

## Lewis Class

### English (week beginning 18.05.20)

Here are some links to websites that have videos to support your child's learning in English. If you are struggling to find time to sit down with them, they could watch and make notes independently. These are not necessarily linked to the current topic but are still useful tools for learning. They can also be used as additional learning if needed.

<https://www.bbc.co.uk/bitesize/subjects/zv48q6f>

Year 3: <https://www.thenational.academy/online-classroom/year-3/english#subjects>

Year 4: <https://www.thenational.academy/online-classroom/year-4/english#subjects>

#### **Writing**

##### **Fronted adverbials**

Adverbs can be used as **adverbials**, but many other types of words, phrases and clauses can be used in this way, including prepositional phrases and subordinate clauses. When an **adverbial** is used at the beginning of a sentence, they are often called '**fronted adverbials**'.

*Make sure you use a comma after a fronted adverbial in a sentence to separate it from the main clause.*

Fronted Adverbials are words or phrases at the beginning of a sentence which are used to describe the action that follows.

Time	Frequency	Place	Manner	Possibility
Afterwards, Already, Always, Immediately, Last month, Now, Soon, Yesterday, Today, Tomorrow, Next year, In January, On Tuesday, In the morning, After a while, As soon as she could, Before long, All of a sudden, In the blink of an eye, Just then, Eventually, Later,	Often, Again, Daily, Weekly, Fortnightly, Yearly, Sometimes, Rarely, Every second, Twice a year, Once a minute, Once, Once or twice, Three times, Constantly, Regularly, Frequently, Infrequently, Occasionally, Rarely, Never in my life, Never before,	Above the clouds, Below the sea, Here, Outside, Over there, There, Under the ground, Upstairs, In the distance, Between the sea and the sky, Everywhere she looked, Around the tent, Back at the house, Nearby, Down by the cliffs, Behind the shed, In the wooden box, Over my bed, Somewhere near here, Far away, Wherever they went, North of here,	Sadly, Slowly, Happily, Awkwardly, Bravely, Like a ... , As quick as a flash, As fast as he could, Without a sound, Without warning, Unexpectedly, Unfortunately, Suddenly, Mysteriously, Frantically, Anxiously, Courageously, Silently, Curiously, Nervously, Rapidly, Carefully,	Almost unbelievably, Much admired, Nearly asleep, Quite understandably, Really happily, Perhaps, Maybe, Just arrived, Certainly amused, Obviously angry, Definitely confused, Completely exhausted, Barely alive, Out of breath, Decidedly unimpressed, Perfectly confident, Positively trembling with excitement, Purely practically, Somewhat flustered, Utterly joyous, Totally overwhelmed,

##### **Some examples of sentences that include fronted adverbials:**

First thing in the morning, I always have a cup of tea.

Mysteriously, the door slowly opened.

Regularly, I drink water to keep hydrated.

### Step 1

- Use this information/watch these videos and make notes or create a poster to consolidate your understanding:

<https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zp937p3>

<https://www.youtube.com/watch?v=pCpJXDy0tb8>

<https://www.youtube.com/watch?v=Lk-Llc3dWA>

### Step 2

- Match the fronted adverbial to the sentences and write them out in full so that they make sense. *Think about capital letters, you don't need one after the adverbial – only at the beginning of the sentence (unless it's an 'I' or a proper noun).*

Gently,

Before I go to bed,

At last,

Suddenly,

At the park,

Every playtime,

I clean my teeth.

The ground began to shake.

I lost my coat.

I play football.

She lifted the sleeping baby.

I reached the finish line.

Finish this sentence in the most interesting way possible:

In the middle of the night,

### Step 3

- Look at the sentence below.

1. He threw the ball against the wall.
2. The dinosaur stomped and roared a mighty roar in the forest.
3. The little girl jumped up and down like a yo-yo.
4. Finally, the plane landed at the airport.
5. An enormous boat sailed along the river Mersey.

Copy the adverbials from each sentence into your exercise books. Now have a go at rewriting the sentence with the adverbial at the front (number 4 is already done for you). Are there any that read better when the adverbial is not at the front? Which ones?

