

Day 1
Y3 English
5 a day



1. Copy this handwriting join as many times as you can.



2. Circle the two nouns in the sentence below.

The terrified dog cowered silently below the ancient bridge.

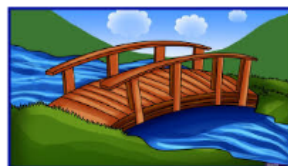
3. Complete the sentence below using a conjunction.

The boy was hungry _____ he ate his lunch.

4. Tick the name of the punctuation mark that should complete each sentence.

Sentence	Full stop	Question mark
When will we get to London		
When should I start cooking the dinner		
When the bell rings, it will be lunchtime		

5. Write the word



Day 1
Y3 English
5 a day

ANSWERS



1. Copy this handwriting join as many times as you can.



2. Circle the two nouns in the sentence below.

The terrified dog cowered silently below the ancient bridge.

3. Complete the sentence below using a conjunction.

The boy was hungry so he ate his lunch.

4. Tick the name of the punctuation mark that should complete each sentence.

Sentence	Full stop	Question mark
When will we get to London		✓
When should I start cooking the dinner		✓
When the bell rings, it will be lunchtime	✓	

5. Write the word

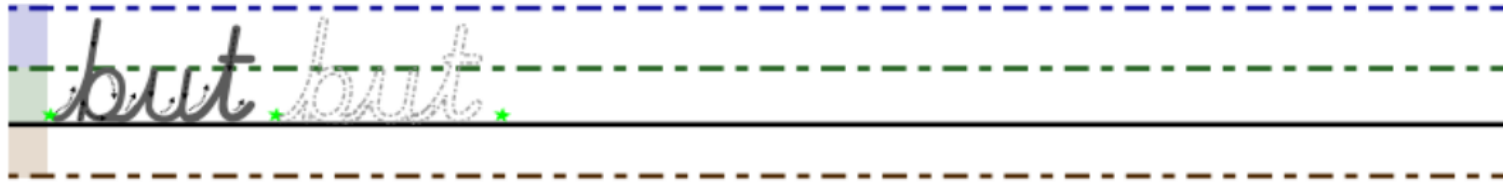


bridge

Day 2
Y3 English
5 a day



1. Copy this handwriting join as many times as you can.



2. Look at the parts of the words in bold.

cheer**ful** help**ed** hope**less** kind**ness**

What is the name for this part of the word? Circle one.

prefix suffix noun phrase verb

3. Underline the conjunction in the sentence.

Tuck your chair in if you leave the table.

4. Circle to two words that should have capital letters.

a cat jumped on a train to southampton.

5. Circle the word below that is spelt correctly.

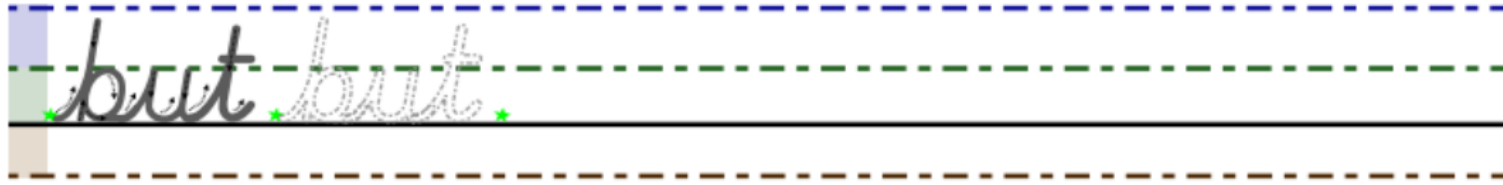
stay stai stae staye

Day 2
Y3 English
5 a day



ANSWERS

1. Copy this handwriting join as many times as you can.



2. Look at the parts of the words in bold.

cheer**ful** help**ed** hope**less** kind**ness**

What is the name for this part of the word? Circle one.

prefix **suffix** noun phrase verb

3. Underline the conjunction in the sentence.

Tuck your chair in if you leave the table.

4. Circle to two words that should have capital letters.

a cat jumped on a train to **southampton**.

