

As well as your literacy tasks over each week, you have daily reading to complete. We are asking you to read for at least 30 minutes a day. Remember this could include reading aloud to someone else. Be creative with your reading - read to a relative on a video chat, read in different places in your home, read to your pet if you have one! And let us know 😊

As well as books you might have at home, you can also use these links to access books online:

<https://readon.myon.co.uk> - myON are offering free access to a range of texts linked to AR levels, your interests and recommendations.

<https://stories.audible.com/start-listen> - Remember you can access free audio books on Audible at the moment as well.

Here's the link for AR so you can take the quiz if you finish your book <https://ukhosted26.renlearn.co.uk/2243939/default.aspx>

Try recording your weekly reading on a calendar or grid to keep track 😊

	Monday	Tuesday	Wednesday	Thursday	Friday
Time spent reading					
What did you read?					

L.I: To use spelling patterns and rules to spell words accurately

S.C:

- I can practise my spelling words
- I can identify spelling patterns.
- I can use my spelling words in context.

Predicting Pandas

-y
bony
flaky
greasy
lazy
nosy
prickly
rosy
scary
shiny
slimy
smily
smoky
sparkly
spiky
stony
tasty
wavy

Crazy Capitals

drop e/-ly
comfortably
cuddly
gently
grumbly
horribly
miserably
possibly
probably
simply
sparkly
suitably
terribly
visibly
wriggly
wrinkly

Spelling Pythons

-ly
accurately
conceitedly
consequently
correctly
dangerously
friendly
incorrectly
negatively
positively
prematurely
quickly
quietly
sincerely
strangely
comfortably
probably
suitably
terribly
hungrily
necessarily
noisily
guiltily

Vicious Vocab

hypo-
hypocaust
hypochondriac
hypocrite
hypodermic
hypothermia
hypothesis
hydr
hydraulic
hydroelectric
hydrofoil
hydrogen
hydroplane
dehydrated

L.I: To use spelling patterns and rules to spell words accurately

- I can practise my spelling words.
- I can identify spelling patterns.
- I can identify the number of graphemes in my spelling words.
- I can use my spelling words in context.

Fresh-Start Flamingos

Remember to look for:

'Best Friends' are sounds that go together to make one sound
e.g. **ch, sh, qu, th, wh, ck, ng, nk.**

'Graphemes' are the number of sounds (parts) in a word e.g.
yelp = **y-e-l-p**, shop = **sh-o-p**,
snack = **s-n-a-ck**

'Red Rhythms' are **common words that we cannot sound out**, we need to just learn how to spell them and remember them.

filled	lots	must	test
sing	led	when	will
off	went	crept	hand
dad	give	until	then
that	neck	cannot	grass
cut	king	spun	grand
trick	yelled	wed	hopped
hid	end	tell	ring



Adverbs of time can be thought of as 'when' adverbs. They tell us more about when an action verb is carried out.

Examples of 'when' adverbs:

- Jack will play football tomorrow. (*When will Jack play football?*)
- Paul left the party early. (*When did Paul leave the party?*)
- Jo goes to piano lessons weekly. (*When does Jo go to piano lessons?*)



Below are some adverbs of time. Use them to complete the sentences.

tomorrow always often never tonight usually

1. Tim gives his teeth a good clean.
2. The cup replay is going to be played
3. Sam goes to the beach for a swim.
4. Lara reads books about ghosts.
5. A new series of Blue Peter starts
6. Chris beats his brother at table tennis.

Can you make adverbs of time from these nouns?



7. month
8. year
9. night
10. hour



Below are some adverbs of time. They tell us when an action happens. Use them to complete the sentences.

yesterday hourly recently
eventually immediately rarely

1. The fire brigade came to the rescue.
2. Mum got her money back for the broken washing machine.
3. Sam gets all his maths answers correct.
4. Gina keeps hearing the large clock at it strikes
5. there has been an increase in the number of gold stars awarded.
6. Olivia had a great time at the pop concert

Here are 6 more adverbs of time. Write a sentence using each, making sure you use them as adverbs.



today monthly sometimes
constantly occasionally regularly

7.
8.
9.
10.
11.
12.



