

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

<b>-ed</b>
assorted
battled
crowded
disobeyed
displeased
disturbed
drowned
flawed
frightened
marked
murdered
powered
sorted
turned
surrounded
discovered
started
revisited

## Crazy Capitals

<b>-ied/</b>
applied
bullied
cried
denied
fried
lied
relied
replied
qualified
satisfied
spied
supplied
tried
carried
hurried
married
scurried
tidied
varied
worried

## Spelling Pythons

<b>-d/-ed /</b>
applauded
calculated
celebrated
coloured
conceited
digested
endeavoured
exclaimed
exhibited
exhumed
flavoured
knocked
laboured
numbed
pictured
predicted
punctured
received
reflected
researched
searched
signed
telephoned
whistled
wrapped

## Vicious Vocabs

<b>ph</b>
agoraphobia
arachnophobia
cacophony
claustrophobia
hydrophobia
paragraph
pharaoh
pharmacist
pharynx
phenomenon
phlegm
phobia
phoneme
photosensitive
photosynthesis
physical
physicist
physiotherapy
symphony
xenophobia



# 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.

next	kept	with	soft
his	man	best	big
as	step	spring	them
lots	look	back	shop
then	get	that	stuff
left	black	job	kept
sell	pink	when	fan
trots	fact	runs	steps

# Catch A Lot - Reading Workshop

This week we would like you to watch a short animated film and answer questions related to it. Watch the film all the way through and then start it again and be ready to pause it for each set of questions. To be successful:

- We are expecting that you answer at least one question from each section here, (but you can answer more if you wish).
- We are expecting that you answer in full sentences.
- We are expecting you to give evidence to support your thinking.
- We are expecting you to compare your answers to those given and comment where the answers are not the same (more explanation in answers section).

<https://www.literacyshed.com/catch-a-lot.html>

## **Pause so we see image of boat and two men aboard it - at about 10 seconds**

- What time of day is it? What evidence is there?
- What can we tell about these characters from what they are doing, what they are wearing and their tools?
- What do you think it smells like?

## **Pause as soon as the image pans out - at about 35 seconds**

- Why do you think the director has chosen to pan out?
- What might the mist be indicating?
- How is the son feeling? What actions can you describe to show this?

## **Pause after the father shakes the son - at 1 minute 10 seconds**

- We know the father has spotted a whale, how does the director show us that a whale has been found?
- Why is the father becoming more frustrated?
- What do you think he would say to his son if he spoke at this point?
- What do you think the son is thinking?

## **Pause after the eye opens at the side of the boat - at 1 minute 50 seconds**

- How could we describe the whale's appearance using 'show not tell'?
- How does the director build tension in this section?

## **Pause after the view from under the boat after the father has climbed aboard - at 2 minutes 18 seconds**

- How is the father feeling at this point?
- How has the director used the weather to reflect the mood?

## **Watch the film to the end**

- Does the final image of father change the way his son thinks about him?
- What do you think will happen next?

# Catch A Lot - Reading Workshop Answers

Please check before marking your responses that you have met the success criteria we gave you:

- We are expecting that you answer at least one question from each section here, (but you can answer more if you wish).
- We are expecting that you answer in full sentences.
- We are expecting you to give evidence to support your thinking.

The last one we gave you at the start is:

- We are expecting you to compare your answers to those given and comment where the answers are not the same (more explanation in answers section).

As this is a reading workshop, we would expect your answers to vary so the responses you have will not be exact matches for these here, but if they are VERY different, we would like you to consider why you have answered the way you have. Seeing your answer against our answers may prompt you to more of an explanation for your response, or may get you thinking in a different way. REMEMBER there are lots of times that you give us teachers a totally different point of view in reading workshops, so don't think your answer is wrong - just sell it to us more!

## Pause so we see image of boat and two men aboard it - at about 10 seconds

□ What time of day is it? What evidence is there?

It appears to be daybreak, early morning. The seagull is still half asleep! It could equally be the end of the day.

□ What can we tell about these characters from what they are doing, what they are wearing and their tools?

It appears that they are out fishing - their clothes are typical of fishermen and the older man (father) has a spear. At this point we don't know what they are fishing for, but with a spear, it's something big! Another clue is the name of the boat - Catch A Lot - implies that they are out fishing. What might be less obvious is that it is set some time ago. The clues are there:

- the light they use is one with a flame, not a modern torch
- the clothes aren't modern - they wouldn't protect you in the same way modern clothes would
- they have no safety equipment!
- the spears are homemade, not modern
- they are hunting something big in a tiny wooden boat!

