Weekly Tasks English

Please see below for details regarding this week’s school tasks.

**KS2**

I hope you are all well and have been enjoying the good weather. Have a go at the following activities when you can. Maybe see if you can complete some of them outside in the sun!

**Spellings**

Statutory Word List Spellings (to learn)

This week we will be exploring words with unusual GPCs, and deciding which strategies will help us to learn them. There are some example strategies below. (We have practiced all of these methods in school!) Or you can see if you can create some of your own strategies. Maybe you can think of some more active ways of learning the spellings?

Unusual GPC spellings to learn:

<table>
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<tr>
<th>bruise</th>
<th>yacht</th>
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<tr>
<td>guarantee</td>
<td>vehicle</td>
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<tr>
<td>immediately</td>
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Possible methods to use to learn them:

- Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that you get the same shape.

  
  totally

  This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.

- You can’t use this method as your main method of learning spellings, but it might work on those that are just a little more difficult to remember.

  This method of learning words forces you to think of each letter separately.

  P, F, FY, pyr, pyra, pyram, pyramid

  You can then reverse the process so that you end up with a diamond.

- Orally segment the word.

- Write it down and identify which grapheme is tricky.
When you think you have learnt the spellings, get an adult to dictate the following sentences to you:

**I fell off my yacht and the next day, I had a huge bruise.**

**We guarantee delivery immediately in our extra vehicle.**

Check whether they are correct, if you struggled with a couple of words keep practicing them.

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**English**

Continuing on with our Jabberwocky theme, we are going to work towards creating a set of instructions that explain to the reader, in simple step by step instructions how to slay or capture a Jabberwocky.

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**1st Task**

**Vocabulary Task:**

I can learn my model text.

First of all, look at the model text ‘A Simple Card Trick’. Create a story map for it and then learn it with actions, like we do in school! (Text below and as separate file).

I can understand the vocabulary in my model text.

If there are any words that you are unsure of, look them up in a dictionary, online or ask an adult.
Grammar Task:

I can identify and use imperative verbs.

Imperative verbs are sometimes known as **bossy** verbs.

They are verbs which **tell you what to do**.

They are often seen at the beginning of a sentence and create a **command**.

Have a go at filling in the gaps in the following sentences, how many different imperative verbs can you think of that will fit?

_____ up and walk away.  
_____ your shoes.  
_____ your sandwiches.  
_____ your brother.
If you can print off the wheel (separate document), if not write down the imperative verbs on a piece of paper and put them in a hat to pick out at random.

**Spin the Wheel**

- Spin the wheel and land on an imperative verb.
- Write a command which contains the verb you have landed on.
- How many different ways can you use that imperative verb?

Imperative verbs are essential when writing instructions!

I can identify time connectives.

First of all, look at the model text. How many time connectives can you spot? Write them down in your book.

Have a look around your house, can you find any books that contain instructions? (For example, cook books or instruction manuals). What time connectives can you spot? (Make sure you look at the layout of these instructions as well, as this will help you later on).

Use your list of time connectives to create your own sentences that contain at least one time connective. For example: **Before long** you will need to put your potion in the oven, **until then** ensure that you keep vigorously stirring the mixture.

https://www.bbc.co.uk/teach/skillswise/connectives/zrdm92p
### 3rd Task

**Grammar and Writing Task:**

I can understand and use **rhetorical questions**.

- ‘Rhetorical’ comes from the word ‘rhetoric’ – which is a special kind of talking
- ‘Rhetoric’ is used to persuade or influence people, in other words, to change their minds

**Why do we use Rhetorical Questions?**

Because the answer is obvious

*“Do you want extra homework?”*

Can you think of some rhetorical questions for these situations? Write them in your book.

1) You want your friend to give you their lunch.
2) You want the lady in your favorite shop to give you a discount.
3) You forgot your homework and you don’t want the teacher to be angry.
4) You want your parents to let you stay out late at night.
5) You want your family to let you watch your favorite TV programme.

### 4th Task

**Writing Task**

I can box up the model text and plan my own set of instructions.
Using the boxing up model (print or copy into your books). Box up the model text then plan your own set of instructions of how to catch or slay a Jabberwocky. Remember to use good vocabulary, imperative verbs, time connectives and rhetorical questions. Don’t make your instructions long or complicated, they should be simple and to the point.

(Refer to my example instructions of how to catch a unicorn or google Pie Corbett’s how to catch a dragon instructions to help you).

5th Task

Writing Task

I can write a set of instructions.

Write your own instructions of how to catch or slay a Jabberwocky.

Use the tick list (also on a separate document), to ensure that you have all the correct writing features.

Extension:

Can you create/ draw pictures to compliment your instructions to make it easier for the reader to follow?

My example:

How to Catch a Unicorn

First, make sure you have done this grid: a unicorn has never been seen but you have heard that one exists in a forest near your house. You must be careful not to hurt the unicorn and also to make sure it is not disturbed. Follow these steps:

What you will need:

- Popping cord
- Snare (large enough for a unicorn)
- Two pins
- A rock

What you should expect to happen:

The unicorn will be attracted by the cord and will run towards the cord. It will then be caught by the net and will be killed. The unicorn will then be cut up and the meat will be eaten.

What to do:

1. Set up your trap, ensuring that it is strong enough.
2. Place the cord around the tree and push it in, making sure it is secure.
3. Attach the snare to the tree, making sure it is tight and secure.
4. Ensure that the rock is heavy enough to hold the unicorn in place.
5. Once the unicorn is caught, it will be killed by a blow to the head.
6. Remove the poppers and release the unicorn.
7. Keep the unicorn as long as possible and then release it.
8. Ensure that it is not disturbed and that it is not killed.
9. Immediately after catching the unicorn, take it to your house before it dies.
10. Keep the unicorn as long as possible and then release it.
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<th>In your reading:</th>
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<td>• Answer questions which require retrieval, inference and comprehension.</td>
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<td>• Record any powerful/interesting vocabulary.</td>
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<td>• Look up definitions of unfamiliar words.</td>
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<td>’Alice through the looking glass’ by Lewis Carroll</td>
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