English home learning tasks:

Focus: Grammar

* Monday:

Outcome: To recap use of capital letters

Task: Show your child Screen 1 of ‘Capital letter wall’ (ActiveLearn resource). Revise the term capital letter and the two main functions. (Capital letters are used at the start of a sentence, and at the start of names.)

Work through Screen 2 of the resource and look for other functions. (E.g. They are used for the first letter of a new line in a rhyme or poem).

Note that the ones illustrated on the wall are: to attract attention in headings, etc., for initials and some abbreviations, (sometimes) to start each line of a poem, rhyme or song, for important words in titles, to suggest that someone is shouting.

Top tip: In non-fiction reading, discuss how the layout of a text influences the way readers scan, skim and read it. How are capital letters used in the texts you are reading to attract the readers’ attention?

Have your child create a poster detailing the uses of capital letters.

* Tuesday:

Outcome: To learn about possessive pronouns

Task: • Ask your child if they can remember what a pronoun is (a word that stands in for a noun or noun phrase). Explain that they are going to look at a type of pronouns today called possessive pronouns. Possessive pronouns are pronouns that show possession. For example “These are my shoes,” or “James took his ball home with him.”

Explain that there are two types of possessive pronouns. Singular possessive pronouns (my, mine, your, yours, his, hers, her, its). And plural possessives (our, ours, your, yours, their, theirs). Explain that possessive pronouns sometimes end in ‘s’, but never need an apostrophe (e.g. That book is hers). Explain that de difference between them is based on how many people are being talked about. Have your child come up with a sentence for each of these possessive pronouns. When finished, ask them to think what would happen if some of the pronouns they used were changed for others.

* Wednesday:

Outcome: To recap word classes

Task: Challenge your child to explain what each of these word classes are and to give an example:

* + Noun (the name of a person, place, animal or thing)
	+ Pronoun (a word that stands in for a noun)
	+ Verb (a word that is needed in every sentence. It can be past or present tense and it tells you what’s happening)
	+ Adverb (words that add details to verbs)
	+ Adjective (words that tell you more about nouns)
	+ Preposition (a word that tells you where or when something is in relation to something else)
	+ Conjunction (joining words)
	+ Determiner (A determiner is a word that goes before a noun and identifies the noun in further detail. E.g. a boy, this apple, her horse, every word, five fingers, what letter, etc)

Have them create posters explaining these word classes as well as giving examples.

* Thursday:

Outcome: To look at time adverbials.

Task: Launch ‘Adverbial Advice’ (active learn resource). Have them read the poem aloud. Ask your child to spot the adverbs that answer the question ‘When?’. Most of these are phrases e.g. “On Monday morning”. Remind them that when a group of words gets together to act like an adverb, we call it an adverbial. Click to highlight the adverbials in the poem.

When an adverbial comes at the front of a sentence, it is called a fronted adverbial. Point out that fronted adverbials are often separated off by a comma. Ask if they can they find one in the poem that does not need a comma.

Have your child think of as many examples of time adverbials that they have heard of or have seen and make a list of as many as they can. Perhaps they can use one of their reading books and go on a hunt for them.

* Friday:

Outcome: To look at adverbials of place

Task: Show your child ‘Adverbials of place’ (Active Learn resource). Read and discuss the poem with them.

Remind them that adverbials can answer the questions ‘How?’ and ‘When?’. Tell them that they can also answer the question ‘Where?’.

Ask them to spot an adverbial answering the question ‘Where?’ in the poem? Click to highlight the adverbials.

Discuss how these adverbials help the reader by filling in the background detail about where things happen. They can also change the reader’s point of view – look at the two fronted adverbials at the start of each verse. Very often, adverbials of place start with a preposition.

Have your child think of as many examples of adverbials of place that they have heard of or have seen and make a list of as many as they can. Perhaps they can use one of their reading books and go on a hunt for them.