

English home learning week  
commencing 11.10.2021

Day 1: Writer's toolkit - adverbs and adverbial phrases  
Day 2: Writer's toolkit - parenthesis  
Day 3: Writer's toolkit - informal language  
Day 4: Guided Reading  
Day 5: Spellings

Day 1

## Writer's toolkit - adverbs and adverbial phrases

## Adverbs and Adverbial phrases

how?

when?

in  
what  
manner?

how  
many times?

in what  
way?

how  
much?

to what  
extent?

how  
often?

Learning Intention:

To use sentences appropriately.

Success Criteria:

Hot: I can identify what is an adverb, an adverbial phrase and a fronted adverbial.

Hotter: I can use adverbs, adverbial phrases and fronted adverbials in my sentences.

On Fire: I can use a range of adverbial phrases and fronted adverbials. I know that a comma always follows a fronted adverbial.



## Adverbs

What is an Adverb?



Adverbs can give us more information about verbs (an action word).

Jim cried loudly.

What other adverbs could you use to say how Jim cried?

Jim cried \_\_\_\_\_.

Adverbs can give us more information about other **adverbs**.

The dog sat **very** quietly.



Can you use 'very' to modify any other adverbs?

Adverbs can give us more information about adjectives (describing words).

The moon is **extremely** bright.

What other adverbs could you use to describe how bright the moon is?



The moon is \_\_\_\_\_  
bright.

**Adverbs can modify whole clauses.**

**Unfortunately**, the school was closed.



What other adverbs could you use to modify the clause  
'the school was closed'?

How many adverbs can you spot?

He stretched sleepily and then suddenly realised it was Monday. Immediately, he jumped out of bed and quickly threw his clothes on. Falling clumsily down the stairs, he cracked his knee loudly against the banister. Hurriedly, he tipped cereal into a his bowl, slopped some milk in and hungrily wolfed down the mixture. He glanced quickly in the mirror and realised his jumper was on back to front - a silly mistake.

Check your understanding...

How many adverbs can you spot?

He stretched *sleepily* and then *suddenly* realised it was Monday. *Immediately*, he jumped out of bed and *quickly* threw his clothes on. Falling *clumsily* down the stairs, he cracked his knee *loudly* against the banister. *Hurriedly*, he tipped cereal into a his bowl, slopped some milk in and *hungrily* wolfed down the mixture. He glanced *quickly* in the mirror and realised that *unfortunately* his jumper was on back to front - a silly mistake.

## Adverbial phrases

We can also use **phrases** rather than **single adverbs** to modify clauses. These are called **adverbial phrases**. Adverbial phrases do not usually contain a verb.

For example:

Zoe rode her bike **with excitement**.



Zoe rode her bike **down the road**.

Zoe rode her bike **like an expert**.

Can you make your own adverbial phrase to modify this clause?

'Tom ate his lunch \_\_\_\_\_.'

# Adverbial phrase

An adverbial phrase answers one of three questions.

a) How did he eat?

Jim ate **very noisily**.

He ate **with great gusto**.

b) Where did he eat?

Jim ate **in the large hall**.

c) When did he eat?

Jim ate **in the morning**.

**Before work**, he ate his gruel.

Can you spot the adverbial phrases in these sentences?

1. On Tuesday, I will go to the cinema.
2. She fell like a log.
3. She played quite brilliantly.
4. He read in his bedroom.

Check your answers:

1. On Tuesday, I will go to the cinema.
2. She fell like a log.
3. She played quite brilliantly.
4. He read in his bedroom.

In your book, write some of your own using the sentences below:

1. Jim threw the shovel.
2. He dressed himself.
3. Jim fell.
4. The boys sniggered.
5. Jim ate his gruel.

# Fronted Adverbials

- A fronted adverbial goes at the beginning of a sentence. It describes the verb in the sentence and shares where, when and how.

Sometimes an adverb or adverbial phrase can come before the verb instead of after.

For example:

**Zoe rode her bike like an expert.**

Could be changed to:

**Like an expert, Zoe rode her bike.**

A **comma** always comes after a fronted adverbial.

## Further examples:



*As soon as he could, Jim jumped off the wall.*



*Last week, I went to the dentist.*



*In the winter, some animals hibernate.*



*Outside my house, I found a pizza.*

## Which fronted adverbial?

Match the fronted adverbial to each sentence so they all make sense. Write the answers in your book.

