

# English home learning tasks

## Writing tasks (complete in order)

This week we will be writing a poem.

We will write a poem that is similar to the poem we wrote about a forest earlier this year.

Here is a poem I have written in the same style. There are four lines in each stanza.

What is a stanza?

In poetry, a stanza is a grouped set of lines within a poem, usually separated from other stanzas by an indent or blank line.

Poems can contain a number of stanzas by double spacing or different indentations.

Stanzas can be rhyming, but this is not always required.

The stanza in poetry is comparable with paragraphs in prose. Just like a paragraph, they contain related information and introduce new thoughts or ideas in the next stanza.

At the end of each stanza there is a comma, apart from the last line which has a full stop. Each line starts with a capital letter. Also, each line has a **noun** (a person, a place or a thing) followed by a **verb** (describes an action or a state of being) ending in the suffix 'ing'. This week you will be writing a poem about spring using the same format.

### Forest noises

Trees swaying,

Squirrels rustling,

Pine cones falling,

Owls hooting.

Step 1)

Thinking of the word spring, collect as many words that are linked to spring (for example: daffodils, lambs, chick, sunshine). You could create a list or a mind map to do this. You could also research spring online to find more words (vocabulary).

Step 2)

What is a **noun** and what is a **verb**?

A **noun** is a person, a place or a thing. For example: table, cat, Laura.

A **verb** describes an action or a state of being. For example: jump, run, clap.

Sort these words into nouns and verbs by seeing if you can 'do or act out the word'. If you can then it is a verb (a doing word) if not then it is a noun.

cat, hug, shout, lizard, sit, chair, sing, grass, tea, candle, wave

Step 3)

Think about the **noun** and what that **noun** might be doing. For example the **noun** 'chick' could have the **verb** 'hatch' with it.

The word hatch is the simple present tense. 'to hatch'. If I add the suffix 'ing' to the end then this changes the verb to the continuous tense (it is happening now).

Show how these **verbs** change from the simple present tense to the continuous tense by adding the suffix 'ing'. I will do the first one for you.

Hatch – hatching

fall –

jump –

laugh –

thump

Challenge: The spelling of these **verbs** change when adding the suffix 'ing' because of a spelling rule. When the sound before the last letter is a short vowel sound (examples of short vowel sounds are : 'o' in the word hop, 'a' in the word clap 'e' in the word step, 'u' in the word run, 'i' in the word hit) we have to double the last letter.

skip- skipping

hop-

clap-

step 4)

Pick **verbs** with the 'ing' ending to match your **nouns**.

For example: lambs skipping

Step 5)

Create your spring poem using your spring nouns and add what they are doing.

Remember:

Each line has a noun and a verb on it with a comma at the end. There are 4 lines in each stanza (paragraph) and the last line has a full stop at the end. When you go onto the second stanza leave a line underneath to show the different stanzas.

It would be great to video you reading your poem and maybe creating actions like we did with our forest poem!

## Spelling

Practise your spellings that are highlighted on the spelling card. When you have learnt those move onto the next spelling card. You could do this by rainbow writing, 'look cover write check' or by seeing how many times you can write the word in a minute.

Practise the adding 'ing' spelling rule we learnt in step 3 this week.

The same rule also applies for added 'ed'

Skip- Skipped

What other words does this rule apply to?

Weekly reading tasks  
(Aim to do 1 per day)

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.

Free ebooks are available 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. There are Read Write Inc level books (if you are unsure if your child's level please email [seacole@ventrus.org.uk](mailto:seacole@ventrus.org.uk)) and Oxford level books for those who are on Accelerated Reader.

Unfortunately, the Oxford 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 <https://www.arbookfind.co.uk/>, 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>

**Story resources**

<https://www.bbc.co.uk/cbeebies/stories>

<https://www.bbc.co.uk/iplayer/episodes/b00jdlm2/cbeebies-bedtime-stories>

**Phonics level reading**

If your child is on a colour level book (e.g blue, yellow, grey) then you can find Read Write Inc Ebooks on this level. If you are unsure what level book your child is on then email [seacole@ventrus.org.uk](mailto:seacole@ventrus.org.uk) and I will let you know.

<https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>

I would recommend reading this book to your child first, then reading it together and then let them read the book independently.

Other activities you could do are...

Read a variety of books at home.

Retell one of your favourite stories by acting out the events. Maybe you could make masks for the different characters!

If your child is reading Accelerated reader books then they can log in using this link

<https://ukhosted113.renlearn.co.uk/2236417/public/rpm/login/Login.aspx?srcID=t> We have sent home the logins but please email [seacole@ventrus.org.uk](mailto:seacole@ventrus.org.uk) if unsure.

You can see if any of your books at home are on Accelerated Reader by using the AR book finder.

<https://www.arbookfind.co.uk/UserType.aspx?RedirectURL=%2fdefault.aspx>