

Year 3 Literacy Home Learning w/c: 16-11-20

Monday – Prepositions for place

Click on this link to access a quick intro to prepositions and an interactive activity:

<https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zw38srd>

Then, look at the prepositions for place in the box below and write sentences using the prepositions to describe what you see in the picture.

beside below next to through beneath between under above
on top of underneath on in inside outside

Monday, 16th November

Prepositions for Place

LI: I can use prepositions correctly to describe the position of something.

beside below next to through beneath between under above
on top of underneath on in inside outside

Use different prepositions from the box to write some sentences about what you see in the picture.



Tuesday – Using 'a' or 'an'

Either look at the Powerpoint posted on the school website or view the information below about using 'a' or 'an'.

3

Using *a* or *an*

Rule

These words are called articles:

a *an*

A noun phrase is a group of words containing a noun. All the words in the phrase give more information about the noun. Noun phrases often begin with an article.

*I saw **a cat** today.* *I saw **a black cat** today.*

- When the article comes before a word that begins with a consonant sound, use *a*.

a horse *a ginger cat* *a small fish* *a badly-behaved dog*

- When the article comes before a word that begins with a vowel sound, use *an*.

an enormous cat *an interesting fish* *an angry dog*

- Be careful. Some words start with a consonant but begin with a vowel sound.

an hour *an honest person*

- Some words start with a vowel but begin with a consonant sound.

a unicycle *a unicorn*



abc

article: words like *a*, *an* and *the*

noun: a word used to name a place, a person, a thing or an idea, for example: *leg*, *Scotland*, *woman*, *sadness*

Then complete the following activity sheets using your knowledge.

Underline the article in each sentence

- 1 *Last week, we went to a zoo in Manchester.*
- 2 *My mum says she needs a holiday.*
- 3 *I watched an interesting programme about sharks last night.*
- 4 *I put on an old pair of shoes and started walking.*
- 5 *A car parked outside our house.*



Tick the sentences that use *a* or *an* correctly

- 1 *We waited outside the cinema for over an hour.*
- 2 *I sank my teeth into a juicy apple.*
- 3 *I have to wear an uniform for school.*
- 4 *I found an hair in my dinner.*
- 5 *It was an extremely long hair.*

Look out for consonants that make vowel sounds, and vowels that make consonant sounds!



Now, look at the images below and complete the sentences before writing some of your own, correctly using a or an before the noun.

Tuesday, 17th November

Using a or an

LI: I can use a or an correctly before a noun when writing.



Beside the gate, stood ____ small trees.

Next to the boy, stood ____ reindeer with huge, dark eyes.

Outside of the cottage, there was ____ frozen lake.

____ icicle hung from the gate.

____ icy lake lay still and frozen.

Behind the boy, was ____ iron gate.

The little boy built ____ snowman all alone.

Can you think of some of your own sentences?

Wednesday –

Today is the first lesson from our Pathways to Write unit: 'Winter's Child'.

Front cover image:



Resources:

Session 1

It was the longest winter Nana could remember.

Outside, the boy put his hands over his ears and curled up tight.

Once more, the boy was waiting.

How can I plant seeds in this frozen earth?

Tom made a pile of snowballs, but his heart was heavy.

A tiny green shoot pushed through the earth in Nana's window box.

First double page image:



IT WAS the
longest winter Nana
could remember.
Each morning she looked
the same from her window box,
waiting for a tiny green shoot,
a sign of spring.

Session 1:

Build vocabulary

Display images of winter on the screen and give pupils envelopes containing key sentences from the text (see resources). Make predictions about the book and share predictions.

Recognise different forms of poetry

Show the front cover of the book. Revise predictions. In pairs, pupils orally describe what they can see on the front cover and provide detail using prepositions *e.g. I can see a greenish-blue jewel on the boy's jumper.*

Predict from details stated and implied

Give out copies of the first double page of the story which shows the setting with Tom building a snowman in front of the cottage.

Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear

Ask pupils questions about what they can see. Introduce key vocabulary during questioning *e.g. snowdrift, frost, fir trees, eagle, reindeer, hillside, slopes, peaks, mountainsides.*

Use a or an according to whether the next word begins with a vowel or consonant

Ask pupils to study the image then write on separate sticky notes all the things they can see in the picture *e.g. snowflakes, eagle, reindeer/elk, smoke, sled, ice.* Discuss whether the nouns that have been discussed would have 'a' or 'an' in front of them and what the rule is.

Recap use of a comma between the two adjectives *e.g smart, wooden sled; wispy, white smoke; elegant, silver snowflake.* Ask pupils to think of two adjectives to describe each item and write them on the sticky note.

It is likely that pupils will overuse the word white. Challenge them to think of synonyms by allowing white to be used only once *e.g. snowy, pale, pallid, silver, chalky, grey, whitish, icy.*

Then ask pupils to add a prepositional phrase to provide detail about where the item is *e.g. wispy, grey smoke above the chimney; a proud, brown reindeer in the shadows; a silvery, metal bridge between the snowdrift; an icy, glittery glaze over the lake.*

Recap the rule for using 'a' or 'an' in front of nouns and that it should match the first adjective rather than the noun in a noun phrase.

