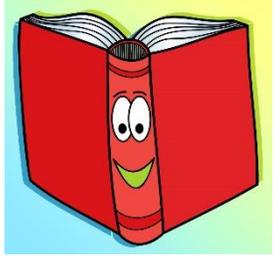




Year 3: Literacy Summer term

2 week 4



Everyday you should....

Read for 15 minutes each day 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!



Handwriting practise

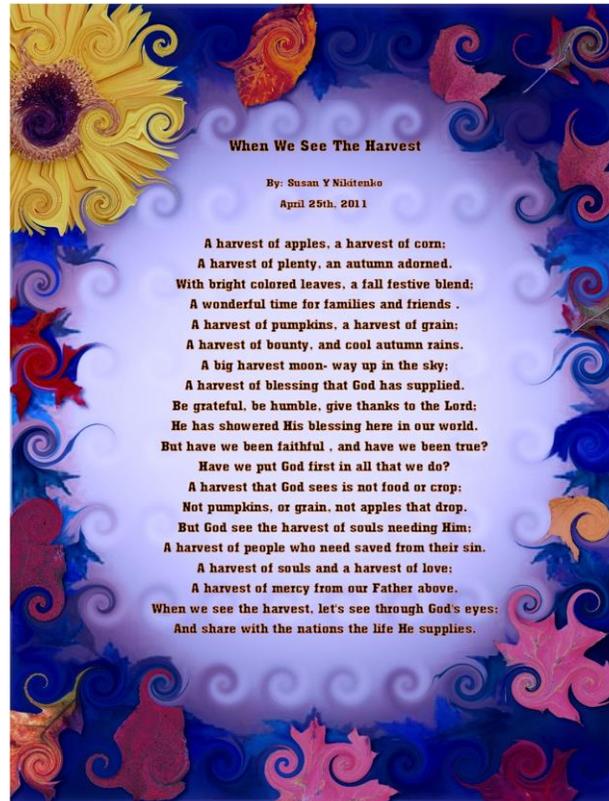
There is a handwriting practise sheet on one of the slide for your child to copy.

Spelling test

Can you please ask your child to practise the 10 spellings which are on the last slide of the PowerPoint and test them at some point towards the end of the week.

Day 1: Monday 22nd June 2020

L.O: To revise how to write a poem and create one of your own. (Core and Extension)



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

[To revise how to write a poem and create one of your own.](#)

Watch this short clip to learn about what to include when you write a **poem**.

Activity 1 - Complete the 'How to write a poem' quiz. Can you get all four right?

Activity 2 - Complete this activity sheet. You need to read the poem 'Silver' by Walter de la Mare and answer the questions that follow.

Activity 3 - Imagine you are standing in your garden, or looking out of the window, in the middle of the night. Write six **descriptive** sentences about what you can **see**, **hear** and **feel** around you.

Day 1: Monday 22nd June 2020

L.O: To be able to read and write words by sounding out the graphemes. (skills)



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

[To be able to read and write words by sounding out the graphemes.](https://www.bbc.co.uk/bitesize/articles/zdb3trd)

<https://www.bbc.co.uk/bitesize/articles/zdb3trd>

Click on the box below and play **Small Town Superheroes**. Go to the '**Sally and Percy**' section and explore all the sounds under the '**Simple sounds**' mini game.

Activity 1 - Let's sound out some words

Activity 2 - Let's sound out some words

Activity 3 - Using phonics to finish words



Day 2: Tuesday 23rd June 2020

L.O. To understand what onomatopoeia is and use it to create a sound poem.(core and extension)



Click on the link below to follow the BBC Home Learning Literacy lesson:
[To understand what onomatopoeia is and use it to create a sound poem](#)

Watch this short clip to see some examples of onomatopoeia.

Activity 1 - Complete the task by matching the **onomatopoeia** (sound words) with the scenes you would hear them in.

Activity 2 - Write down a list of all the **onomatopoeia** words you might hear in a zoo and what is making those noises.

Activity 3 - Now write your own **onomatopoeia** poem using the ideas you came up with in Activity 2.

Day 2: Tuesday 23rd June 2020

L.O. To identify the days of the week as proper nouns and use them in sentences. (Skills)



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

[To be able to identify the days of the week as proper nouns and use them in sentences.](#)

Watch the video below to find out about proper nouns and days of the week.

