



Monday 24th January

L.O. To plan a diary entry

*Fluency of skills*

Plurals

Circle the correct plural form of the noun.

There were **bunches** / **bunchies** of **grapes** / **graps** on the **vinees** / **vines**.

*Fluency of skills Thursday*

Adverbs

Choose a word from the pieces of wood and change it to an adverb of manner to complete each sentence.

**quick**   **slow**   **quiet**   **curious**   **firm**   **foolish**   **nervous**

- 1 The three pirates ..... made their way through the dense undergrowth.
- 2 Captain Starling ..... cut her way through the jungle, but Stragglebeard and Barnaby ..... followed behind.
- 3 Barnaby ..... began to whistle as he ..... looked up into the trees above.
- 4 Captain Starling ..... told him to stop making any silly noises.
- 5 From up high in the trees they were being watched ..... every step of the way.

*Fluency of skills - Thursday*

*Where is Sir Ansell hiding?*

Prepositions

behind   inside   among   between   up   outside   below   underneath   on   around

He peered ..... the stands. No!

Using the prepositions above write some sentences of your own to show where else Sir Ansell could have been hiding.

Today, we need to plan a diary entry for Lila's journey.

Today, we need to plan a diary entry for Lila's journey.

## Opening sentence - All the Ws (who? when? where? what? why?)

### The first part of the journey

Remember powerful verbs and fronted adverbials.

### Next

How are you feeling on the journey, after a while?

### Finally

|  | Examples  |
|--|---|
| When? Who? What?<br>: s to extend<br>J   | Last Monday our class visited the local Police Station because we wanted to know more about what the Police do.   |
| ...ion for the trip<br>re went<br>e  | Before we <u>went</u> we read lots of books about Police. We were really interested to find out how our local Police Station worked.  |
| <u>...e arrived...</u><br>resting things that<br>id when they                                | When we arrived we were greeted by PC <u>Jones</u> . He showed us the small poky prison cells. I don't think I would like to be locked inside. He pretended to lock Ben inside. |
| ...ick   | After that we went <u>up stairs</u> and listened to the busy radios.  |
| ...ise, pick out the<br>nts of the trip.<br>: s tell the reader<br>as interesting or<br>int. | By the end of the <u>trip</u> we had/felt/thought   |

## The first part of the journey

Remember powerful verbs and fronted adverbials.

Next

How are you feeling on the journey, after a while?

Finally

(After a while)

Concluding sentence

How is Lila feeling now? What is she hoping will happen next?

## Nouns Word Mat

Roman

Pompeii

Naples

market

shop

street

tavern

inn

house

bar

stall

mountain

hillside

mountainside

path

track

bay

building

yard

wall

ground

pathway

## Adjectives Word Mat

Dusty

Calm

Sparkling

Glistening

Iridescent

Cracked

Damaged

Smashed

Melodic

Noiseless

Busy

Hectic

Massive

Giant

Greatest

Important

Safe

Beautiful

Attractive

Striking

Bold

Tranquil

Tuesday 25th January

*Assessed writing: Diary writing*

*Write a diary entry of Lila's adventures*

*My checklist:*

|  |  |
|--|--|
|  |  |
|  |  |
|  |  |

Write a diary of Lila's adventures so far.

Wednesday 26th January

L.O. To find the features of an explanation text.

Fluency of skills Wednesday  
**Adverbs**

Underline the adverbs in these sentences.  
Jane quickly went to line up.  
The dog barked angrily at the rattling letterbox.  
The rain tricked slowly down the window pane.

M and C

Fluency of skills Wednesday  
**Adverbs**

Underline the adverb to complete each sentence.

- 1 The three pirates **quiet** / **quietly** made their way through the dense undergrowth.
- 2 Captain Starling **quickly** / **quick** cut her way through the jungle, but Stragglebeard and Barnaby **slowly** / **slow** followed behind.
- 3 Barnaby **foolishly** / **foolish** began to whistle as he **nervous** / **nervously** looked up into the trees above.
- 4 Captain Starling **firm** / **firmly** told him to stop making any silly noises.

