

Activity 1 – Weekly spellings

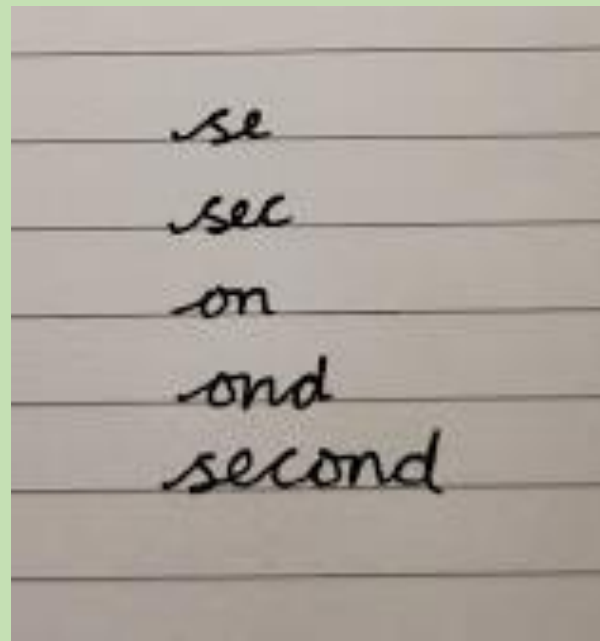
Ask a grown-up or a helper to test you on these spellings. How did you get on?

hour
minute
quarter
month
second



Activity 2 – Handwriting

Let's take some of these spelling words. In your work book, practise your handwriting. Do a line of each of these:



WELCOME TO FRIDAY!

YOU'VE ONLY GOT TODAY AND THEN IT'S THE SCHOOL SUMMER HOLIDAYS!!

We are going to continue with our writing week on 'The Crash'.

You have already done some work on the picture including answering some questions and a 'sentence challenge'.



Today you are going to finish the story about Lawrence and his helicopter crash...



Activity 3:



Lawrence was injured, afraid, lost and completely alone. He had been thrown viciously from the aircraft after the flock of birds had attacked the propellers.

As he laid there, listening to his racing heart, he wondered what would happen to him. How would he make it out alive ?



Here is your story starter.
Think about the story mountain (next slide) to help you plan out what is going to happen next...

Adjectives and adverbs I will use

Main event (What is going to happen?)

You can copy this out to plan your story OR you can think about what goes in each of the boxes.

You need to think about:
Main event
Ending

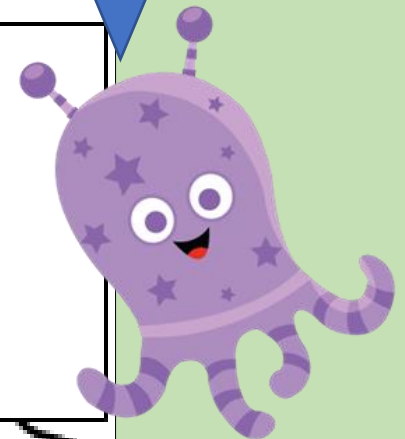
My Story Mountain

The Crash

Opening (Who, what, when, where? Use a good opener!)

You've got the opening already.

