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| Week 1 |
| Year 3/4 | **/I/ sound, spelt /Y/ Challenge:**Put each of the following words into sentences:-myth -Egypt -mystery-gym -pyramidHow many other words can you think of that contain the /I/ sound, spelt /Y/? Use a dictionary to help you!  | **Book Review:**Read an unfamiliar text and then write a detailed book review about it. -What is the book about?-Who is the intended audience?-What was your favourite part? Why?-Which was your least favourite part? Why?-Who would you recommend the book to? Why? | **Adding ‘ly’ challenge:**What happens to an adjective when the suffix ‘ly’ is added? How many ‘ly’ words can you think of? Create a ‘ly’ word mat that can be used in the classroom and then write a short story, using as many of these words as you can. | **Alternative ending:**Choose a text of your choice. Can you create an alternative ending? Be creative! | **Let’s Bake!**ASK YOUR ADULT to help you make a cake of your choice. Write a recipe for your cake, which includes all the ingredients used and the method you followed.(YOU CAN WRITE A RECIPE FOR ANYTHING YOU MAKE... IT DOESN’T HAVE TO BE A CAKE). |
| Year 5 | **Endings which sound like / əs/ ʃ spelt –cious or –tious**Write a micro-definition for each word and then put them into sentences.**-vicious -malicious -gracious**-fictitious -ambitious -nutritiousCan you identify the root words of the bold words?How many other words can you think of that follow these rules? Use a dictionary to help you! | **Read! Read! Read!**Read a range of books including: a play, a poem, a non-fiction text, a fiction text and a reference book. **(Try to read as many as you can. If you can only access several of the genres, please just focus on the ones you have. If you do not have access to a play, you could always use your knowledge of the plays you have read in school to help you complete the task).** Use these texts to create a genre poster for each. Your poster should include a toolkit of all the features you’d expect to find in each of the stated genres above. | **Words ending in –ant –ance/–ancy, –ent****–ence/–ency:**Let’s create a crossword!Create crossword clues for the following words:-observant -tolerance -innocent-confident -assistance -independence-frequent -obedient | **Let’s Compare!**Spend time studying a range of available books. Can you find two texts that you can compare? What is similar about them? What connections can you make? How are the texts different? Explain why. | **Poetry!**Write poems about Spring. You can choose from the following poetry forms: A haiku (3 lines, 5.7,5 syllables), an acrostic or a cinquain (5 lines, 2,4,6,8,2 syllables). |
| Week 2 |
| Year 3/4 | **Let’s find the definition:**Read one chapter of a chosen text. Record any words that you are unfamiliar with. Use a dictionary to locate the definitions of these words. Create a mini glossary.  | **/u/ sound, spelt /ou/ Challenge:**Pyramid write the following words:-young -touch -double -trouble-countryNow answer the following questions:-How many syllables in each word?-How many vowels and consonants?-What is the definition of each word? | **Book Review:**Read an unfamiliar text and then write a detailed book review about it. -What is the book about?-Who is the intended audience?-What was your favourite part? Why?-Which was your least favourite part? Why?-Who would you recommend the book to? Why? | **Words with endings sounding like /ʒə/ or /t ə/:**Use the following words to create your own wordsearch: measure, treasure, pleasure, enclosure, creature, furniture, picture, nature and adventure. Now try creating crossword clues for each word. | **Diary Entry:**Choose a character from your favourite text and write a short diary entry from their point of view.Challenge – Can you include fronted adverbials? |
| Year 5 | **Let’s Act!**Take your favourite narrative and convert into a playscript.  | **Homophones and other words that are often confused:**Use the following words to write your own homophone story:-advice -advise -farther -further-heard -herd -precede -proceed  | **Book Review:**Read an unfamiliar text and then write a detailed book review about it. -What is the book about?-Who is the intended audience?-What was your favourite part? Why?-Which was your least favourite part? Why?-Who would you recommend the book to? Why? | **Common Exception Word Challenge:**Use the following words to create your own wordsearch: temperature, mischievous, convenience, necessary, curiosity, opportunity, determined, dictionary, sufficient, vegetable, neighbour, nuisance | **Non-Fiction Fact File:**Choose a non-fiction book to read and enjoy. Create a fact file, using the information you learn. You could create a fact file poster, booklet or even an information power-point.Challenge – Can you use a colon to introduce a list? Don’t forget to punctuate bullet points consistently. |
| Week 3 |
| Year 3/4 | **Let’s Write!**Write an acrostic poem about spring or words related to this season.See the source image | **Story Retell:**Choose a well-known fairy story, myth or legend and retell it orally. You may wish to act it out! | **Prefix Challenge:**What is a prefix?Can you create a bank of words that have the -dis, -mis, -in and -im prefixes? Can you identify the root words? Can you identify how the meaning changes once the prefixes are added? | **Use your own words:**Write out your favourite story in your own words. Can you use a range of conjunctions (when, if, because, although) to link ideas?  | **Endings which sound like /ʒən/:**Select one of the words below and then play Tic Tac Toe (Noughts and Crosses):-division -invasion -confusion -decision-collision -television |
