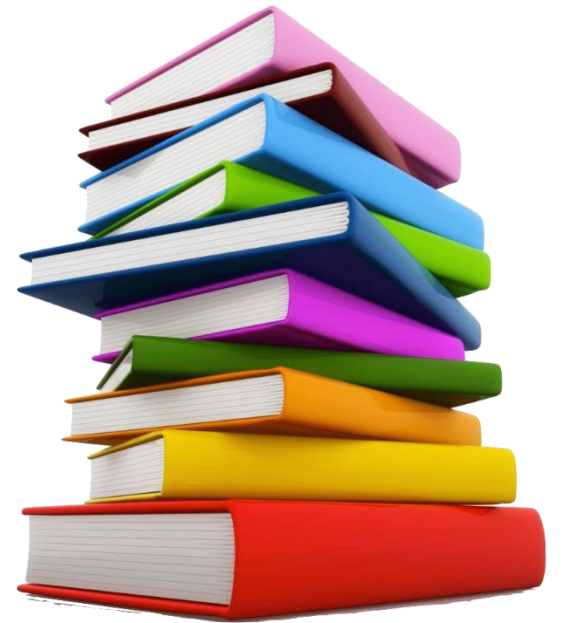


English

Week 27



Phonics - Lesson 1

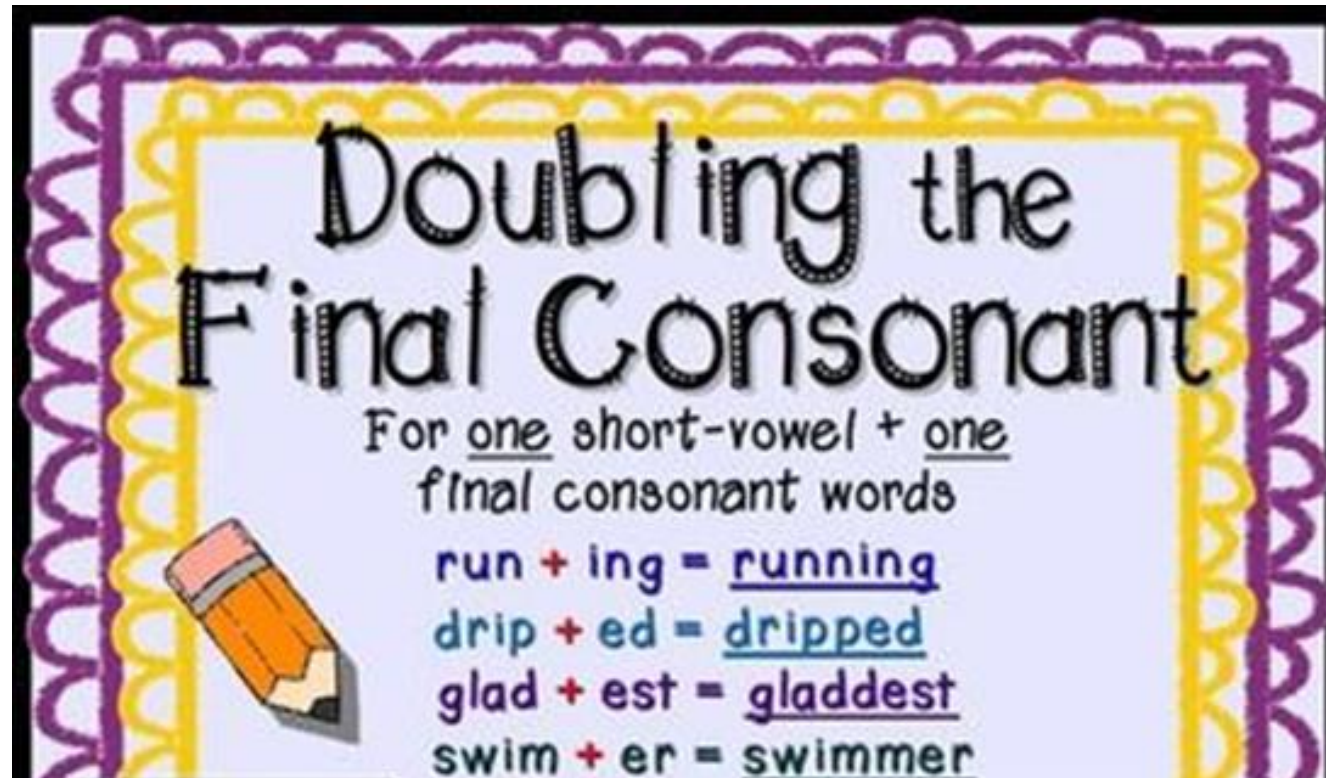
We have been learning about suffix rules for words ending in y and e.