3

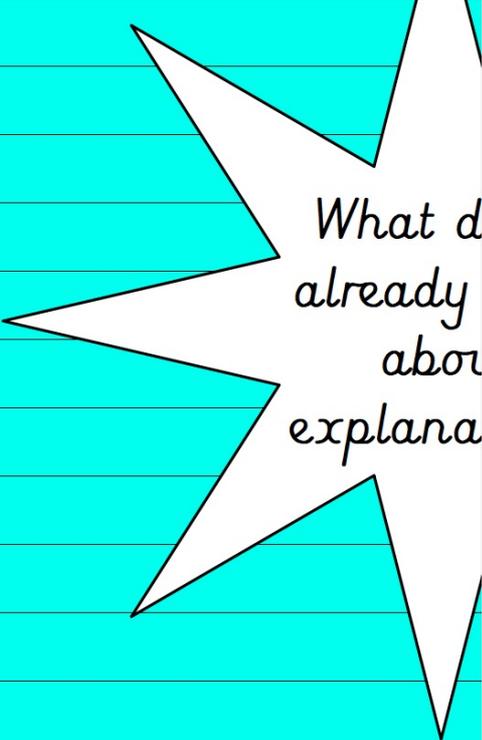
Fluency of skills Wednesday  
**Adverbs**

Use your own adverbs to add more meaning to the verbs in these sentences.

- 1 Pip ..... gathered up any armour that would fit him.
- 2 Next he ..... chose a sword and a shield.
- 3 Then he ..... ran to the castle stables to choose a horse for his quest.
- 4 Most of the horses were far too big for Pip to ride .....

4

Prior Knowledge - Explanations



What do  
already  
about  
explana

tures  
find?

nation

ime)

## How do plants grow?



Everywhere you look, you will see many plants of all shapes, sizes and colours, but do you know how they grow? The lifecycle of a plant is very simple to understand. Each part of a plant has a job that will help it to grow. Read on to find out more.

Most plants start as seeds or bulbs. First, the seed will grow roots. The roots grow downwards into the soil because this helps to secure the plant in the



ground. The roots' job is also to **absorb** water and food from the soil. This food is important because it helps the plants to grow.

**absorb:**  
to suck up or to soak up

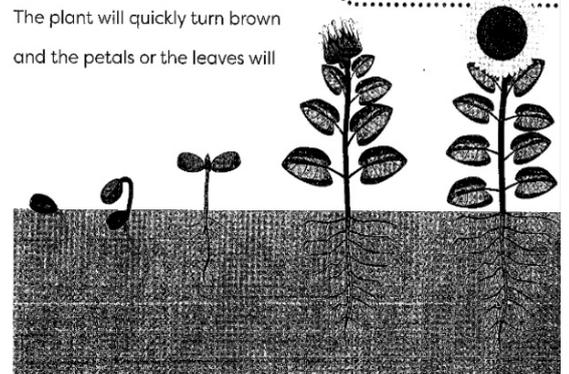
At the same time, the seed's shoots will grow upwards and then it will grow leaves above the ground. The shoots form a stem.

After about a week, the seed becomes a seedling. It will grow taller and the leaves will become bigger. The stem carries food from the leaves to the rest of the plant so the flowers can grow. New seeds are made when flowers form! When the new seeds are pollinated, new plants might be able to grow.

When the weather becomes colder, the plant starts to die. The plant will quickly turn brown and the petals or the leaves will

soon fall off. Following that, seeds will fall out of the dead flower and onto the soil. They will replant themselves and the cycle begins again. We call this a lifecycle.

**?** Did you know that plants will only grow well in the right conditions? If the temperature is too hot or too cold, this may stop the plant from growing.



## Plenary

Place the features of explanations on the working wall.

Thursday 27th January

L.O. To orally rehearse and create a flow chart of the event of an erupting volcano.

Fluency of skills Thursday  
**Adverbs**

Write a sentence which include the word slowly.

Fluency of skills Thursday  
**Adverbs**

Write a sentence using one of these adverbs:

**carefully** **strongly** **silently** **cautiously**

Fluency of skills Thursday  
**Adverbials**

- 1 Pip caught the bag awkwardly.

Awkwardly, .....

- 2 He desperately scabbled after the pearls.

.....

Write them in your book.

