

## English overview week beginning 18<sup>th</sup> May 2020

Monday

| Adjectives   |   |  |   |
|--|---|--|---|
| <b>color</b>   | <b>size</b>   | <b>texture</b>   | <b>shape</b>  |
| ·black<br>·white<br>·pink<br>·yellow<br>·brown<br>·purple<br>·orange<br>·red<br>·green | ·small<br>·tiny<br>·medium<br>·large<br>·huge<br>·gigantic<br>·big<br>·short<br>·tall | ·smooth<br>·hard<br>·fluffy<br>·soft<br>·rough<br>·sticky<br>·bumpy<br>·slippery<br>·fuzzy | ·square<br>·round<br>·oval<br>·curved<br>·straight<br>·wide<br>·narrow<br>·crooked<br>·flat |



**LO: To use adjectives in our writing and speaking**

**(Y2 - to use expanded noun phrases in our writing and speaking)**

Adjective - a word that tells us more about a thing or person. For example: The boat is **big**. Big is the adjective that tells us more about the boat.

**(Y2s - if we wanted to make this into an expanded noun phrase, we would put the adjective in front of the thing, or person, it was describing - I can see a big boat. 'A big boat' is the expanded noun phrase.)**

Look through your journey drawing or model and talk about the places you have included. Can you pick at least three places and think of an adjective to describe each one?

For example - if you have included a bridge over the river, could it be tall, wide, white or wooden?

If you have included a pizza shop, could it be your favourite pizza shop or a yummy pizza shop?

Adjectives add life to your writing and make it exciting and interesting to read.

When you have found your favourite adjectives (Y2s or expanded noun phrases), write them on a label and add them to your drawing or model so that you don't forget them.

Practise saying your sentences to include your new adjectives (Y2s - or expanded noun phrases)

Tuesday, Wednesday, Thursday

**LO: To innovate a story**

**To write several sentences together to create a short narrative**

CLIMB ABOARD THE RIVER BOAT,  
WE'RE SAILING DOWN THE DON.



We are going to start writing today - it would be best if you can write in your red book so that you can keep it on one place and gradually build up your story. I have assigned three days for this activity so that your child can take their time and really build up their story without having to rush.

The key here is really taking your time.

Start off by copying your repeated sentence into your book. Make sure you check that you have all your finger spaces in place, and that you start with a capital letter and end with a full stop. Make sure our child checks their sentence for all these things before they move on. If finger spaces are missed out, or if letters are floating off the line, let your child have another go. It is important to get this first sentence right! Encourage your child to think about the person who will read their story - they need to be able to read it easily, and it must make sense, otherwise they may give up and not read any more!

Also, this sentence will be repeated throughout the story, so if it is right in the first place, your child will simply need to copy it each time. This will mean that each time they copy it, they can really concentrate on their handwriting and letter formation, rather than having to worry about what they are writing.

Then move to your first place on your journey. Build your sentence together first, using your fingers to count how many words there are. Putting a finger up for each word and encouraging your child to do the same will help them to remember where each finger space goes. If your



child is struggling to remember finger spaces say the sentence slowly, putting a finger up for each word and actually saying finger space after each word as well. Make sure your child checks their sentence after they have finished. If there are mistakes, do they know how to fix them? Is it a simple fix, or do they need to have another go at the sentence?

If possible, aim to write the repeated sentence, and one more sentence for each of these three days. Remember to include the adjective when you come to one in your drawing or model.

If your child is confident, or really keen, let them carry on and write more, but try and encourage them to keep to the pattern of repeated sentence, new place, repeated sentence, new place etc. Make sure they check their work after every full stop.

When they have finished, can they read it back to you in a nice clear voice? They could even video it and send it to me if they are feeling brave! I would love to see what they have written if you can send me a photo on Class Dojo!





Friday

**LO: To name the letters of the alphabet in order (using letter names rather than the sound they make)**

A bit of grammar just to end your week - you have worked really hard! It is important that children move away from using sounds to talk about the letters of the alphabet as this can get confusing for them as we look at alternative pronunciations in phonics. We use lots of songs to help children to remember these letter names and, although they don't always use the names themselves when they are talking about letters, I always use them so that they get used to hearing them (for example - a = ay rather than the short a sound, b=bee rather than - the short 'buh' sound).

We use this song and dance at school -

<https://www.youtube.com/watch?v=jYeMpUdufNk>

Have a go at putting words into alphabetical order here - <https://www.youtube.com/watch?v=FP8eku7lb9w> and here -

<https://www.roythezebra.com/reading-games/alphabetical-order-1.html>

Make up some letter flashcards and show them one at a time to your child asking them to say the letter name. You could use capitals and lower case as children need to understand that it is the name of the letter whether it is a capital or lower case.

If you are reading here, you have done it! A whole term of home schooling English, and with a piece of writing under your belts - WELL DONE!!!

If you haven't managed it all - don't panic, just having a go is enough. You are all amazing - have a well-earned half term break!