| Year 5 | **Common Exception Word Challenge:**Spend time speed writing the following words: -accommodate -government -programme -frequently -marvellousNow try identifying words within words. What other words can you create, using the letters in the word accommodate? E.g. mode, date, come, data etc. | **Let’s find the definition:**Read a couple of chapters of a chosen text. Record any words that you are unfamiliar with. Use a dictionary to locate the definitions of these words. Create a mini glossary. Challenge – Can you use the words in context?  | **Alternative ending:**Choose a text of your choice. Can you create an alternative ending? Be creative!Challenge – Can you include relative clauses? (who, which, where, when, whose, that or with) | **Words with ‘silent’ letters:**Create silly mnemonics for the words below or write your own song/rap:-doubt -climb -island -thistle-knight -lamb | **Story Retell with a Twist:**Choose a fairy story, myth or legend and re-write it in your own words, but from a well-known character’s perspective. |
| Week 4 |
| Year 3/4 | **Homophone Challenge:**Identify the matching homophone for the words: ball, berry, brake, fair, grate, grown, here, heal, not, mane and plain. Create a set of flashcards for each set of homophone words. Don’t forget to include illustrations and definitions. | **Non-Fiction Fact File:**Choose a non-fiction book to read and enjoy. Create a fact file, using the information you learn. You could create a fact file poster, booklet or even an information power-point. | **Talk! Talk! Talk!**Design two new characters for your favourite book. Write a conversation between them, making sure you use correct speech punctuation.Can you add actions in addition to your speech? E.g. “Take this to Maurice…Now!” shouted Jenson, whilst pointing frantically. | **Adding the suffix – ation:**What is the rule when adding the suffix -ation to the following words - inform, adore, sense, prepare and admire?Create an ‘ation’ suffix poster to present your findings. | **Summarise! Summarise!**Read a chapter of your favourite book. Illustrate the main ideas using only 4 pictures. Once you have completed this, can you summarise the chapter, using only ten words? |
| Year 5 | **Character Description:**Imagine that Harry Potter had a sibling. What would they look like?What would their personality be like?What would their main goals and aspirations be?Design Harry Potter a brother or sister and create a character description. | **Words containing the letter-string ough:**Pyramid write the following words and then locate the definitions, using a dictionary. You’ll need to create a mini glossary. Don’t forget to alphabetise your words:-plough, -thorough, -bough, -borough, -ought, -bough, -nought, -although | **Diary Entry:**Imagine you are Harry Potter. Use your knowledge of the texts to write a diary entry from his point of view. | **Words with the /i:/ sound spelt ei after c:**Create a spelling rule poster for the ‘i before e except after c’ rule. This applies to words where the sound spelt by ei is /i:/. Don’t forget to include the exceptions: protein, caffeine, seize (and either and neither if pronounced with an initial /i:/ sound).You must include the following words: deceive, conceive, receive, perceive, ceiling | **Character Interview:**Imagine you could interview a character from your favourite book. Who would you interview? Why?What would you ask them? Write a list of interview questions. Act out the interview with an adult or sibling.Challenge - Use your interview questions and answers to form a News Report. |
| Week 5 |
| Year 3/4 | **Character Interview:**Imagine you could interview a character from your favourite book. Who would you interview? Why?What would you ask them? Write a list of interview questions. Act out the interview with an adult or sibling. | **Common Exception Word Challenge:**Spend time speed writing the following words: -disappear -particular -business-increase -favouriteNow try identifying words within words. What other words can you create, using the letters in the word disappear?E.g. side, dear, read etc. | **Let’s Predict!**Choose an unfamiliar text and study the front cover. Write a written prediction, detailing what you think the text will be about. Could you write a short blurb to support your prediction? | **A day in the life of…**Write a short narrative about a day in the life of:-A monkey in a zoo-A pound coin-Boris Johnson’s Jack Russell (Dilyn)-An astronaut on the moon | **Prefix Challenge Part 2:**What is a prefix?Can you create a bank of words that have the -re, -sub, -inter, -super and -anti prefixes? Can you identify the root words? Can you identify how the meaning changes once the prefixes are added? |
| Year 5 | **Summarise! Summarise!**Read 1-2 chapters of your favourite book. Write a summative paragraph, detailing the key details that support the main ideas. | **A day in the life of…**Write a short narrative about a day in the life of:-Hagrid-A wizard at the Ministry of Magic-Sherlock Holmes-The Queen | **Common Exception Word Study:**Take each word below and answer the questions provided:-immediately, -determined, -frequently, -pronunciation, -equipment, -especially1.) How many syllables are there?2.) What prefix/suffix has been added? 3.) What is the root word?4.) How does the prefix/suffix change the meaning?5.) How many vowels/consonants?6.) Use the word in context – Write a sentence. | **Be a Detective!**Select a fiction text. Study the front cover and blurb.What can you infer from the details given?Write a list of inferences you make.Can you write the blurb in your own words and design a new, appropriate title? | **Common Exception Word Challenge:**Play Battleships/Tic Tac Toe (Noughts and Crosses) with the following common exception words:-achieve, -amateur, -bargain, -cemetery-excellent, -sacrifice, -language |