5. Circle the word below that is spelt correctly.

stay stai stae staye

Day 3
Y3 English
5 a day



1. Copy this handwriting join as many times as you can.



2. Circle the verb in the sentence below.

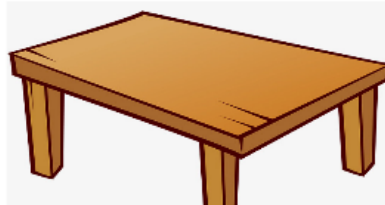
Thomas paints all his pictures with watercolour paints.

3. Write a sentence containing the word jumped.

4. Insert the missing apostrophe into the sentence below.

I dont want to go to the shops tonight.

5. Spell the word



Day 3
Y3 English
5 a day



ANSWERS

1. Copy this handwriting join as many times as you can.



2. Circle the verb in the sentence below.

Thomas paints all his pictures with watercolour paints.

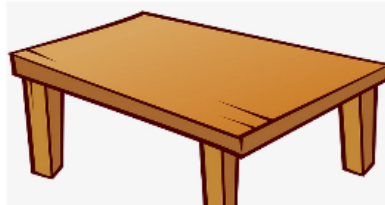
3. Write a sentence containing the word jumped.

Various answers - make sure you have a capital letter and a full stop.

4. Insert the missing apostrophe into the sentence below.

I don't want to go to the shops tonight.

5. Spell the word

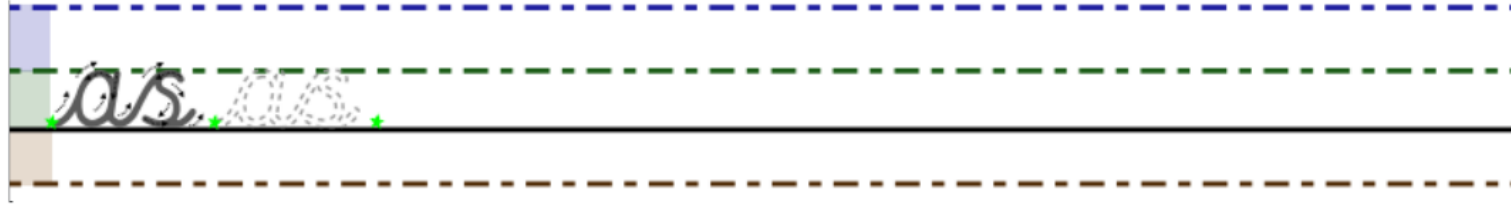


table

Day 4
Y3 English
5 a day



1. Copy this handwriting join as many times as you can.



2. Add two letters to the front of helpful to make a word that means not helpful.

I tried to give the cat a bath. My mum said I was __ __ helpful.

3. Circle the correct sentence type for the sentence below.

Be my friend!

statement question exclamation command

4. Insert the correct punctuation into the sentence below.

Where is the nearest bus stop__

5. Write the word baby as a plural _____

Day 4
Y3 English
5 a day



ANSWERS

1. Copy this handwriting join as many times as you can.



2. Add two letters to the front of helpful to make a word that means not helpful.

I tried to give the cat a bath. My mum said I was un helpful.

3. Circle the correct sentence type for the sentence below.

Be my friend!

statement question exclamation command

4. Insert the correct punctuation into the sentence below.

Where is the nearest bus stop?

5. Write the word baby as a plural babies

Day 5
Y3 English
5 a day



1. Copy this handwriting join as many times as you can.



2. Circle the compound word below.

tree bicycle unload superman

3. Circle the word in the sentence that shows it is in the past tense.

Jeremy went to the shops every Saturday.

4. Insert commas into the sentence below.

In his bag we found chocolate crisps marshmallows and sweets.

5. Spell the word



Day 5
Y3 English
5 a day



ANSWERS

1. Copy this handwriting join as many times as you can.



2. Circle the compound word below.

tree bicycle unload superman

3. Circle the word in the sentence that shows it is in the past tense.

Jeremy went to the shops every Saturday.

4. Insert commas into the sentence below.

In his bag we found chocolate, crisps, marshmallows and sweets.

5. Spell the word



watch

Summer 2 Week 4

Poetry

Lesson 1

There are lots of different types of **poetry**, but they often contain similar ingredients.

Visit this website

<https://www.bbc.co.uk/bitesize/articles/z9jhqfr>

and watch the short clip to learn about what to include when you write a **poem**.