Activity 1 – Let's use capital letters.

Activity 2 – Let's write about other people.

Activity 3 - Days of the week in sentences

Day 3: Wednesday 24th June 2020

L.O: To explore what nonsense poetry is and try writing your own nonsense poem. (Core and extension)



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

[To explore what nonsense poetry is and try writing your own nonsense poem](#)

Watch the following clip of the poet **Spike Milligan** performing his famous **nonsense poem** called 'On the Ning Nang Nong'.

Activity 1 – Watch the clip again - Which nonsense word is your favourite and why?

Activity 2 - You are going to write your own **nonsense poem** but first you need to create some of your own nonsense words and phrases.

Activity 3 - Now write your **nonsense poem** using some of the nonsense words you created in Activity 2.

Day 3: Wednesday 24th June 2020

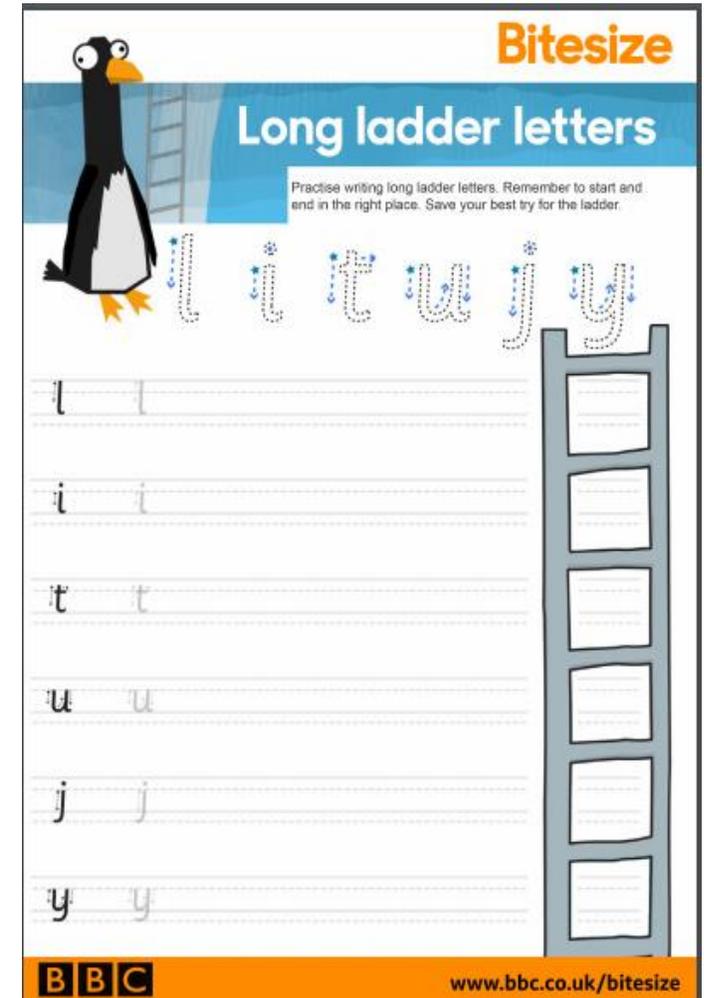
L.O: To correctly form long ladder letters and use them in your writing. (skills)

Ladder letters are the letters: **l, t, u, y, i and j.**

Activity 1: Let's write long ladder letters

Try practising your letter formation by clicking on the link and completing the worksheet. (also in this week's **Literacy worksheet** document on our website.

If you're not able to print the sheet, just use a piece of paper and write each letter six times.



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

Watch this short video below to find out more - Long ladder letters are the letters: l, t, u, y, i and j.

Activity 1 - Let's write long ladder letters.

Activity 2 – Let's get sporty.

Activity 3 - Write a postcard to a sports person.