This week our new suffix rule is about words that end in a consonant.

Consonant Letters


b c d f g h j k l m n
p q r s t v w x y z

This week we need to double the consonant at the end of the root word before we add a suffix. This rule works if there is a short vowel sound before the final consonant.



**Doubling the
Final Consonant**

For one short-vowel + one
final consonant words



run + ing = running
drip + ed = dripped
glad + est = gladdest
swim + er = swimmer

This week we are going to look at words that end in a consonant and how the spellings change if we add a different suffix.

hum

hummed

How has the word changed?

What about now?

fit

fitter

sad

saddest

How Many Words?

How many words can you make in five minutes?



pat

drop

hum

sad

fat

run

fit

skip

hop

thin

try

ed

er

est

y



How Many Words?

Let's look at some examples...



dropped



How Many Words?

Let's look at some examples...



thinner



How Many Words?

Let's look at some examples...



biggest



How Many Words?

Let's look at some examples...



runny



How Many Words?

Now you try.



pat

drop

hum

sad

fat

run

fit

skip

hop

thin

try

ed

er

est

y



English - Lesson 1

Today we are going to think back to our food preparation lesson, when we learnt to chop, peel, slice and grate.

Your challenge was to make a food art picture using healthy fruit and vegetables.



Now it is time to evaluate this project.



My healthy
fruit and
vegetable
picture design

It was easy to

It was hard to

I enjoyed

To stay healthy we should eat
and vegetables a day.

portions of fruits

and

- It was easy to

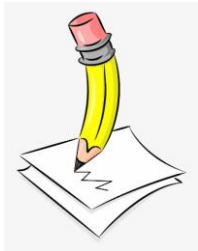


- It was hard to . . .

- I enjoyed . . .

but

- To stay healthy, we should eat _____ portions of fruit and vegetables a day.



Challenge- Can you record a sentence to explain how you will make your fruit and vegetable picture better next time? Is there a fruit or vegetable that you might like to try?

because



when

Phonics - Lesson 2

Have a look at this poem.

Can you make a list of the words that have had a consonant doubled before having a suffix added.

Look out for the suffixes
er, y, ing, ed and **ies**.

Runner Bunny

Runner bunny, running funny,
Humming sunny songs,
Patting pockets, lost his wallet,
Something has gone wrong!

Worried bunny, looks for money,
Dropped it on the floor?
Hurry bunny, bunny hurries,
Finds it by the door!

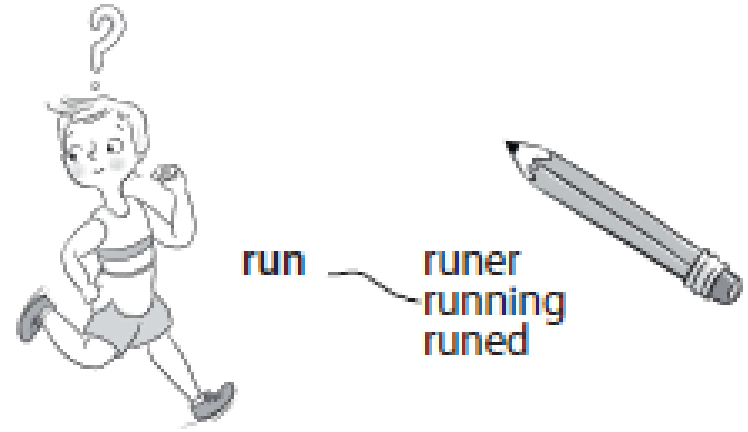


Help the runner

Can you help the runner join the root word to the correct spelling?

