

This week's pack supports the Week 8 timetable on Classroom Secrets Kids.

Additional Resources

English – Guided Reading – Inspiring Dahl (pages 11-13)

Children should read the text and answer the questions giving as much detail as they can. Any unfamiliar vocabulary should be highlighted, and children should be encouraged to discuss its meaning or check using a dictionary/online search.

The answers to the questions are given below.

1. Find and copy the 3 adjectives used in the first paragraph.

1. entertaining
2. remarkable
3. terrific

2. Why has the author chosen to use these words?

As there are multiple answers to this question, we have given one explanation below.
They help the reader to understand how much Mark enjoys Roald Dahl's stories.

3. True or false? Mark found school easy when he was younger.

False, Mark says that he found school difficult.

4. Give one reason why Mark did not find school easy when he was younger.

He couldn't understand why his teachers and parents wanted him to read every night.

5. Underline the 2 phrases or sentences in the text that show why the nickname 'Book Worm' is a suitable name for Mark.

However, I am now known as the 'Book Worm' (which I love) and I read every chance that I can. My teacher is always telling me to put my book away in my bag and read it again during the next break. Sometimes they don't notice me and I read all lesson.

6. What tells you that Mark enjoyed reading James and the Giant Peach?

He says that it gripped him from start to finish.

7. What does Mark not want Roald Dahl to tell his mum?

Mark doesn't want Roald Dahl to tell his mum that he reads all lesson without his teacher noticing.

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8. What are the name of Mark's sister's favourite characters?

Boggis, Bunce and Bean (from Fantastic Mr Fox).

9. What three things has Mark done so far with his first book?

He has written a plan just like his teacher taught him, created the three main characters and made notes about the plot.

10. Number the pieces of information below to put them in the correct order.

Mark doesn't want his mum to discover he reads in lessons without his teachers seeing.

4

Mark has become addicted to reading.

2

Mark asks Roald Dahl how he plans and writes stories.

5

The letter is the first Mark has written to an author.

1

Mark's sister thinks a character from Fantastic Mr Fox is based on their neighbour.

6

Mark couldn't understand why he had to read.

3

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Monday

English – Word Families (page 3)

Word families describe groups of words that share a common feature or pattern. Usually, word families share a common root word. A **root word** is a basic word that has not been changed by a prefix or a suffix.

Question 1 – Children must decide which **suffix** can be added to the **root word** 'happy' in order to complete each of the sentences. A **suffix** is a group of letters that is added to the end of a root word to change or add to its meaning. For example, the suffix -er changes the verb 'teach' into the noun 'teacher'.

In this question, the possible words are happiness, happily and happiest. It may be helpful for children to say each sentence aloud with each word in the relevant gap to decide which makes most sense. The correct sentences are written below.

Megan happily skipped to school because she was excited for her trip to the seaside. When Sam opened his presents, he was the happiest boy in the world. Alexia's face beamed with happiness when she heard the good news.

Question 2 – For this question, children must read the three sentences and underline the words that belong to the same **word family** because they each contain the same **root word**. Once they have identified the words, children must write the correct **root word**.

The correct words are using, useful and used. The root word is 'use'.

Question 3 – Children must identify which four words have used an incorrect **suffix** in the short passage. Encourage children to read the text aloud, looking for any words that don't make sense. Once they have circled these words, they must write the words again using the correct suffixes so that the passage makes sense. The correct answers are shown below.

Hattie lovely to cook with her dad. She liked suggestion different meals they could prepare and her favourite thing to make was nachos. Her dad usually let her eat some leftover cheese while the nachos were heating up, even though their food would soon be readiness. While dad serving the nachos, Hattie chose a film they could both watch.

Hattie loved to cook with her dad. She liked suggesting different meals they could prepare and her favourite thing to make was nachos. Her dad usually let her eat some leftover cheese while the nachos were heating up, even though their food would soon be ready. While dad served the nachos, Hattie chose a film they could both watch.

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Tuesday

English – Words Ending in '-sure', '-ture' or '-cher' (page 5)

Question 1 – For this task, children must read both sentences and decide which sentence uses the correct spelling. Encourage children to use a dictionary or online search to check the spelling of the word if unsure of the answer.

The correct answer is **sentence B**.

Question 2 – In this question, children must use their knowledge of suffixes to help them match the start of the word to the correct spelling. Again, they may find it useful to look up the words in a dictionary to check their answers.