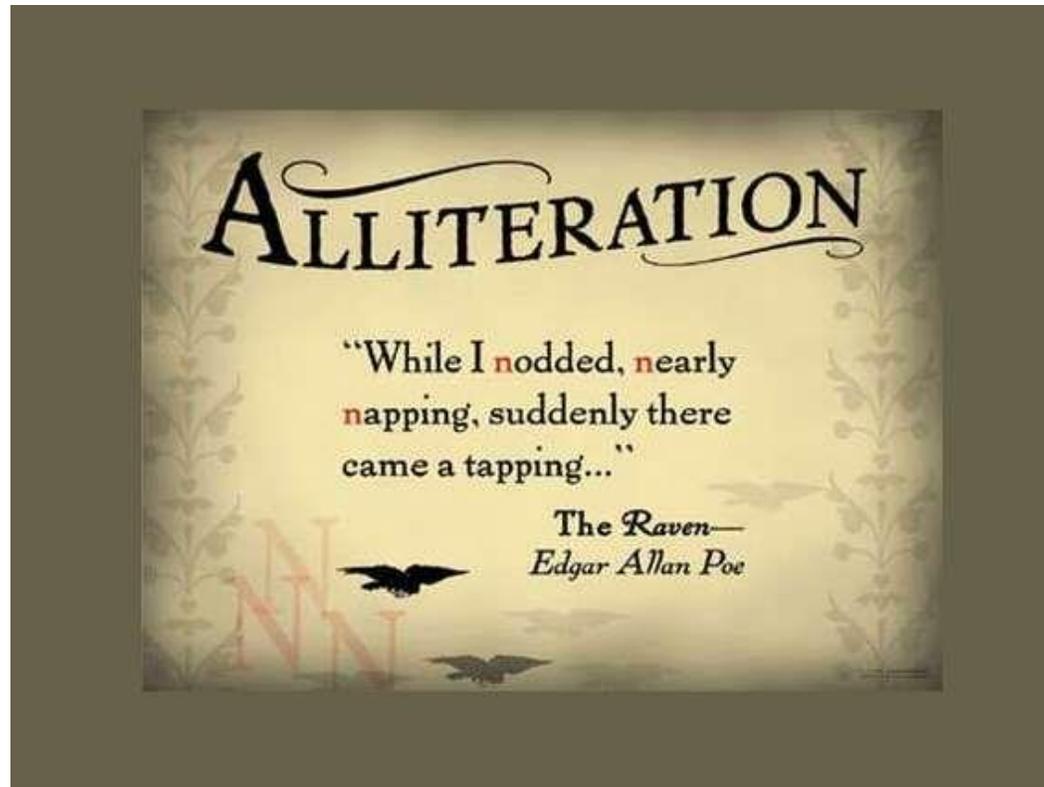


Day 4: Thursday 25th June 2020

L.O: To understand what alliteration is and use it to create a poem. (Core and extension)

Alliteration is when words close together **start** with the **same sound**.

For example: Sammy the slippery snake went sliding by.



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

[To understand what alliteration is and use it to create a poem](#)

Watch the short clip to hear more examples of **alliteration**.

Activity 1 - Complete the **alliteration** activity using the words provided.

Activity 2 - You are going to write your own tongue twister using **alliteration**. **Activity 3** - Write your own tongue twister using the words from your list.



Day 4: Thursday 25th June 2020

L.O: To identify describing words (adjectives) and use them in your writing.(skills).

Amazing ADJECTIVES



Feelings

- angry
- annoyed
- anxious
- arrogant
- ashamed
- bored
- clumsy
- confused
- creepy
- cruel
- depressed
- disgusting
- embarrassed
- envious
- fierce
- foolish
- grumpy
- hungry
- jealous
- lazy
- lonely
- mysterious
- nervous
- thoughtless

People

- adorable
- aggressive
- annoying
- beautiful
- clumsy
- confident
- considerate
- excitable
- firm
- glamorous
- grumpy
- helpful
- handsome
- important
- kind
- moody
- pretty
- talented
- thoughtful
- thoughtless

Noise

- blaring
- calm
- deafening
- gentle
- loud
- noisy
- peaceful
- relaxed
- restful
- silent
- still
- tranquil
- quiet

Size

- big
- fat
- gigantic
- great
- high
- huge
- immense
- large
- little
- mammoth
- massive
- miniature
- petite
- short
- skinny
- small
- tall
- tiny
- wide

Feelings

- agreeable
- amused
- brave
- charming
- cheerful
- courageous
- delightful
- determined
- eager
- energetic
- enthusiastic
- friendly
- gentle
- happy
- helpful
- jolly
- lively
- perfect
- pleasant
- proud
- relieved
- successful
- thoughtful

Describing words are also known as **adjectives**. They describe nouns (the names of things or places).

You can use lots of describing words when describing things. For example:

My sister is funny and kind.