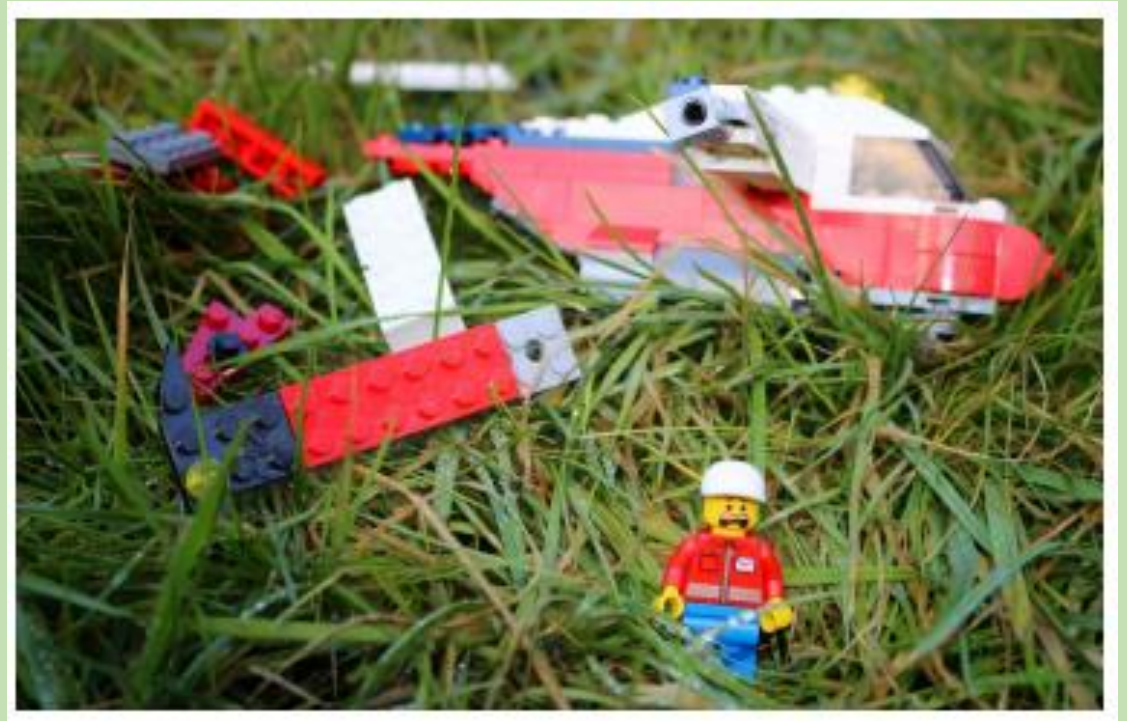
Ending (How does your story finish?)



The Crash!

You have the story starter already and you've thought about what will happen.

Now it's time to get creative and write your story!



I would love to see what you do! Email in!

Click on the words 'editing' and 'improving' for more help.



Aim to keep writing for 30 minutes.
When you have finished, have a go at editing and improving.

100 High Frequency Words

a
about
all
an
and
are
as
asked
at
back
be
big
but
by
called
came
can

children
come
could
dad
day
do
don't
down
for
from
get
go
got
had
have
he
help

her
here
him
his
house
I
I'm
if
in
into
is
it
it's
just
like
little

look
looked
made
make
me
Mr
Mrs
mum
my
no
not
now
of
off
oh
old

on
one
out
people
put
saw
said
same
see
she
so
some
that
the
their
them
then

there
they
this
time
to
too
up
very
was
we
went
were
what
when
will
with
you

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Re-read your story.

Look at your spellings.

Put a little pencil line underneath, or a little dot above, any words you think you might have mis-spelt...

whith whⁱth

Then see whether it is on the spelling mat and make your correction.





Improving our work:

Now you have checked your spellings and corrected them, you are going to **improve** your writing.

We have spent time thinking about how we use verbs and adverbs to add more description to our writing.

Re-read your story and see whether you can include:

3 more **adjectives** (words to describe nouns)

2 more **adverbs** (words to describe verbs)

2 more **conjunctions** (such as: but, because, so, also)



Conjunctions and Other Connectives

When?

afterwards
as
at that moment
finally
first
just then
last
later
meanwhile
soon
subsequently
then
until
when
while

Why?

as a result
because
consequently
for this reason
so
therefore

Opinion

fortunately
happily
luckily
sadly
unfortunately

But...

alternatively
although
anyway
aside from
besides
but
despite
however
in spite of
nevertheless
on the other hand
since
whereas
yet

And...

also
and
as well as
in addition
moreover
with



EXTENSION CHALLENGE/ SUMMER HOLIDAY CHALLENGE

Did you know that on this day in 1985 Tom Fletcher was born?

You will have heard of him as a pop star and more recently a children's author.



Can you think of any books that Tom Fletcher has written?

Look on the next page to see some of his popular titles.



See if you can read one or two of Tom Fletcher's books over the summer holidays.

Perhaps you could share the reading with an adult in your house?

Let me know which books you choose.