The correct answers are **voucher**, **departure** and **pleasure**.

Question 3 – Children are given a sentence in which a word is missing. After reading the sentence, children should select the correct spelling of the word to complete the sentence.

The correct answer is **dentures**.

Question 4 – For this question, children must first identify any spelling mistakes within the sentence and then correct them using the appropriate ending.

The correct spellings are **pressure** and **puncture**.

Question 5 – This question provides children with a word bank from which they must choose two words to include in a sentence. Some of the words are spelt incorrectly, so encourage children to first correct the spellings of these words before using them in their sentence. Once they have chosen their words, children are asked to write a sentence which includes **adjectives**. **Adjectives** are words that describe nouns. They can describe aspects like colour, shape, size and age, amongst other qualities. As there are various answers for this question, we have included an example answer below.

The conscientious researcher was busy exploring the effects of moisture on the unknown material when the door opened with a bone-chilling creak.

Question 5 – In this question, children are asked to identify whether Lena's sentence is correct. They should first read the sentence before looking for any misspelt words.

The correct answer is that **Lena has made a spelling mistake, so her sentence is not right (the correct spelling is adventure)**.

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Wednesday

English – Wednesday – Using Suffixes (page 7)

A **suffix** is a group of letters that is added to the end of a **root word**, changing or adding to its meaning. Suffixes can show if a word is a noun, an adjective, an adverb or a verb. For example, the suffix -er changes the verb 'teach' into the noun 'teacher'.

A **root word** is a basic word that has not been changed by a **suffix**.

Question 1 – For this question, children must read the words in the table and identify the correct **root word** or **suffix**. Children might find it helpful to look up the words in a dictionary if they are unsure of the answer. Possible answers are shown below.

root word	root word + suffix
hazard	hazardous
complete	completion
outrage	outrageous
final	finally
preach	preacher
operate	operation
nerve	nervous
Compose	composure
discuss	discussion

Question 2 – For this question, children must use their knowledge of **suffixes** and spelling rules to determine if the words in each sentence have been spelt correctly. The misspelt words are underlined below.

The car technition usualy repairs tyre punctures at the garage.

The famoose mathematician humblee received his award.

The informacian advised that the petition needed twenty thousand signachers to be accepted by the local government.

There was a miscommunicasion between the transportacian company and the manufacturers.

Question 3 – For this question, children must identify and explain which character has spelt the words in their sentence correctly using their knowledge of suffixes and spelling rules.

The correct answer is that **Ruby has used a suffix correctly when spelling the word 'adventure'**. Children might also identify that Ruby has not used the correct suffix for mountainous as this is spelt incorrectly in her sentence, and Benjamin has used two suffixes incorrectly.

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Thursday

English – Finding -tion in Text (page 9)

Question 1 – This activity requires children to read the text and underline the words that contain the ending '-tion'. They must also highlight words that sound like '-tion' in a different colour. The correct answers are shown below.

Wanda the witch loved making potions; she was quite the expert!
Anything you wanted, Wanda could come up with a concoction for you.

One day, Clara, Wanda's cat, was sitting in her favourite basket drinking milk and eating a portion of fish. Wanda gazed at her.
"How I wish you could talk so that we could have a conversation," she thought to herself. But this wish could come true; she was the queen of magic potions after all!

Wanda gathered together a collection of ingredients: hair from a wizard's beard, the spots of a toad, slug slime, a gnome's toe nails, and 100ml of milk (which she measured out with precision).

With great caution, Wanda mixed the ingredients together whilst muttering a witchy chant. At last, the potion was ready! Clara seemed a little confused, but happily lapped up the mixture. With an explosion of smoke and an almighty squeal, Clara began to speak!

And from that day on, Wanda and Clara spent their days chatting away like the best of friends.

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Thursday

English – Creative Writing Challenge – Message in a Bottle (page 10)

In this activity, children are asked to imagine that they have found a deserted bottle with some paper in the sand. They must first write a message on the paper and then draw a map with instructions for finding hidden treasure!

Encourage children to use the question prompts at the top of the page to support them in writing the message. A word bank has also been provided to support children in making their writing more descriptive.

Children should write in full, detailed sentences and there is a list of some additional features below that you might like to encourage children to include in their writing.

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 **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'.

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.

A **preposition** is a type of word used to express time, place or cause, for example: after, under, over.