Adverbs of place can be thought of as 'where' adverbs. Put these adverbs in the sentences below.

everywhere

there

outside

near

backwards

indoors

1. The football ground is the railway station.
2. Mum told the children to leave their muddy boots
3. The children went when it started to rain.
4. "Put it " said dad.
5. Dogs find it difficult to walk
6. John looked, but could not find his shoes.

Here are 6 more adverbs of place. Write a sentence using each, making sure you use them as adverbs.



here

inside

under

anywhere

upstairs

nearby

7.
8.
9.
10.
11.
12.

Sometimes the adverb or adverbial phrase can be put at the beginning of a sentence. Here are some examples, but they have not been finished. Complete the sentences below.



1. Luckily,
2. If I have the time,
3. Suddenly,
4. While I was waiting for a train,
5. Every time he told a joke,
6. Since it is your birthday,



Change these sentences, putting the adverbs at the start of the sentence. I have done one for you.
It is usual to put a comma in when you do this.

7. I heard the news later that evening. *Later that evening, I heard the news.*
8. The waitress eventually served the meal.
9. A black dog sat next to the old man.
10. Sam went to sleep after dinner.
11. The books lay heaped in a pile.
12. I went to see a great film last week.

Sometimes the adverb or adverbial phrase can be put at the beginning of a sentence. Here are some examples, but they have not been finished. Complete the sentences below.



1. Carefully,
2. Every playtime,
3. Earlier than expected,
4. Accidentally,
5. As soon as the wind died down,
6. Fiercely,



Change these sentences, putting the adverbs at the start of the sentence. I have done one for you.
It is usual to put a comma in when you do this.

7. I play football every evening. *Every evening, I play football.*
8. The snow came in the middle of winter.
9. The children shouted as they played the game.
10. Sam buys two DVDs every month.
11. Harry finished his meal as quickly as possible.
12. Everyone shook hands after the game.



Answers

Page 1

1. Tim always gives his teeth a good clean.
2. The cup replay is going to be played tonight.
3. Sam often goes to the beach for a swim.
4. Lara never reads books about ghosts.
5. A new series of Blue Peter starts tomorrow.
6. Chris usually beats his brother at table tennis.

(Other answers are possible.)

7. monthly
8. yearly
9. nightly
10. hourly



Page 2

1. The fire brigade immediately came to the rescue.
2. Mum eventually got her money back for the broken washing machine.
3. Sam rarely gets all his maths answers correct.
4. Gina keeps hearing the large clock at it strikes hourly.
5. Recently there has been an increase in the number of gold stars awarded.
6. Olivia had a great time at the pop concert yesterday.

(Other answers are possible.)

7-12 Sentences using the adverbs.

Page 3

1. The football ground is near the railway station.
2. Mum told the children to leave their muddy boots outside.
3. The children went indoors when it started to rain.
4. "Put it there," said dad.
5. Dogs find it difficult to walk backwards.
6. John looked everywhere, but could not find his shoes.

7-12 Sentences using the adverbs.



Answers

Page 1

1-6. Sentences completed.

7. I heard the news later that evening. *Later that evening, I heard the news.*

8. The waitress eventually served the meal. *Eventually, the waitress served the meal.*

9. A black dog sat next to the old man. *Next to the old man, sat a black dog.*

10. Sam went to sleep after dinner. *After dinner, Sam went to sleep.*

11. The books lay heaped in a pile. *Heaped in a pile, lay the books.*

12. I went to see a great film last week. *Last week, I went to see a great film.*

Page 2

1-6. Sentences completed.

