

# English Skills and Reading task pack

Welcome to your English Skills task pack for the week. In this pack you will find additional support and instructions for your daily English and Reading tasks that will be leading up to your next Big Write of the term in two weeks time!

- This week you practising skills as well as exploring our class text to build your understanding of both the content and context of the narrative and the skills needed to create image poetry. Next week you will be creating two contrasting image poems to describe two different settings.



Monday 8<sup>th</sup> June, 2020

## Warhorse comprehension: chapter 2

Today you are going to be exploring the second chapter of our class text.

It will be important to remember to:

- Make sure you answer in full sentences
- Include the question in your answer
- Use the conjunction "because" at least once
- Use evidence from the text to support your answer
- If you can include all of this in each of your answers, your work will be fabulous!

Write the answers in full sentences to the questions on Chapter 2 of Warhorse.  
Make sure you use Point. Evidence. Explanation. Find it, prove it, show it!

1. How do you know that time has passed since the end of the first chapter?
2. How do you know that Joey trusts Albert?
3. Why was Joey never able to trust Albert's father?
4. Why did Albert try to stay with Joey on Tuesdays?
5. Describe the incident between Joey and Father.
6. Why was Albert's behaviour towards Joey different?
7. Describe how Albert behaved towards Joey.
8. Describe Albert's mother's reaction to hearing that war had been declared.
9. Why do you think she reacted in this way?
10. What do you think will happen next?

Tuesday 9<sup>th</sup> June, 2020

## Using expanded noun phrases

In order to create an amazing image poem for your next Big Write, our vocabulary and description needs to be on point to paint a picture in the reader's mind.

Today you are going to practise using expanded noun phrases to make similes more detailed!

Look at the example showing how expanded noun phrases work to help you.

Example:  
as stopped as a **clock**

Clock is the  
**noun** in this  
simile

as stopped as a **long-forgotten clock**

An expanded noun phrases  
will generally use two or  
more **adjectives** to describe  
the **noun**.

Expanded noun  
phrases tell you  
more about the  
**noun**.



Wednesday 10<sup>th</sup> June, 2020

## Warhorse Comprehension: Chapter 3

Today you are going to be exploring the third chapter of our class text.

It will be important to remember to:

-Make sure you answer in full sentences

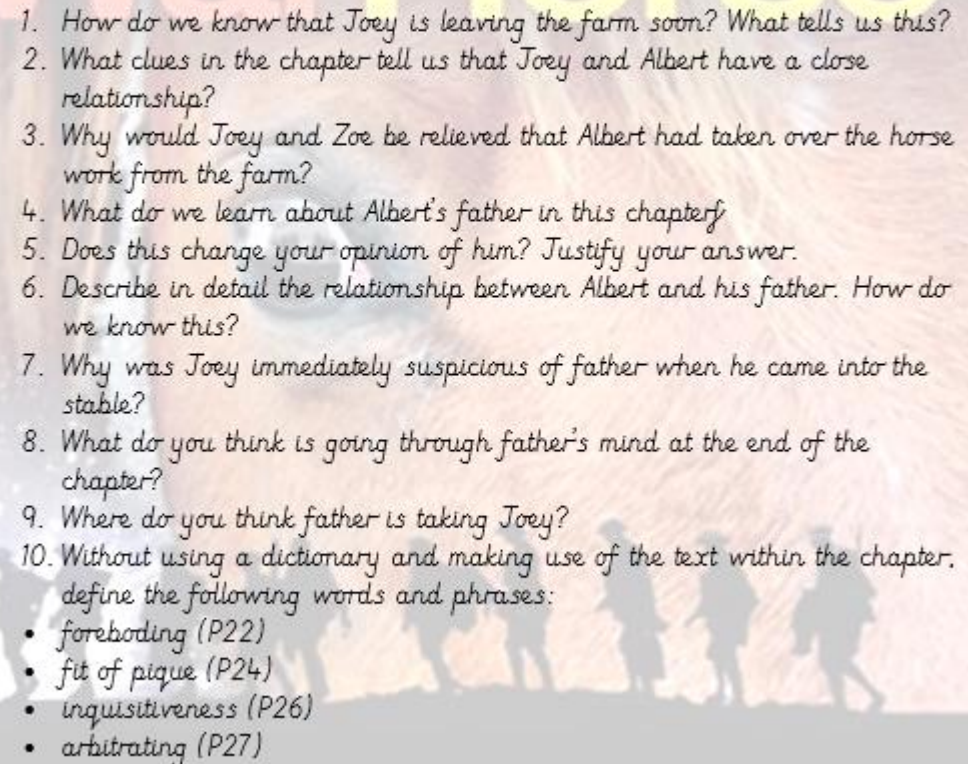
-Include the question in your answer

-Use the conjunction "because" at least once

-Use evidence from the text to support your answer

-If you can include all of this in each of your answers, your work will be fabulous!