The first one has been done for you.

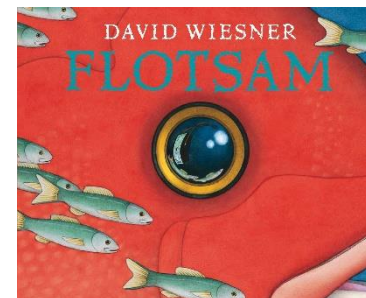
run
→
running



pat	pated pateing patting	mop	mopt mopped mopest
hum	huming humed humming	fit	fitted fittest fity
drop	droper droed dropping	skip	skiped skipt skipped
sad	sadey sadder sadler	fat	fated fattest fater



English - Lesson 2

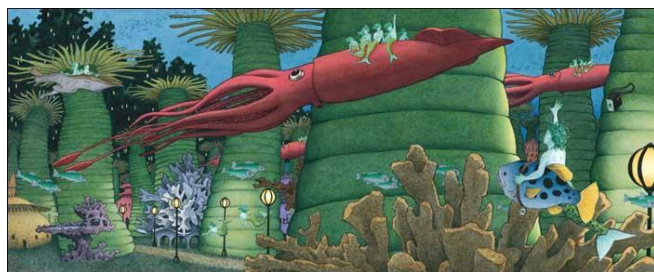


- This week we are going to be starting some work on the story 'Flotsam'. This is a special type of story where there are no words to the story, just pictures. This particular story is a collection of **illustrations**.

Illustrations can be examples of pictures or diagrams.

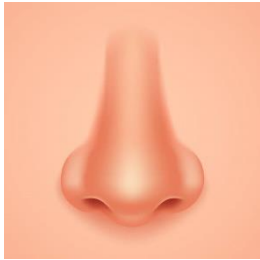
You can watch the story here:

<https://www.youtube.com/watch?v=3MTKWnxzqvM>

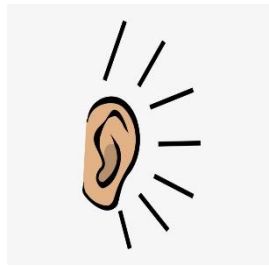


We would like you to describe one of the pictures in the story this week so while you are watching the story, think about which picture you would like to describe.

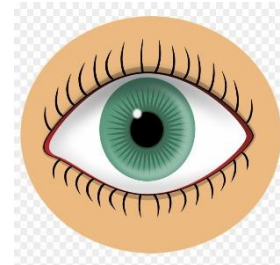
Once you have chosen your picture, we are going to make a plan for what you are going to write tomorrow.



smell



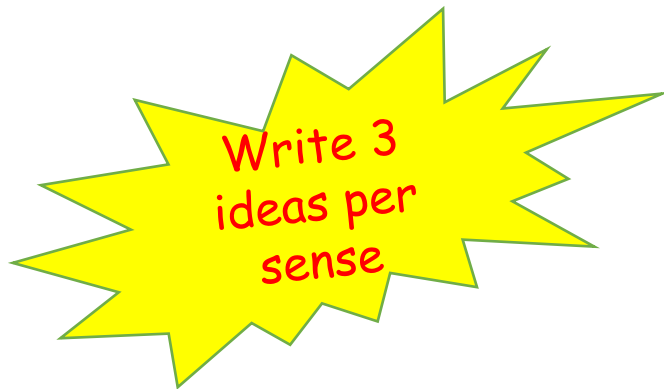
hear



sight



touch



Write 3
ideas per
sense

For example:



Hear

Loud chattering

Bubbles popping

Flippers clapping

See

Pointy, hard shell houses

Wrinkly, old turtles

Tiny, dark fish



Challenge- Can you check the middle, corners and edges of the picture to add some more detail to your description? Take a closer look at the illustration again.

Phonics - Lesson 3

You will need to choose one of the words and write it secretly on a whiteboard.

