

GPaS, Spelling and Writing Practice

<u>Spellings - Term 2</u>	<u>Week 1</u>		<u>Week 2</u>		<u>Week 3</u>	
<p>Please learn the spellings ready for each week - tests will be on Fridays.</p> <p>Every week there will be 10 spellings focusing in your current year group or from previous years in order to catch up after the time out of school. Most children should learn the list of 10 spellings. If you find your child is struggling with this, please look at the list of 6 spellings instead.</p> <p>Spellings may be repeated from last year or may be repeated throughout the year for the purposes of consolidation.</p> <p>Pay attention to words which need capital letters and those which don't - spellings will not be marked as correct if capital letters are incorrect.</p>	anger skunk tanker junk trunk sunken	anchor blanket finger hunger extinct stinking handkerchief anguish distinctive singular	race space since twice cancel princess	office palace voice silence bounce incident accident medicine advance vacancy	page margin angel digital germ stage	giraffe engine change magical strange energy gymnastics emergency dungeon urgency
	<u>Week 4</u>		<u>Week 5</u>		<u>Week 6</u>	
	itch catch fetch witch match hutch	kitchen snatch butcher switch sketch watching ketchup wretched scratching stretching	edge judge sledge badge badger bridge	gadget budge ledge fidget hedgerow hedgehog knowledge begrudge drawbridge stretching	simple eagle beetle handle puzzle angle	jungle horrible terrible knuckle disable impossible rectangle believable vehicle formidable
	<u>Week 7</u>					
	quiver equal request quote liquid squeak	quite quarrel squeeze squirrel squash aquatic conquest equipment banquet aquarium				

If you need to work on your alternative spelling patterns:

ai	oi	ee	ow	er	air	igh	or	ar
rain	coins	teeth	clown	corner	fair	flight	torn	alarm
say	boys	meal	pound	burn	bear	lies	walk	father
lame	monkey			firm	care	slide	four	calf
they	these			flour	where	fly	caught	
eight	chief			earned		hi	floor	
	happy						core	
							lawn	

oa	oo	ch	sh	s	n	m	j
boat	book	church	shout	sorry	noodle	man	jelly
grow	flew	picture	chef	scissors	knee	lamb	fudge
goes	tune	hutch	caption	cease	gnome		gadget
bone	value		mission				
go	you		facial				
			sure				

My Spelling Patterns Mat

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If you need to learn your HFW







the	that	not	look	put
and	with	then	don't	could
a	all	were	come	house
to	we	go	will	old
said	can	little	into	too
in	are	as	back	by
he	up	no	from	day
I	had	mum	children	made
of	my	one	him	time
it	her	them	Mr	I'm
was	what	do	get	if
you	there	me	just	help
they	out	down	now	Mrs
on	this	dad	came	called
she	have	big	oh	here
is	went	when	about	off
for	be	it's	got	asked
at	like	see	their	saw
his	some	looked	people	make
but	so	very	your	an

New Curriculum Spelling List Years 3 and 4

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

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Noun Phrases

<p>5a. Circle all of the nouns and tick the pronouns.</p> <p>the jump country</p> <p>you play boy</p> <p>table write he</p> <p> VF</p>	<p>5b. Circle all of the nouns and tick the pronouns.</p> <p>in they chair</p> <p>France she small</p> <p>small meal helpful</p> <p> VF</p>
<p>6a. Underline the expanded noun phrase in the sentence below.</p> <p>The scared, little cat hid in the bush.</p> <p> VF</p>	<p>6b. Underline the expanded noun phrase in the sentence below.</p> <p>Sometimes I go to the big swimming pool.</p> <p> VF</p>
<p>7a. Write out all of the nouns and pronouns from the sentences below.</p> <p>A. She was known as the crazy old lady. B. They just missed the super fast train. C. Someone had taken the multicoloured coat.</p> <p> VF</p>	<p>7b. Write out all of the nouns and pronouns from the sentences below.</p> <p>A. He was he lucky little kid on the street. B. We just finished reading a fantastic book. C. Some call him a decent gentleman.</p> <p> VF</p>
<p>8a. Add two adjectives and punctuate correctly to expand these noun phrases:</p> <p>the _____ car</p> <p>the _____ train</p> <p>the _____ book</p>	<p>8b. Add two adjectives and punctuate correctly to expand these noun phrases:</p> <p>the _____ pig</p> <p>the _____ film</p> <p>the _____ giant</p>

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What is a Sentence?

