

# Queensgate English Home Learning week 3 and 4 (week beginning 20<sup>th</sup> April)

## English week 1:

### **Focus:**

**SPAG:** using apostrophes accurately

**Writing:** writing from a specific viewpoint, showing not telling how a character is feeling.

**Resources needed:** Oktapodi clip - <https://www.literacyshed.com/oktapodi.html>, paper/purple book

## Session 1: SPAG focus - apostrophes.

Complete as many of the challenges as you can (see information sheets at the end of the session notes for help if you need it). If you are confident on using apostrophes, go straight to challenge 4.

**Online task:** [https://www.grammar-monster.com/punctuation/using\\_apostrophes.htm](https://www.grammar-monster.com/punctuation/using_apostrophes.htm) - lots of information, video and tasks on this site.

## **Challenge 1: Using apostrophes for contraction/omission**

Complete this table showing the contractions - make sure you add in the apostrophe. Add some more examples of your own to complete the table

Words	Contractions	Words	Contractions
I + am		I + have	
Do + not		It + is	
	won't		Shouldn't

Help:

### **Apostrophes of Omission**

Apostrophes of **omission** are used to indicate where letters are missed out of words.

Some words can be joined together to make a shortened form. In these cases, one or more letters are removed (omitted). The apostrophe then replaces the missing letter(s).

#### **Example**

- Don't = Do not
- Should've = Should have

An exception is 'won't', which actually stands for 'will not'.

## Challenge 2: using apostrophes to show possession (something belongs to someone).

Read these sentences and decide whether the possessive apostrophe has been used correctly in each case.

1. David's goal was disallowed for being offside.
2. Jame's goal counted so James was happy.
3. The childrens' visit was very enjoyable.
4. The children's visit was spoiled by the weather.
5. Maddy's singing was amazing.

Help:

### Apostrophes

- Understand what possessive apostrophes are and how to use them
- Understand how apostrophes of omission are used

## Possessive Apostrophes

Possessive **apostrophes** are used to show ownership (belonging).

If you remember the two general rules that follow, then you will use apostrophes correctly most of the time.

### Rule 1

If a word does not end in 's', add 's (apostrophe + s) to show **possession**.

#### Example

- Dave's spade = The spade belonging to Dave (Dave ends in 'e' so add 's).
- Hannah's work = The work belonging to Hannah (Hannah ends in 'h' so add 's).
- The baby's toy = The toy belonging to the baby (baby ends in 'y' so add 's).

## Rule 2

If a word does end in 's', put the apostrophe after the 's' to show possession.

### Example

- James's book = The book belonging to James.  
(James ends in 's', so put the apostrophe after it.)
- The bus's wheel = The wheel belonging to the bus.  
(‘Bus’ ends in ‘s’, so put the apostrophe after it.)
- The girls's team = The team belonging to the girls. ←  
(‘Girls’ ends in ‘s’ so put the apostrophe after the ‘s’.)

When using this rule and speaking, you might sometimes pronounce an extra 's' for words that end in a 's'/'z' sound, e.g. try saying 'St James' Park'. It is difficult to say, so when speaking you tend to add an extra 's', but it does not *have* to have the extra 's' written down.

Some writers add the extra 's' and write it as it is spoken. e.g. 'St James's Park'. This is not wrong as long as you do this consistently. Writing becomes inaccurate if you are not consistent in following a rule.




### Challenge 3: Mixed use of apostrophes.

Take care with this sheet. Remember the reasons for using an apostrophe - just because a word ends in s it **doesn't** mean you need an apostrophe!

**AUSSIE ANIMAL APOSTROPHES**

Oh dear, all the apostrophes have gone missing from these sentences about Australian animals! Can you put them back in?

Australia's feral herds of camels originally provided transport but when modern transport was introduced in the 1930s, there wasn't any need for them anymore.
The echidna's spines are about 50mm in length and they're made of keratin like humans' fingernails.
A kangaroo's tail is used for balance when he's hopping. A male's called a boomer, a female's a flyer and a baby's a joey.
The monitor lizard's tongue is forked and it's used to detect scents in the air.
The wallaby's diet consists of plants and grasses. His tail helps him balance and it's sometimes used in self-defence.
Once the female carpet python's eggs are laid, she'll coil around them to keep them the correct temperature.
Kangaroos' babies are kept in pouches until they're old enough.



### Challenge 4: demonstrate your knowledge of apostrophes

If confident on using apostrophes both for possession and contraction/omission, show this by designing a poster explaining when you need to use apostrophes - include examples and drawings/illustrations to show these concepts. You could even explain when not to use apostrophes (common errors seen with apostrophe use).

