

Literacy Home Learning

Day 1: Read the story and complete vocab ninja for any words you don't understand.

The moon hid behind a blanket of clouds. The night was deathly cold. Emily tugged her cloak more tightly around her arms as she hurried into the gloomy forest. According to Emily's grandmother, terrible and evil things roamed the ancient woods near their house like ghosts, ghouls and goblins. The thought sent a shiver down her spine.

Suddenly, a definite cackle pierced the winter air. Emily was so stunned that she lost balance. Her knees collided painfully with the cold, wet forest floor. Thin, inhuman shrieks twisted unpleasantly around the narrow tree trunks. They were getting louder... they were coming closer.

At the last moment, Emily found a hole in a hollow tree trunk and slipped inside. In the dark silence of her hiding place, her heart seemed to beat in her ears. Before long, though, her curiosity got the better of her. She peered into the misty clearing before her and watched as three figures danced around a small, green-flamed fire. Each had a long hooked nose like the beak of a toucan and scrawny fingers like gnarled branches. They each shrieked like a fox in the dead of night. What were these beastly things?

Unexpectedly, a man's voice called out from nearby, accompanied by the clapping of horse's hooves. Emily took the chance to escape. Her whole body longed for home like and she sprinted as fast as her aching limbs would allow her to.

Soon, the trees cleared, and Emily realised she could see it! Up ahead, a tiny glimmer of light guided her to the tiny, cosy cottage that was her final destination. She was lulled into safety by the nearness of home and she started to run, but her carelessness cost her dearly. Had she been paying attention, she might have spotted the dark shape looming out of the mist and moving soundlessly towards her...

Imitation	Me	T
Challenge I can independently use a dictionary to find the definition of a word, and a thesaurus to find synonyms and antonyms.		
EXP I can use a dictionary to check spelling and find the definition. With support, I can use a thesaurus to discover synonyms and antonyms.		
WT With support, I can use a dictionary to find the definition of a word.		

Explain meaning / Definition:

Use in a sentence (add picture):

The Three Witches

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She was lulled into safety by the nearness of home, and she ran even faster, but her carelessness cost her dearly. Had she been paying attention, she might have spotted the dark shape looming out of the mist and moving soundlessly towards her ...

Explain meaning / Definition:

Use in a sentence (add picture):

Target Word

Modifications:

Modify to past tense, present, plural singular, add prefix or suffix etc (eg. ed, ing, dis, re etc)

Word Class:

Synonyms

Antonyms

Synonyms

Antonyms

Vocabulary Ninja



Words unlock the doors to a world of understanding...

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Imitation	Me	T
Challenge I can find and fully present information in chronological order from a Tale of Fear.		
EXP I can find and clearly present information in order from a Tale of Fear.		
WT I can find and present some information from a Tale of Fear.		

Day 2: Create a story map for *The Three Witches*, drawing each sentence.

Day 3: Answer questions about the text (1)

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Comprehension questions

1. Find and list all of the similes in the text. C. Find an alternative simile for each of them.
2. How is Emily feeling when it says "her heart seemed to beat in her ears"? C. Think of another way your body may show this emotion.
3. How do you know that the creatures are witches just from the text?
4. What does the phrase "she was lulled into safety" mean?
5. What do you think the dark shape is at the end of the story?
6. C. Think of 2 more questions about this story that you could ask a reader.

Imitation	Me	T
GD I can answer questions on a Tale of Fear using full sentences, and ask my own detailed questions using knowledge of the text.		
EXP I can answer questions on a tale of fear, using full sentences most of the time.		
WT With support, I can find and make notes from a Tale of Fear text		

Day 4: Draw a picture of the text.

Up ahead, a tiny glimmer of light guided her to the tiny, cosy cottage that was her final destination. She was lulled into safety by the nearness of home and she started to run, but her carelessness cost her dearly. Had she been paying attention, she might have spotted the dark shape looming out of the mist and moving soundlessly towards her...



Visualise

	Me	T
CHALLENGE Using my knowledge of the text and the language used, I can <u>visualise</u> a scene in detail.		
EXP I can <u>visualise</u> information from the text by drawing and labelling pictures, showing my developing understanding of vocabulary used.		
WT I can read the text and draw a picture relating to it.		

Day 5: Suspense is created in these ways through the text. Find examples of each of these devices being used and, if you can, think of how you could use these devices in your own writing.

