English

Week beginning 1st June 2020
If you are sending your child into school, we will be doing Monday and Tuesday’s writing work, from the suggested timetable, in school with them.

Therefore, on the three days your child is at home, please only complete the reading, spelling and handwriting. This might differ from the suggested timetable but will help avoid overlap with what is covered at school and at home.
We feel it is really important to let children know what the learning objective for each activity so that they know what the focus is. At the top of each slide you will see each day’s learning objective, as well as the success criteria (the steps needed to reach the learning objective).

Please read through these with your child before you start each day 😊
Monday:
L.O. To create a fantasy story opener.
- I can use my Phonics to spell.
- I can include appropriate adjectives.

Please watch the first minute of this video. This will be the setting of our story:
https://www.youtube.com/watch?v=jATVgJ_grys

Today we are coming up with adjectives to describe a setting. A setting is where the story is taking place.

Write down three adjectives onto post it notes or pieces of paper that describe the castle, as this is where our story is happening. As a challenge, see if you can describe how it feels. Don’t forget your pre-cursive handwriting! For example:

dark

cold

haunted

Please keep the three post it notes safe, ready for tomorrow’s lesson.
Please re-watch the first minute of this video: https://www.youtube.com/watch?v=jATVgJ_grys

A fantasy story opener usually includes three things:

- Where it takes place (the general location)
- A fairy tale-style opening. Could also include ‘Far, far away’ or ‘Long ago’
- Three adjectives describing the exact place.

Once upon a time, on a cold, isolated mountain, was a dark, spooky and mysterious castle.

(this is the part you did yesterday)
Tuesday:
L.O. To create a story opener.

Today we shall be writing down the different parts of the sentence onto post it notes, before writing it out properly.

1. Write your fairy tale-style opening.
   - Far, far away

2. Write the general location and adjectives.
   - Forest
   - Dark
   - Shadowy

3. Write the exact location and up to three adjectives.
   - Castle
   - Mysterious
   - Cold
   - Lonely

- I can include capital letters, finger spaces and full stops.
- I can form my letters correctly.
- I can include creative descriptions.

(this is the part you did yesterday)
Tuesday:
L.O. To create a story opener.

- I can include capital letters, finger spaces and full stops.
- I can form my letters correctly.
- I can include creative descriptions.

Have a go at playing around with the order. You might want to swap adjectives over.

1. Write your fairy tale-style opening.

   Far, far away

2. Write the general location and adjectives.

   forest
   lonely
   cold

3. Write the exact location and up to three adjectives.

   mysterious
   shadowy
   dark
   castle
Tuesday:
L.O. To create a story opener.

- I can include capital letters, finger spaces and full stops.
- I can form my letters correctly.
- I can include creative descriptions.

It is now time to begin putting your full sentence together. Have a think about any words that may be missed out, like, ‘in a’ or ‘there was a’.

Write your sentence out as neatly as possible, remembering to include our non-negotiables below.

As a challenge, see if you can write a second sentence describing who lived at the castle (the characters).

Don’t forget our non-negotiables!

- Capital letters
- Finger spaces
- Full stops
- Pre-cursive
Wednesday:
L.O. To practise writing tricky words.

Pick one of the lists below and see if you can find all of these tricky words in your books. If you find the word more than once, remember to tally it:

<table>
<thead>
<tr>
<th>Green</th>
<th>Amber</th>
<th>Red</th>
</tr>
</thead>
<tbody>
<tr>
<td>her</td>
<td>said</td>
<td>Mrs</td>
</tr>
<tr>
<td>was</td>
<td>were</td>
<td>Mr</td>
</tr>
<tr>
<td>you</td>
<td>little</td>
<td>could</td>
</tr>
<tr>
<td>all</td>
<td>what</td>
<td>I’m</td>
</tr>
<tr>
<td>they</td>
<td>when</td>
<td>their</td>
</tr>
</tbody>
</table>
Thursday:
L.O. To practise my spellings.

Practise today’s spellings. You can practise them in your handwriting book, on your whiteboard, or in a completely different, creative way!

Please don’t forget to form your letters correctly!
Practise your spellings in your handwriting book.

Here is an example of how to form the letters on the lines. We call this pre-cursive writing with a lead in to each letter:

Friday:
L.O. To practise my handwriting.

- I can write my letters on the right lines.
- I can include a lead in to each letter.
- All my letters are the same size.