Ask pupils to share their noun phrases, and revise word choices to make improvements. Add verbs to the noun phrases.

e.g.

As she brushed the snow from her window box, Nana saw...

a proud, brown reindeer watching in the shadows,

an icy, metal bridge standing between the snowdrifts,

a single grey eagle soaring above the fir trees...

Pupils use their noun phrases to form a list poem about what Nana saw from her window as she brushed the snow away.

Please use either the template below for your poem or write onto lined paper.

Try to use adventurous vocabulary.

Wednesday, 18th November

List Poem

LI: I can write a list poem using noun phrases and expanded noun phrases to add detail.



IT WAS the longest winter Nana could remember.
Each morning she brushed the snow from her window box, waiting for a tiny green shoot, a sign of spring.

Word bank: icy, icicles, snowdrift, mountains, frozen, lake, trees

It was the longest winter Nana could remember.
Each morning she brushed the snow from her window box, waiting for a tiny green shoot, a sign of spring.
Each morning her eyes spied...

Thursday – See link for tips on planning a story:
<https://www.bbc.co.uk/bitesize/articles/zbp9bqt>

Use this as an opportunity to assess previously taught mastery skills from Y3 Autumn 1 and apply *Gateway keys*:



- Use punctuation at Y2 standard correctly (full stops, capital letters -including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession)
- Use subordination (when, if, that, because) and co-ordination (or, and, but)
- Use present and past tenses consistently and correctly
- Use noun phrases and prepositions to add detail
- Group related ideas into paragraphs

Use pupils' predictions from session 1 and remind pupils of the five-part story mountain used in the previous unit. Talk through the five-part planning format, also used in the previous unit, as a class (see resources.)

Discuss and list possible problems in the setting.

Give time for pairs to talk through (share, sequence, section, share with a friend.)

Pupils to plan their own stories independently.



Pupils write their own story based on their predictions. Encourage pupils to provide details of the setting.

You can write on lined paper and stick in the writing template from the next page.

Thursday, 19th November

Cold write – 'Winter's Child – My Version'

LI: I can plan and write a story based on my predictions, including a detailed description of the setting.



Use the story mountain to add notes to form your plan for your story.

Story plan

Opening	Build-up	Problem	Resolution	Ending
<i>Introduce the characters - describe the setting</i>	<i>Tell what happens at the start of the story</i>	<i>Make something go wrong</i>	<i>Describe how the problem is sorted out</i>	<i>Let your reader know the story is finished</i>

Friday – Inverted commas for direct speech

Click link to access lesson on inverted commas:

<https://www.bbc.co.uk/bitesize/articles/z7s6t39>

Watch the video, complete the interactive activities then the sheets below.

P **1** Put in the inverted commas to show what the people are saying.

- a) I'm so hungry! b) That's fantastic news.
c) I had a brilliant weekend.

3 marks

2 Mark in the missing inverted commas to show the direct speech.

- a) Stop that!" shouted Jacob.
b) I was so frightened," explained Maya to her best friend.
c) Why didn't you tell me before?" asked Mum.
d) If only you knew the full story," Rory whispered.
e) I've lost my pencil," Bessie told the teacher.

5 marks

3 Mark in the missing inverted commas to show the direct speech.

- a) "Remember not to go near the bonfire, Dad warned.
b) "It's my birthday soon, Sebastian said excitedly.
c) "Don't be too late back, Grandpa called.
d) "Friday is my favourite day of the week, Amin told Owen.
e) "I don't like peas! shouted Carlos.

5 marks

Marks...../13

Challenge 2

P **1** Tick the correctly punctuated sentences.

- a) Blake said, "I love going fishing."
b) "Finn shrieked, this is great!"
c) I don't want to fish, explained Layla.
"I don't like fishing."



d) "Please may I have a turn"? asked Abdullah.

e) "Please be careful," warned Mum. "It's very dangerous."

2 Mark in the inverted commas to show the direct speech.

a) Today is going to be so much fun, yelled Panjit.

b) Lily whispered, Has it gone yet?

c) I'm not sure about this at all! moaned Ed.

d) I love swimming, explained Belinda. I'm quite good at it too!

e) I'm tired, said Hamish. At least we can rest when we get home.



2 marks

5 marks

Marks..... /7

Challenge 3

P **1** Insert the missing punctuation in this paragraph. There are **four** inverted commas, **one** full stop and **one** question mark missing.

_____ Is it nearly time to go _____ " asked Horace.

"I hope so, _____ replied Alfie _____ I'm so excited."

"I think it will be even better than we think! _____ shrieked Horace.

2 Insert all the missing punctuation in this paragraph.

When I get home I'm going to have a big drink of water said Megan. I'm very thirsty!

"It's been a great day but I'm exhausted now Bethan replied

"Shall we go again tomorrow" Megan asked.

Definitely! shouted Bethan.

6 marks

11 marks

Marks..... /17