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

[To identify describing words \(adjectives\) and use them in your writing](#)

Watch the short video to find out more about adjectives.

Activity 1 - Let's describe

Activity 2 - Let's describe what we see.

Activity 3 - Let's advertise



Day 5: Friday 26th June 2020

L.O: Learn how to find information in a text and write creatively. (core and extension).



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

[Learn how to find information in a text and write creatively.](#)

Watch David Walliams, the author of *Slime* read an extract from the book.

Activity 1 – Read the extract and complete the table.

Activity 2 - Read or watch extract 2 again. The writer shows us and tells us that Ned is really shocked that what he has created in the bath tub can speak. Skim and scan through the second extract and find at least three pieces of evidence that show how shocked or surprised Ned is. You can write down your ideas, copy examples from the extracts or draw the evidence that shows Ned was shocked.

Activity 3 - Read or watch the second extract. Ned learns that the slime is offering him infinite number of wishes. We wonder what Ned will wish for.

Extract 1

The little ISLE OF MULCH was home to less than a thousand people, 999 to be precise. I told you it was less than a thousand. One of these 999 people was a boy named Ned. 'Ned' wasn't short for anything - he was just called Ned. Ned was eleven years old. He'd been born on MULCH and, like most islanders, had never left.

To say Ned was an ordinary boy would be wrong. He wasn't ORDINARY – he was extraordinary. Ned had been born with legs that didn't work. He couldn't walk at all, so was found a battered old rusty wheelchair and he learned to use it. The boy could often be seen whizzing around the island, doing stunts and wheelies to delight his friends.

'I got the ZOOMIES!' he would cry as he whizzed past.

Home for Ned was a tiny weather-beaten old cottage. The cottage perched on the edge of a cliff overlooking the raging sea that surrounded the island.

From dawn until dusk, Ned's mother and father were out of the house at work. Dad was a fisherman, so was away at sea all day on his fishing boat. Mum sold the fish dad caught at the island's market. The only fish you could catch around the ISLE OF MULCH were called shoe fish. They were fish shaped like shoes.

They tasted like shoes too. The overriding flavour was foot sweat. But the locals became used to the taste, disgusting though it was. They had no choice.

Needless to say, both Ned's parents absolutely STANK of fish. But Ned didn't see or even smell much of them as the pair were always working.

Instead, the boy was left at home alone with his older sister. Jemima resented Ned deeply. She might have been the older one, but it was her younger brother who got all the attention.

Extract 2

Bobby Blob

What the boy had done that day changed the course of history. In mixing together a thousand different jars of gunk, Ned had created a brand-new matter. SLIME.

The world would never be the same again. This was big. Bigger than big. Bigger than biggest. HUGE-A-MONGOUS! As Ned stayed deadly still, the slime began spinning round and round him. WHIZZ!

It was a tornado of slime. A SLIMEADO!

NO! thought Ned. I am going to be slimed to death. He shut his eyes tight, and cried, 'ARGH!'

Then the most amazing thing happened. The whirling tube of slime spun up over his head and slapped against the ceiling. SQUELCH!

Then it began oozing downwards towards the boy. As it did, it began to take shape. Not human shape exactly. More like a blob on top of a blob on top of a blob. A huge, slimy upside-down face was staring right back at Ned. 'Good morning!' it boomed.

The boy's eyes darted around the bathroom. There was no one else there. This thing was talking to him. 'I said, 'Good morning!'' it repeated.

For something made of slime it had a surprisingly posh voice. As if it were royal. Which seemed highly unlikely. Last time I checked, the royal family did not have a member who was made entirely of slime. 'W-w-who are you?' stammered Ned. The boy was trembling with fear.

'I am anything you want me to be,' replied the thing. With that, the blob of slime squelched upside down across the ceiling. SQUELCH! SQUELCH! SQUELCH!

Next, it made its way down the wall, its slimy bottom acting like a suction pad against it. SQUELCH! SQUELCH! SQUELCH!

Eventually the thing was standing on the floor of the bathroom, peering down at Ned. 'Now, boy, tell me what you wish me to be.' 'Is this like Aladdin?' asked Ned excitedly.

'Is what like Aladdin?'

'Well like rubbing the lamp and a genie coming out, and the genie giving you three wishes?' The slime looked lost in thought for a moment before replying. 'No. There is no lamp. I am not a genie. And there aren't three wishes.'