### Step 4

- Re-write each sentence so that they each include a comma in the correct place so separate the adverbial from the main clause. I have done the first one for you.

1. As the sun was setting, an owl began to stir from its sleep.
2. With a mighty roar the lion leapt onto a rock and scared all the visitors at the zoo.
3. In a dark cave there lived a ferocious dragon.

4. In the summer of 2012 the London Olympic Games took place.
5. After a tiring night Mum finally got some sleep.

## Step 5

- Use fronted adverbials in a description

Look at this picture taken of the London marathon.



Using some of the fronted adverbials given in the table below, the table at the top of this document and any that you can think of yourself, write a description of this picture. The first sentence has been done for you. Remember to always place a comma after the fronted adverbial to separate it from the main clause.

*Ensure you use your best handwriting and use the correct punctuation. I am also looking to see you using; time and place conjunctions, expanded noun phrases, possessive apostrophes and pronouns correctly.*

Time	Place	Manner
On Sunday 28 <sup>th</sup> of April 2019, As he was running, Whilst the crowd cheered,	Behind the metal barriers, Below the beating sun, On their T-shirts,	With a determined look, Feeling exhausted, Without slowing down,

On Sunday 28th of April 2019, thousands of people hit the streets of London to take part in the annual London Marathon

Glossary of terms:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/244216/English\\_Glossary.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/244216/English_Glossary.pdf)

## Spelling

- Daily - practise spellings on rainbow spelling card – all spelling cards are on the school website <https://www.sampford-peverell-primary.devon.sch.uk/website/english/459618> so when you are ready, move onto the next one!
- Choose 5 words on the spelling card. Write synonyms, antonyms, the meaning and an example of how to use the word in a sentence. Can the word be modified? Glossary of terms can be found here [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/244216/English\\_Glossary.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/244216/English_Glossary.pdf)
- Use this spelling strategy to practise your spellings:

### Pyramid words

This method of learning words forces you to think of each letter separately.

p  
py  
pyr  
pyra  
pyram  
pyrami  
pyramid

You can then reverse the process so that you end up with a diamond.

## Reading

- Read your AR book and then take the quiz: Accelerated reader quiz: <https://ukhosted113.renlearn.co.uk/2236417/>
  - Read to your parents/careers and discuss what you have read. Parents/careers - encourage them to read with expression and intonation.
  - Watch Newsround and discuss what is happening in the wider world.
  - Explore new vocabulary you find when reading. What are the origins of this word? Can it be modified? Can you find any synonyms or antonyms for your new word?
- With your parent/career, look in magazines, newspapers and books for new vocabulary you are unfamiliar with. You could use a highlighter to highlight in magazines and newspapers.

Some of you have been asking about collecting new reading books but unfortunately, due to the school closure, we are not able to facilitate this. You may have books at home that have an Accelerated Reader quiz assigned to it and you can find this out by using the AR book finder <https://www.arbookfind.co.uk/> Here you can search a book and see if it has a quiz.

Free ebooks can be found at <https://www.oxfordowl.co.uk/for-home/find-a-book/library-page> - you do need to register but all books are free to read during the school closure. Unfortunately, their levels do not match the Accelerated Reader ZPD codes that your child has. But after having a look at some of the ebooks on AR book finder, this is a rough guide.

Oxford reading levels 1-5 and are below a ZPD of 2, Levels 6/7 are roughly at a ZPD of 2 and levels 8-13 are between 2.5 and 4. This is a rough guide so please check before reading.

Audible is also giving free access to books during this time <https://stories.audible.com/start-listen>

Please use the following links to find free eBooks, games and resources to enhance your child's reading development at home. Lots of them can be accessed independently once the initial login has been set up.

[www.phonicsplay.co.uk](http://www.phonicsplay.co.uk)

[www.devonlibraries.org.uk](http://www.devonlibraries.org.uk)

<https://www.oxfordowl.co.uk/for-home/find-a-book/library-page#>

<https://connect.collins.co.uk/school/portal.aspx> :

Username: parents@harpercollins.co.uk

Password: Parents20!

