



Home Learning

Literacy: Week 1

Monday: Can I use descriptive language?

Giant Tennis



It was the greatest match the world had ever seen! The boy's colossal legs waded through the water, sending shockwaves through the city engulfed in shadow. With a loud grunt, the enormous child lunged towards the sun, ready to take the shot...

... Over to you. Continue the description / story from this point.

Start your sentence with:

- A verb
- An adjective
- An adverb
- A fronted adverbial

Include sentences that contain:

- A relative clause (The boy, who was nine, worked hard.)
- A modal verb (could, should, would, may, will, might, can)
- Punctuation for effect
- Brackets
- FOUR words ONLY

Write a sentence that describes what the boy:

- Hears
- Smells
- Feels (physically – ie; energetic)
- Feels (physically in his body – ie: butterflies, sweaty palms, heart racing)
- Feels (emotionally – ie; curious)

D.A.D.W.A.V.E.R.S:

- Description
- Action
- Dialogue
- Where
- Adverb
- Verb
- Estimation of time
- Rhetorical Question
- Simile

D.A.D.W.A.V.E.R.S hints and tips

Description – a complex sentence packed full with vivid descriptions. The best descriptions include adjectives of size, shape, colour and appearance.

Action - A sentence with several powerful actions in it. (ie; thwacked, walloped, hurtled, struck, chipped, fumbled)

Dialogue – Something that the boy might mutter to himself New speaker, new line.

Where – A sentence starting with a preposition (ie: Beneath, Opposite, Behind, Next to, Down by the...)

Adverb – starting the sentence with an adverb (ie; gracefully, powerfully, courageously)

Verb – A sentence beginning with a verb.

Estimation of time – ie: In the blink of an eye, After what seemed like hours, Moments later....

Rhetorical Question – Why had this never happened before? How was this even possible?

Simile – comparing something to something else (ie: as loud as a trumpet..., as silent as a mouse..., as strong as an ox...)

Once completed, read aloud to proof read your work. Use a different pen to show your edits and improvements to you work. Reading it aloud can help you identify natural pauses in how you read it. Have you forgotten any of your punctuation?

Target number of sentences:

23

Total achieved:

Challenge:

How many sentences can you write which start with a different sentence opener?

Total achieved: _____

Tuesday: Can I identify definitions for spellings with -en suffixes?

blacken, brighten, flatten,
lengthen, mistaken,
straighten, shorten, thicken,
tighten, toughen

EXAMPLE

1. Blacken: *verb*

Make or become black or dark, especially as a result of burning, decay, or bruising.

The props department was asked to blacken the scenery to make it look dark and eerie.

Using the weekly spelling list, write the definition for each word before writing a sentence using the words in context.



Wednesday: Can I develop my reading comprehension skills?

1. RETRIEVAL: How did Vikings travel to Britain?
2. VOCABULARY Which word means the same as 'leaving a place of danger?'
3. INFERENCE: Why do you think 'many Britons just ran and hid'?
4. COMMENTARY: How did some of the Vikings change?

THINK:

When answering **INFERENCE** questions remember to support your point with relevant evidence and a suitable explanation.

Danegeld

Fierce and brutal Vikings sailed to Britain in longboats,
'Let's go Viking!' they yelled so they did,
With axes high and a glint in their eye,
Many Britons just ran and hid!

When a new wave of Viking raids started,
Poor King Ethelred struggled to cope,
So Danegeld he paid to try and stop raids,
But Vikings came back in their boats.

The Danegeld tax couldn't contain them,
And Ethelred got called 'the un-ready',
"It's not funny, they're after more money!
I'm fleeing abroad instead!"

In the end some Vikings liked Britain,
They enjoyed the British way,
They sent for their wives and started new lives,
Vikings were here to stay!

Rudyard Kipling

Thursday: Can I recognise parenthesis?

What is parenthesis?

A grammatical term that can be used for **brackets**, **commas** or **dashes** when used to give additional information about something or someone.

Eg;

The turtle (from the Galapagos Islands) laid some eggs in the sand.