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.

Now check your answers:

Gently, she lifted the sleeping baby.  
Before I go to bed, I clean my teeth.  
At last, I reached the finish line.  
Suddenly, the ground began to shake.  
At the park, I lost my coat.  
Every playtime, I play football.

Now complete the independent tasks in your book.

**Hot:**  
**Task 1 and 2**

**Hotter:**  
**Tasks 1,2 and 3**

**On fire:**  
**Complete all of the tasks.**

### Adverbs, Adverbial Phrases and Fronted Adverbials

**Task 1** - Use adverbs to modify these clauses:

1. Jim ran \_\_\_\_\_.
2. He yawned \_\_\_\_\_.
3. Jim ate his gruel \_\_\_\_\_.
4. The stone fell \_\_\_\_\_.
5. The room went \_\_\_\_\_ dark.

**Task 2** - Use adverbial phrases to modify these clauses:

1. Jim pushed the shovel \_\_\_\_\_.
2. The boys built the wall \_\_\_\_\_.
3. It rained \_\_\_\_\_.
4. Jim joined the queue in the hall \_\_\_\_\_.

**Task 3** - Use fronted adverbials to modify these clauses.

Don't forget to add a comma before the main clause:

1. \_\_\_\_\_ Jim glanced at the other boys.
2. \_\_\_\_\_ he listened to the master.
3. \_\_\_\_\_ the lightning struck the tree.

**Task 4** - Write your own sentences using the following Fronted Adverbials:

Remember to link it to our English text - Street Child Snip

#### When

Every morning ...  
During breakfast ...  
Before they went to bed ...  
After work ...

#### How

Without ...  
Running ...  
Carefully ...  
Suddenly ...  
Gently ...

#### Where

Beside his mattress ...  
In the courtyard ...  
Outside the workhouse ...  
Inside the hall ...  
On the floor ...

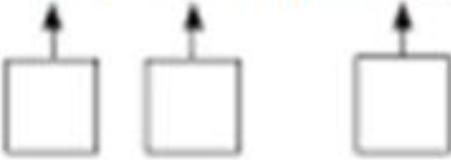
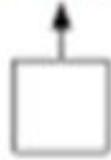
Try using some of these fronted adverbials in your sentences!



## Test style questions

Read, identify and copy the adverb in the sentence below:

The lively crowd cheered loudly when the rally car race began.



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Add a suffix to the word light in the sentence below to make an **adverb**.

It was raining light\_\_\_\_\_ at playtime today.

# Copy out the sentences that contain a fronted adverbial.

Walking across the field, the children became very muddy.

It was great fun doing the washing up.

Her mum works in an office.

Standing by Emma, Jack hopped on one leg.

## Plenary

Can you **identify** an **adverb**, an **adverbial phrase** and a **fronted adverbial** in this short story?

On Saturday, I woke up and went straight to tennis. My opponent played brilliantly, but I managed to win the match. Unfortunately, the café at the sports centre was closed, so we went home for hot chocolate. During the afternoon, I played in the garden with my sister. We built a den and hid quietly inside until tea time. That night, I drowsily ate my dinner. I was worn out.

Day 2

## Writer's toolkit - parenthesis

# Parenthesis



Learning intention: To use sentences appropriately.

Success criteria:

On fire: I can construct my own sentences using parenthesis.

Hotter: I know where to add parenthesis in a sentence.

Hottest: I know the different types of punctuation for parenthesis.

What are these punctuation symbols called?



Brackets

When do we use them?

To add extra information to a sentence or as an afterthought.

Brackets are also known as parenthesis.

Parenthesis are words, phrases or clauses inserted into sentences which are grammatically complete without them.

The information (which can be removed and the sentence still make sense) goes inside the brackets.

e.g.

Joe (and his trusty mutt) was always welcome.  
- Joe was always welcome.

Andrew (our best goal keeper) saved the goal.  
- Andrew saved the goal.

The president (and his assistant) travelled by private jet.  
- The president travelled by private jet.

The sentence below is incorrect:

The president (and his assistant) were expected to arrive by 10:00am.

If you remove the information in the brackets the sentence doesn't make sense as there is only one president - The president ~~were~~ expected to arrive by 10:00am.  
Sentences should be complete without information in the brackets.

Where would the brackets go in these sentences?

She knows although she daren't come forward that it was all her fault.