7. I play football every evening. *Every evening, I play football.*

8. The snow came in the middle of winter. *In the middle of winter, the snow came.*

9. The children shouted as they played the game. *As they played the game, the children shouted.*

10. Sam buys two DVDs every month. *Every month, Sam buys two DVDs.*

11. Harry finished his meal as quickly as possible. *As quickly as possible, Harry finished his meal.*

12. Everyone shook hands after the game. *After the game, everyone shook hands.*



Put the animals below in alphabetical order.
You will need to look at the second letter.



crab
cow
centipede
camel



frog
fly
ferret
fox

ostrich
octopus
otter
opossum



Draw a picture of one of the 'h' animals.

hyena
hamster
horse
heron

Name:



Put the animals below in alphabetical order.
You will need to look at the second letter.



stoat
seal
snake
squirrel



grasshopper
giraffe
gorilla
gerbil

mule
meerkat
mouse
mana:ee



Draw a picture of one of the 'p' animals.

penguin
pig
puffin
parrot

Name:



Put the animals below in alphabetical order.



pelican
peacock
penguin



rat
rabbit
raccoon

goose
gorilla
goat



Draw a picture of one of the 'b' animals.

bat
badger
baboon
bandicoot

Name:



Put the animals below in alphabetical order.



beetle
beever
bear



dolphin
donkey
dog

warthog
walrus
walaby



Draw a picture of one of the 'm' animals.

moose
mongoose
mole
monkey

Name:

Answers

Page 1

camel centipede cow crab	ferret fly fox frog	octopus opossum ostrich otter	hamster heron horse hyena
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Page 2

seal snake squirrel stoat	gerbil giraffe gorilla grasshopper	manatee meerkat mouse mule	parrot penguin pig puffin
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Name:

Answers

Page 1

peacock
pelican
penguin

rabbit
raccoon
rat

goat
goose
gorilla

baboon
badger
bandicoot
bat

Page 2

bear
beetle
beaver

dog
dolphin
donkey

wallaby
walrus
warthog

mole
mongoose
monkey
moose

Name:

The Cat and the Whale

A long time ago, some ferocious pirates went sailing in their ship.

One of the pirates decided to bring his pet cat along for the adventure. Suddenly, when they were out in the middle of the ocean, a terrible storm overturned the ship. All of the pirates fell into the ocean. The pirate's cat was scared and feared that he would drown. Luckily, a whale swam past and rescued the cat.

Eventually, the cat and the whale came to a tropical island. The cat walked down off the whale's back and jumped onto the golden sand. The whale asked the cat, "Do you know this island?"

The confident cat replied, "Yes! The king of this island is my best friend and I am a prince!"

The whale knew that the island was empty. He said to the cat, "You're a prince? I didn't know! Well, now you can be a king!"

The cat was confused and answered, "But how can I be a king?"

The whale started to swim away and replied, "Easy! There's no other creature on this island. You will automatically be king!"

Moral: *Those who lie and boast may end up in trouble.*

Comprehension Task

Teach Starter.com

The Cat and the Whale

1. What is the author's purpose in this text?
 - a) entertain
 - b) persuade
 - c) inform
 - d) other
2. Explain in your own words the moral of this story.
3. *The whale knew that the island was empty and that nobody lived there.*
Why did the author include this sentence?
4. How do you think the author feels about the cat?



CRAZY CREATIVE CHALLENGE

With a partner or in a small group, write and present a play or skit about the text.

- How many characters are there?
- What do the characters say?
- How do they act, move and speak?

Comprehension Task

Teach Starter.com

The Thirsty Monkey

One summer's day, a very thirsty monkey was wandering around looking for some water. Hours passed and the monkey still could not find any water. The monkey was becoming more and more tired and started to feel very weak.

The thirsty monkey was almost ready to give up hope, when suddenly he found a jug with some water in it!

The monkey tried to pick up the jug, but it was too big and heavy. Disappointed, the monkey then tried to put his hand inside the jug to scoop out the water, but the opening was too small! He tried to push the jug over, but it would not budge. The monkey was sad, but he was not going to give up.

After thinking long and hard, the monkey thought of a great idea. He started to pick up some rocks that were lying on the ground and began dropping them into the jug, one by one. As he put more rocks into the jug, the water rose. Eventually, the water was high enough for the monkey to have a drink. The monkey was happy that his idea had worked and he was no longer thirsty!