'Oh,' replied Ned. 'There are infinite wishes!' 'That's a lot, isn't it?'

'It's infinite, so, yes, I suppose it is. Unless it was infinite and one, which would be silly.'

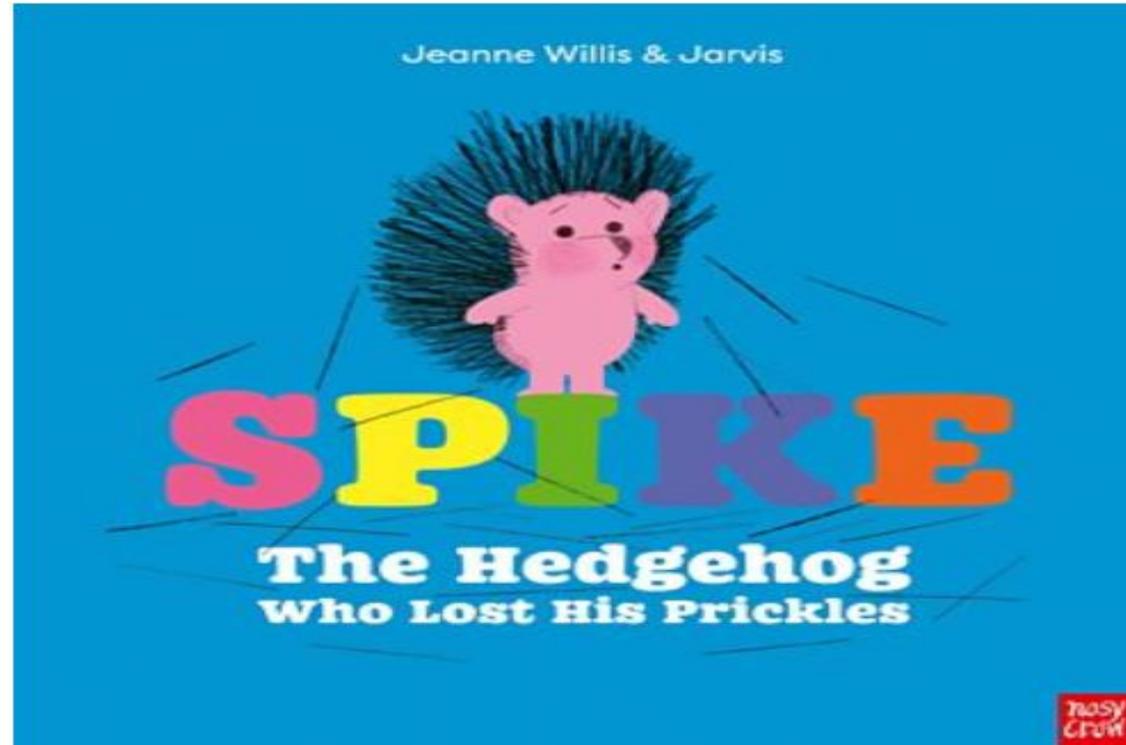
'Cool!' exclaimed Ned.

'So, boy, what do you wish me to be?'



Day 5: Friday 26th June 2020

L.O: Learn how to find information and use your imagination. (Skills)



Spike, a little hedgehog, has always had impressive prickles. But one morning, after a particularly scary dream, he wakes up completely bare! Illustrated by Jarvis. Published by Nosy Crow.

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

[Learn how to find information and use your imagination](#)

Watch TV presenter Naomi Wilkinson read an extract from *Spike: The Hedgehog Who Lost His Prickles*.

Activity 1 - Have a look at some of the events from the story and talk about how Spike might have felt when each event happened.

Activity 2 - Read or watch the second extract again. Number these events 1-5 in the order that they happened in the story. Number 1 has been done for you.

Activity 3 - Put yourself in Spike's shoes - what will he do if it happened again?

Spike: The Hedgehog Who Lost His Prickles

<https://www.bbc.co.uk/bitesize/articles/z9d4f82>

Spike the hedgehog wakes up one morning without his prickles - he is completely bare! He tries lots of different ways to cover himself up as he is so embarrassed - a frilly paper lampshade, a plate and even a sock. In the end, the balloons save the day. Will he get his prickles back?