□ What do you think it smells like?

Your answers may vary here - I think it would smell of the sea but there would also be the smell of fish too from the boat and their clothes.

## Pause as soon as the image pans out - at about 35 seconds

□ How is the son feeling? What actions can you describe to show this?

He's not interested in being there at all! At the start of this section, he rolls his eyes and sighs and slumps over the oars. His eyebrows show he is annoyed or irritated by it all.

□ Why do you think the director has chosen to pan out?

The director has chosen to give us a wider view to show us the mist creeping in and how small the boat really is against the sea. Up to this point, all the shots have been close up of the boat or the faces and we have had no indication of how huge the sea is compared to them.

▫ What might the mist be indicating?

The mist here is being used to hide something. The director is using the mist to add elements of mystery and suspense to the film.

### **Pause after the father shakes the son - at 1 minute 10 seconds**

▫ We know the father has spotted a whale, how does the director show us that a whale has been found?

The father hears the whale first (at about 38 seconds) and then we see the whale blowing out water.

▫ Why is the father becoming more frustrated?

The father is really excited to see the whale but the son rolls his eyes again and taps his fingers against the side, indicating that he's bored or fed up. The father throws the second spear at his son and the son looks surprised before looking away from his dad on purpose - as if he is refusing to join in. Maybe this is the first time they have come out together and the father is disappointed that his son isn't interested in his passion. Maybe this happens every time they go whaling and the father is at the end of his patience. We don't know but clearly their relationship isn't great and the father is frustrated that his son isn't taking part.

▫ What do you think he would say to his son if he spoke at this point?

Your answers will vary here - I think he may try to explain that this is a big part of his life, or that it is a tradition that he is trying to pass down to his son and that the son is upsetting him by not showing any interest.

▫ What do you think the son is thinking?

Your answers will vary here - I think the son is wishing he was anywhere else than in the boat and that he wants a different future to the one his dad has planned out for him.

### **Pause after the eye opens at the side of the boat - at 1 minute 50 seconds**

▫ How could we describe the whale's appearance using 'show not tell'?

At this point, we still haven't seen the whale - we've heard it and we've seen it blowing out water; the director makes us understand that there is a whale (show) even if we don't see it directly (tell). If the director wanted us to see the size of the whale, it would've been easy to have done that by having the whole whale in view of the boat (tell). What they do is more subtle and introduce the whale by just letting us see the size of its eye (show) - without showing us the whole whale, we know it is HUGE!

▫ How does the director build tension in this section?

In such a short piece of film there are lots of ways the director builds the tension!

Firstly, the music has been composed to make you feel tension is building - it goes from sounding soft to sounding jaggy and then there's one note held for a long time - as if they are all holding their breath - which stops when we first see the whale's eye. It builds up again when the father sees the whale and we see his reflection in the eye, getting closer to it.

They also do it with other sounds - at about 1 minute 23 seconds, there is the sound of thunder or the wind and after that there's no sound other than the creaking of the boat and the water against it. The mist is all around the characters now so they can't see anything around them. The father character is on edge - he's making us feel nervous because he is too, swivelling around with his spear held out and then creeping up on the whale when we see his reflection.

## Pause after the view from under the boat after the father has climbed aboard - at 2 minutes 18 seconds

▫ How is the father feeling at this point?

We see a close up of his face when he gets back into the boat and holds up the lantern. His face looks angry - his eyebrows come down and he sneers with his mouth. He also growls which you can just hear. He's annoyed at the whale for making him a fall overboard.

▫ How has the director used the weather to reflect the mood?

The weather has changed dramatically at this point. We have not been aware of it changing because all the focus has been up close to the boat and characters' faces. There is a terrible storm raging (we did hear some thunder as a warning earlier). I believe the director has changed the weather to reflect the father's anger but you may have other thoughts.

I can't decide whether the storm has caused the big wave or if it is the whale that causes it - the sea is very calm up to that point- did you have an opinion?

## Watch the film to the end

▫ Does the final image of father change the way his son thinks about him?