Explain to a member of the family what apostrophes are and when to use them giving examples.

Further support:

[https://www.grammar-monster.com/punctuation/using\\_apostrophes.htm](https://www.grammar-monster.com/punctuation/using_apostrophes.htm) - lots of information, video and tasks on this site.


## Session 2: create a story map of a film clip

Task: Story map the narrative of the film Oktapodi -

<https://www.literacyshed.com/oktapodi.html> from 2 different characters' POV (you can choose the character's you want to map). You don't need to use full sentences but you must include enough detail to be able to explain what is happening in the story. You can use the pictures to support you or draw your own.

Possible starting prompts (from the man's point of view): 1) walking to the shop, 2) pointing out which octopus is needed, 3) putting the octopus into the cool box, 4) driving away from the shop happy.

Possible layout (this will allow you to add to the information over the next couple of days - I would use double pages in your book)


Session 1	Picture		
	What happened	I was walking to the shop	Decide on having an octopus and make my selection
Session 2	Characters thoughts 		
	Characters feelings		
	How characters show these thoughts/feelings		

Outcome: 2 completed story boards- the story from the 2 different characters viewpoint - show it to someone in your family - can they understand the story? You don't need to use every picture. Summarise the story by selecting the key points.

### Session 3: Develop the story boards you have written by adding in the characters thoughts and feelings.

Task; Watch the video clip again if you need to. Think carefully about how the characters are acting - how we can tell their emotions from how they are behaving. Add information about their thoughts and feelings to your story board.

**Example:**

Session 1	Picture		
	What happened	I was walking to the shop	Decide on having an octopus and make my selection
Session 2	Characters thoughts 	What will I have for dinner? Think I will have something fishy.	That one looks tasty. I think I will be adventurous in my selection today.
	Characters feelings	Happy, carefree	Excited, enthusiastic
	How characters show these thoughts/feelings	Wandering casually, smile on his face	Talking animatedly/talking quickly. Making lots of gestures.

Outcome: completed story boards showing the characters different thoughts and feelings at different parts of the story.

## Session 4: Planning session - plan your story

Task: Chose one of the characters you have focused on in the previous 2 sessions. You will retell the story from this character's viewpoint. Use today's session to plan you story. Focus on showing emotions not telling the reader how the character is feeling. How will the character be acting which will show how they are feeling? Use the planning template below. You don't need to map every step of the story. Group it into the 3 main sections shown below.

**Oktapodi Story Planner**

Beginning	<div style="border: 1px solid black; border-radius: 50%; padding: 10px; width: fit-content; margin: auto;">Emotion: Show, don't tell:</div>
<div style="border: 1px solid black; border-radius: 50%; padding: 10px; width: fit-content; margin: auto;">Emotion: Show, don't tell:</div>	Build-up
Climax	<div style="border: 1px solid black; border-radius: 50%; padding: 10px; width: fit-content; margin: auto;">Emotion: Show, don't tell:</div>
<div style="border: 1px solid black; border-radius: 50%; padding: 10px; width: fit-content; margin: auto;">Emotion: Show, don't tell:</div>	Resolution

Outcome: completed planning sheet.

Extension:

### Who thought it?



Driver

Girl Octopus

Boy Octopus

### Who thought it?

Look at the inner monologue examples below. Do you know who might have thought it and when?

My van, my beautiful van! That'll take ages to fix.

No, no no! My love! Where are you taking her!



Oh my pod! Whose are those hands. Where are they taking me?

How are these octopuses doing this?



Phew, finally!

Oh no you don't. After all that, you're not taking him.



There's no way your taking her, not on my watch!

It's so dark in here.



Get your filthy hands off of me!

What on earth? An octopus?

Uh oh! Help me!

Get your filthy wipers off him! Aha! Take that!

Only two deliveries and then I can go home and relax.

He's gaining on us.

Ow that hurt!



## Session 5: write the story from the viewpoint of your chosen character.

Task: Look at these model texts before you start - which character has written it? Which part of the story is it from?

Think about your audience - who are you writing this for? The purpose is to entertain - it should be amusing/funny.