The turtle, from the Galapagos Islands, laid some eggs in the sand.

The turtle – from the Galapagos Islands – laid some eggs in the sand.

Complete both sheets (VF and A/R).

*When you access this pack you will see a star in the corner of the questions. Pupils' work is differentiated in lessons and this format will continue during home-learning tasks where possible. **D** is to be completed by Lavas, **E** by Magmas and **E and/or GD** for Pyros.





FIRST PAGE FRIDAY

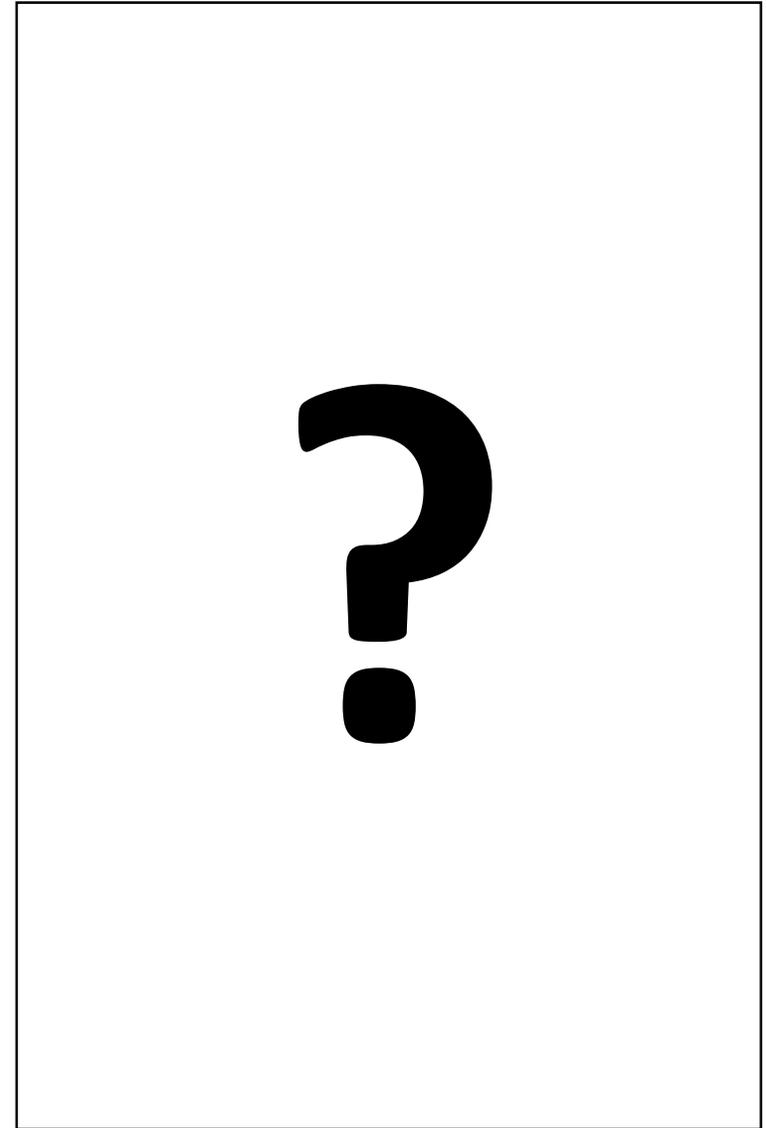
Extract 8 Part 1

Can I develop the content of the narrative?

I used to think, on account of my somewhat strange start in life, I suppose, that I was unlike everyone else. In one way I am. After all, I am now 130 years old and I think you'll find that is quite unusual, even in these days of advanced medicine. I have had a while to think on the important things in life. And one of the most important is the business of growing up: what fun it is, how difficult it is. It makes you what you are. It certainly made me what I am.

1. Using the main character's style of monologue, continue to develop their thoughts and introduction to the reader.

2. HELP! The title and illustration have gone missing in the publishing house. Using the extract to create a suitable book cover. The author is Michael Morpurgo.



Extract 8, Part 2



**FIRST PAGE FRIDAY
FOLLOW UP**