

Writing: Year 3 – Summer 1 Week 2

| | Day 1 Activity | Day 2 Activity | Day 3 Activity | Day 4 Activity | Day 5 Activity |
|------------------|--|---|---|---|---|
| Writing | <p>Plan a character description</p> <p>We will be focusing on the story <i>Krindlekrax</i> by Philip Ridley for the next four weeks.</p> <p>Listen to chapter 1 and chapter 2.</p> <p>Write notes about the character Ruskin Splinter while you listen.</p> <p>Use the following questions to help you make notes.</p> <ol style="list-style-type: none"> How old is Ruskin? What does Ruskin look like? What does he wear? How does Ruskin behave (consider his personality)? Who is in Ruskin's family? <p>Draw and label Ruskin Splinter.</p> <p>Remember to include: Expanded noun phrases eg. <i>scraggly, pale arms</i> Similes eg. <i>legs as knobbly as a tree branch</i> <i>legs that are knobbly like a tree branch</i></p> | <p>Write a character description for Ruskin. You can use yesterday's drawing and labels to help you.</p> <p>Include descriptions of his appearance and character/personality.</p> <p>Remember to: Write in the present tense Include different sentence starters to hook your reader Include expanded noun phrases Include similes Include conjunctions to link your ideas together. Paragraphs</p> | <p>Write a diary entry</p> <p>Listen to chapter 3-4.</p> <p>Imagine you are Ruskin. Write a diary entry about Elvis' bullying towards Ruskin in chapter three and four.</p> <p>Use the questions below to help you: How did Elvis become a bully? How was Ruskin bullied by Elvis? Why did Ruskin decide to stand up to Elvis? Why did Ruskin back down?</p> <p>Remember to: Write in the past tense Include feelings Include thoughts Include paragraphs</p> | <p>Plan a setting description</p> <p>Listen to chapters 5-11.</p> <p>Write notes about the different buildings on Lizard Street while you listen.</p> <p>Draw Lizard Street. Include: St. George's School The Dragon and the Golden Penny pub Flick's Ritz Cinema Mrs Walnut's grocer's shop</p> <p>Label your drawing with descriptive phrases.</p> <p>Remember to include: Expanded noun phrases eg. <i>cobbled, cracked pavements</i> Similes eg. <i>a pub sign as rusty as an old car</i> <i>a pub sign that is rusty like an old car</i></p> | <p>Write a setting description about Lizard Street. You can use yesterday's drawing and labels to help you.</p> <p>Remember to: Write in the present tense Include different sentence starters to hook your reader Include expanded noun phrases Include similes Include conjunctions to link your ideas together. Include paragraphs</p> |
| Resources | Resource 1 | Resource 2A Resource 2B | Resource 3A Resource 3B | | |



Reading: Year 3 – Summer 1 Week 2

| | | Day 1 Activity | Day 2 Activity | Day 3 Activity | Day 4 Activity | Day 5 Activity |
|-----------------|-----------------|--|--|---|---|--|
| Reading | Whole class | Knights and Bikes by Gabrielle Kent p.77-90 | Knights and Bikes by Gabrielle Kent p.91-102 | Knights and Bikes by Gabrielle Kent p.103-112 | Knights and Bikes by Gabrielle Kent p.113-128 | Shel Silverstein Poetry |
| | Independent * | Hair-pocalypse (p. 1-8) | Hair-pocalypse (p. 9-16) | King Arthur and the Sword in the Stone (p4.-20) | King Arthur and the Sword in the Stone (p22-31) | The Brave Puffer Fish (p.4-17) |
| | Independent ** | Kunkush: The true Story of a refugee cat | Zeke Meeks Pages 1-20 | Zeke Meeks Pages 21-49 | Zeke Meeks Pages 50-71 | Zeke Meeks Pages 72-90 |
| | Independent *** | The Odyssey: A Graphic Novel (Chapter 1 and 2) | The Odyssey: A Graphic Novel (Chapter 3 and 4) | The Odyssey: A Graphic Novel (Chapter 5 and 6) | Easy Origami Toys | Furry and Flo: The Big Hairy Secret (p.6-25) |
| Spelling | | Practice these words this week using the spelling strategies below: library, material, natural, notice, opposite, ordinary, plain, plane, sight, site Challenge: Choose more words from the appropriate spelling list below to practice spelling. | | | | |

See below for: Resource Day 2 and Resource Day 3.



Resource 1

1. How old is Ruskin?
2. What does Ruskin look like?
3. What does he wear?
4. How does Ruskin behave (consider his personality)?
5. Who is in Ruskin's family?



Resource 2A: Ruskin Character Description

Key words:

Ruskin Splinter



adjectives:



small



thin



pale

knobbly



lumpy



red

frizzy



green



old



big



large

oversized squeaky



quiet



nouns:



knees



glasses



hair



clothes



skin



face



linking



words:



but



however

eventhough



characteristics:



believed



brave



wise



wonderful



determined



assertive



proud

Resource 2B: Ruskin Character Description

Example:

Ruskin is an eleven-year-old boy who goes to St. George's School. He is smaller than average for his age. He has legs that are knobbly like a tree branch and his arms are scraggly and pale.

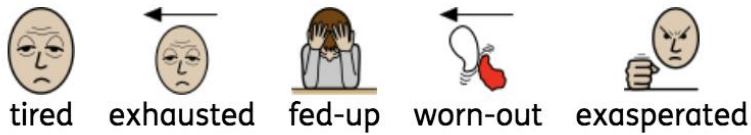
This is not helped by the fact that all of Ruskin's clothes, which his mum is always telling him he will grow into, are far too big for him. He wears green shorts, a striped green and white t-shirt and even bright, green laces on his shoes. On his narrow, squished face, he wears glasses that make his eyes seem as round and large as saucers. Ruskin has frizzy, red hair with never-ending, twisting twirls shooting off in all directions.