Moral: *If you try hard enough, you may soon find the answer to your problem.*

Comprehension Task

Teach Starter.com

The Thirsty Monkey

1. Explain in your own words the moral of this story.
2. The author uses the words *thirsty*, *disappointed*, *sad* and *happy* in the passage.
Why do you think he/she uses these words?
3. Why do you think it was important for the author to inform the reader that the monkey was feeling very weak?
4. What could have happened to the author to make them decide to write this passage?



CRAZY CREATIVE CHALLENGE

With a partner or on your own, create a comic strip story that relates to the text.

- How many scenes (boxes) will you need?
- Will you use speech or thinking bubbles?
- What pictures will you draw?

Comprehension Task

Teach Starter.com

The Tortoise and the Hare

Once upon a time, there lived a tortoise and a hare. The hare was always making fun of the tortoise for being *too slow*. He would always yell out, "Hurry up you slow coach!" to the tortoise and complain that he took such a long time to get anywhere.

The tortoise began to feel annoyed with the hare. Eventually, he challenged the hare to a race through the woods. The hare and the other animals laughed for hours at the tortoise for the silly suggestion. Finally, the hare agreed to the race and the course was set.

Later that day, the tortoise and the hare lined up and set off on their race. Almost immediately, the hare was out of sight. He was so far ahead that he decided to have a nap in the warm sun while he waited for the tortoise to catch up.

The tortoise slowly kept walking towards the finish line. Eventually, he passed the sleeping hare. When the hare woke up, he could not see the tortoise and thought he was still in the lead. To his surprise, when he reached the finish line, the other animals were cheering. The tortoise had already won the race!

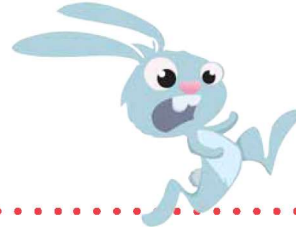
Moral: *Slow and steady wins the race.*

Comprehension Task

Teach Starter.com

The Tortoise and the Hare

1. Who do you think the author wrote this story for?
Explain why you think it was written for that audience.
2. Why do you think the author has written *too slow* in italics?
3. Explain in your own words the moral of this story.
4. Write some questions that you would like to ask the author about *The Tortoise and the Hare*.



CRAZY CREATIVE CHALLENGE

Design and make a bookmark about the text. Make sure you include:

- the title
- illustrations of the characters
- a summary, or the moral of the story.

Comprehension Task

Teach Starter.com

The Raccoon and the Golden Nugget

One morning, a hungry raccoon was digging in the ground. He was trying to find something delicious to eat for his breakfast. As he was searching through the ground, he found a shiny and valuable golden nugget!

A bird flying nearby saw the golden nugget and yelled out to the raccoon, "You'd better be quick and hide that piece of gold before someone takes it! It will be worth a lot of money!"

The raccoon replied to the bird, "I know this gold might be valuable to some people, but I am very hungry. I would rather find myself something nice to eat."

The disappointed bird flew away while the hungry raccoon continued searching for some food.

Moral: *Gold can't satisfy hunger.*



Comprehension Task

Teach Starter.com

The Raccoon and the Golden Nugget

1. Who do you think the author wrote this story for?
Explain why you think it was written for that audience.
2. Why do you think the author decided to include the flying bird in the story?
3. What do you think are the author's views on money?
What part of the story made you think this?
4. Explain in your own words the moral of this story.

CRAZY CREATIVE CHALLENGE

What do you think happens next? Continue writing and create an ending to the story.

- What does the bird do?
- What happens to the gold nugget?
- Does the raccoon find something to eat?

Comprehension Task

Teach Starter.com

The Wind and the Sun

A very long time ago, the Wind and the Sun had an argument. They both insisted that they were stronger than the other. After much quarrelling, they decided to have a competition to see who was stronger.

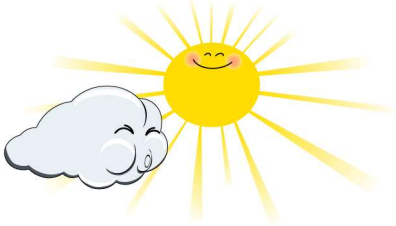
That afternoon, a hiker with a thick jacket came walking up the hill. The confident Sun said to the Wind, "Let us see who can get the hiker to take off his jacket."