What is a Sentence?

<p>5a. Match the sentences to their types.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 5px; width: 50%;">Where is my red and blue striped pencil?</td> <td style="border: 1px solid black; padding: 5px; width: 50%;">command</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px;">Walk up to the door.</td> <td style="border: 1px solid black; padding: 5px;">statement</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px;">It is my seventh birthday today.</td> <td style="border: 1px solid black; padding: 5px;">question</td> </tr> </table> <p>★ VF</p>	Where is my red and blue striped pencil?	command	Walk up to the door.	statement	It is my seventh birthday today.	question	<p>5b. Match the sentences to their types.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 5px; width: 50%;">Peel the banana very carefully.</td> <td style="border: 1px solid black; padding: 5px; width: 50%;">exclamation</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px;">The banana is yellow.</td> <td style="border: 1px solid black; padding: 5px;">command</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px;">What a tasty banana it is!</td> <td style="border: 1px solid black; padding: 5px;">statement</td> </tr> </table> <p>★ VF</p>	Peel the banana very carefully.	exclamation	The banana is yellow.	command	What a tasty banana it is!	statement	
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Peel the banana very carefully.	exclamation													
The banana is yellow.	command													
What a tasty banana it is!	statement													
<p>6a. Tick the exclamations then add the missing punctuation to each sentence.</p> <p>What sharp teeth you have <input style="width: 30px; height: 20px;" type="checkbox"/></p> <p>What are you doing today <input style="width: 30px; height: 20px;" type="checkbox"/></p> <p>What a lovely, sunny day it is <input style="width: 30px; height: 20px;" type="checkbox"/></p> <p>★ VF</p>	<p>6b. Tick the questions then add the missing punctuation to each sentence.</p> <p>How beautiful the beach is <input style="width: 30px; height: 20px;" type="checkbox"/></p> <p>How are you feeling today <input style="width: 30px; height: 20px;" type="checkbox"/></p> <p>How can we solve the problem <input style="width: 30px; height: 20px;" type="checkbox"/></p> <p>★ VF</p>													
<p>7a. Rearrange the words to create a command sentence. Use the correct punctuation.</p> <table style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="border: 1px solid black; padding: 2px 5px;">to</td> <td style="border: 1px solid black; padding: 2px 5px;">road</td> <td style="border: 1px solid black; padding: 2px 5px;">the</td> <td style="border: 1px solid black; padding: 2px 5px;">run</td> <td style="border: 1px solid black; padding: 2px 5px;">end</td> <td style="border: 1px solid black; padding: 2px 5px;">the</td> <td style="border: 1px solid black; padding: 2px 5px;">of</td> </tr> </table> <p>_____</p> <p>_____</p> <p>★ VF</p>	to	road	the	run	end	the	of	<p>7b. Rearrange the words to create a statement sentence. Use the correct punctuation.</p> <table style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="border: 1px solid black; padding: 2px 5px;">ate</td> <td style="border: 1px solid black; padding: 2px 5px;">the</td> <td style="border: 1px solid black; padding: 2px 5px;">bone</td> <td style="border: 1px solid black; padding: 2px 5px;">dog</td> <td style="border: 1px solid black; padding: 2px 5px;">the</td> <td style="border: 1px solid black; padding: 2px 5px;">big</td> </tr> </table> <p>_____</p> <p>_____</p> <p>★ VF</p>	ate	the	bone	dog	the	big
to	road	the	run	end	the	of								
ate	the	bone	dog	the	big									
<p>8a. Rewrite each sentence below with the correct punctuation and label which sentence type it is.</p> <table style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="border: 1px solid black; padding: 5px; width: 80%;">touch your knees and toes</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px; margin-top: 5px;">can you touch your knees and toes</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px; margin-top: 5px;">i can touch my knees and toes</td> </tr> </table> <p>★ VF</p>	touch your knees and toes	can you touch your knees and toes	i can touch my knees and toes	<p>8b. Rewrite each sentence below with the correct punctuation and label which sentence type it is.</p> <table style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="border: 1px solid black; padding: 5px; width: 80%;">why did Jack turn around quickly</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px; margin-top: 5px;">how quickly Jack turned around</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px; margin-top: 5px;">turn around quickly Jack</td> </tr> </table> <p>★ VF</p>	why did Jack turn around quickly	how quickly Jack turned around	turn around quickly Jack							
touch your knees and toes														
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turn around quickly Jack														

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Different Types of Sentences

Different Types of Sentences

4a. Label the sentences below with 'S' for statement, 'Q' for question, 'C' for command and 'E' for exclamation sentence.

