English Home Learning

Week Beginning 03.01.22

- Lesson 1 – WOTW
- Lesson 2 – Spellings
- Lesson 3 – Guided Reading
- Lesson 4 – Recount (if you went to Nell Bank – if not you can write about something you did in the holidays)

Lesson 1 - WOTW

Week 1

Horton Grange Primary School

Words of the week

regularly
delicate
phenomenon

Synonyms

often
frequently

Word:
regularly

Word class:
adverb

Definition:
when something happens often, or with a repeated pattern.

In context:
Ensure that their hair is washed regularly.

My sentences:

Extend Page

Week 1

Words of the week

regularly
delicate
phenomenon

Synonyms

fragile
fine
intricate

Word:
delicate

Word class:
adjective

Definition:
something that is very easily broken, fragile

In context:
It is important to be delicate when handling their sharp scales.

My sentences:

Week 1

Words of the week

regularly
delicate
phenomenon

Synonyms

sensation
wonder
miracle
rarity

Word:
phenomenon

Word class:
noun

Definition:
a remarkable or unknown person or thing

In context:
It is unlike any phenomenon I have ever seen!

My sentences:

Lesson 2 - Spellings

Spellings: Prefix using a hyphen

Learning Intention

To be able to spell words that have a prefix that is hyphenated.

Whilst you're waiting...

Which of these words are incorrect? What is the correct spelling?

caucious

ambitious

suspitious

vicious

malitious

Some words with prefixes need to have a hyphen added to separate the prefix and the root word.

For example:

co - ordinate
re - educate
co - own

Why do you think these words need a hyphen? Can you spot a pattern?

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All of these words have a prefix that ends in a vowel and a root word that begins in a vowel.

co-ordinate
re-educate
co-own

This usually means that the prefix and root word are seaparate by a hypen.

Can anyone think of any other words that will need a hyphenated prefix?

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All of the following words using a hyphenated prefix.
Where will the hyphen go?
FC: What do these words mean?

cooperate
coordinate
coown
reenter
reelect
reeducate
reevaluate
preelection
semidetached
nonexistent

What is different with the last two words?

Extend Page

All of the following words using a hyphenated prefix.
Where will the hyphen go?
FC: What do these words mean?

cooperate	co-operate
coordinate	co-ordinate
coown	co-own
reenter	re-enter
reelect	re-elect
reeducate	re-educate
reevaluate	re-evaluate
preelection	pre-election
semidetached	semi-detached
nonexistent	non-existent

What is different with the last two words?

Some words use hyphenated prefixes to emphasise the change in meaning.

non-fiction
non-stop

non = not

ill-tempered
ill-natured

ill = bad

re-cover
re-sign

re = again

In this situation the hyphen has been used because the following words mean different things

re-cover

recover

Which of the following is correct? Think about how the meaning is changed with the hyphen.

Julie and Simon **recovered/re-covered** the sofa with a different fabric.

Ashwin had **recovered/re-covered** from his illness.

Till didn't **re-sent/resent** Erin for beating her in the spelling test.

George **re-sent/resent** the letter after the first copy was stolen by an owl.

Write the following spelling rule in your spelling book

Spellings: prefixs with hyphens

If the prefix ends and the root words starts with the same vowel a hyphen is used. e.g. re-enter

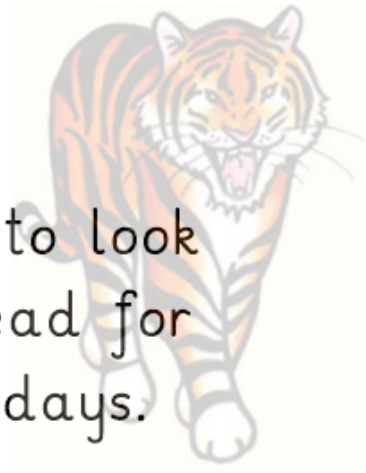
Some prefixes use hyphens to change the meaning. e.g. re-cover

Write out your new spelling words in your spelling book. Copy them carefully!!

co-operate
co-ordinate
co-own
re-enter
re-elect

re-educate
re-evaluate
pre-election
semi-detached
non-existent

Lesson 3 – Guided Reading



In today's lesson we are going to look at one of the texts that you read for your PIRA test before the holidays.

You will have another chance to answer some of the questions, then we will go through them together so you can see where you may have gone wrong.

Starter

Vocabulary

Here are some of the more complex words from the text. Match up the correct word with its definition.

evacuated	enough to cause death
unconscious	remove someone from a place of danger
lethal	an area surrounded by a barrier
enclosure	not awake or aware of where they are
startled	showing sudden shock or alarm

Read through the text with your partner.

You are going to practise repeated reading.
Your partner will read a sentence. Then you will read the same sentence. Continue until you get to the end. You may then need to read it one more time through to check for understanding.

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Lucky escape!

Let's read through one more time together. I may pick you to read so make sure you are following!

LUCKY ESCAPE!

1 Lucky, a female Siberian tiger, was found roaming near the cafeteria at City Zoo when staff arrived yesterday morning.

2 The tiger keeper explained that he had been distracted by a phone ringing while he was opening the door to feed the tiger and, although he thought he had closed the door properly, somehow the tiger escaped.