The Wind agreed with the Sun. He decided to have the first turn. The Wind blew his very hardest, but the hiker zipped up his jacket, making it even more secure.

It was then the Sun's turn. He slowly began to shine in a very gentle way and the hiker unzipped his jacket. The pleased Sun continued shining brighter and brighter until the hiker began to feel hot. Soon, the hiker took off his jacket and put it in his bag.

The disappointed Wind congratulated the Sun.

Moral: *Fury or force cuts no ice where gentleness does the job.*



The Wind and the Sun

1. *A very long time ago...*

Why do you think the author chose this setting?

2. Why do you think the author decided to use the Wind and the Sun as characters?

3. *The pleased Sun continued on shining brighter and brighter.*

How do you think the author was trying to make the reader feel with this sentence?

4. Explain in your own words the moral of this story.

CRAZY CREATIVE CHALLENGE

Create a detailed drawing of an interesting part of the story.

- ① What part of the story are you going to draw?
- ① What characters will be in your drawing?
- ① What do the characters look like?

Identify Author's Purpose

The purpose is the reason why they wrote the piece of text.

An author writes for many reasons. They may be trying to persuade you, entertain you or inform you about something.

Persuade

Convince the reader of a certain point of view or to persuade them to think, feel or act a certain way.

Examples: advertisements, commercials, essays, debates, posters, brochures.



Inform

Teach or give information to the reader.

Examples: non-fiction, informational texts, biographies, magazines, newspapers, manuals, cookbooks.

Entertain

Enjoy the piece of text – just for fun!

Examples: fiction, stories, comics, magazines.



The Cat and the Whale

1. The author's purpose is to persuade the audience not to lie.
2. The moral of the story is not to lie. If you lie, you might get yourself into trouble.
3. The author includes this sentence because he/she wants the audience to know that the whale knew what the cat was trying to do; and that the whale was tricking the cat.
4. The author most likely has negative feelings towards the cat and thinks he is foolish for trying to lie to the whale.

The Thirsty Monkey

1. The moral of the story is never give up. You should continue to work hard until you get good results.
2. The author uses the words *thirsty*, *disappointed*, *sad* and *happy* in the passage to inform the audience about how the monkey is feeling. This helps create a mental image of the monkey.
3. The author needs to inform the reader that the monkey was feeling very weak, so that they understand how hard it must have been for him to keep trying to solve his problem.
4. The author could have recently had an experience which involved a large problem to solve. Perhaps he/she had to keep trying until they could figure it out.

The Tortoise and the Hare

1. The author could have written this story for children, teenagers, athletes, competitive people, people who tease others, people who always try to do their best, people who rush things, people who take their time (and so on).
2. The author has written too slow in italics to highlight to the audience how slow the tortoise was moving.
3. The moral of the story is that if you take your time and do things properly, you will be rewarded in the end.
4. Some possible questions include:
What inspired you to write this story?
How did you start writing this story?
Why did you choose to use a hare and a tortoise?
Why did you make the hare fall asleep?
Which character do you like the best?

The Racoon and the Golden Nugget

1. The author could have written this text for children, teenagers, adults, greedy people, people who care more about money than food (and so on).
2. The author decided to include the flying bird in the story to try and give the racoon a choice and to create a complication to the story.
3. The author sees money as less important than the essential things needed in life. The author thinks money and objects are not as important as food and shelter.
4. The moral of the story is that you can't eat gold. Money can't always make you happy. There are other things that are more important than being rich, such as food.

The Wind and the Sun

1. The author chose this setting because they wanted the story to sound like it was a very old story and had been passed down through the generations.
2. The author decided to use the Wind and the Sun as characters because they are both powerful energy forces that can make things move. This would make the story sound more real.
3. The author is trying to make the reader feel warm and happy.
4. The moral of the story is that you can achieve great things if you are gentle and careful.