Isobel Isobel White, not Isabel Greene injured her knee in PE today.

The twins Billy and Ben have just played their first football match.

Now check your answers on the next slide.....

She knows (although she daren't come forward) that it was all her fault.

Isobel (Isobel White, not Isobel Greene) injured her knee in P.E today.

The twins (Billy and Ben) have just played their first football match.

Read each sentence without the information contained within the brackets. Does the sentence still make sense?

## Dashes



Dashes can perform a similar function to brackets because they are also used to share additional information in a sentence. Dashes are another form of parenthesis.

e.g. The train - which was late - was heading to Paris.

BUT...

Take care not to confuse dashes and hyphens.

Dashes are long marks, but hyphens are short marks.

There is a space on either side of the dash.

Example

The man was plainly dressed – so he would not be noticed – in a black suit.

The sentence would still make sense without the part within the dashes.

This part of the sentence gives extra information so this part could be removed.

When a parenthesis is completely removed, the sentence is still grammatically correct.

Example: The man was plainly dressed in a black suit.

A parenthesis can be separated from the rest of the sentence by commas, dashes or brackets (all called parenthesis).

## Where would the dashes go?

Many cats but not all of them sleep for 15 hours a day.

Her mother a great athlete in her teens showed her daughter all of her medals.

I know he's made his decision and I don't like to interfere but I feel like he's making the wrong choice.

## Check your answers:

Many cats - but not all of them - sleep for 15 hours a day.

Her mother - a great athlete in her teens - showed her daughter all of her medals.

I know he's made his decision - and I don't like to interfere - but I feel like he's making the wrong choice.

## Commas for parenthesis



If commas are functioning as parenthesis:

- there will be two of them
- the sentence would make sense if the reader skipped over the parenthesis.

### When would you use parenthesis?

You use them to surround something that seems a bit out of place in the sentence—an aside, an extra detail, or the writer talking to the audience.

You can add the information into the brackets to change the impact of the sentence.

### Where would the commas for parenthesis go?

1. The boy who was only seven could play the piano.
2. The beach which was very crowded was hotter than ever.
3. The ball which was kicked by the goal keeper flew through the air.
4. The music which was too loud gave me a headache.
5. The old lady who was carrying lots of bags waited for a taxi.
6. The bus which was speeding went down the street.

Check your answers on the next slide....

1. The boy, who was only seven, could play the piano.
2. The beach, which was very crowded, was hotter than ever.
3. The ball, which was kicked by the goal keeper, flew through the air.
4. The music, which was too loud, gave me a headache.
5. The old lady, who was carrying lots of bags, waited for me at the bus stop.
6. The bus, which was speeding, went down the street.

Now complete the independent tasks in your book.

# Hot & Hotter: Write the answers in your book.

Hot/Hotter

The brackets have removed from the sentences below. Rewrite the sentences to correctly include where the brackets need to go.

1. I watched a horror film It and it really scared me!
2. Dinosaurs who are now extinct were a type of reptile.
3. We're not allowed peanut butter in sandwiches or in energy bars in school because there is a girl who is allergic to nuts.
4. Simone who is from Spain doesn't speak much English yet.
5. We made popcorn sweet and salty for my birthday party.

For each of these sentences, you need to choose a suitable parenthesis from the box and work out where it should go. Remember to mark the start and end of your

Hot/Hotter

parenthesis with either brackets, dashes or commas.

6. My favourite teddy has only one ear.
7. The Empire State building is in New York.
8. Most smart phones can be used to play games.
9. The cycle track went right through the woods.
10. You'll never guess what I heard Sadie say to Katie!

which was full of potholes	my sister's friend	he's called Marvin
the kind with touch screens	with the square 'enter' button to press	381m high

For each of these sentences, add an extra information clause (parenthesis) to the noun or clause in bold.

Hot/Hotter

1. I'm going to a party on Saturday.
2. We saw five elephants at the zoo last week.
3. Never smile at a crocodile or you'll regret it!
4. Mum's promised us hot chocolate after swimming club.
5. We won the 5-a-side match easily.

On fire:  
Write each inserting  
paranthesis. Remember,  
your sentence must  
still make sense if the  
additional information  
removed.

The brackets have moved from the paragraph. Rewrite the sentences to correctly include where the brackets need to go.

