

## Lewis Class

### English (week beginning 01.06.20)

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>

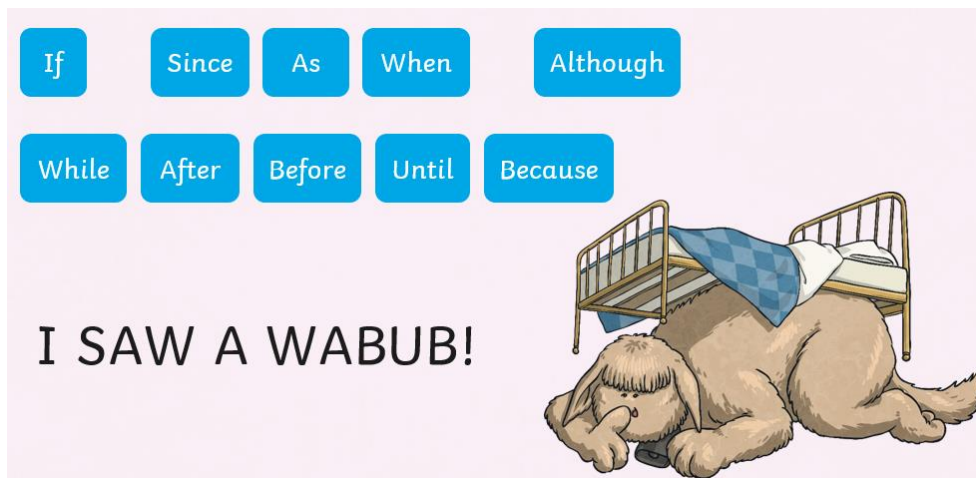
#### **Writing**

##### **Subordinating conjunctions**

*Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.*

A conjunction is a word that acts as a 'joining word' connecting pairs or groups of words and clauses in a sentence. There are **two** main types of conjunctions we use within sentences.

- **Co-ordinating conjunctions** link two main clauses together as an equal pair to create a compound sentence. We usually remember these words using the acronym 'FANBOYS' (for, and, nor, because, or, yet, so).
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- **Subordinating conjunctions** introduce a subordinate clause. You can remember some of the most useful subordinating conjunctions by using the acronym 'I SAW A WABUB'. This helps you to remember the first letters of some of the most important subordinating conjunctions.



Subordinating conjunctions are the first words within a subordinate clause. A subordinating clause is a part of a sentence that adds additional information to the main clause. A subordinating conjunction is simply the word/words that is/are used to join a subordinating clause to another clause or sentence.



Can you spot the subordinate clause and the subordinating conjunction in this sentence?

The eager pupils sped into school  
when the bell rang.

Here are some more examples:

Whales give birth to live young  
as they are mammals.

The hopeless rugby team lost the  
game because they hadn't trained.

Subordinating conjunctions can also be used as the first word in a sentence. When the subordinate clause comes before the main clause, make sure you remember to use a comma to mark where the subordinate clause ends.

When the bell rang, the eager  
pupils sped into school.

Here are some links to videos to consolidate your understanding:

<https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zqk37p3>

<https://www.youtube.com/watch?v=BT1HhMcB8aw>

<https://www.youtube.com/watch?v=FK2Gyto5gTQ>

<https://www.theschoolrun.com/what-is-a-conjunction>

after

although

as

because

Here is a bank of  
subordinating conjunctions:

before

if

once

provided (that)

since

that

though

unless

until / till

when

where

whereas

whenever

wherever

whether

while

Step 1

- **Use this information to create an information sheet/poster that explains how to use a subordinate conjunction that you will use as revision for the rest of the week.**

Step 2

- **Copy out these sentences and fill in the missing subordinating conjunction.**

*Think about which subordinating conjunction would fit best in each sentence. Is there more than one possibility? Don't forget to use your best handwriting and check your spelling and punctuation.*

1. I am sending you a letter \_\_\_\_\_ I am your biggest fan.
2. \_\_\_\_\_ I eat lunch, I am going to an important meeting.
3. \_\_\_\_\_ he was thrown from his saddle, Henry was wary of riding his horse.
4. The two chemicals should cause a reaction \_\_\_\_\_ you have used them in the right quantities.
5. Heavy snow poured from the skies \_\_\_\_\_ the children made a snowman.

Step 3

- **Subordinating conjunction hunt – make a list in your book of all the subordinating conjunctions you can spot in this text. Clue: there are 5.**

As he walked closer, Cleo could see the crocodile in the cave entrance. The beast was hurriedly eating the remains of its last unlucky victim because it was ravenous. Cleo examined its bright red eyes, huge smoking nostrils and razor-sharp teeth while the beast was occupied. Although Cleo was standing quite a distance away, the terrible stench of the gruesome beast was still making him feel nauseous. Cleo took a deep breath before he tiptoed bravely forward. It was time for battle.

- **Have a go at writing your own paragraph about the crocodile in this text using subordinating conjunctions.**

Step 4

- **Write some sentences about something in this picture using a range of subordinating conjunctions.**

*Write the subordinating conjunction in another colour or underline it with a pencil.*

*For example:*

The tiger was lapping up the icy water **while** his brother patiently waited for his turn.



## Step 5

- **Write short paragraph to describe something you did over half term.**

*Don't forget to use your best handwriting and check your spelling, punctuation and grammar. Try to include:*

- A range of subordinating conjunctions (underline them or write them in another colour)
- Fronted adverbials (don't forget the comma)
- Expanded noun phrases
- Prepositions
- Possessive apostrophes

Here is my example:

During half term week, I spent a lot of time in the garden because the sun was shining. I enjoyed drinking chilled lemonade in my favourite glass although I had to drink it quickly so that it didn't attract the wasps! Lola and Maggie needed to keep cool so we played games with the hosepipe. Lola's favourite game is to chase the water around the garden until she is soaked!

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:

Drawing an image  
around the word

This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.



You can't use this method as your main method of learning spellings, but it might work on those that are just a little more difficult to remember.

## 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 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!