

# **Antelope Class**

## **Reading and GHASP**

### **Term 6, Week 3 learning - 15.6.20**

Within this learning guide, there are grammar, spelling and handwriting activities, in addition to a reading comprehension, for you to have a go at.

Again, please keep sending work to [antelopes@bratton.wilts.sch.uk](mailto:antelopes@bratton.wilts.sch.uk), every few days or at the end of the week.

Thank you, Miss McMillan and Mrs Smith.

# Reading Comprehension 1.

## Opening night

Tim took another deep breath. Inside his chest, he could feel his heart pounding like a bass drum. Again, he took slow, deep breaths and picked up his script. Flicking through the pages, he read through his lines quietly to himself, mumbling under his breath. All his hard work over the last few months had been for tonight. Crossing his fingers tightly, he wished for good luck.

“Tim, are you ready? You’re on in 2 minutes,” said Mr Smith.

“I think so, Sir,” said Tim in a shaky voice.

“Don’t worry, you’ll be fine, Tim. Break a leg!”

Slowly, Tim stood up and made his way towards the heavy, red velvet curtain. He pulled it to the side and stepped through.

Answer the questions below, using the text on the previous page. Remember to write in full sentences.

1. How do you think Tim is feeling at the beginning of the text?
2. Explain how you know how he is feeling.
3. What do you think Tim is waiting to do?
4. What clues told you what Tim might be doing?
5. Who do you think Mr Smith is?
6. Do you think “Opening Night” is a good title? Why?
7. If you had to give this text a different title, what would you call it?

# Reading comprehension 2.

“Ahoy me hearties!”

A man in Suffolk has built a giant pirate ship in his back garden. Tim Jones spent half a year creating the captain's cabin, deck and seven metre mast (more than 3 times the height of a door!)

He then added several humorous finishing touches including a toy parrot called Polly and a Jolly Roger pirate flag. Tim said, "I spent every free hour I had and weekends building it. It was a tiring time but now I know it was all worthwhile."

Tim said the idea for the pirate ship came from his themed birthday party. He gathered and used discarded wood to build the pirate ship at minimum cost. Some trees had to be cut down to fit it in.

The unusual garden feature has become well known by locals as the mast can be seen from the road. "It really makes me chuckle every time I walk past," said a neighbour. "Everyone loves it," Tim said. "I'd love to make it bigger but I really don't have the room."

Answer the questions below, using the text on the previous page. Remember to write in full sentences.

1. How many months did it take Tim to build the pirate ship?
2. Did it cost Tim a lot of money to build the pirate ship? How do you know?
3. “The neighbours don’t like the pirate ship.” True or false? Explain how you know.
4. What does the writer think about the pirate ship? Explain what word gives you a clue.
5. “The pirate ship is large.” True or false? Explain how you know.
6. Is Tim pleased with his pirate ship? How do you know?
7. Why do you think the title of the article is “Ahoy me hearties!”?

# Spellings

**Activity 1:** Below are some spellings, I would like you to practise the relevant list of words. Use the strategies on the following slide. Look up any words you do not know the meaning of and put each word into a sentence.

**Activity 2:** Ask someone to help you by reading the word, without looking at the spellings, write down the word on paper to see if you spell it correctly.  
Practise any words you get incorrect.

## Y4 SPELLINGS

- Purpose
- Promise
- Probably
- Pressure
- Potatoes
- Possible
- Possession
- Possess
- Position
- Popular
- Perhaps

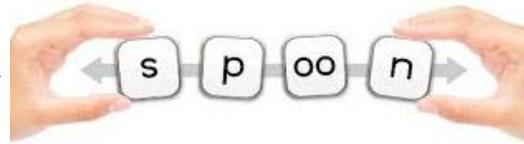
## Y5 SPELLINGS

- Recommend
- Recognise
- Queue
- Pronunciation
- Programme
- Profession
- Privilege
- Prejudice
- Physical
- Persuade
- Parliament

# Spelling strategies:

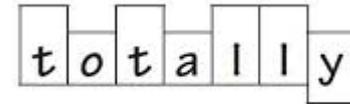
- Look, say, cover, write, check

- Segmentation strategy →



- Quick write – write as many words as possible in a certain time.

- Drawing around the word to show the shape.



- Drawing an image around the word.



- Words without vowels. E.g. field = f ld

- Pyramid words →

p  
py  
pyr  
pyra  
pyram  
pyrami  
pyramid

- Rainbow writing

# Grammar- nouns and pronouns

**Nouns** are words that refer to specific things or people: for example, phones, umbrellas, dream or Dr James.

**Pronouns**, on the other hand, stand in for a previous **noun**: the same word can refer to several different things. They include words like those, them, and she.

Please watch the following video for further support:  
<https://www.youtube.com/watch?v=eHASpeFlkyg>

**Activity 1:** Put a circle or make a note of all the pronouns. Underline all of the nouns.

Fish

Sock

It

His

Tablecloth

us

Air

You

Me

Your

She

Mine

Our

Them

Him

Hers

Railway

I

Homework

Lesson

Rabbit

Group

Cushion

My

Time

They

Golf

rubber

**Activity 2: In the sentences below, which nouns or noun phrases would it make sense to replace with pronouns?**

Underline or highlight the noun or noun phrase.

- Isla opened Isla's bag and gave a letter to Sian.
- Grant is good at sprinting but Grant does not like long runs.
- This house is old but this house is well built.
- Kimi and Mika don't have phones but these tablets are Kimi and Mika's.
- Fedor is strong. Fedor can lift heavy things.

**Activity 3:** Rewrite the sentences below so that nouns and pronouns are used in the correct places.

The lion was limping and the lion was groaning with pain. The vets put the lion to sleep and the vets dug a huge thorn out of the lion's paw.

**Activity 1 answers:** Put a circle or make a note of all the pronouns. Underline all of the nouns.

Fish

His

Sock

It

us

Me

Air

Tablecloth

You

She

Them

Mine

Your

Our

Hers

Homework

Railway

Him

I

Rabbit

My

Group

Lesson

Cushion

They

Golf

Time

rubber

**Activity 2 answers:** In the sentences below, which nouns or noun phrases would it make sense to replace with pronouns?

Underline or highlight the noun or noun phrase.

- Isla opened **Isla's** bag and gave a letter to Sian.
- Grant is good at sprinting but **Grant** does not like long runs.
- This house is old but **this house** is well built.
- Kimi and Mika don't have phones but these tablets are **Kimi and Mika's**.
- Fedor is strong. **Fedor** can lift heavy things.

**Activity 3 answers:** Rewrite the sentences below so that nouns and pronouns are used in the correct places.

The lion was limping and **the lion** was groaning with pain. The vets put **the lion** to sleep and **the vets** dug a huge thorn out of **the lion's** paw.

**The lion was limping and it was groaning with pain. The vets put it to sleep and they dug a huge thorn out of its paw.**

# Handwriting

## Synonyms for 'said'

Look at the words below. They are all more interesting ways of writing 'said'.

giggled      wailed      yelled      mumbled  
grumbled      bellowed      bawled      joked  
nagged      chuckled      sobbed      shrieked  
whispered      complained      murmured



Choose the words you could use for speaking...

... loudly	<i>bellowed</i>		
... quietly			
... grumpily			
... happily			
... sadly			