Watch TV presenter Naomi Wilkinson read an extract from *Spike: The Hedgehog Who Lost His Prickles*.

Think about the following:

- *What happens to the sock?*
- *Do you think that Weasel is kind to Spike?*
- *What does Spike find attached to Mole's door?*
- *What do you think will happen next?*



Watch Naomi Wilkinson read an extract from 'Spike: The Hedgehog Who Lost His Prickles' by Jeanne Willis.

Activity 1:

Read the two extracts below, then have a go at the activities that follow.

Extract 1

But to his great dismay... the sock unravelled on a thorn.

'You're all bare,' teased Weasel

'as the day that you were born!'

'Oh, please don't tease me Weasel!' little Spike said with a sigh.

'I don't know why I have no prickles and it makes me shy.'

But Weasel said, 'You'll freeze!

A chilly breeze is in the air.

'You'll catch a cold and sneeze. So please put on some underwear!'

Spike went red and off he fled. He had no pants or vest.

He really missed his prickles and felt badly underdressed.

And just when he believed he couldn't bear it any more... he saw balloons! A great big bunch!

Attached to Mole's front door. Spike grabbed the string.

'They're just the thing to cover me,' he said.

And he wound balloons around himself from tiny toe to head.

'The height of fashion!' Squirrel said.

'So colourful and round!'

Activity 1:

Read or watch both extracts again. <https://www.bbc.co.uk/bitesize/articles/z9d4f82>

Lots of different things happen in these extracts. Spike must have felt different feelings at these different times.

Have a look at some of the events from the story and talk about how Spike might have felt when each event happened.

Try to write two examples of how Spike felt for each event. You could use an online thesaurus to help you too.

When This Happened...	Spike Felt...
When the sock unravelled...	
When Weasel teased Spike and he ran off...	
When Spike saw the balloons...	
When Spike was floating across the world...	
When Spike realised that his prickles were back...	

Activity 2:

Read the two extracts below, then have a go at the activities that follow.

Extract 2

As everyone admired him, Spike lifted off the ground! He drifted, shifted by the wind, and floated out of sight...

The sun went down. Away he blew into the moonlit night. Over snowy mountains where the wild grey wolves all howl... Over steamy jungles where the roaring tigers prowl. Twice around the world he went. He thought he'd never stop. Then he saw his home! He waved.

And his balloons went ...POP! He dropped down to the mossy ground and landed ... with a thud. The burst balloons, in tatters, Scattered round him in the mud.

'Spike's not bare!' his friends declared.

'He's sharper than a tack!'

'I popped all my balloons!' whooped Spike. 'My prickles have grown back!'

So Badger threw a party for him - everybody came! Prickly Spike no longer had to hang his head in shame.

And even when he turned to leave, His friends were very kind, pretending not to see the... cupcake stuck to his behind!

Activity 2:

Read or watch the second extract again.

Number these events 1-5 in the order that they happened in the story. Number 1 has been done for you.

Event	Number
Badger threw a party for everyone	
Nobody told Spike that he had a cupcake stuck to him	
Spike travelled around the world twice	1
The balloons popped	
Spike realised that his prickles had grown back	

Activity 3:

Read or watch both extracts again and think about what has happened.

Spike wakes up one morning and his prickles are gone. He tries lots of different things like a frilly paper lampshade, a plate and even a sock to cover himself up. In the end, the balloons save the day.

Put yourself in Spike's shoes - what will he do if it happened again?

Design something for Spike to have to wear or use just in case he loses his prickles again. You can draw it and then label it. You might even be able to write some sentences to describe your design.

Have fun and be creative!

Handwriting practise

Firework Night

by Enid Blyton

BANG!

What's that?

Bang-Bang! Oh, Hark,

The guns are shooting in the dark!

Little guns and big ones too,

Bang-bang-bang!

What shall I do?

Mistress, Master, hear me yelp,

I'm out-of-doors, I want your help.

Let me in - oh, LET ME IN

Before those fireworks begin

To shoot again - I can't bear that;

My tail is down, my ears are flat,

I'm trembling here outside the door,

Oh, don't you love me anymore?

BANG!

Spellings

Skills

is

his

has

I

you

your

they

be

me

she

we

Core

breath

build

busy

business

calendar

caught

centre

century

certain

Extension

sentence

separate

special

straight

strange

strength

recent

regular

reign

remember