3 Staff were immediately evacuated from the surrounding area. The zoo's vet, armed with a tranquiliser gun, was on site within ten minutes. A special dart was fired into Lucky's shoulder and soon she was sleeping soundly.

Lethal weapons

4 However, moving the 150 kilogram tiger was no easy task. When awake, a tiger of this size can knock a person unconscious with one swipe of its huge paws; its teeth and claws can also have lethal effects. Trained keepers managed to lift her onto a special trolley and take her safely back to her enclosure.

Surprise

5 Joanne Skipton, the waitress who raised the alarm, said, 'I usually unlock the front door of the cafeteria first, but fortunately today I used the back door. Once inside, I saw Lucky looking through the windows. If I had gone round the front, I would probably have startled her. Who knows what could have happened!'

Safe for families

6 Dr Hansi, the Zoo's Director, wants to reassure the public that the zoo is a safe place for family outings. 'We have reviewed our safety procedures and are now confident that an event like this could never happen again,' she said.

Who can summarise the text in just 15 words?

There were some evidence questions with this text. We will be looking at evidence questions later this half term. For now, let's do an example of an evidence question together.

A stunt nearly cost him his life in 1917. Houdini was placed in a pit and covered with six feet of earth. During the performance he became exhausted and panicked while digging his way up. As his hand broke through the surface he fell unconscious and did not hear the applause. However, even this did not stop the fearless performer.

Houdini's stunt in 1917 was very dangerous.

Give two pieces of evidence from the text to support this.

Evidence

1. .....

.....

2.....

.....

You will now have another attempt to answer the questions from the text. Be very carefuly with the evidence and sequencing questions! We will then go through the answers together afterwards.

1) In paragraph 1, Lucky is described as *roaming* near the cafeteria. What does *roaming* suggest she is doing? Circle the word below.

hunting running prowling growling eating

2) What do you think Dr Hansi will say to the tiger keeper? Tick one answer

Who was on the phone? ___
Did you check that the door was closed ___
Do you think the tiger unlocked the door? ___
Why did you open the door? ___

3) Put these events in the order in which they happened. Two are done for you.

Tiger escapes _1_
Tiger is shot with a dart __
Waitress enters cafeteria __
Vet arrives __
Keepers take tiger to enclosure _6_
Tiger falls asleep __

4) In the paragraph beginning *Staff,* give two details which show that the tiger's escape was treated as a dangerous situation.

1. .....

.....

2.....

.....

5) What do the words *no easy task* tell you about moving the tiger? Tick one answer.

She was dangerous. ___

She was heavy. ___

She was out of the enclosure. ___

Staff had been evactuated. ___

6) In paragraph 5 Joanna Skipton says, *Who knows what could have happened!* What might have happened to Joanna Skipton if she had gone round to the front of the cafeteria and startled the tiger?

Write two words

She might have been _____ or _____

7) Which word in paragraph 6 means the same as *examined?*

_____

8) Why might Dr Hansi want to reassure the public that the zoo is safe?

_____

_____

Answers from mark scheme

	Lucky Escape!
26	prowling
27	Did you check that the door was closed?
28	1 tiger escapes 4 tiger is shot with a dart 2 waitress enters cafeteria 3 vet arrives 6 keepers take tiger to enclosure 5 tiger falls asleep *All in the correct order for 1 mark.*
29	*Any two from:* staff were immediately evacuated (*accept* staff evacuated) vet with tranquiliser gun (*accept* vet armed with gun *or* tranquiliser *or* special dart) vet on site within ten minutes (*accept* vet arrived quickly)
30	She was heavy.
31	*Any two from:* chased *or* attacked *or* mauled *or* injured *or* hurt *or* bitten (*do not accept* knocked unconscious) eaten *or* killed *or* died *Two words needed for 1 mark.*
32	reviewed

33	*Any one from:* so people keep coming so people don't stay away so the zoo stays open

Lesson 4 - Recount

Today you are going to write a recount in your English books of all of the fun activities that you did yesterday!

If you are writing a recount of an event. What key features do you think we will need to include?