Then your partner will try to find out which word you have chosen by asking as few questions as possible about the word.

They can only answer *yes* or *no*.

Guess me

Does your word have the suffix ing?

Yes

Does it have the double consonant p?

No

Does it have the root word hum?

Yes - My word is humming

patted	runner	hummed	fittest
dropped	patter	fitting	skipper
humming	fatter	saddest	fatter
patting	runny	skipped	fittest
sadder	dripping	dropping	drippy
skipping	fitted	dripped	running

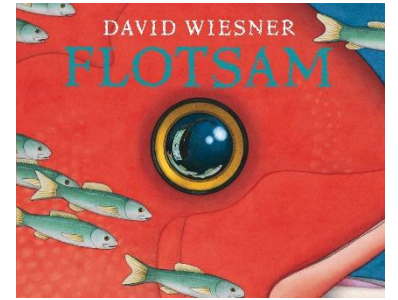
Can you change these words?

Make sure that the consonant is being doubled correctly before adding either a **ed** or **ing** suffix.

jog
sit
hop
drag
hug
trip
peg



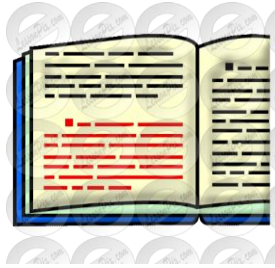
English - Lesson 3



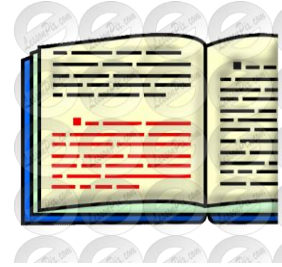
Today we would like you to write up your description of the picture that you chose yesterday from the story 'Flotsam'.

Remember we were trying to use our senses to help us describe the pictures. Today we would like you to write one paragraph about each sense.





What are paragraphs?



- Today we would like you to write one paragraph about each sense. A paragraph is a block of writing that is about one topic. You change onto a different paragraph when you have finished talking about that topic. If you look in a chapter book, you will be able to see the different paragraphs.

You can find out more about paragraphs by watching this video:

- <https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/z9n73k7>

For example:



While I was in the picture, I could hear loud chattering from the residents. I could hear bubbles popping as they rose towards the surface and a turtle's flippers clapping loudly as he swam slowly.



While I was in the picture, I could see pointy, hard shell houses that were as colourful as a rainbow. I could see wrinkly, old turtles swimming slowly past with passengers on their backs. In the distance, I could see tiny, dark fish swimming gracefully.

Challenge- Can you include a simile in your work? Can you use words with an 'ly' or 'ing' suffix to describe how actions are being done?

A.



Phonics - Lesson 4

Play the game - Double the consonant

<https://wordwall.net/resource/28777545/doubling-the-consonant-before-adding-a-suffix>

Choose my ending...

Look carefully at the root word for each sentence.

If they end in a consonant after a short vowel, double the last letter then add a suffix.

Check that the sentence makes sense. Make a list of the missing words on your white board.



-er -ed -ing
-est or -y
?

Words ending in a
consonant
Double the last letter
then add the suffix.

(pat)
The little boy _____ the furry dog.

(hum)
The children were _____ their school song.

(fast)
I was the _____ in the race.

(fit)
The _____ person will not be tired.

(run)
Pooh Bear loves _____ honey.

(fat)
The hamster was _____ than the snake.

(drop) (sad)
The glass _____ on the floor which made me even _____.

English - Lesson 4

Today you will continue doing *Guided Reading*.

You will be reading in a group and taking it in turns to read aloud and answer questions.



Guided Reading Task



What sea creatures can you see?

Who is the girl?

How did she get here?

Where is the octopus going? **Why?**

How does the girl feel?

List all of the verbs you can think of related to this picture (e.g. splash**ing**, swim**ing**, watch**ing**...)

Now put them into a sentence.

Guided Reading

You might be asked to complete a Bug Club comprehension sheet and answer some questions.



Phonics - Lesson 5

Log into Bug Club and play some phonic games.

