



Year 3

Isolation Pack

English Week 1

Message

Welcome to your English isolation learning pack.

These activities are only a suggestion of what you could complete in one day. You might want to do all the fun starter activities in one go or just focus on the writing or reading tasks at first. Some of the activities might take you more than one day to complete.

Each task can be done without a printer but there are extra activities for you to print out if you can. You can write the questions and tasks out from the computer onto paper; this will help other family members have access to the technology you are currently using to view this.

Good luck and stay well!

Miss Thorn, Miss Driver, Ms Akyildiz,
Mrs Paton and Miss Bosworth

Daily Reading

We would like to encourage you to read every day for at least 20 minutes whilst you're isolating. You can read quietly to yourself or out loud to a member of your family. You could create your own reading log to keep track of the reading you're doing. Your reading-log could be set out like this:

You could make a simple one using A4 paper folded in half and stapled down the spine to form a book. Decorate the front cover of your log with a picture of your favourite book cover.

Website Links

<https://spellingframe.co.uk/> - A free spelling game using words from the KS2 National Curriculum for spelling.

<http://www.ictgames.com/mobilePage/spookySpellings/index.html> - this spelling game uses words listed in the National Curriculum as being 'Common Exception Words' or tricky words.

<http://www.scootle.edu.au/ec/viewing/L6186/L6186/index.html> - A game to help you to practise using nouns and adjectives

http://www.ictgames.com/mobilePage/lc_wc/index.html - A spelling site where you can test yourself on high frequency words, spelling patterns, tricky words or enter your own spelling words.

Reading Comprehension

There are three reading comprehensions for you to have a go at.

If you can it's probably easier to print these off so you can read from the paper and write your answers on the sheet. But you can also read them on screen and just write your answers on paper.

The first comprehension is called **George the giant tortoise** and is all about.... A tortoise called George!

The second one is a non-fiction piece all about sharks. It's called **Shark infested facts.**

Finally you have a poem to look at called **Bed in summer**

You could just choose one to do over the week or you might want to have a go at all three. Read the text first and then write your answers either on the sheet or on paper.

Spelling

Please practise your spellings whilst you are at home. You will have 10 that you have been given in the last week or two. If it's near the time when you would have been tested on them, perhaps an adult could do this for you. If not just test yourself! You could then choose 10 more spellings that you would like to work on from the high frequency word banks that were sent home.

Top tips for learning your spellings:

- Use each word in a silly sentence. The sillier the sentence, the more memorable.
- Underline the spelling word in each sentence. Write a sentence or short paragraph that contains every single one of your words.
- Write each word and incorporate it into a silly picture. For example, if one of the words is 'thumb' draw a hand with the word itself instead of the thumb.
- Make a mini-dictionary. Sort the words into alphabetical order then write them out with a definition next to each one.
- Paint your words onto paper, write them in water with a big brush onto the outside wall of the house, or write them on the ground with coloured chalks.
- Ask someone to write your words as anagrams (mixing up the letters). Can you work out which one is which?

Lesson One

Starter Activity: said

Write down 6 words which mean '**said**'. Use an online thesaurus to help, and copy them down in alphabetical order. Try and choose different ones, i.e. ones that you might use if a character was upset, or angry, nervous or happy etc.

Once you've got them on paper, try to put them in a different order depending on how they sound, in terms of the emotion that is needed or felt.

For example, **whispered** and **shouted** could both be used instead of **said** but you would be feeling very differently if you spoke in those ways.

Writing Activity: Story planning

The day a gorilla came to school

Just imagine! What would it be like if a gorilla arrived at school one day? How would you feel?

Today you are going to plan your story, tomorrow you will have a go at writing it.

Start by spending some time thinking about what might happen if a gorilla came to school. Think about these questions. If there is an adult to help you, talk to them about it. If you're working alone spend some time thinking it through.

Think about some of these questions.

- How did the gorilla come to school?
- Is it a normal or magical gorilla?
- What does it do at school?
- What problems does it cause?
- Do things end well?

Plan out your story by thinking about the beginning, middle and end. You could draw out the main bits that happen in each part or write notes. Remind you are not writing the whole story today, just getting your ideas together so you don't need to write too much.

