

# Year 3 - English - Week 3



	Day 1 Activity	Day 2 Activity	Day 3 Activity	Day 4 Activity	Day 5
<b>Reading for Pleasure</b>	<p>Make sure you have some quiet time for daily reading of something you've chosen.            Log on to <a href="#">Accelerated Reader</a>, read an article and take a quiz.            See <a href="#">First News</a> on the St Joseph's website.            Listen to a story from a <a href="#">member of staff</a>. Look out for <b>my</b> new video!</p>				
<b>BBC bitesize grammar</b>	<p><b>How to write a sentence.</b>            See below for information <b>or</b> watch the <a href="#">video</a> animation and complete the activities.</p>	<p><b>Fronted adverbials.</b>            See below for information <b>or</b> watch the <a href="#">video</a> animation, complete the activity and take the quiz.</p>	<p><b>Commas in sentences.</b>            See below for information <b>or</b> watch the <a href="#">video</a> animation, complete the activity and take the quiz.</p>	<p><b>Command sentences.</b>            See below for information <b>or</b> watch the <a href="#">video</a> animation and complete the activity.</p>	<b>BANK HOLIDAY</b>
<b>Writing</b>	<p>See below for pictures about the remarkable achievement set by Felix Baumgartner in 2012, when he travelled to the edge of space and jumped from 128,000 ft (39,000 metres / 24 miles) <b>or</b> watch this <a href="#">video</a>.  <b>If you can</b>, view these 3 video clips for more information:            • <a href="#">Terror at 60,000 Feet</a>            • <a href="#">Dilemma At 100,000 Feet</a>            • <a href="#">Jumping From Space!</a>            Make notes about what happens in each picture <b>or</b> make notes from the videos. You will use this information in writing a recount this week. See below for a note taking template.</p>	<p>See below for information about informational writing to help you plan and write your recount about the event <b>or</b> watch these clips:            • <a href="#">What is informational writing?</a>            • <a href="#">Making a plan</a>            • <a href="#">Writing an introduction</a>            • <a href="#">Writing a draft</a></p>	<p>Plan and draft your recount using your notes.             Think about each paragraph you'll write. What are they about? Think of a subtitle to give them.             Remember to use:            • an eye-catching heading.            • an introductory paragraph.            • paragraphs to group your text and each paragraph on a different aspect of the subject.            • sub-headings for each paragraph.</p>	<p>Write your final recount.             Take a photo of your work and email it to me!   <a href="mailto:year3@stjosephs.greenwich.sch.uk">mailto:year3@stjosephs.greenwich.sch.uk</a></p>	
<b>Comp.</b>	<p><b>Alternatively, complete comprehension activities from First News.</b> Resources can be found on the <a href="#">First News</a> section of the school website. Complete tasks from the Level 1 Comprehension, Puzzles and Quizzes.</p>				
<b>Spelling</b>	<p>Practise this week's spelling every day which are:            illegal, illegible, illiterate, immature, impatient, impolite, imperfect, immobile, increase, island.            Remember to: <b>read, look, cover, write, check.</b> Say in a sentence and write in a sentence.</p>			<p>Test someone at home with your spellings then ask them to test you.</p>	

Grammar	Day 1	Day 2	Day 3	Day 4
<b>Objectives</b>	<b>Sentences</b>	<b>Fronted adverbials.</b>	<b>Commas in sentences.</b>	<b>Command sentences</b>
<b>Information</b>	<p>Linking words together in the right way makes your writing easy to understand and interesting to read.</p> <p>When you are writing, words are grouped together into sentences. There are a few simple rules you need to follow to make sure your sentences are clear.</p> <p>Firstly, a sentence needs a capital letter at the beginning and a punctuation mark at the end, like a full stop (.), a question mark (?) or an exclamation mark (!).</p> <p>A sentence also needs a verb in it and it must make complete sense all on its own.</p>	<p><b>Adverbials</b> are words or phrases that give more information to the sentence.</p> <p><b>"I discovered fronted adverbials, earlier today."</b></p> <p>'Earlier today' is the adverbial.</p> <p><b>"Earlier today, I discovered fronted adverbials."</b></p> <p>A fronted adverbial is when the adverbial word or phrase is moved to the front of the sentence, before the verb. So here, 'earlier today' is a <b>fronted adverbial</b>.</p>	<p>Adding a comma can change the meaning of a sentence.</p> <p>Let's eat Albert. = We're going to eat Albert. Let's eat, Albert. = We're eating with Albert.</p> <p>In a long sentence, you can use commas to separate out extra information and make the sentence easier to read. These commas do the same job as brackets but look a lot neater in your writing.</p> <p><b>Albert (the alien with blue spots) is from the planet Zoink.</b></p> <p><b>Albert, the alien with blue spots, is from the planet Zoink.</b></p> <p>A <b>clause</b> is the building block for a sentence. Commas can be used to break up sentences that have more than one clause and make them easier to read.</p> <p><b>When Albert saw the food</b>, his tummy started to rumble.</p> <p>Albert got used to the blue spots, <b>but then they started itching.</b></p> <p>Both these sentences have a <b>subordinate clause</b>. Subordinate clauses do not make sense on their own. These clauses need the main part of the sentence to make sense, so they are connected with a comma. The comma shows that they are closely connected to the main part of the sentence. If the clauses make sense on their own, you don't need to use a comma. For example: <b>Albert was excited about eating. He wanted to use a knife and fork.</b></p>	<p><b>Command sentences</b> are used when you are telling someone to do something.</p> <p>Commands usually start with an <b>imperative verb</b>, also known as a 'bossy verb', because they tell someone to do something.</p> <p><b>"Fetch me some biscuits."</b></p> <p>In this example, 'fetch' is the imperative verb.</p> <p>You should also use commands when you are writing instructions telling someone how to do something.</p>

Informational writing - how to plan and write your recount about the event.

What is informational writing?	Making a plan	Writing an introduction	Writing a draft
Informational writing tells facts. Facts are always true.	Use a plan to organise your ideas.	Tell your reader what they will learn.	Writing a first draft and read your sentences back to check they make sense.
Information texts are non-fiction.	Decide on an introduction.	Hook your reader from the first sentence.	Check you have your full stops and capital letters in the correct place.
They teach facts about topics.	Choose your sections of your recount.	Use a surprising fact.	Put in any changes needed and re-draft.



**Taking notes from the videos.**

What is the name of the man who is going to jump from the edge of space? Felix Baumgartner

Where in the USA does he take off from? \_\_\_\_\_

What height does he jump from? \_\_\_\_\_

How *fast* does he travel when he is falling? \_\_\_\_\_

What is the alarming discovery he finds? \_\_\_\_\_

What does Felix say just before he jumps? \_\_\_\_\_

What makes people concerned (and then applaud) when he is falling?

At what height does he pull his parachute?

Any other notes of your own:

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