- A. What a busy road this is
- B. Everybody sit still and don't move
- C. All the children are holding balloons or streamers
- D. Why isn't that rubbish in the bin



VF

4a. Label the sentences below with 'S' for statement, 'Q' for question, 'C' for command and 'E' for exclamation sentence.

- A. Get the TV remote from behind the sofa, please
- B. Did everybody bring in their PE clothes
- C. How wonderful it is to see the whole class in today
- D. With a bit of practise, we can improve our dance



VF

5a. Underline all the sentences that are commands.

- A. What a glue stick that is
- B. Pass me the glue stick
- C. Please pass me the glue stick
- D. He passed me the glue stick



VF

5b. Underline all the sentences that are statements.

- A. Half of the money is gone
- B. Will, did you take half of the money
- C. About half of the money is missing
- D. Will saw who took half of the money



VF

6a. Add the correct punctuation to the sentences below.

- A. What a kind girl she is
- B. The girl was very kind because she shared her prize with her friend
- C. Why did you share your prize with your friend



? . !

VF

6b. Add the correct punctuation to the sentences below.

- A. How did you get to be such a great runner
- B. What a great runner you are
- C. Dad was very impressed with his great running



? . !

VF

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Past and Present Tense 1

5a. Underline the verb in the sentence below.

Ross goes to school everyday but not on Saturday or Sunday.



VF

Past and Present Tense 1

5b. Underline the verbs in the sentence below.

I made a new friend yesterday and he came to my house to play.



VF

6a. Fill in the gaps in the table.

<u>Simple present tense form</u>	<u>Simple past tense form</u>
	sang
dance	



VF

6b. Fill in the gaps in the table.

<u>Simple present tense form</u>	<u>Simple past tense form</u>
	hopped
give	



VF

7a. Tick the verbs that are in the simple past tense.

ignored

flap

drew



VF

7b. Tick the verbs that are in the simple present tense.

shine

cause

held



VF

8a. Fill in the gaps with a verb that puts the sentence in the present tense.

Arya _____ a letter to her Grandpa and he _____ it next to a photo of her.

writes

places

wrote

placed



VF

8b. Fill in the gaps with a verb that puts the sentence in the past tense.

The ship _____ beneath the waves but the crew _____ safely.

sinks

escapes

sank

escaped



VF

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Writing

This term we are learning to:

- Write brochures to encourage people to visit Rome
- Write letters in role
- Write newspaper reports

Why not try one of these writing challenges?

- Write a poster or brochure to persuade people to visit a Roman Bath house

Structure

I have written with an introductory paragraph

I have included facts about Rome

I have used paragraphs to organise my writing (including an introduction and a conclusion)

I have used facts rather than just persuasive comments

I have used alliteration to make slogans more memorable

I have used pictures to help sway the reader

I have included personal emotions and feelings

Language Features

I have used good reasons and evidence to convince the reader

I have used short sentences to give emphasis

I have used strong, positive language

I used conjunctions (e.g. because, but, so, if etc) to join two ideas together

I used time words (e.g. first, next)

I used a comma to separate ideas and fronted adverbials

I started sentences in different ways (often using adverbials of time to help the reader order)

I have used capital letters for proper nouns (names of people and places)

I have used punctuation correctly including full stops, commas, question marks, exclamation marks and apostrophes

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- Write a letter as a Roman soldier to your family describing the training you have to do and the equipment you have to carry.

I have included an address and date in the top left of my letter
I have started with Dear and ended with From
I have included a greeting at the start of my letter
I have organised my writing into paragraphs
I have written one paragraph for each event or piece of information I want to share in my letter
I have included details to interest the reader
I have included questions to the reader of the letter
I have used informal, chatty language
I have used capital letters for proper nouns
I have punctuated my work accurately

- Write a newspaper report about the Romans invading Britain or about a gladiator fight at the Colosseum.

I have included a headline which catches the reader's attention
I have started with a sentence which describes the 5 Ws of the story (when, where, who, what and why)
I have described the events in chronological order
I have organised my writing into paragraphs
I have included direct speech to show what witnesses saw
I have used formal language
I have used third person and the past tense
I have included pictures with captions that match the news story I am describing
I have used capital letters for proper nouns
I have punctuated my work accurately