She saw the troll sat at its desk through the cellar shed first seen. The boxes hadn't gone hadn't vanished but had become wispy and smoky. Or maybe they'd stayed sharp and crisp and it was the other room the one with the desk and the light that was smoky. Either way she could see through them like a misty window. It was hard to understand, hard to keep straight in her mind.

Rewrite the sentences to include parenthesis.

That afternoon Frank walked slowly home.

Frank's dad looked at his watch.

Nick gazed out of the window.

And then it said something.

She picked her bike up on the lawn where she had dumped it earlier.

She could hear birds singing and a ball being kicked against the wall.

Using this picture, write three sentences of your own. Each one should be a complex sentence and include parenthesis.

|



# Test questions

Which sentence is punctuated correctly?

Copy it into your book.

Tick one.

The town is ten miles (16 kilometres) away.

The town is ten miles (16 kilometres away.)

The town is ten miles (16) kilometres away.

The town is ten miles (16 kilometres away).

Where does dash go A, B,C or D?

The cheetah is the fastest mammal on earth it can reach speeds of

 A B C

68 to 75 miles per hour.

 D

23

In which sentences are the commas used correctly?

Sentence	Commas used correctly
The blackbird, which nests in sheltered places, lays several eggs at a time.	A
Her hobbies include walking, gardening, sewing and reading.	B
My bag filled, with chocolates and sweets fell onto the floor.	C
My case is heavy because I have shoes, clothes, books, and a gift, for my friend in it.	D

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Which **two** sentences use punctuation to show parenthesis?

Copy them into your book.

There are some books – including story books – in the cupboard.

To make space, we moved the chairs, tables and the boxes of games.

Our classroom, at the end of the corridor, has a red door.

On Tuesday, we will be selling cakes for charity.

1 mark

Day 3

Writer's toolkit - informal language

## Learning Intention

To write with purpose

## Success Criteria

On Fire: I can appropriately use an informal tone to catch the reader's attention.

Hotter: I can identify informal language.

Hot: I understand the difference between formal and informal language.

To further enhance our skillset for writing a diary entry we will be focusing  
on **informal language** today.

Previously, we have focused on informal and formal language.  
Let us recap:

### Formal Language

Formal language is used for more official and serious purposes. The correct grammar and standard English should always be used.

### Informal Language

Informal language is used for more casual and less serious purposes. This could include talking to somebody you already know well. Slang words and chatty language can be used.

Which of the following are features of formal language and which are features of informal language?

often uses complex sentence structures

is clear and to the point

uses a chatty tone

uses correct punctuation and grammar

can use 'text' language or slang

uses correct vocabulary

can use contraction and abbreviations e.g. TV or it's!

uses a serious tone

## Formal

is clear and to the point

often uses complex sentence structures

uses correct punctuation and grammar

uses correct vocabulary

uses a serious tone

## Informal

uses a chatty tone

can use 'text' language or slang

can use contraction and abbreviations e.g. TV or it's'

Formal and informal language should be used for different purposes.  
Can you decide which sort of language you should use in the following situations:  
formal or informal?

talking to friends

writing a job application

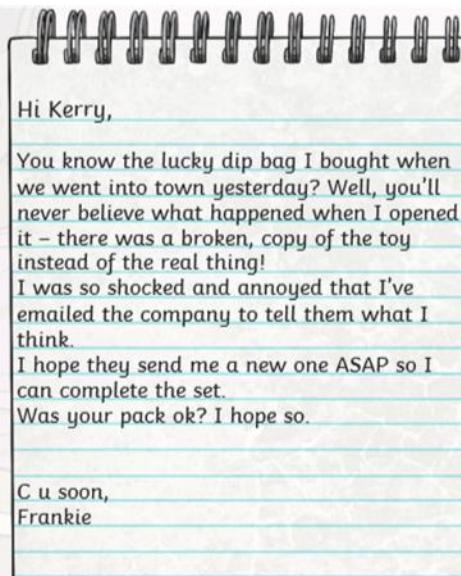
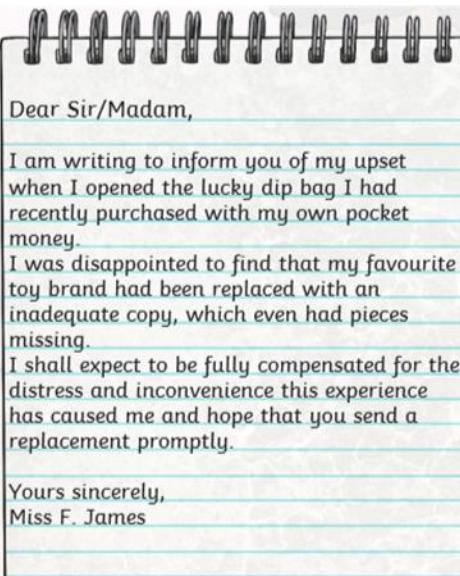
writing in your journal

