

This week's pack supports the Week 2 timetable on Classroom Secrets Kids.

Monday

English – Recognising Apostrophes (page 3)

Question 1 – This question is asking for your child to sort each word depending on whether it uses an **apostrophe of possession** or an **apostrophe of contraction**. An **apostrophe of possession** is used to show that something belongs to someone or something, for example: the boy's football; the bus's wheel. A **contraction** is a word that has been formed by putting two words together, replacing some letters with an **apostrophe of contraction**, for example: 'you are' becomes 'you're'.

Read each word and decide which category it belongs to. Words using an **apostrophe of possession**: book's, cat's, Thomas's, teacher's; words using an **apostrophe of contraction**: would've, who'll, I'm, you're, I'll.

Question 2 – In this question, your child will identify the sentences which use an **apostrophe of possession** (see question 1 for an example). Each sentence uses an apostrophe but only B, C and D show possession. Sentence A uses an **apostrophe of contraction** (see question 1).

Question 3 – This question asks your child to read the given sentence and underline examples where an apostrophe has been missed out or used in the wrong place. They will need to explain their choices using the vocabulary **apostrophe of contraction** and **apostrophe of possession** (see question 1 for examples). They will also need to know that **plural possession** is shown by using an apostrophe after the s of the plural noun, for example: the girls' books.

The answers are: There is a missing apostrophe for possession on James, it should be James's; The apostrophe for contraction is in the wrong place in wouldv'e, it should be would've; Hed is missing an apostrophe for contraction, it should be he'd.

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Tuesday

English – Using Apostrophes for Possession or Contraction (page 5)

Question 1 – This question is asking for your child to identify the words which use an **apostrophe for possession**. **Singular possession** is when an apostrophe is used to show that something belongs to someone or something, for example: the boy's football; the bus's wheel. They may need to know that **plural possession** is shown by using an apostrophe after the s of the plural noun, for example: the teachers' books. This is used when something belongs to a **plural noun**: a group of things or people.

Some of the questions may have two words that should be circled, for example: A. bus's, driver's. The final two sentences have one example each: B. hamster's; C. girls'.

Question 2 – In this question, your child will read Siobhan's sentence and then read her statement about what she has written. Your child will then identify whether Siobhan's sentence includes an apostrophe for **plural possession** (see question 1 for an example) and an **apostrophe for contraction**. A **contraction** is a word that has been formed by putting two words together, replacing some letters with an **apostrophe of contraction**, for example: 'you are' becomes 'you're'.

Your child will need to explain whether Siobhan is correct. For example: Siobhan is incorrect. She has used an apostrophe for contraction (he'd) but she hasn't used an apostrophe for plural possession. She has used an apostrophe for singular possession (bicycle's).

Question 3 – In this question, your child will read Daniel's sentences and then circle and correct the errors he has made when using apostrophes. Your child will apply the knowledge used across this activity and will need to explain their answer using the vocabulary **apostrophe of contraction**, **apostrophe for singular or plural possession** (see question 1 and 2 for examples).

Example answer: Daniel has made three mistakes:

Freds should be Fred's as it needs an apostrophe for singular possession.

Couldnt should be couldn't because it is a contraction.

Bird's should be birds' because it needs an apostrophe for plural possession not singular possession.

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Wednesday

English – Punctuating Direct Speech (page 7)

Question 1 – In this question, your child will read each sentence to identify the one which has correctly used **inverted commas** to punctuate the speech. **Inverted commas**, also known as speech marks, go before and after **direct speech** in a sentence, for example: "Watch out!" shouted the girl. **Direct speech** is the writing of the exact words that have been spoken, using correct punctuation. Spoken words should begin with a capital letter and end with appropriate punctuation before the inverted commas. Your child will also need to identify the correct use of capital letters and punctuation at the end of sentences.

Sentence B has used correct punctuation because the **inverted commas** show the words that were spoken, it uses capital letters in the correct places, and it ends the speech and sentence with appropriate punctuation.

Question 2 – Your child will be using their knowledge of **direct speech** (see question 1 for an example) to identify the odd one out. Your child will need to know that if the **direct speech** is written after the **reporting clause**, a comma separates the reporting clause and the speech, for example: Jen said, "Let's go to the park.". A **reporting clause** is the phrase within a sentence which states who is speaking or thinking, for example: David wondered; Shabir asked; Tommy whispered.

The odd one out is **C** because it is the only sentence which has not used **inverted commas** correctly.

Question 3 – In this question, your child will underline the errors in the text and explain their reason for doing so. The errors are linked to using capital letters, punctuating after a **reporting clause** (see question 2 for an explanation), and correct use of **inverted commas** (see question 1 for information).

