

This week's pack supports the Week 6 timetable on Classroom Secrets Kids.

Friday

English – Non-Text Guided Reading – Vibrant Summer (pages 11-14)

A **fact** is a true statement that is backed up by evidence. An example of a fact is: The River Ouse flows through York.

An **opinion** is based on what someone thinks or believes. There is no proof to back these statements up. An example of an opinion is: I look better with my hair tied up.

Inference is a reading skill where children use the clues given to draw a conclusion about what is or might be happening. For example, a text may say 'I put up an umbrella.' Children may infer from this that it is raining even though this is not directly mentioned.

For this activity, children must use the picture below to help them to answer the questions. (page 14 of the children's pack). Children must use their inference skills to look carefully at the image and find the information needed to answer each questions.



The correct answers are shown below:

1. Various responses, for example; Why is the lady visiting the market?
2. Various responses. Possible answers might be that it makes them feel happy as it is full of colour, or jealous because it looks like a fun place to visit.
3. Various responses. Possible answers might be that she is feeling relaxed (the way she is stood), excited (a slight smile on her face), intrigued (something has caught her attention).
4. Various responses. For example; FACT – There are lots of vegetables. The lady has a camera OPINION – The woman is on holiday. The woman is buying some fruits to try.
5. Various responses. Possible answers might reference the idea that the woman is on holiday and she is taking photos of the market she is walking through.
6. Various responses. Possible answers may include: bottles of oil, creased table cloths, dazzling sunlight, rainbow array of vegetables, a huddle of people.
7. Various responses must be justified. For example; It is vibrant because all of the fruit and vegetables are bright and colourful; It is calm because the lady looks like she is calm and relaxed; It is busy because you can see people in the background.
8. Accept any reasonable answer as long as they are justified. For example, I would show it to my friend because it makes me feel happy when I look at the image. I would not show this to my friend because I don't know who the woman in the photo is.
9. Various responses. Possible answers might reference an outdoor market, possibly suggest it is abroad.
10. Various responses. Possible answers might include holiday photos, food magazine.

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Tuesday

English – Using Brackets to Indicate Parenthesis (page 5)

Parenthesis is a word, phrase or clause added to a sentence to give further information or clarification. The sentence will still make sense without the parenthesis. Parenthesis is shown using parentheses, which can be a pair of commas, brackets or dashes. For example: Lucy put on her shoes (the red ones) before going outside.

Question 1 – For this question, children must match the underlined **noun** (a naming word for a person, animal, thing or place) in each sentence. It might help children to read the sentence aloud with each option to see which sounds correct.

The correct answers are; A. 2, B. 3, C. 1

A. The rain had caused the building to flood.

B. The twins' party was a huge success.

C. My mum is always telling me to clean my bedroom.

1. (who loves a tidy house)

2. (which had been falling for over a week)

3. (which was to celebrate their birthday)

Question 2 – For this question, children must identify where the bracket to close the **parenthesis** should be placed. It may help children to read the sentence aloud to identify the added clause.

A. The climber (who was getting tired safely made his way to the top.

B. Hasin who had been feeling unwell for a while) decided to go to the doctors.

Question 3 – For the question, children must rewrite the sentence adding brackets into the correct places. Again, it might be helpful to read the sentence aloud to identify where the extra information has been added.

The correct answer is: The rocket (which had suffered damage to the engine during take off) was not prepared to land safely.

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Wednesday

English – Apostrophes for Contraction (page 7)

An **apostrophe** is a punctuation mark which is used to either show **contraction** (when a letter or letters have been missed out - for example, 'do not' becomes 'don't') or **possession** (when something belongs to somebody or some people - for example, Freda's puppy).

Question 1 – For this question, children must look at the different sentences and identify those that contains words using **apostrophes** for contraction.

The correct answers shown below:

- A. Heres' that glass of water you asked for. ☐
- B. Here's that glass of water you asked for. ☒
- C. Mum and Dad's new car's are just marvellous. ☐
- D. Who'd have thought blotches of ink would not come out of those trousers? ☒

Question 2 – To complete this question, children must read each sentence and identify the words that use an **apostrophe** for contraction. There are words that use **apostrophes** for possession so it may be helpful to discuss the different uses of **apostrophes** and how they are different.

The correct answers are shown below;

- A. It's been ages since the last bus came along.
- B. Stu kicked the girl's football away because he didn't want her to play.
- C. The children's pencils weren't sharp enough to write with.
- D. My brother Alfie wasn't happy because he'd lost his favourite teddy.

Question 3 – For this question, children must look at the work that has been completed by Jordan and decide whether it is correct or incorrect. They must then write a sentence to explain their choice.

A possible answer is; Jordan is incorrect because he has written some of the contractions incorrectly. 'She had' should be 'she'd', 'they are' should be 'they're', and 'I have' should be 'I've'.

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Monday

English – Adding Suffixes (page 3)

Question 2 – In this question, children must read each sentence and underline the words that use one of the suffixes from question 1. Children can use the list from question 1 to help them identify the correct suffixes.

The correct answers are given below.

A. The celebration was a joyous occasion; B. It is dangerous to cross the road if you do not check it is clear; C. The courageous man was keen to help after the explosion; D. At school, I learn how to do division in maths.

Question 3 – In this question children must read each sentence and identify whether the statement made by Regan is correct. It may help children to underline the words which use a suffix as they did in question 2. Children must write a sentence to state whether they agree or disagree with Regan and explain why.

The correct answer is: Regan is incorrect because sentence 2 does not contain any words that use the suffixes -tion or -ous, but both sentences 1 and 3 do. Sentence 1 uses attention and instructions and sentence 3 uses famous, imagination and humorous.

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Thursday

English – A New Toy (page 10)

In this activity children are asked to think about what designing a new toy for children aged 5-9 years old. They are asked to write a description to explain what their toy is like. They may also create a poster to advertise the toy they have created.

Below is a list of some features that you can encourage children to include in their explanations:

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 beautiful, tall roses.

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

An **opinion** is based on what someone thinks or believes. There is no proof to back these statements up. An example of an opinion is: I look better with my hair tied up.

A **coordinating conjunction** is a word used to join two main clauses together in a sentence. The main clauses must make sense on their own. There are seven coordinating conjunctions: for, and, nor, but, or, yet, so.

A **subordinating conjunction** is a conjunction that introduces a subordinating clause, for example although, because.

Parenthesis is a word, phrase or clause added to a sentence to give further information or clarification. The sentence will still make sense without the parenthesis. Parenthesis is shown using parentheses, which can be a pair of commas, brackets or dashes. For example: Lucy put on her shoes (the red ones) before going outside.

A **possessive apostrophe** is used to show something belongs to someone or something. **Singular nouns** show possession using an apostrophe followed by an s, for example: the boy's football. Singular nouns which end in s follow the same rule, for example: the bus's wheel. **Plural nouns** which end in s show possession using an apostrophe after the s, for example: the girls' books.

A **contraction** is a word that has been formed by putting two words together, replacing some letters with an apostrophe, for example 'you are' becomes 'you're'.

A **simile** is a phrase that compares one thing to another using the words 'as' or 'like'.

A **metaphor** is a word or phrase used to describe something as if it were something else.