The final seconds suggest that the father is still up for his catch and wants to kill the whale because he reaches for his spear as the boat is thrown up. Maybe his reasons have changed from the start of the film, but he still aims to try. The son's face changes from horror/scared to smiling with pride as he realises that his father may save them yet. I think it changes the son's opinion because he sees his dad as a hero rather than just someone who makes him do things he doesn't want to do. Maybe he sees all his father's skills as being worthwhile and something he would want to do - if they survive!

▫ What do you think will happen next?

Your answers will vary!



A collective noun is a word used to describe a group of objects. This page is all about collective nouns for groups of animals and birds.

Use the words below to make the collective nouns.

wolves

sheep

piglets

ants

geese

whales

1. a colony of ..... 2. a school of ..... 3. a litter of .....

4. a gaggle of ..... 5. a flock of ..... 6. a pack of .....

The words swarm and herd can be used for several different animals and insects. Write the correct word for these collective nouns:



7. a ..... of bees 8. a ..... of cattle 9. a ..... of mosquitoes

10. a ..... of llamas 11. a ..... of flies 12. a ..... of elephants



Write a sentence for each of these collective nouns. Make them really interesting sentences!

nest of vipers

troop of monkeys

parliament of owls

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A collective noun is a word used to describe a group of objects.

Use the words below to make the correct collective nouns.

arrows

bananas

cars

eggs

cakes

stairs

1. a flight of ..... 2. a quiver of ..... 3. a batch of .....

4. a fleet of ..... 5. a clutch of ..... 6. a bunch of .....

These collective nouns have been mixed up. Can you sort them out and write them correctly?



7. battery of grapes

8. bunch of stairs

9. flight of guns

7. ....

8. ....

9. ....



Why not make up some of your own! I made up: 'a ring of phones' and 'a cuddle of teddy bears'!  
Try these yourself:

ice creams

phones

teddy bears

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Answers

- |                      |                       |                          |
|----------------------|-----------------------|--------------------------|
| 1. a colony of ants  | 2. a school of whales | 3. a litter of piglets   |
| 4. a gaggle of geese | 5. a flock of sheep   | 6. a pack of wolves      |
| 7. a swarm of bees   | 8. a herd of cattle   | 9. a swarm of mosquitoes |
| 10. a herd of llamas | 11. a swarm of flies  | 12. a herd of elephants  |



Answers

- |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|
| 1. a flight of stairs | 2. a quiver of arrows | 3. a batch of cakes   |
| 4. a fleet of cars    | 5. a clutch of eggs   | 6. a bunch of bananas |
| 7. battery of guns    | 8. bunch of grapes    | 9. flight of stairs   |

### Writers Craft Task

Task: To write the next paragraph of **Tom's Terror**.

We're not looking for quantity in this task, we are looking for a carefully considered paragraph, using the same style of writing as the author. You are not being asked to complete the story, we are focusing on the middle part of the story here.

L.I: I am learning to follow the style of an author

Success criteria:

- To use appropriate adjectives
- To use different sentence starters
- To continue the same character and setting
- To use commas and exclamations marks
- To use a short sentence (to build tension)

1. Read the passage 3 times. Check the success criteria.

2. Answer the following questions. These are to help you plan your paragraph.

What do we know about Tom?	What do we know about outside the school?	Which phrases or words are helping to build an atmosphere?

Your turn to think about your own paragraph.

What is Tom going to see when he opens the door?	What might he see or feel?	Which phrases or adjectives will you choose to build an atmosphere?

Read the passage one last time. What is your first sentence start going to be?



### Tom's Terror!

It was a cold, damp night as Tom walked past the old school. The moon was full and shining in the inky blue sky. The stars twinkled and the **piercing** wind blew Tom's hair over his eyes.

**"Ouch!"** yelled Tom, as he crashed onto the soggy ground. Tom had just tripped over a large, **jagged** rock, or at least that is what it looked like. Rubbing his knee he got to his feet. He looked around to see if anybody had saw him fall. As he turned around he saw something move in the shadows over at the old school. **He paused**. He was a little scared but that wouldn't stop Tom.

Tom's heart was beating fast as he got closer to the school. He opened the gate slowly and tiptoed towards the door. **Gingerly**, he pushed the door open and stepped inside...

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Which piece of success criteria did you do well?

Which piece of success criteria do you feel is a target?