Year  
3

Year 4



# overjoyed

*adj.* delighted and gleeful  
like when you feel like partying  
mrswordsmith.com

**overjoyed**

- overjoyed reaction**  
overjoyed parent  
overjoyed crowd
- etymology**  
Overjoyed is translated from the Latin word *supergaudere*, which means "to rejoice over".
- SYNONYMS**  
delighted  
gleeful  
elated
- Used in **1.5%** of stories
- tell a story**  
Bogart had never felt as overjoyed as he did when...

*adj.*  
delighted and gleeful  
like when you feel like partying

Watch this video about the process of an erupting volcano.

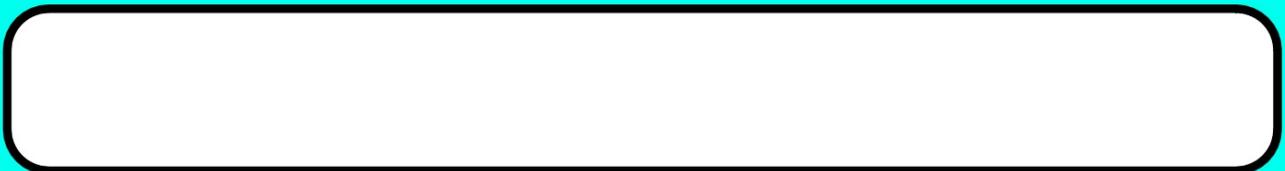


<https://www.youtube.com/watch?v=LQwZwKS9RPs>

Now explain to you partner the process of a volcanic eruption.



Now, Let's look at how to create a flow chart explaining the process of an erupting volcano.



An empty, horizontally-oriented rounded rectangular box with a black border and rounded corners, set against a cyan background.An empty, horizontally-oriented rounded rectangular box with a black border and rounded corners, set against a cyan background.An empty, horizontally-oriented rounded rectangular box with a black border and rounded corners, set against a cyan background.

Plenary

Can you explain the process of a volcanic eruption?

Friday 28th January

L.O. To use subordinating clauses when explaining the process of an erupting volcano.

Fluency of skills Friday

Conjunctions

Can you add a conjunction to each of these sentences? Each one needs a different conjunction.

I wanted to go out to play \_\_\_\_\_ it's raining.

It's lovely and warm today \_\_\_\_\_ it's sunny.

Fluency of skills Friday

Conjunctions

Choose a conjunction from the brackets to complete each sentence.

When P was saying ..... they understood that he was being rude. (and / but)

He hid in the bushes ..... they wanted to see who was making all the noise. (but / because)

He was hiding in the bushes on the other side of the village.

She ran quickly ..... she was going to save her friends. (if / but)

..... the tribesmen were out of sight. (when / until)



Year 3

Fluency of skills

Conjunctions

Choose a conjunction from the brackets to complete each sentence.

- 1 Pip has been Sir Ansell's squire for just over a month .....
- 2 He is very proud to be a squire ..... Sir Ansell can be very
- 3 He enjoys most of his duties ..... he does not like r
- 4 He gets into terrible trouble ..... the armour does
- 5 Also he is not allowed to speak ..... Sir Ansell spea

Year 4



# Using Subordinate Clauses

# What is a clause?



A clause is a group of words that includes a subject and a verb.

There are two types of clauses,

**independent clauses** and **subordinate clauses**.

The **independent clause** makes sense on its own because it is a complete thought.

For example:  
I went to town.  
It was red.

A **subordinate clause** supports the independent clause. The opening words of subordinate clauses show that they are dependent on the independent clause.

For example:  
after the storm cleared  
because he didn't like chocolate

# The Subordinate Clause



A subordinate clause can come at various points in a sentence.

You might use one at the **front** of a sentence.  
For example, a fronted adverbial can be a type of subordinate clause:

Like a bullet speeding through the air, he ran through the door.

You might want to use one at the **end** of the sentence:

She went straight home after school because she needed an early tea.

Sometimes they even come in the **middle** of sentences:

My brother Richard, who lives in Australia,  
is coming home for Christmas.

Using your flowchart from yesterday, write an explanation of how a volcano is formed. Remember to use subordinate clauses in your sentences.