You could draw a story plan like this below to put your ideas into:

Beginning	Middle	Ending
<p>Think about/answer these questions to help you with your plan:</p> <ul style="list-style-type: none">* What was happening before the gorilla arrived?* Where does the gorilla come from?<ul style="list-style-type: none">* What does it look like?* How do the children/teachers feel and react when they see it?* What does the gorilla do first?	<p>Think about/answer these questions to help you with your plan:</p> <p>What does the gorilla get up to?</p> <ul style="list-style-type: none">• What do the children find out about the gorilla?• What is the problem in the story?<ul style="list-style-type: none">- what problems does the gorilla cause? Or does it want to go home? Good stories have some sort of problem in them.	<p>Think about/answer these questions to help you with your plan:</p> <p>How do the problems get resolved?</p>

Lesson Two

Starter Activity: word bank

Create a word bank to help you with your story writing.

Come up with some interesting adjectives to describe the gorilla. Some verbs to describe what it and others do, and some adverbs you might use to describe how these things happen.

E.g.:

Adjectives - these describe the noun (the person, place or thing)

enormous
magical
wonderful
hairy

Interesting verbs – These describe what is happening, the action.

stomped
climbed

Adverbs – These describe when, where or how the verb happened.

quietly
cautiously
loudly

Writing Activity: Writing your story

Now it's time to write your story.

Look back over your plan and check you are clear what is going to happen at different points in the story.

Use your word bank to help you write descriptively.

Try to remember to:

Use interesting words

Include detail about how the gorilla and people are feeling, not just listing what happens.

Try and start your sentences in different ways, e.g. not always starting with 'then'.

Use capital letters and full stops in your writing so it is easy to read.

Keep rereading what you have written to check it makes sense and is interesting for the reader.

You could write your story on paper, type on a computer or even say it out loud and record it.

Lesson Three

Starter Activity: Boggle

BOGGLE

M	A	P	O
E	T	E	R
D	E	N	I
L	D	H	C

How many words can you make using these letters?

Write a list of all the words that you can make. The letters don't have to be next to each other but you can only use each letter once in the word.

Writing Activity: The one for all

Watch this short film: <https://www.literacyshed.com/beans.html>

When you have watched it a few times you are going to write Geoff's story. You could either write it as Geoff or as an outside writing about him. Try and include as much detail as you can.



Use the pictures above as story prompts. They are from some key moments from the film. Try and include detail of these parts of the story.

When you have finished see if you can tell the story to someone you live with.

Lesson Four

Starter Activity: Improve sentences

Improve these sentences by changing the verbs, adding adjectives and adverbs and adding more detail.

The snail went along the wall.

A boy walked to school.

Two dogs were at the park.

I ran along the track.

The tree was in the park.

Writing Focus: Poetry

Listen to some of these poems performed by Michael Rosen:

The car trip: <https://www.youtube.com/watch?v=Y45ROk22ajI>

The babysitter: <https://www.michaelrosen.co.uk/hypnotiser/>

Strict: <https://www.michaelrosen.co.uk/hypnotiser/>

Fridge: <https://www.michaelrosen.co.uk/hypnotiser/>

What do you think of them?

Write about your favourite. Make sure you include details about why you like that particular one best.

Lesson Five

Starter Activity: word types

Read these sentences below. Underline the nouns in blue, the adjectives in red, the verbs in green and the adverbs in orange.

E.g.:

Quietly, the small mouse crept towards the fridge.

- 1) The curious cat climbed up high on the kitchen table.
- 2) On Wednesday, the excited children got ready for their PE lesson quickly.
- 3) Three children played with a new football in the park noisily.

Now see if you can write some of your own!

Writing Focus: Write a letter

Write a letter to your teacher to tell them how you are and what you have been up to at home. You could write this on paper or on the computer. You could even email it to them so they can see how you are getting on.

Try and include details about:

- how you and your family are feeling
- who is looking after you at home
- the work that you have been doing and which bits you have enjoyed
- describe what you are missing at school
- a message to your teacher that can be read out to your class mates