**English for week commencing Monday 15th June**

**Reading**

Continue to read daily if you are able to. Remember this can be reading to yourself, sharing a story, or being read to.

In school the children are having time to read to themselves, we are sharing class texts, and we are continuing to read The Lion, The Witch and the Wardrobe as a class reader.

If you are running short of reading material at home, remember there is a trolley outside the school entrance with lots of books no longer needed in school on it, help yourselves.

**Spellings**

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| --- | --- | --- | --- |
| **A** | **B** | **C** | **D** |
| aboutaboveaboardable | aboutaboveaboardabroadabbeyabideabsentabsorb | addressadditionadaptadhereadjustadmireadmitadoptadvanceadvice | addressadditionaladaptableadjustableadmirableadolescenceadmonishadmissionadvanceadvantageousadventurousadvocate |

Here are your spelling words for this week.

In school we will give these words out on Wednesday 17th June.

We will have a test with last week’s words on the same day.

**Main Task**

**LO: To write a story suitable to be performed as a theatrical play**

As suggested last week, this task is a lengthy one. In school the children are only working on their story beginnings now towards the end of week commencing 10th June. They are making sure they introduce the main characters, set the scene and intrigue the writer to want to read on. To help us we have looked at the opening paragraphs of some famous children’s stories such as Harry Potter, The Secret Garden and The Witches. Opening sentences and paragraphs have been written, edited and rewritten until perfection is achieved.

The children will spend this week (commencing 15th June) continuing their stories, making sure each section, each paragraph works as it should and is the best quality it can be. This will involve much editing and rewriting until the story is perfect and as they want it to be. They will continually check their original plan, making alterations as necessary. They will share what they’ve written so far with others and give positive criticism to each other, this is something you might be able to do at home using technology. Remember these stories are to be transformed into playscripts we could use in school so they need to be detailed, interesting and lengthy.

Should you need some more learning by the end of the week though, you can look at your completed, purple polished story and start to think how many different scenes there will be. Remember a scene will change when the setting changes, or when a different part of the story is about to be told. Draw, colour and label how you think each scene will look on stage.

Just to remind you:

|  |  |
| --- | --- |
| **Y3 and 4 skills** | **Y5 and 6 skills** |
| Complete storyParticular genre/styleMain charactersSome details and descriptionPunctuation and grammarErrors identified and corrected | As Y3 and 4 +Main and secondary charactersWritten to suit scenes on a stageDetailed and descriptive – many techniquesEdited, altered and improved throughout |