Your child should have underlined as follows: One sunny day, Mindy rushed into the kitchen and cried, "Can we go to the park today Daddy? Pretty please?"

A possible explanation for this choices is: A capital letter is needed at the beginning of the sentence and at the start of the speech. There should be a comma before the speech and inverted commas to complete the speech.

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Thursday

English – More Than One Paragraph (page 9)

Question 1 – In this question, your child will read **paragraph** one and identify its focus. A **paragraph** is a group of sentences that share a common idea, so your child will need to check whether the main idea for that **paragraph** is to describe a character, describe a location or introduce a dilemma.

The correct answer is that **paragraph** one describes a location.

Question 2 – Your child will read the full text and then read the given sentence. Using their knowledge of **paragraphs** (see question 1 for explanation), they will decide which **paragraph** the new sentence can be added to. It should be a **paragraph** which shares the same focus.

The sentence should be added to **paragraph three** because it give information about the cub called Luna.

Question 3 – This question requires your child to read the start of **paragraph** five to identify the **device** which has been used. A **device** is a technique used by writers, and in this question, it refers to the use of **speech**, a **fronted adverbial** or a **pronoun**. **Direct speech** is shown by writing exactly what was spoken between **inverted commas** (the punctuation used around the speech). For example: "How are you?" asked the teacher. A **fronted adverbial** is a group of words which adds detail to the verb. This group of words has been moved to the front of the sentence. The **fronted adverbial** is usually followed by a comma, for example: Before bedtime, she read her book. A **pronoun** is a word such as I, they, your, or his that takes the place of a noun.

At the start of **paragraph** five, **speech** has been used.

Question 4 – In this question, your child will compare **paragraphs** two and four to decide whether the **fronted adverbial** (see question 3 for an explanation) links the two **paragraphs** together. Your child will need to explain whether the statement is true or false by describing what the **fronted adverbial** tells us in relation to both **paragraphs**.

The statement is true because it tells the reader the location of the characters in **paragraph** four.

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Thursday

English – More Than One Paragraph

Question 5 – Your child will read the full text and use the information to write the next **paragraph**. They should make sure their **paragraph** is written in the **past tense**, so it follows on from the story. A **tense** is the form that a verb (doing word) takes that shows the time at which doing happened. The **past tense** shows that the 'doing' has already happened and is in the past.

There are various answers, for example: In the blink of an eye, Karl had made it! Looking around, he shuddered. He had dreamt about what the portal might be like, but it certainly wasn't this! The air was thick with dust, making it difficult for him to navigate his way, and the only sound was the repetitive dripping of water.

Question 6 – In this question, your child should identify the main ideas of **paragraphs** one and two. Once they have identified these themes, they can compare the similarities and differences.

Your child identify that **paragraph one** introduces us to Karl and **paragraph two** describes a location.

Question 7 – Your child will have read the full text and will read Matty's sentence. They will need to compare the sentence to the content of **paragraph** three to check if the sentence matches the main idea. If not, your child can identify if the sentence would be better suited to a different **paragraph**.

The correct answer is: No, Matty has not added his sentence to the correct paragraph because paragraph three focuses on the game. This sentence would fit better in paragraph two which focuses on the location.

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Thursday

English – Paragraphs – The Day my Bedroom Changed (page 11)

The Day my Bedroom Changed

In this activity children are asked to write a story using descriptive language to explain what happens next. They must think about what they have been practising this week. Children have been given some words in the word bank to help them to think about what they can include.

Vocabulary

A **complete sentence** begins with a capital letter, has a main clause (see definition) and finishes with a full stop, question or exclamation mark. A complete sentence expresses an idea or thought, always contains a verb and must include the correct punctuation. A complete sentence should always make sense on its own.

A **noun phrase** is a group of words which contains a noun but no verb. For example: a chair; the roses.

An **expanded noun phrase** is a noun phrase which gives more information about the noun, such as, using adjectives to describe it. For example: The tall, beautiful roses.

Adjectives describe nouns. They can describe aspects like colour, shape, size and age, amongst other qualities.

Simple past tense is used to describe an action that has started and ended in a time before now. For example: I walked the dog.

An **adverb** is type of word that gives more information about a verb. It can tell you how, when, where or how often. Some examples include slowly, yesterday, regularly.

Adverbials are groups of words which add detail to the verb. They add extra information, such as how or when an action was carried out. For example: She read her book before bedtime. The verb is 'read' and the adverbial is 'before bedtime'.

Fronted adverbials are adverbials which have been moved to the front of the sentence. The fronted adverbial is usually followed by a comma, for example: Before bedtime, she read her book.