All poems are made up of **words**. Poems can tell a story or be about a thought or a feeling. They can be serious or silly, but they always have to use **words**.

Poems often have a **rhythm**, which is like a beat in music. The **rhythm** is quick or slow depending on the words the poet chooses.

Poems can use **rhyme**, which means that certain words have similar end sounds.

For example: '**Break**' and '**lake**' ; '**cat**' and '**mat**' ; '**loud**' and '**proud**' .

Poems can also use **alliteration**, which is when more than one word starts with the same first letter or sound.

For example: **The slimy, sneaky snake slithered silently.**



Slowly, silently, now the moon
Walks the night in her silver shoon;
This way, and that, she peers, and sees
Silver fruit upon silver trees;
One by one the casements catch
Her beams beneath the silvery thatch;
Couched in his kennel, like a log,
With paws of silver sleeps the dog;
From their shadowy cote the white breasts peep
Of doves in silver feathered sleep
A harvest mouse goes scampering by,
With silver claws, and silver eye;
And moveless fish in the water gleam,
By silver reeds in a silver stream.

Walter de la Mare



1. What are the four creatures described in the poem?

.....

2. Find and copy out the two adverbs describing how the moon walks.

.....

3.

a. Find and copy out the simile.

.....

b. Who or what does that simile describe?

.....

c. Do you think that it is a good simile? Why?

.....

4. '*Couched in his kennel...*' These words start with the same sound - this is called *alliteration*. Find and copy out another phrase that has some alliteration in it.

.....

5. Are the trees really '*silver*'? Why has the poet described them this way?

.....

6. What does the word '*scampering*' tell us about how the harvest mouse moves?

.....

7. Why are the fish not moving?

.....

8. What time of year do you think this poem is describing? Select the words from the poem that tell you this.

.....



Lesson 2

Imagine you are standing in your garden, or looking out of the window, in the middle of the night.

Write six **descriptive** sentences about what you can **see**, **hear** and **feel** around you.

Top tip!

- Use interesting **adjectives** and **verbs**.
- Try using **alliteration** if you can.

For example:

A stray cat screeches like a baby crying.

The street lamps are big balls of glowing fire.

Lesson 3

Now use your descriptive sentences to write your own **poem** about the night.

Remember, poems can rhyme, but they don't have to.

Aim to write four lines.

Top tip!

You could start by using the same words as Walter de la Mare: 'Slowly, silently...'

For example:

Slowly, silently, the stars sparkle in the sky.

The street lamps are big balls of fire glowing brightly.

A stray cat screeches like a baby's cry

And the moon watches over the world with a smile

When you have finished your first draft of your poem, you need to check all the spellings. You could do this by typing it up and looking out for the red squiggly lines, asking an adult or even asking Alexa!

Check that every **line** of your poem starts with a capital letter.

Now, you can publish and illustrate your poem. We would love to see them!

Comprehension answers

1. What are the four creatures described in the poem?
The four creatures are: a dog, doves, a harvest mouse and fish.
2. Find and copy out the two adverbs describing how the moon walks.
Slowly and silently.
3.
 - a. Find and copy out the simile.
The simile is 'like a log'.
 - b. Who or what does that simile describe?
The simile describes the dog.
 - c. Do you think that it is a good simile? Why?
Answers will vary, but should refer to the fact that the dog does not move as it is asleep.
4. '*Couched in his kennel...*' These words start with the same sound - this is called *alliteration*. Find and copy out another phrase that has some alliteration in it.
Answers could be:
Slowly, silently casements catch beams beneath silver sleeps
Repetition of the word *silver* is not strictly alliteration.
5. Are the trees really '*silver*'? Why has the poet described them this way?
The trees are not really silver. The poet describes them as silver because the moonlight makes them look silver.
6. What does the word '*scampering*' tell us about how the harvest mouse moves?
The word *scampering* tells us that the harvest mouse is moving quickly.
7. Why are the fish not moving?
The fish is not moving because they are asleep.
8. What time of year do you think this poem is describing? Select the words from the poem that tell you this.
Answers may vary, but should have evidence from the text.
Possible answers could be:
Summer/autumn because this is when there is fruit on the trees.
Summer/autumn because animals like the harvest mouse would not be around in the winter.
Probably not winter, because nothing is frozen or cold.