talking to a visitor

sending a text to a friend

writing a letter to the Queen

Read the following emails and decide whether they are **formal** or **informal**



In our writing, we will be using informal language. This means that we can use abbreviated/contracted words and more informal language.

However, we must also remember that we are writing from an era (Victorian) in the past. At this time, people did not use as much slang language. This means that our diary entry still needs to use standard English and the correct grammar.

Quick practice - contracted words using apostrophes for omission

What will these words become when they are contracted (shortened)?

do not → don't

cannot →

would not →

I am →

could not →

I would →

do not → don't

cannot → can't

would not → wouldn't

I am → I'm

could not → couldn't

I would → I'd

Now complete the independent tasks in your book.

## Hot

Are these sentences formal or informal?

That film was sick!

I regret to inform you the swimming pool is now closed.

The managing director requests that everyone arrives for the meeting at 9am prompt.

What d'ya think?

We were just hanging out in the park.

# Hotter and On Fire

*Write these formal sentences in a more informal style:*

I hope mother will come soon to rescue me.

The gruel was atrocious; a steel pot of dismay.

You will not believed what occurred yesterday.

*Write each of these sentences in a formal style:*

I had the worst day ever.

I'm not really sure what'll be my next meal.

I can't be working another day not like this anyway.

*Answer these test-style questions.  
Write the answers in your book.*

1. Which sentence is the most **formal**?

The way they played was terrible, wasn't it?

I wish they'd put a little more effort in today!

If only they'd tried a bit harder, they would've won.

The team were defeated due to mistakes that they made.



2. Complete the sentence below with a **contraction** that makes sense.

I can't believe what \_\_\_\_\_ been up to all this time!

## Further challenge:

3.

*Copy the sentence that is most formal.*

Hope you can make it to my birthday party next week! It's going to be great! The venue is yet to be confirmed. I'm still checking out a couple of places.

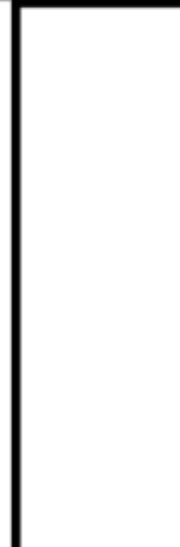
*Copy the sentence that is most formal.*

4. Watching too much television should be avoided.

You shouldn't watch too much TV.

Watching lots of TV isn't a good idea.

You really should try not to watch loads of telly.



Day 4

## Guided Reading

At the sign of sugared plum

## Inference starter

Remember, inferring means having a logical guess based on what you can see in the picture. There is no right or wrong answer!



- What do you think the people are looking at? How do you know?
- How might the people know each other?
- Why do you think they are using binoculars?
- Where might these people be? Explain how you know.
- What time of year could it be? Explain how you know.
- Which superhero do you think the boy likes best? Why?

Write your responses in your book.

Learning intention:

To understand texts

Success Criteria:

On fire: I can confidently find relevant information in the text and can draw out key details.

Hotter: I can find key evidence in the text to support my views.

Hot: I can find and record information from non-fiction texts over a wide range of subjects.

You have **10** minutes to read the text.

As you read through the text, think about some of the words you are familiar with and when you have heard, seen or learnt about these words.

# At the Sign of the Sugared Plum

by Mary Hooper

*This is the opening part of a longer story that takes place in London at the outbreak of the plague. It is a story about a girl called Hannah who has arrived in London from the country.*



Hannah

At the bottom of the street there was a series of alleys and I went down the first, past a dunghill and some piles of rotting rubbish, and through into a small, busy market selling all manner of roots and herbs. Laid out here were rough tables loaded with produce, and there were more traders selling from baskets or sacks on the ground.

I stopped, fascinated, amid the jostling people, but the shrill cries of the stallholders urging customers to, "Come buy before night!" reminded me that I had to get on. If I got lost in the backstreets in the dark I knew for certain that I'd get my throat cut and never be seen again.

