Weekly Tasks English

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

<table>
<thead>
<tr>
<th>KS2</th>
<th>Hello. Please find below the details for the week. We hope you stay well and safe.</th>
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</thead>
<tbody>
<tr>
<td><strong>Spellings</strong></td>
<td>Statutory Word List Spellings (to learn)</td>
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<tr>
<td><strong>Apostrophe Hangman:</strong></td>
<td>The idea of the game is to guess the word before the parent/carer draws the hangman.</td>
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<td></td>
<td>• Parent/ carer chooses a word, write the number of letters it has in dashes on a piece of paper.</td>
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<td></td>
<td>• Use the apostrophe sentence cards to be pulled out of a pot, if the child is able to say whether the apostrophe is used correctly in the sentence or not they get to guess a letter of the word.</td>
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<td></td>
<td>• If the child guesses correctly then the letter will get written up on the dashes, if child guesses wrongly then the adult draws a part of the hangman.</td>
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<td><strong>Notes:</strong></td>
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<td>When the singular proper nouns end in ‘s’ you can either:</td>
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<td></td>
<td>- Add apostrophe then ‘s’ (Thomas’s) (The National curriculum uses this).</td>
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<td></td>
<td>- Or just add an apostrophe (Thomas’)</td>
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<td></td>
<td><img src="image" alt="Hangman" /></td>
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<td><a href="https://www.bbc.co.uk/bitesize/topics/zywwxnb/articles/zx9ydxs">https://www.bbc.co.uk/bitesize/topics/zywwxnb/articles/zx9ydxs</a></td>
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In line with our topic of Historic Herefordshire, during which we have been focusing on The Victorians. We are going to be exploring the poem ‘The Jabberwocky’ by Lewis Carroll, a Victorian writer and poet.

**1st Task**

**The Jabberwocky by Lewis Carroll**

“Twas brillig, and the slithy toves
Did gyre and gimble in the wabe;
All mimsy were the borogoves,
And the mome raths outgrabe.

“Beware the Jabberwock, my son
The jaws that bite, the claws that catch!
Beware the Jubjub bird, and shun
The Frumious Bandersnatch!”

He took his vorpal sword in hand;
Long time the manxome foe he sought—
So rested he by the Tumtum tree,
And stood awhile in thought.

And, as in uffish thought he stood,
The Jabberwock, with eyes of flame,
Came whiffling through the tulgey wood,
And burbled as it came!

One, two! One, two! And through and through
The vorpal blade went snicker-snack!
He left it dead, and with its head
He went galumphing back.

“And hast thou slain the Jabberwock?
Come to my arms, my beamish boy!
O frabjous day! Callooh! Callay!”
He chortled in his joy.

“Twas brillig, and the slithy toves
Did gyre and gimble in the wabe;
All mimsy were the borogoves,
And the mome raths outgrabe.

**Grammar Task:**

I can begin to understand the vocabulary in the poem ‘The Jabberwocky’.

Read the poem carefully and sort the highlighted words into the boxes (link below to BBC Bitesize if stuck).

Then make mini dictionary – discuss and write down what you think the words mean.
2nd Task

Vocabulary Task:

I can understand word classes.

Draw a picture of Jubjub bird, the Bandersnatch or the Tumtum tree, and label it with some interesting invented nouns and adjectives.

Roald Dahl frequently created his own nouns and adjectives. Like the ones in the image here.

Tip: It is easier to create a word by basing it on a word that is already real. Or by merging two real words together.

e.g. ‘yumcious’ = yummy + scrumptious

3rd Task

Writing Task:

I can create my story/poem that contains ‘nonsense’ words.

Write a poem or a short story of your own using some more invented nouns, verbs and adjectives and also some adverbs. Make these as descriptive as you can.

Extension: Can you illustrate it?

4th Task

Comprehension Task:

I can understand the story plot of ‘The Jabberwocky’.

Draw a picture for the six different verses of the poem.

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<td>“The vorpal blade went snicker-snack”</td>
<td>“O frabjus day! Calish! Callay!”</td>
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### 5th Task

**Comprehension Task:**

I can make inferences from the poem 'The Jabberwocky'.

Cut up the discussion question strips and place them in a box. Pick out a strip at random and discuss/write down your thoughts in response to the question.

- In the poem the father warns his son not to go near the Jabberwock but he does anyway. Do you think a girl would have behaved in this way?
- Despite a warning the boy still seeks out the Jabberwock. Do you think this is what his father always intended?
- What do you think the boy was thinking as he stood by the Tumtum tree?
- The slaying of the Jabberwock appears to happen very quickly. Why do you think the poet did this?
- Why is there such celebration at the end of the poem?
- What is the impact of repeating the first verse at the end? Does it tell us that nothing has really changed despite the killing?
- What does the poet's description of the setting tell the reader?

Remember to try and use evidence from the text where you can.

Remember to **always explain** your reasoning!

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### Fluency Work

In your reading:

- Answer questions which require retrieval, inference and comprehension.
- Record any powerful/interesting vocabulary.
- Look up definitions of unfamiliar words.
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<td>‘Alice through the looking glass’ by Lewis Carroll</td>
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