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|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Spellings – Approximately 10 mins****Choose from activity/activities**  | -Spellings in planner-Spelling Frame\*-Spelling Mistakes activity\*\*-Dictionary work – Look up and learn 5 new words a day | -Spellings in planner-Spelling Frame\*-Spelling Mistakes activity\*\*-Dictionary work – Look up and learn 5 new words a day | -Spellings in planner-Spelling Frame\*-Spelling Mistakes activity\*\*-Dictionary work – Look up and learn 5 new words a day | -Spellings in planner-Spelling Frame\*-Spelling Mistakes activity\*\*-Dictionary work – Look up and learn 5 new words a day | -Spellings in planner-Spelling Frame\*-Spelling Mistakes activity\*\*-Dictionary work – Look up and learn 5 new words a day |
| **Reading****Approximately** **20-30 mins a day****Choose from activity/activities – please vary day to day.**  | -Reading to an adult – check comprehension\*\*\*-comprehension websites (usernames and passwords in planners)-Personal reading – please vary types of books and text types (fiction and non- fiction) | -Reading to an adult – check comprehension\*\*\*-comprehension websites (usernames and passwords in planners)-Personal reading – please vary types of books and text types (fiction and non- fiction) | -Reading to an adult – check comprehension\*\*\*-comprehension websites (usernames and passwords in planners)-Personal reading – please vary types of books and text types (fiction and non- fiction) | -Reading to an adult – check comprehension\*\*\*-comprehension websites (usernames and passwords in planners)-Personal reading – please vary types of books and text types (fiction and non- fiction) | -Reading to an adult – check comprehension\*\*\*-comprehension websites (usernames and passwords in planners)-Personal reading – please vary types of books and text types (fiction and non- fiction) |
| **Literacy Activities** | **Treasure Island** [Watch Episode 9 of Treasure Island.](https://www.bbc.co.uk/teach/class-clips-video/english-ks2-treasure-island-home/zk2qnrd)In this episode we hear Silver using some very strange turns of phrase – talking in an unusual ‘pirate’ way. Some examples are:‘Before an hour’s out, I’ll stove in your old block house like a rum puncheon. Laugh, by thunder. Laugh! Before an hour’s out, ye’ll laugh upon the other side.ORThem that die’ll be the lucky ones.Talk with someone at home about what these phrases might mean.Finally, we would like you to come up with some ‘pirate phrases’ of your own. You might want to talk about something that has happened in the story or you might want to try and create some pirate phrases about every day events around the house. e.g. Before the hour’s out, we’ll be a feasting on the gifts of the cold store.(We’ll have dinner using something from the fridge) We’d love to hear some of them! Have fun!  | **Treasure Island**We only have one more episode to watch. We would like you to have a go at predicting how this story is going to end. REMEMBER – There are no right or wrong answers here as they are YOUR ideas. However, consider;-How do you think the story is going to end?-Why do you think that? -Have there been any clues in the story so far that have given you an idea of how it might end? Choose one of the characters. What do you think they will do after the story? Why?   | **SPAG Mat** These can be found on website under KS2 Home Learning – Year 3 Yellow Splodges. | **Treasure Island**[Watch Episode 10 of Treasure Island.](https://www.bbc.co.uk/teach/class-clips-video/english-ks2-treasure-island-home/zk2qnrd) In this episode we see the Hispaniola return to England and the crew to a hero’s welcome. Write a newspaper report describing the triumphant return of the Hispaniola. Use the Newspaper template on the school website under Literacy Planning 01.06.20 or create your own.  | **Treasure Island**Write a review of Treasure Island. You might want to use the template on the website under Literacy Planning 01.06.20 or you could create your own. Answer the following questions…1. What was your favourite part of the story and why?
2. Who was your favourite character and why?
3. If you could change one part of the story what would it be?
4. How do you think Jim changed during the story? What was he like at the beginning and what was he like at the end?

Give Treasure Island a rating out of five and create your own review caption.e.g. ‘Gripping drama, held me on the edge of my seat, full of exciting cliff hangers’  |

**Spellings** – Please select the next ten keyword spellings from the back of pupil’s planners for the children to learn. These can be written into their planners on the correct date and can be completed daily. Spellings can be found on pages 99-103 of pupil planner. Current spellings will indicate which set of words they are working on.

Spelling Frame\* - find link on website under KS2 Home Learning - Additional Home Learning

## Spelling Mistakes activity\*\* - on website – KS2 Home Learning – Year 3 – Year 3 and 4 Spelling Activities

## Comprehension\*\*\* - Examples of comprehension questions we might ask can be found on pages 97 and 98 of the pupil planner

*Pobbles*

*Story Starter*

Think about;

 - following story structure (Example on the website) -including direct speech

- setting the scene using adjectives and adverbs

- describing characters

- Use emotive language to show how the characters are feeling rather than telling us e.g. ‘his heart was thumbing and his face went red,’ instead of ‘he was embarrassed.’

*Sick Sentences, Question Time, Perfect Picture, Sentence Challenge*

Think about using impressive vocabulary.

Check the meaning of new words in a dictionary and use a thesaurus to support your development of new language.