

Lewis Class

English (week beginning 15.06.20)

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

Standard English Verb Inflections

Verbs are 'doing' words like **run**, **walk**, **learn** or **groan**.



Example: The boy **groaned** loudly.

Verbs are also 'being words' like **am**, **was**, **are** or **were**.



Example: I **am** tired.

An inflection is a change in the form of a word to show a grammatical function such as change in tense.

Often an inflection is the change in the ending of a word.



Example: **Kicked** is an inflection of the verb **kick**.

Some words change completely when inflected.



Example: **Went** is an inflection of **go**.

Sometimes when you speak, you may use the locally-spoken/non-standard forms of verb inflections. However, when you are writing down the verb inflections, you should always use standard English. Standard English is often considered the 'correct' form of English, because it is grammatically correct and does not use any slang or dialect.

Standard English is used in formal situations, by public officials, and traditionally by the media.

Locally-spoken/non standard	Standard English
we was	we were
I done	I did

Step 1

- Write down as many verbs as you can think of. Remember they are 'doing words'. Now draw a picture to represent the action.

For example:



Swim



Bark

Step 2

- Write out each sentence and underline the verb. Then re-write the sentences with each verb changed into past tense and underline it. The first one is done for you.

a) The man drives slowly.

The man drove slowly.

b) The children laugh at a picture.

c) She chases her brother.

d) The children bring their bags to school.

e) We eat our BBQ in the garden.

Step 3

- was/were

The basic rule is that a singular subject takes a singular verb, while a plural subject takes a plural verb (singular refers to just one thing, plural refers to more than one thing).

- Read the sentence.
- Decide whether the subject is singular or plural.
- Re-write each sentence with the correct verb.

Was = singular
Were = plural

- a)** He (was/were) prepared for school.
- b)** We (was/were) scared of thunder.
- c)** I (was/were) excited about my new book.
- d)** We (was/were) playing together as a team.
- e)** She (was/were) my best friend.
- f)** We (was/were) excited about the championship game.

Now write 3 of your own sentences using was/were correctly.

Step 4

- **Re-write this postcard from Carrie accurately using your knowledge of verb inflections:**

Hi Mum,

Today has been great, I done so many new things. We went on safari and we done loads of sightseeing. My favourite bit was when we was on the Jeep and we went to see the lions. One of them done a big yawn right at me! Harry hasn't did his postcards yet. He were doing them last night be he were yawning and fell asleep!

Love Carrie xxxx

Step 5

- **To consolidate your understanding of verb inflections, create a poster to explain them with lots of examples.**

Glossary of terms:

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
- Use this spelling strategy to practise your spellings:

**Trace, copy and
replicate
(and then check)**

This is a similar learning process to 'look, say, cover, write, check' but is about developing automaticity and muscle memory.

Write the word out on a sheet of paper ensuring that it is spelt correctly and it is large enough to trace over. Trace over the word and say it at the same time. Move next to the word you have just written and write it out as you say it. Turn the page over and write the word as you say it, and then check that you have spelt it correctly.

If this is easy, do the same process for two different words at the same time. Once you have written all your words this way and feel confident, miss out the tracing and copying or the tracing alone and just write the words.

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 a quiz 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

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!

Free access to Renaissance myON digital reading resources is now available to keep your family reading!

Renaissance is pleased to offer free access to myON digital reading resources for students and families during the current COVID-19 school closures. Students who are not already reading with their own personalized accounts to the myON literacy environment are welcome to log in through a single, shared account, to access this collection of curated resources.

What's available:

- The myON digital library—which includes thousands of authentic digital books, fiction and nonfiction, covering a variety of topics and themes
- Five daily myON News articles—which are written for students by journalists and reviewed by a child psychologist for age appropriateness

These resources are available 24/7 and can be accessed on any digital device that is connected to the Internet. Books from the myON digital library can be downloaded onto mobile devices for offline reading, as well.

How to log into myON:

1. Go to: www.myon.com
2. Click the login button at the top of the screen
3. Enter the following information on the login page

School name: New York Reads

(begin typing and click on the school from the drop-down menu)

Username: read

Password: books

The verb 'to be'

Past Tense

'To be' is one of the most commonly used verbs in the English language.

It is an **irregular verb** so you have to learn how to use it in its different forms.

Singular (where there is one person, thing, object or event)

I am	I am upset about that.
You are	You are in a good mood.
He is	He is very gentle.
She is	She is special.
It is	It is a bright summer's day.



Plural (where there is more than one person, thing, object or event)

We are	We are excited.
You are	You are all in deep trouble.
They are	They are open all day.



Don't forget!

The different forms of 'to be' will sometimes appear in sentences with another main verb, e.g.

She **is smiling** out of the bus window.

We **are walking** to the shops.

The verb 'to be'

Present Tense

'To be' is one of the most commonly used verbs in the English language.

It is an **irregular verb** so you have to learn how to use it in its different forms.

Singular (where there is one person, thing, object or event)

I was	I was happy there.
You were	You were always so kind to me.
He was	He was the best runner in the school.
She was	She was the first woman in space.
It was	It was a special party.



Plural (where there is more than one person, thing, object or event)

We were	We were all ill last week.
You were	You were brilliant in the show.
They were	They were busy in the maths lesson.



Don't forget!

The different forms of 'to be' will sometimes appear in sentences with another main verb, e.g.

Last Thursday, I **was singing** in the choir.

During yesterday's PE lesson, we **were playing** basketball.