time adverbials

past tense

chronological order

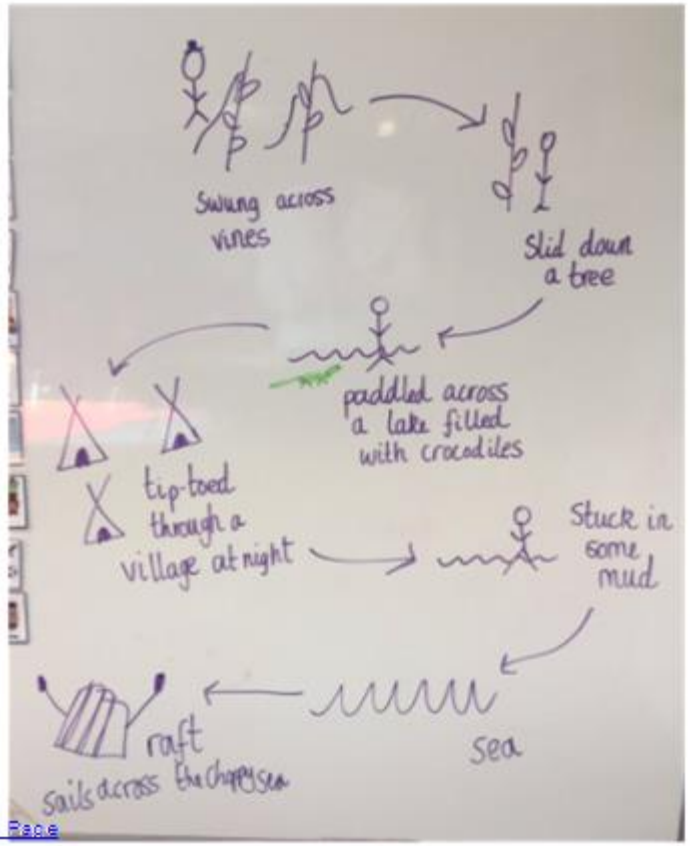
first person

re-tell interesting key events (not all the details!)

Starter

To help structure the recount you will have to decide on the key events that are most memorable.

In your table groups on A3 paper, you will draw a story map to order the key events of the day.



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Before we start writing our recount, let's have a quick look at an example of a recount.

Yesterday, my very first lesson at Hobworth Primary School was literacy. We were learning about biographies and focusing on famous authors. I'd worked on this genre at my old school so I felt confident with what I'd been asked to do. Mr Mills, my new teacher, seemed pleased with what I'd produced at the end of the lesson.

Introduction paragraph briefly covering who, what, when and where about the event

Naming specific people

Describing things

Next it was assembly and Mrs Clements, the head teacher, was telling everyone about the school fayre and how we could buy raffle tickets to win a gigantic Easter egg. At the end of the assembly, Mrs Clements asked how I was getting on, so I told her that I'd had a funny feeling in my stomach all morning. She reassured me by explaining that she remembered having that same feeling on her first day, too.

Description of feelings/emotions

Time conjunctions – events are in chronological order

After assembly, it was break time. Mr Mills asked Louis and Peter to show me around the absolutely huge playground. The boys told me about the activities on offer and what I should do if I was ever upset about something during break or lunch.

Next, it was the class spelling test and as it was my first day, Mr Mills just told me to have a go. I didn't do too badly when you think I'd not even practised the words! Suddenly the bell rang, signalling that it was lunch time.

First or third person depending on if the writer was present

I chatted outside in the school garden with Louis, Isma, Peter and Mike during the lunch break. They asked me loads of questions about my old school and I explained that the hardest part

Extend Page

Including extra details

was leaving my old friends behind. I told them that my family had moved because my Dad had got a promotion and had to work in a different office. Then we heard the whistle blow and it was our turn for lunch. The canteen was huge with long tables spread out around the room. I chose a cheese and pickle salad sandwich, followed by a peach yoghurt. I sat down on one of the little blue seats with my new friends and ate my lunch. It was quite noisy in there and as I scanned the other tables, it felt strange not to recognise any faces. At this very moment, I missed what was familiar to me.

Past Tense

Describing places

After lunch, it was science. We were learning about irreversible and reversible changes and conducting experiments with different types of food, it was really cool. Lastly, it was music and we were composing in small groups using a range of percussion instruments. My group worked really hard and we performed our piece at the end of the lesson. Mr Mills was impressed and gave some constructive feedback to help us improve.

Including extra details

Finally, it was home time and I've never been so pleased to see my Dad. Overall, the day had gone well, I'd made new friends and I liked my new teacher. Dad told me that he was really proud of me.

High level language can also be used to make your recount even better.

The Best Holiday...Ever!

Last week, my family and I embarked upon our three-hour journey to Blackpool. We were visiting my Auntie Sue and Uncle Paul, who had just had a baby.

Halfway into the journey, we stopped at the service station. To my surprise, Mum said we could choose whatever we wanted for lunch; I went for ham, egg and chips. The journey was long but I had fun in the back of the car, telling jokes to my brother.

We arrived at the house just before 1pm. As Dad parked up, I felt like I could burst with excitement as I remembered that I was about to meet baby Eva for the first time. I jumped out of the car and rang the doorbell three times (just to make sure that they had heard me). I was the first to have a cuddle with Eva; she felt so tiny and warm. She didn't do much but she was incredibly cute. After meeting Eva, it was time to unpack.

Later on, Uncle Paul told us that he'd booked a table at a new seafood restaurant on the sea front. I ordered fish and chips and ate every last morsel as they were the best I'd ever tasted. As we left, the waiter gave me a keyring for cleaning my plate - it had the picture of a smiling shark on it.

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This will be the structure of your recount.

Introduction - what did you do? Where did you go?

Key event 1

Key event 2

Key event 2

Conclusion - how would you summarise what it was like?

Vocabulary bank

First,
Next,
Then,
After that,
Soon after,

exciting
thrilling
engaging
interesting
fascinating
captivating
exhilarating

Thankfully,
Fortunately,
Unfortunately,
Would you believe,
In fact,

adventurous
difficult
challenging
obstacle
team-building