Shining brightly in the perfect, nearly cloudless sky, the sun's warmth bathed my pale skin in a gentle amber light. As I walked, an early-morning sea breeze danced on my lips, encouraging me to lick at the salty residue it left behind. It was a taste I adored. The beginning of another fine day was upon me. Under the gaze of a greedy-looking gull, I reached the corner and pushed the door of the fishmonger's shop, smiling and reaching forward to shake the hand of the man behind the counter. I took a deep breath and had a leisurely look around the shop, pondering over the items on sale. No rush today: I had plenty of time. Sat in a glass tank were two rather chunky octopuses; one was pink and the other was bright orange. After pointing at the pinkish one, the fishmonger weighed and bagged it while I rummaged in my pockets for the correct change. Whistling loudly, I put the bag in my cool box and sauntered out the door in the direction of my van.

Without warning, a slimy, orange beast appeared at the window. It was the other octopus! How could this be? Swerving wildly, and struggling to control my vehicle, I couldn't take my eyes off the strange creature who was now attempting to clamber into the passenger seat. Swipe! I reached over and aimed a fist in its direction. Annoyingly, it didn't make contact with the creature and the van lurched to the right. Swipe, swipe, swipe. Miss, miss, miss! Little beast! Glancing back at the road, I realised the van was out of control! In front of me, bright yellow parasols and café chairs flew everywhere as I careered around the corner, grappling with the wheel. That's when I saw the slimy monster clinging to my windscreen. With gritted teeth, I turned on the windscreen wipers in an attempt to knock him to the ground. Take that! Unfortunately, my plan was flawed, and seconds later, all control was lost as the van hurtled across the road, spinning repeatedly until it came to an abrupt halt. Crash! My head hit the deck. As I glanced up, to my utter disbelief, I saw both creatures getting away. Slamming my foot on the accelerator, I raced towards them, and through the quiet, narrow streets, I chased after them. They weren't getting away from me today.

### Success criteria

In your story, you should have:	
Good use of interesting vocabulary	
A range of sentences structures - remember short, snappy sentences to build tension; descriptive sentences to add detail.	
Accurate punctuation including apostrophes	
Some speech/dialogue to drive the story forward	
Paragraphs	
Add your own personal targets	

**Outcome:** A draft of your story written. Illustrated if you wish.

## Week 4 - week beginning 27<sup>th</sup> April

### Session 6: editing your work

Work through your story and improve - remember add, improve, check, remove. This isn't just checking spellings/punctuation. Really focus on your sentence structures.

### Session 7: produce a presentation copy of your work

Think of the different ways you could present your story. Produce a final copy in your best handwriting or typed up. This could be illustrated. Please either send me this work or keep it so that it can be shown to the High School you are going to.

### Session 8: SPAG work - using commas for clarity

Task: complete these sentences, using commas correctly to clarify the meaning of the sentences.

#### Commas vs Ambiguity

Add commas to the second sentences to make the meaning of the sentences clearer - you might need to put single or double commas.

#### Commas To Clarify Meaning

**Learning Outcome:** To use the comma correctly in writing to avoid ambiguity and confusion.

You will be put in detention for not doing your homework.

**Task:** Rewrite the sentence adding commas to change the meaning.

The pupil said the teacher was to be put in detention for not doing his homework.



How did adding the commas change the meaning?

**Task:** Rewrite the sentence adding a comma to change the meaning.

Help a burglar.



1) We ate chocolate cake and raspberries

We ate chocolate cake and raspberries

2) She liked Ben who played drums better than Jim

She liked Ben who played drums better than Jim

3) The old lady collected all sorts of things: silver paper hats felt flowers and buttons

The old lady collected all sorts of things: silver paper hats felt flowers and buttons

4) Let's eat Grandpa

Let's eat Grandpa

5) Stop clubbing baby seals

Stop clubbing baby seals

6)



## Session 9/10: related writing task

You have 2 options this week:

- 1) Write a letter/speech from the viewpoint of the man who got the octopus. Imagine he has gone back to the shop to ask for a refund since the octopus has disappeared or perhaps, he is explaining himself to the person he was getting the octopus for.
- 2) Write a non-chronological report on octopi. Think about the different ways you could present the information- poster, leaflet, explosion book etc.

Again, you need to make sure you have edited your work carefully.

EXTRA WORK/SUPPORTING WORK

### **English (pupils have passwords for these sites):**

Spelling shed - <https://www.spellingshed.com/en-gb>

Spelling frame: <https://spellingframe.co.uk/>

Read Theory: <https://readtheory.org/> (be aware of possible pop-ups depending on your settings – pop-ups may come up based on your search history)

Spag.com - <https://www.spag.com/>

Studyzone TV - <https://www.studyzone.tv/>

Classroom secrets: <https://kids.classroomsecrets.co.uk/>

Epic reading – <http://www.getepic.com/students> class code is ptn9314