Character's emotions	Weather	Light/dark	Punctuation	Descriptive language

How else this could be used?

T			
Me			
	CHALLENGE I can show my understanding of devices to create suspense by offering alternative language.	EXP I can show my understanding of suspense writing by retrieving examples used from the text.	WT With support, I can spot the use of suspense in a Tale of Fear and retrieve examples from the text.

C. In the third box down, write down how you could create suspense in your own writing, using each of the literary devices to do so.

Day 6: The Three Witches - answer questions about the text (2)

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Comprehension questions

1. Why did Emily tug her cloak more tightly around her arms? *C. What could she have done instead?*
2. What is the purpose of the ellipsis (three dots) in the second paragraph? *C. How else is this created in the text?*
3. What do you think the witches were doing? Why do you think this?
4. Why did Emily call the witches "beastly things"? *C. Think of another way she could have described them.*
5. When in history do you think the story is set? Why do you think this?

	Me	T
<i>CHALLENGE I can show my understanding of language and devices used in a text by offering alternative language.</i>		
<i>EXP Using full sentences, I can retrieve and infer information from a text.</i>		
<i>WT With support, I can answer questions on a tale of fear by reading back and finding appropriate information.</i>		

Day 7: Summarise each paragraph in the blank box. Remember to write in notes.

<p>The moon hid behind a blanket of clouds. The night was deathly cold. Emily tugged her cloak more tightly around her arms as she hurried into the gloomy forest. According to Emily's grandmother, terrible and evil things roamed the ancient woods near their house like ghosts, ghouls and goblins. The thought sent a shiver down her spine.</p>	
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T			
Me			
	<p>CHALLENGE Independently, I can summarise the events in the story using chronologically ordered notes.</p>	<p>EXP I can summarise the story using my own words.</p>	<p>WT With support, I can make notes on the story.</p>

Day 8: Fronted adverbials - complete the worksheet and think of at least 5 sentences of your own with fronted adverbials.

When Did It Happen?

Fronted Adverbials for Time

Add a fronted adverbial for time to each of the sentences below. You can use the suggested time adverbials in the box below or you can think of one of your own. Remember, you must add a comma after the fronted adverbial.

After lunch	During the film	Last summer	After getting out of bed
At night	Before running the race	When she fell over	Whilst cooking dinner

1. _____ Sheila ate her breakfast.
2. _____ Jack cleaned his teeth and got ready for bed.
3. _____ we went to Spain for a holiday.
4. _____ we ate a delicious dessert.
5. _____ Ryan did some warm-up exercises.
6. _____ Ben and Holly ate popcorn.
7. _____ Phoebe started to cry.
8. _____ Dad burnt his hand.

SIMILES TO COMPLETE

The moon glowed like

Raindrops dripped down the window pane like

Smoke floated on the air like

The air smells as fresh as

The rose petals are as delicate as

The surface of the water is as smooth as

The icicles pointed downwards like

Dewdrops glistened on the flowers like

The fog covered the city like

The clouds are as fluffy as

Day 10: there, they're or their?

LO: use the correct there, they're or their in sentences

In your writing, sometimes you get the different versions of 'there' mixed up.

- ✓ 'There' - this version is the place. E.g. Over there. You're going to Spain in the summer? I'm going there too this year!
- ✓ 'They're' - this version means "they are". E.g. They're going to the park on Saturday. Are you sure they're going?
- ✓ 'Their' - this is when something belongs to someone. E.g. That's their car. Have you seen the state of their hair?

Now it's your turn. Write these sentences with the correct version of 'there'.

Now it's your turn. Write these sentences with the correct version of 'there'.

1. The shops are over there/they're/their.
2. Have you tried there/they're/their cooking? It's really good.
3. There/they're/their going out to the shops.
4. If I can see you over there/they're/their then you need a new hiding place.
5. There/they're/their going for lunch now.
6. There/they're/there is too much noise in here! My ears hurt, there/they're/their going to pop.
7. I can see that there/they're/their work is of a really high standard. There/they're/their going to be getting some smilies!
8. Is there/they're/their a reason there/they're/their talking?
9. The rain has been so heavy that there/they're/there is a puddle over there/they're/their.
10. There/they're/their going over there/they're/their with there/they're/their ball.