Despite his appearance, the eleven-year-old proudly claims that he is brave, wise and wonderful when he stands in front of the mirror while brushing his teeth. As his mum states when Ruskin begins reciting the hero speech from the play, he has a squeaky, whispery voice. Ruskin has a determined personality because he asserts that he wants to be the hero in the school, even though his parents are unsure that he suits the character.

Resource 3A: Ruskin's diary entry

Key structure and words:

Paragraph 1 – Ruskin's feelings towards Elvis



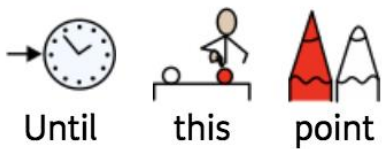
Paragraph 2 – Background thoughts



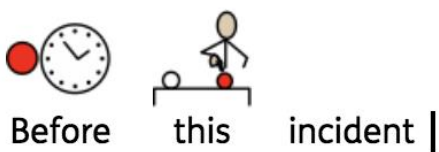
In the past.



Up until now,



Until this point



Before this incident |

Paragraph 3 – Example of an incident with Elvis

As I opened the door _____

When Elvis _____

Through the window _____

Paragraph 4 – Feelings after the incident

Feeling _____



frustrated



disappointed



uneasy



annoyed



but



yet



hopeful



sure



determined

Resource 3B: Ruskin's diary entry

Example:

Dear Diary,

I am so fed up of Elvis Cave's bullying of everyone in Lizard Street. Today, I decided I would do something about it and stand up to Elvis.

As you know, Elvis and I (and Sparkey) used to be the best of friends. At some point, Elvis began to get bigger and people became afraid of him because he started to shout a lot. At first, I was tempted to carry on being friends with Elvis because I knew he would protect me from any trouble. However, I knew I would feel guilty if I continued to be friends with him.

This morning, I was feeling quite frustrated about the play. I am so desperate to play the hero! Suddenly, a ball landed on the kitchen table and as usual Dad screamed "It's not my fault!" and Mum cried "Polly-wolly-doodle-all-the-day". I thought about how unfair it is that everyone on Lizard Street fears Elvis. Wouldn't you find it embarrassing if your own dad whimpered in front of an eleven-year-old boy who was demanding his ball back?

When I opened the door and Elvis was towering over me, I must admit that I felt quite nervous, but wouldn't anyone? I didn't want to give Elvis his ball back as it had smashed yet another window. He can't get away with this. Mum and Dad insisted I hand the ball back after he threatened to barge through the door. I was well aware that the ball was covered in marmalade. I had thought about cleaning it, but I didn't want to give in to Elvis' bullying any longer.

My pride quickly changed to fear when Elvis picked me up by my hair and stared into my round, steamy glasses. He demanded that I cleaned the marmalade off the ball and I desperately wanted to refuse. However, I was just too scared about what he would do to me, so I gave in and cleaned the ball. Once Elvis was gone, a sense of failure came over me. Maybe, I'll try standing up to Elvis' bullying again tomorrow.



_____ like _____

_____, _____ streets



_____ as _____ as _____

(noun)

(adjective)

(noun)



Word list – years 3 and 4

| | | | |
|----------------|--------------|----------------|-----------------|
| accident(ally) | early | knowledge | purpose |
| actual(ly) | earth | learn | quarter |
| address | eight/eighth | length | question |
| answer | enough | library | recent |
| appear | exercise | material | regular |
| arrive | experience | medicine | reign |
| believe | experiment | mention | remember |
| bicycle | extreme | minute | sentence |
| breath | famous | natural | separate |
| breathe | favourite | naughty | special |
| build | February | notice | straight |
| busy/business | forward(s) | occasion(ally) | strange |
| calendar | fruit | often | strength |
| caught | grammar | opposite | suppose |
| centre | group | ordinary | surprise |
| century | guard | particular | therefore |
| certain | guide | peculiar | though/although |
| circle | heard | perhaps | thought |
| complete | heart | popular | through |
| consider | height | position | various |
| continue | history | possess(ion) | weight |
| decide | imagine | possible | woman/women |
| describe | increase | potatoes | |
| different | important | pressure | |
| difficult | interest | probably | |
| disappear | island | promise | |

Year 2 Words to learn

| | | | | | |
|-----------|-------|---------|-------|-----------|---------|
| again | dear | parents | warm | January | twenty |
| any | even | please | water | February | thirty |
| beautiful | every | pretty | were | March | forty |
| because | hour | sugar | whole | April | fifty |
| both | laugh | sure | which | May | sixty |
| busy | many | teacher | witch | June | seventy |
| child | money | towards | word | July | eighty |
| children | most | | work | August | ninety |
| Christmas | only | | world | September | hundred |
| clothes | | | write | October | |
| | | | | November | |
| | | | | December | |

Spelling Strategies

| | | |
|--|--|--|
| <p>Pyramid Writing</p>  | <p>Rainbow writing</p> <p>Write the word over and over again using different colours.</p>  | <p>Create a mnemonic</p>  |
| <p>Sound Buttons</p>  <p>**Note, this may not work for words you cannot 'sound out'</p> | <p>Underline the tricky part</p> <p>se<u>pa</u>rate</p> <p>lib<u>ra</u>ry</p> <p>na<u>ugh</u>ty</p> | <p>Look, Say, Cover, Write, Check</p> <p>Look at the word Say it out loud Cover it up Write it Check whether it is spelt correctly</p> |