

Class 3's home learning

Week beginning 22nd June 2020

Please remember to read with an adult a minimum of 3 times each week.

This can be anything - books, magazines, recipes, newspapers, CBBC Newsround website, annuals, etc.

Remember to continue adding 'wow' words and phrases to your 'My Wonderful Words and Phrases' list in your literacy book.



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Spellings: Choose challenge A, B or C from your year group.

Year 3

Objective: To investigate how words and phrases can signal time sequences.			
	A	B	C
1	then	before	eventually
2	next	earlier	earlier
3	after	afterwards	afterwards
4	first	finally	immediately
5	firstly	firstly	meanwhile
6	later	secondly	suddenly
7	last	thirdly	ultimately
8	lastly	lastly	previously
9	soon	sometimes	sometimes
10	once	whenever	whenever

Year 4

Objective: To understand how diminutives are formed.			
	A	B	C
1	darling	darling	miniature
2	sapling	dumpling	miniscule
3	gosling	duckling	maisonette
4	weakling	minimum	laundrette
5	miniskirt	statuette	kitchenette
6	minibus	majorette	majorette
7	piglet	usherette	usherette
8	eyelet	microscope	microscopic
9	microchip	microform	microphone
10	microdot	microfilm	microsurgery

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Spellings: Something fun to help you learn your spellings!

Which spelling word from your challenge would score the most in Scrabble?



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Spellings (ongoing): Why not also have an adult or sibling quiz you on the spellings and meanings of these words? Some of you may recognise these as your 'Wonderful Words'!

Once you have learned how to spell the words, choose a few of them at a time to write sentences, just like we do in class.

Are you able to include any of these words in your literacy tasks?

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	

Class 3's home learning, w/b 22.6.20, Grammar

Can I correctly punctuate direct speech?

A bit of a review of something we learned in the autumn term.



Part A

Tick the sentences with the correct speech punctuation.

“Come here!” the man shouted.

“Do you need new shoes? The lady asked Max.”

Look at this amazing game, Hattie yelled.

“I think this is right,” my teacher said.

Rule to help you with Part B: new speaker, new line.

Part B



Using this rule, rewrite the conversation below correctly.

“Have you seen my jumper?” asked Henry, who looked upset. “No,” said Jack, “which one is it?” “There’s a green jumper in the classroom!” Ruchi called.

Part C



Read the passage below and follow the instructions.

once upon a time, the teacher said, there was a strong, clever princess.

Tim interrupted by putting up his hand, and asked, please, Miss, was she good at football.

maybe, the teacher replied, smiling. we’ll have to wait and see, so listen carefully.

1. Insert **inverted commas** into the passage to punctuate the direct speech.

2. Underline all the letters that should be **capitalised**.

3. Circle the punctuation mark that should be a **question mark**.

Part D



Imagine you are listening to a conversation between two children planning a trip to the park.

Write down the first three or four sentences of their conversation in the space below, using the correct **speech punctuation**.

Use at least one question mark or exclamation mark.