Being hungry, I started to wonder what my sister Sarah would have prepared for supper.

A little further on was another small square with a number of ways leading off it and I stood there, perplexed, for a moment. Sarah had told me that the city was like a rabbit-warren and it surely was. After some thought I went along an alleyway, passed more shops and entered the churchyard of St Olave's.

[Extend Page](#)



There I came across six small children standing among the tombstones playing a game. One was pretending to be the minister, for he had a long dark piece of cloth round his shoulders and was proclaiming in a solemn voice. One was a body, lying 'dead' on the ground muffled in a sheet and the others – the mourners – were wailing and crying. I deduced they were playing at funerals and after staring at them for some moments – fascinated, for I'd never seen children play such a game at home – I stepped past the 'body' and went out of the back gate of the churchyard.

Excited now, I looked up at the swinging shop and house signs, searching for Sarah's. I saw the *Pigeon Pie Shop*, the *Half Moon*, the *Oak Tree*, the *Miller's Daughter* – and then, in a line of four or five shops, found the one I'd been looking for: a painted picture of a sugared plum. I swung my bundle of clothes over my shoulder and broke into a run, slipping and sliding on the cobbles in my effort to get there quickly, and thinking all the while how happy Sarah would be to see me.

Sarah was in the back of the shop, rolling something on a marble slab and looking very cool in a cotton dress with a starched white apron over it.

I went in to greet her, sniffing in appreciation. The shop smelt of spices and sugar water and its wooden floor was thick with straw and herbs, which was pleasant after some of the odious smells outside.

"Sarah!" I said. "Here I am."



She looked up at me and I was **disconcerted to** see that she seemed **surprised – even shocked** – at the sight of me. Surely she hadn't forgotten that I was coming?

"Hannah!" she said. "How did you ..."

"Just as we planned," I said. "I took Farmer Price's cart to Southwark and then walked from there. But what a muddle and a mess it all is in London. What stinks! What crowds!"

"But what are you doing here?"

I put down my bundle and my basket. "I've come to help you, of course – just as you asked. The Reverend Davies brought your letter to me and I was that excited – Father said he's never had a letter in his life. But where is your living space? Where shall I sleep? Can I look round?"

"But I wrote to you again," she said. "I wrote two weeks back and said not to come."

"Not to come?" I said in **disbelief**. "Surely you didn't –"

"I wrote to you care of Reverend Davies again. Didn't he come to see you?"

I shook my head, upset and bitterly disappointed. I couldn't bear it if I had to go back home! What about all my grand plans for living in London, for attending playhouses and bear pits, and going to fairs?

"But why don't you want me here?" I asked. "I'll be of such a help to you!" I couldn't understand why she didn't want me to stay. I began to wonder what I had done in the past for which she might not, after all, have been able to forgive me.

"It's not because I don't want you here," she said. "It's because ... well, haven't you heard?" She began to whisper.

"Heard what?" I asked.

"About ... about the plague," she said, looking round and shuddering slightly, as if the thing she was talking about was standing like a great and horrible brute behind her. "The plague has broken out in London."

I breathed a sigh of relief. "Oh is that it?" I said. So it wasn't because of me or anything I'd done. "Is that all? Why, there's always a plague somewhere and as long as it's not here – I mean, not right here —!"

"Well, it's not in this parish," she admitted. "But there are some cases nearby – and a house has been shut up in Drury Lane."

"Shut up?" I asked. "What does that mean?"

Now, you have 1 minute to think about the text and write 5 things you can remember about what you have read.

- 1.
- 2.
- 3.
- 4.
- 5.

What strategies do you need to utilise in order to figure out the definition of a word without using a dictionary?

Draw the table into your books, first predict what the word means then use your dictionary to see if you are correct.

Word/ Word class	My prediction	Dictionary definition
Perplexed (adjective)	When someone is confused.	completely baffled; very puzzled.

In today's lesson we will be focusing on retrieval questions.

Retrieval questions ask you to find key bits of information from the text. They are presented in a number of different formats such as giving reasons and circling the answer.

**Always look back at the text to answer the questions**

# You will need to write the answers in your book. For an example

## 1. market

These questions are about the story *At the Sign of the Sugared Plum* (pages 6–8).

1. Choose the best word or group of words to fit the passage and put a ring around your choice.

This story is about a girl called Hannah who has arrived in London from the country. At first, she wandered through the streets to a

market.  farm.  shop.  fair.