Write the answers in full sentences to the questions on Chapter 3 of Warhorse.  
Make sure you use Point. Evidence. Explanation. Find it, prove it, show it!

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1. How do we know that Joey is leaving the farm soon? What tells us this?
  2. What clues in the chapter tell us that Joey and Albert have a close relationship?
  3. Why would Joey and Zoe be relieved that Albert had taken over the horse work from the farm?
  4. What do we learn about Albert's father in this chapter?
  5. Does this change your opinion of him? Justify your answer.
  6. Describe in detail the relationship between Albert and his father. How do we know this?
  7. Why was Joey immediately suspicious of father when he came into the stable?
  8. What do you think is going through father's mind at the end of the chapter?
  9. Where do you think father is taking Joey?
  10. Without using a dictionary and making use of the text within the chapter, define the following words and phrases:
    - foreboding (P22)
    - fit of pique (P24)
    - inquisitiveness (P26)
    - arbitrating (P27)

Thursday 11<sup>th</sup> June, 2020

## Adverb Poem

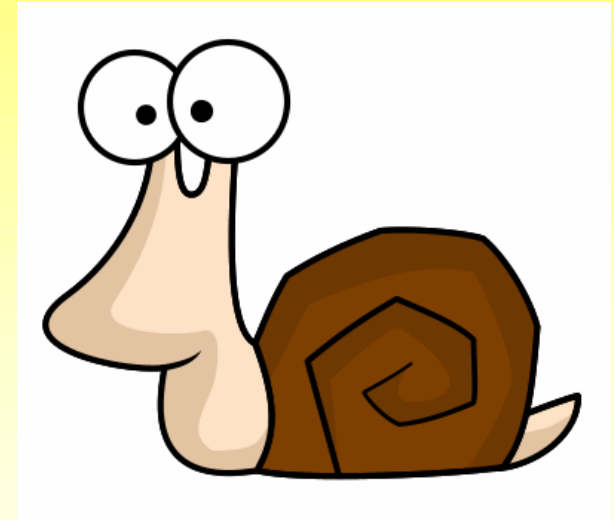
To practise our use of imagery, you will be creating an adverb poem.

An adverb adds detail to and explains more about a verb. For example, the snail crawled slowly across the lawn.

"crawled" is the verb and "slowly" is the adverb as this describes how the snail crawled.

An adverb poem uses the same adverb at the start of every phrase in a poem to describe what is happening in the poem.

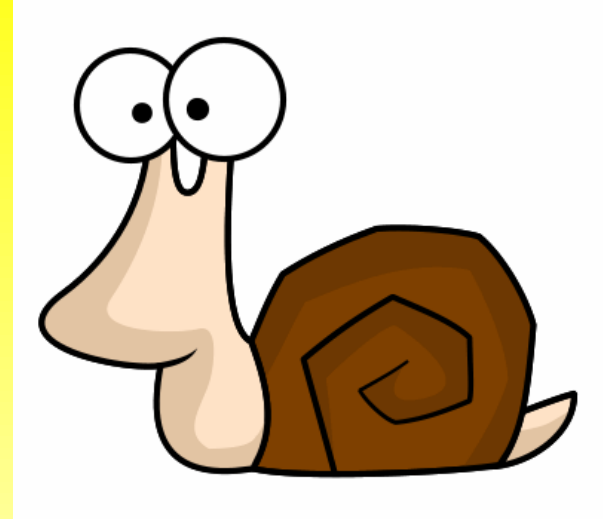
There is an example of an adverb poem on the next page.



# Slowly

Slowly the tide creeps up the sand,  
Slowly the shadows cross the land.  
Slowly the cart- horse pulls his mile,  
Slowly the old man mounts his stile.  
Slowly the hands move round the clock,  
Slowly the dew dries on the docks.  
Slow is the snail- but slowest of all  
The green moss that spreads on the old  
brick wall.

By James Reeves



An adverb is used at the beginning of each phrase and described how each thing occurs or "happens".

