1 - Write three statement sentences.

Activity 2 - Watch the video about Antarctica.

Activity 3 - Write a postcard to a friend or relation about visiting Antarctica.



Day 3: Wednesday 13th May 2020

L.O. To learn about the key features of a sentence and use them correctly in your writing (Core and extension)

4 Kinds of Sentences

Statement

- A *statement sentence* tells about something
- It ends with a .

Examples

I had a good time.

We ate pizza for lunch.

They went to the store.

Question

- A *question sentence* asks something.
- It ends with a ?

Examples

What is the rabbit eating?

When do we eat lunch?

How are you?

Command

- A *command sentence* tells someone to do something.
- It ends with a .

Examples

Please feed the dog.

Eat all your vegetables.

Do your chores after lunch.

Exclamation

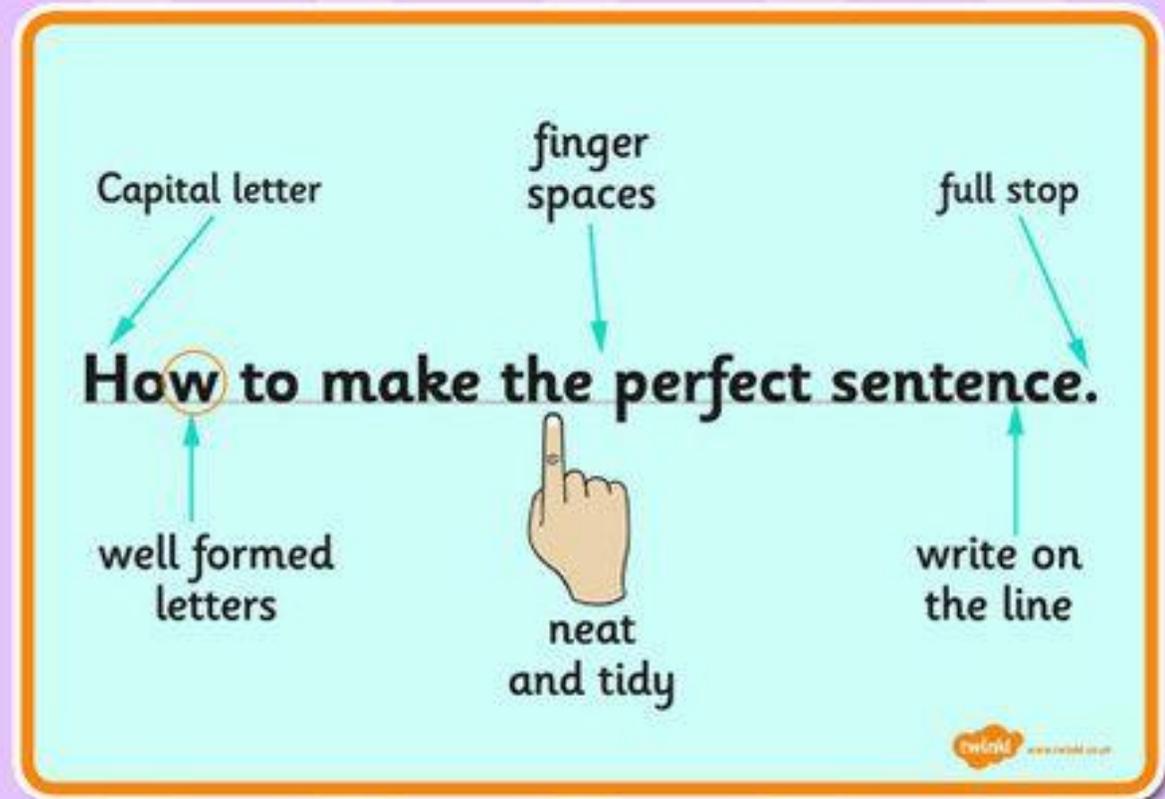
- An *exclamation sentence* shows strong feeling.
- It ends with a !

Examples

The dog ate my homework!

He fell off the chair!

I just won 100 dollars!



Click on the link below to follow the BBC Home Learning Literacy lesson:

[Learn about the key features of a sentence and use them correctly in your writing.](#)

Watch the ‘Learn’ video to find out about the key features of writing a good sentence. Watch the ‘Supermovers’ video to revise different types of punctuation.

Activity 1 - Put the sentences in the right order.

Activity 2 - Complete the activity sheet. You need to decide which punctuation mark goes at the end of each sentence.