9  
1 mark

2. There, Hannah saw people selling

firewood.  fish.  roots and herbs.  flowers and plants.

10  
1 mark

3. She was fascinated by the

goods for sale.  unusual street names.  bad smells.  back streets.

11  
1 mark

4. through a  park  churchyard  garden  station

12  
1 mark

where she saw some children

singing.  playing.  hiding.  arguing.

13  
1 mark

5. Finally, Hannah arrived at her sister's shop. It was called the 'Sugared Plum' and it probably sold

sweets.  meat.  books.  shoes.

14  
1 mark

6. When Hannah arrived, Sarah was

writing a letter.  ironing her apron.  spreading out straw.  preparing food.

15  
1 mark

7. Look at page 6.

Why was Hannah in a hurry?

Give **two** reasons.

1. \_\_\_\_\_

16  
2 marks

2. \_\_\_\_\_

8. Look at the paragraph about the funeral game at the top of page 7.

Why are the words 'dead' and 'body' written in inverted commas?

\_\_\_\_\_

17  
1 mark

9. When Sarah told Hannah that the plague had broken out in London (page 8), Hannah *breathed a sigh of relief*. Why?

\_\_\_\_\_

20  
1 mark

10. Look at page 8.

How can you tell that Sarah was scared of the plague from how she spoke and what she did?

how she spoke \_\_\_\_\_

21a  
1 mark  
21b  
1 mark

what she did \_\_\_\_\_

- II. When Hannah arrived, there was a misunderstanding between her and Sarah.

Explain fully the different reasons why **both** Hannah and Sarah were upset.

Hannah was upset because...

Sarah was upset because...

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

19  
3 marks

Hannah

Sarah

Deeper thinking question

12. The inside of Sarah's shop was very different from the market described at the beginning of the story.

Explain fully the differences between the shop and the market.

Think about:

- what was happening in each place
- the atmosphere
- the words used by the writer.

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22

3 marks

► The text ends with these two lines:

*"Everything is going to be perfectly fine."*

*Or so it seemed.*

What does the last line suggest about what was going to happen?

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23

1 mark

# Day 5

Spellings: suffix -able -ible

## Learning Intention

To learn to spell words with the suffix -able -ible

# Spelling test

Ask an adult or a sibling to read out each word to you in the context of a sentence.

- use the spelling rule
- listen carefully to the sounds
- read back what you have written
- be careful of exceptions to the rule!

Do not go to the next slide, ask the person who is going to test you to go to the next slide!

### Spelling Test

#### Hatter/On Fire

1. The **adorable** kitten skipped across the floor.
2. The rules are not **applicable** in this situation.
3. After winter the farm's crop was **considerably** reduced.
4. The **changeable** weather made it difficult for the climbers.
5. The police had to make a **forscible** entry into the property.
6. A good friend is somebody who is **dependable**.
7. My new sofa is incredibly **comfortable**.
8. Come to the theme park for the most **enjoyable** day!
9. The witch had a purple cloak and **horribly** scarred skin.
10. The opening night of the show went **incredibly**.

### Hat

1. A diamond is a beautiful **gem**.
2. My favourite book is George and the **giant** peach.
3. She made a **magic** potion.
4. An adult **giraffe** is 5.5m tall.
5. Tom puts a lot of **energy** into his work.
6. Sam picked up a new **jacket** in the sale.
7. She filled the **jar** with sweets.
8. Ameerah went for a **jog** before school.
9. Hasan used glue to **join** the pieces together.
10. It didn't take long for Aliyah to **adjust** to her new job.

Now check the answers. Any spellings which you have misspelt, copy each one out correctly three times.

Today we are going to learn some more words with the ending -able and -ible.

### Recap

Which ending is more common?  
able or ible?

Which ending can be taken away  
and the root word stays the same?

Click on the link below:

<https://spellingframe.co.uk/spelling-rule/64/42-Words-ending-in-able-and-ible-Words-ending-in-ably-and-ibly-2-of-2>

Here are the spellings for next week's test. Learn them thoroughly.

Hotter/On Fire

legible  
noticeable  
possible  
reasonable  
reliable  
sensible

terribly  
tolerable  
understandable  
visibly

Hot

door  
floor  
again  
wild  
children

climb  
parents  
most  
only  
both