

Literacy Activities

Week Beginning Monday 25th January 2021

In ALL WRITTEN TASKS;

- Please reinforce with your child the importance of starting EVERY sentence with a capital letter. If children don't know what some capital letters look like, please get them to refer to the [alphabet chart](#) provided.
- Please INSIST that your child ends EVERY sentence with the appropriate punctuation (either a full stop, question mark or exclamation mark).
- Please INSIST on correct spelling of 'tricky words' (children are allowed and should be encouraged to use the word mat provided - [Phase 2 to 5 tricky words](#)).
- Please encourage your child to use Phonics for spelling (see the [Phonics Sound Mat](#) provided).
- In class, we have already worked on conjunctions (and, but, so, because, when, if, so, although, even though). These words make children's sentences longer and more interesting to read. Please encourage your child to include some.
- We have also worked on adjectives. These also make sentences much more interesting. Please encourage your child to include adjectives wherever they can. E.g. instead of just writing 'the box', children could write, 'the big blue box with small shiny handles'.
- Finally, we have worked on verbs and adverbs. Verbs tell us what was happening and adverbs tell us how it was happening. E.g. instead of simply writing, 'the elephant was walking', children could write, 'the elephant was walking slowly and steadily'.

Activities
Activity 1 Monday 25 th January We are now moving into 'Phase 2' of our writing. In Phase 1 we get to know the book really well, and that is what we have been doing with our Magic Finger story. In Phase 2, we start to look at new grammar, spelling and punctuation. When we do Phase 3, we will be doing a piece of writing based on the book and

we will be trying to include this new grammar, spelling and punctuation. So it all comes together in the end! ☺

Learning Objective: I can read words containing the suffix -less.

Success Criteria:

- I can find words with -less in a piece of text.
- I can discuss the meaning of new words and match some words to their meanings.

Explain to your child that a 'suffix' is something that we can add to the end of a word.

Common suffixes include; ing, er, ed, est, ful, ness, ment, less and ly.

The original word is called the 'root' word and we add the suffix to the root word, e.g. sad + ness = sadness (the root word is 'sad').

You are going to read a letter from The Girl in the Magic Finger story - [suffix less letter](#).

In the letter, you will find lots of words with the suffix -less. If you print the letter out, you can highlight the words or if you are not printing, you could just make a list of them in your book.

Next, you are going to start to think about what the words mean. Some of them are very long and complicated, so they will need an explanation from a grown up. See sheet - [suffix less definitions](#). Can you cut up the words and their meanings and match them up? When you are confident that you have matched them correctly, stick them in your home learning book.

Activity 2

Tuesday 26th January

Learning Objective: I can read words containing the suffix -ment.

Success Criteria:

- I can find words ending in the suffix -ment in a piece of writing.
- I can talk about the meaning of new words.
- I can rearrange sentences so that they make sense.

For this activity, the grown up might need to do a little bit of preparation first! There is a sheet called [jumbled up sentences](#). Either print the sheet, or copy the sentences onto a piece of paper. You then need to cut each sentence

up into 3 pieces. It doesn't matter where you cut. For example, there is a sentence that says 'The Greggs got enjoyment out of hunting'. In class, I cut that sentence into 'The Greggs', 'got enjoyment', 'out of hunting'.

Your child's task will be to try to read the sentences and put them into the correct order. Telling them to look for the capital letter and full stop can help with this.

But first,

You are going to read the [Dear Diary -ment words](#) sheet. This is a diary entry, written by Mrs Gregg. You will find lots of words with the suffix -ment. You can either highlight the words or write them as a list in your book. You will probably need to talk again about the meanings of some of these words and maybe say them out loud as part of a sentence for your child.

Now, you can do the sentence ordering activity.

If you want to, after ordering the sentences, you could write them out in your neatest handwriting. Or choose a couple to write. Pay close attention to spelling (you are copying, so there should not be spelling mistakes!). Pay close attention as well, to capital letters and full stops. Some capital letters are for names, so they might be in the middle of the sentence. Look carefully!

Activity 3

Wednesday 27th January

Learning Objective: I can read words containing the suffix -ly.

Success Criteria:

- I know that the suffix -ly cannot be added to all words.
- I can read and sort words.

Today, children are looking at the suffix -ly (and the two previous suffixes as well). Children will already be familiar with words ending in -ly, because we have learned about adverbs, and these usually end in -ly.

Children are going to play 'trash or treasure'. See sheet [trash or treasure](#). You can either print the sheet or you could draw your own treasure chest and rubbish bin.

Use the sheet [Real or Not real suffix words](#). You can print the sheet and chop the words up, or you can write the words on little pieces of paper. Children try to read the words and then decide if they think it is a real word or not. Real words go in the treasure chest and those words that are not real go in the rubbish bin.

When children finish, they could have a go at writing some sentences of their own, using some of the real words. Can children make their sentences about the Magic Finger story? It always helps when they practice these things in context.

Activity 4

Thursday 28th January

Learning Objective: I can spot correct and incorrect punctuation in sentences.

Success Criteria:

- I know that all sentences begin with capital letters.
- I know that questions end with question marks and statements end with full stops.
- I can sort sentences depending on whether the punctuation is right or wrong.

We have done quite a bit of work already about different kinds of sentences. Children should already know about questions and statements (although you may need to remind them). It is all to do with the 'job' that the sentence is doing.

- A question is asking something. We want to know something and we would usually expect somebody to answer us if we asked a question. A question needs a question mark at the end.
- A statement is just telling something. It could be as simple as, 'The carpet is blue', or 'His name is Fred'. A statement could be an answer to a question, but it doesn't have to be. It is any sentence that simply tells something, or gives a piece of information.

Today, you are going to use your trash cans and treasure chests again. See sheet [trash or treasure](#). You are going to look at some sentences - [trash or treasure sentences](#), and decide if they have the correct punctuation or not.

If they are correct, you can put them into the treasure chest, but if they have mistakes, then they need to go in the rubbish bin.

Some sentences might have a full stop when they should have a question mark, or the other way around. Some sentences might have no punctuation at the end at all. Some sentences might be missing a capital letter at the beginning, or they might be missing a capital letter for somebody's name. Encourage your child to look very carefully as they read each sentence and decide whether it is trash or treasure.

Once the sorting is complete, your child can stick the 'treasure' sentences into their book. Can they then re-write the 'trash' sentences, but make the necessary corrections?

Activity 5

Friday 29th January

This piece of work should not all be completed in one day (unless you really want to!), but we will be continuing with it next week as well. We often do this in school, where children write a section or a paragraph and then return to it the next day. We sometimes keep adding to work over the course of a whole week. So take it slowly, quality is key!

Learning Objective: I can write a letter with support from an adult.

Success Criteria:

- I know the features of a letter.
- I include suffix words.
- I include different types of sentences.

For the task today, you will need all of your usual bits and bobs ([alphabet chart](#), [phonics mat](#), [tricky word mat](#)), but you will also need the [list of suffix words](#) (see resources).

Watch the video of Miss Jordan explaining and demonstrating the task and then have a go yourself.