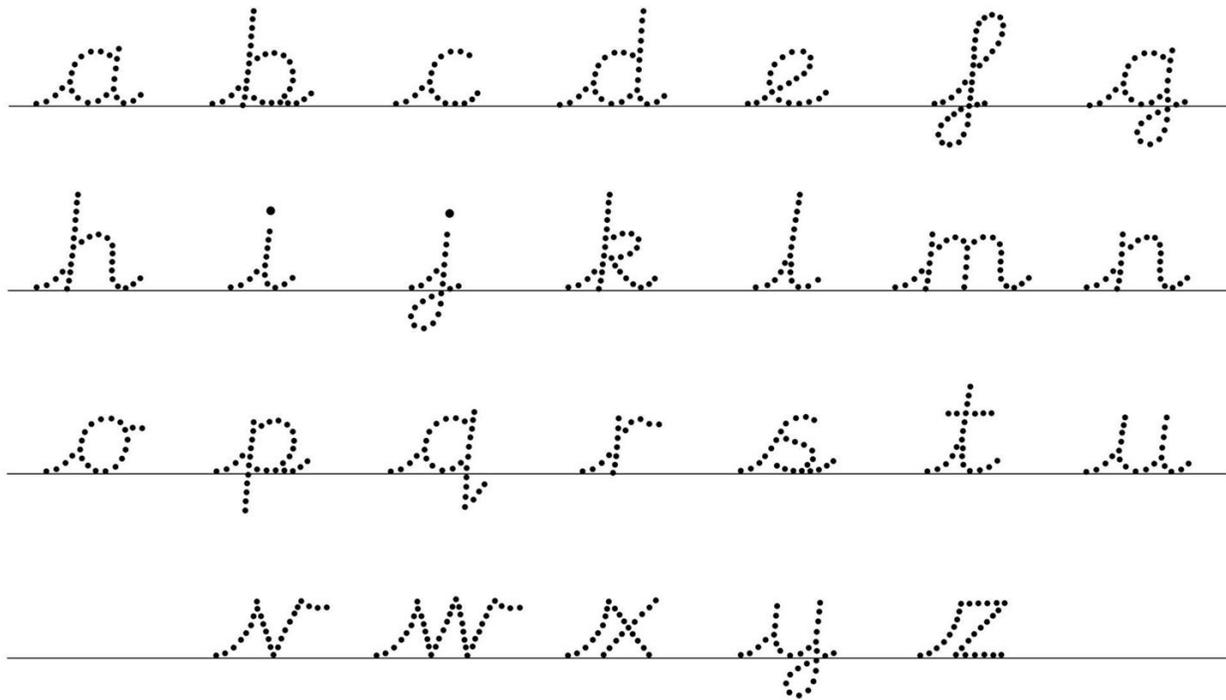
Activity 3 - Now have a go at writing Super Sentences of your own.

You can either print out the activity sheet or write your answers in your exercise book or on a piece of paper instead.

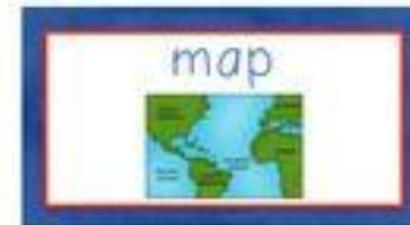
Day 3: Wednesday 13th May 2020

L.O. (skills) To correctly form long ladder letters and use them when writing short sentences.

Handwriting Worksheet: CCW Cursive Dotted 1 Alphabet with Baseline



© www.cursivewriting.org - Handwriting fonts and worksheets for schools



© 2015 Mrs. Jane Jones

Click on the link below to follow the BBC Home Learning Literacy lesson:
[To correctly form long ladder letters and use them in short sentences.](#)

Watch the 'Learn' video practice 'long ladder letters.'

Activity 1 - Practice handwriting with the letters: **l , i , t , j , u** and **y** in this activity.

Activity 2 - Take a look around your home and see how many items you can spot that begin with long ladder letters.

Activity 3 - Watch the video about **Christopher Columbus** and write three sentences about him using your best handwriting!

Day 4: Thursday 14th May 2020

L.O. to write about and give reasons for your opinion (Skills, core and extension)



Click on the link below to watch a video clip for a 'Quick Fire Write' [Do YOU get enough PLAYTIME? | The Quick-Fire Write KS2](#)

Watch the video and think about your own opinions about playtime.

1 Do children need playtime and why?

2 How much playtime do you have at school and how do you spend it?

3 How could playtime be better in your school?

4 How can you make playtime more educational?

This task comes from the Lit Film Fest website:

<https://litfilmfest.com/resources/the-quick-fire-write-ks2/>

Click here to see some *examples from week 1* which was about homeschooling.

Your task is to answer the four questions, giving your opinions and reasons for your opinions. Use the opinion sentences starters and don't forget to use 'because' when you explain your answers.

Core and Extension: Each answer should be about 50 words long (200 words in total).

Skills: Write a sentence to answer each question. Can you use '*because*' to explain?

Please email a photo or word document of your finished (edited) writing to: learning@wembleyprimary.brent.sch.uk

We can submit your writing to the Lit Film Fest website! It may be published!

Day 5: Friday 15th May 2020

L.O. To learn about summarising information and explaining your opinion about a character. (core and extension).



You will be using summarising and evaluation skills today. Try using the stems.

Summarising

The most important ideas are ...

The book was about ...

This chapter was about ...

This part was about ...

Evaluating

Language

The *phrase/word* works well...

I like the way the author uses ... it makes me think of ...

This sentence has high impact...

Click on the link below to follow the BBC Home Learning Literacy lesson:

[Learn about summarising information and explaining your opinion about a character.](#)

Listen to 'Dindy and Elephant' extract 1 & 2. Think about the questions.

Activity 1 - Read **extract 1** and fill the information table about what Pog says and what he does.

Activity 2 - Read **extract 2** and write a paragraph describing what you felt about this part of the story.

Activity 3 - Re-read both parts and write a paragraph explaining which character you preferred and why.

Day 5: Friday 15th May 2020

L.O. to learn about getting information from the text, explaining what words mean and writing as a character. (skills).



Click on the link below to follow the BBC Home Learning Literacy lesson:

[learn about getting information from the text, explaining what words mean and writing as a character.](#)

Listen to Extracts 1 & 2 of 'Cyril and Pat' and think about the questions.

Activity 1 - Read **extract 1** and write down your answers to the questions.

Activity 2 - Read **extract 2** and write down your answers to the questions.

Activity 3 - Imagine you are Cyril and write two sentences about your feelings. Then do the same for Pat.