

Adults Guide – English Week 4

As I'm sure you are aware government have just announced a three-week extension to lockdown. Now more than ever it is so important that you continue to give your child access to English and Maths learning to ensure that they do not miss out on key learning and fall behind in their studies. This is now the fourth set of English activities I am sending out and if you are still sticking with them, I thank you. You are doing a fantastic service for your child and it will have a massive impact on their progress!

This week focuses on the end of Chapter 9. Attached is excerpt 3. Before starting this week's activities, you may choose to re-read excerpts one and two together to jog your child's memory about what has happened so far.

The new excerpt explains how Bertie survives his ordeal and end up in a military hospital where he is later awarded a Victoria Cross. Millie is concerned because she hasn't heard from him and keeps seeing injured soldiers being sent home. She becomes a nurse and travels to France to help the soldiers. Whilst there she reads about Bertie in a magazine and finds out where he is. They are finally reunited for the first time since they were children at the end of the chapter.

Monday:

As normal we will begin with learning the new spellings.

A teaching point that you should definitely bring to your child's awareness is that once again some of these "shun" sounds are made with a "sion" and others are made with a "cian". It is important that they remember which is which. Also worth noting and learning is that many of these spellings share a root word. Eg: supervise and supervision. If you can learn to spell the root word it can help to spell the new word too.

If you have time, you may also choose to complete a shared read of Chapter 9 excerpt 3 after this activity.

Tuesday:

Read chapter 9 excerpt 1-3 together. Then allow your child to read part 3t alone. Ensure that you discuss the text thoroughly. What new words did we hear? Do we know what they mean? Look up and define anything that the child does not understand.

Afterwards, work through the comprehension together.

After this, there is an optional extension activity. Encourage your child consider what award they would love to receive and why. It could be anything: A film Oscar, an Olympic medal, the world cup or even something as simple as 100% attendance, star of the week or a school ambassador badge.

Wednesday:

Re-read chapter 9 excerpt 2 and 3 together again.

Next move onto the written task. Your child will create the magazine article all about Bertie's heroism and reward. Your child has already written a couple of newspaper reports this year so they should be pretty familiar with using a big bold headline, retelling the events in time order and adding a picture with a caption.

If you want to push your child further, could they apply the rules of speech studied last week in the form of a quote? Eg:

"It was just a load of old codswallop," exclaimed Private Andrews (22)

Or

"He saved my life. What a hero!" cried one of the wounded soldiers.

Word mats and an image is prepared for you. Some of this is the same as last week but it has been built upon to allow your child to write a little more detail and about what happened AFTER the battle.

Thursday:

Grammar: Direct and Indirect Speech

Remind yourselves of the RULES OF SPEECH written down by your child last week.

Now explain that sometimes these rules are followed. This is direct speech. Sometimes they are ignored completely! This is the case with indirect speech.

Here is are some examples:

DIRECT: "Hello Bertie!" laughed Millie.

INDIRECT: Millie said hello to Bertie

DIRECT: "Go to your room now," grumbled mum.

INDIRECT: Mum told me that I had to go to my room.

Have a play creating some fun direct speech examples and then turning them into indirect. Once your child is confident, they may try the activities on the sheet.

Answers are below:

Expected

4a. Various answers, for example: (direct speech) "Ouch, that hurt!" cried Oliver.
5a. Various answers, for example: Mum agreed that I could stay up later.
I explained that I had forgotten my P.E. kit.
6a. No. Maisie has placed the exclamation mark after the closing inverted commas.
The correct sentence is: "I came first in the race!"

Expected

4b. Various answers, for example: (indirect speech) Anika asked if she could play outside.
5b. Various answers, for example: Amy asked, "Can I have some sweets please?"
"I won't do it again," Jack promised.
6b. Yes. The direct speech has been punctuated correctly because the inverted commas and full stop have been positioned correctly.

Friday:

Ask your child to recap and practise their spellings once more. Then take away the sheet.

Spelling tests are completed much slower than times table tests. Children do not need a speedy recall, just to get the word correct. Read each word twice and put it into a sentence as well. Children then write down the word. I tend to muddle up the order because I'm mean like that, but it is completely up to you. Afterwards, children may ask to have any of them read aloud again. Then you may mark them together.