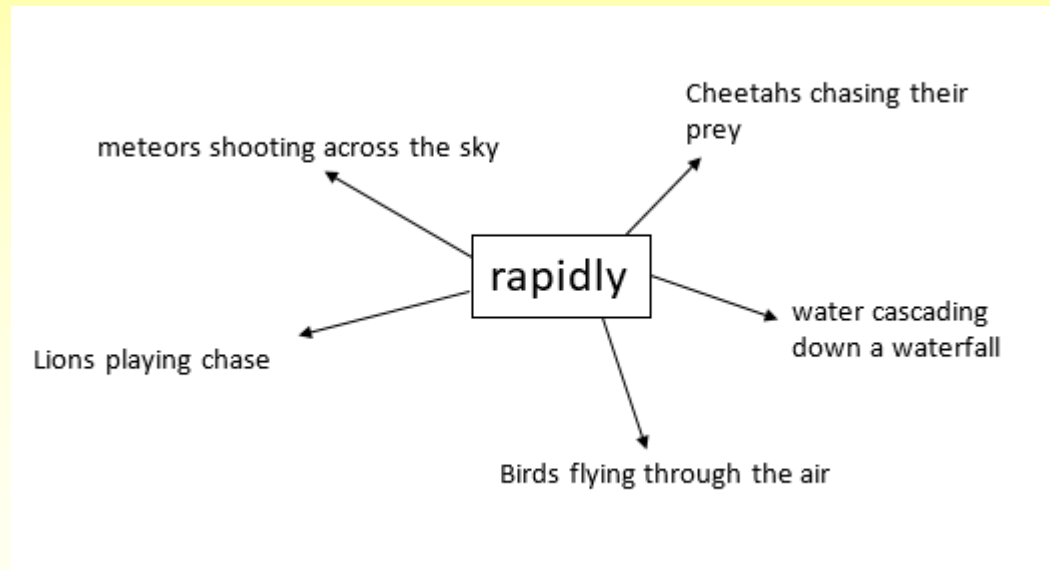
## Your Task

Look at the image below and choose an adverb that could use to describe the way things are happening in this image. Remember, you have really got to put your amazing imagination to the test as you need to paint a picture in the mind of your reader and inspire them to believe and imagine what you are describing!

Once you have done this, create a mind map with the adverb in the middle. Write phrases that describe what might be happening in the image around the outside of your adverb. Remember, each phrase should be able to make sense starting with the adverb in the middle.

Here is an example to help you!

You will be creating your adverb poem on Monday next week so make sure you include as many ideas as possible and save your work for Monday!





Friday 12<sup>th</sup> June, 2020

## Grammar Hammer

Today you are going to be putting all of your knowledge of spelling, punctuation and grammar to the test today!

Answer each of the questions and then get an adult to mark your work to check your score to see whether you are in Red, Yellow or Green!

Remember, check through your answers once you have finished! I'm sure you will all be able to hear Mr Spencer and Mrs Fenton in your ear when you read this!

1. Underline the <u>prefix</u> which means 'against'.			2. Underline the <u>suffix</u> which, when added, forms a <u>noun</u> .		
auto-	anti-	non-	<u>garden</u>	<u>er</u>	<u>ing</u>
3. Underline the correct <u>homophone</u> to use in this sentence.			4. Underline the correct <u>homophone</u> to use in this sentence.		
The king sat on his ( <u>thrown</u> / throne ).			I ( <u>might</u> / mite ) be able to help.		
5. Underline the word with the correct spelling.			6. Underline the word with the correct spelling.		
<u>dangerus</u>	<u>dangeros</u>	dangerous	<u>invenshun</u>	invention	<u>inversion</u>
7-8. Number these words to show their alphabetical order.					
direction		digger		duty	diamond
9. Underline the <u>words</u> which have a similar meaning to the word in <b>bold</b> (synonyms).					
<b>big</b>	huge	weird	enormous	tiny	
10. Underline the <u>adverb</u> in the sentence below.			11. Circle the <u>preposition</u> in the sentence below.		
Mum <u>gently</u> put the glass on the table.					
12-13. Underline two <u>connectives</u> that <u>can be used</u> to signal <u>addition</u> (or are synonymous with the word 'and').					
furthermore	however	afterwards	as well as	suddenly	
14-15. Underline the <u>proper nouns</u> or <u>pronouns</u> in this sentence to avoid repetition.					
(Emma / She) picked up (Emma's / her) books and then (Emma / she) left for school.					
16-17. Underline two <u>fronted adverbials</u> that might help signal <u>time</u> and <u>sequence</u> .					
Earlier, ...	It is likely, ...	Possibly, ...	Later that day ...		
18. Underline the correct word to complete the sentence.			19. Underline the correct word to complete the sentence.		
<u>We</u> ( were / was ) watching TV.			I <u>have</u> ( done / did ) it.		