

## English Activity 1 – Fronted Adverbials

Fronted adverbials can be added to the beginning of a sentence to give more information to the reader. Can you remember the three facts we learned about fronted adverbials?

1. They always come at the beginning of the sentence (ie; at the front).
2. They are always followed by a comma.
3. They do not make sense on their own (*Deep in the valley, the troll lived happily in a tree trunk.* The fronted adverbial is *Deep in the valley* and it does not make sense without the rest of the sentence.)

Fronted adverbials show **location** – where something is taking place.

*Below the waves,* the fish swam quickly through the coral.

*In the forests of Uganda,* gorillas live together in small family groups.

Fronted adverbials show **time** - when something is taking place

*After a while,* the rain cleared and the sun came out.

*As the sun set,* long shadows crept across the sandy ground.

Fronted adverbials show **manner** – how something happened

*Courageously,* the gallant knight leaped from his horse to approach the dragon.

*Curling around the tree trunk,* the ivy crept towards the leafy ground.

### Adding Adverbials

Here is a short description of a tropical rainforest. The writer hasn't included any fronted adverbials in the story. Your task is to improve the text by adding fronted adverbials of time, location or manner. Don't forget to add the comma after the fronted adverbial. Keep re-reading your writing to check it makes sense.



The sun began to rise over a tropical rainforest. The sounds of different animals could be heard as they carried out their daily activities. A roaring waterfall cascaded down into the cool river. The sunlight sparkled and glittered on the water's surface. The sweet scents of tropical flowers drifted whilst insects went from

plant to plant. A butterfly flapped its wings whilst a blue frog watched. A silky black jaguar was sitting on a rock relaxing in the sun. The monkeys began to howl as they saw a spotted jaguar strolling through the water. The parrots began to flap their wings and took flight to escape the noise. The spotted jaguar lapped up some water and then disappeared into the undergrowth, looking for prey. The sun began to set.

Here is a word bank of suggested adverbials or come up with your own.

<b>Location – where?</b>	<b>Time – when?</b>	<b>Manner – how?</b>
In amongst the towering trees	Early in the morning	Noisily
High above the canopy	Suddenly	Disturbing the quiet
Coming from the undergrowth	Later on	Feeling frightened
In the distance	At last	Lazily
Through the trees	All of a sudden	Elegantly
Nearby	Curiously	With no hesitation
At the end of a leafy path	At the end of the day	Quickly
Sitting on a beautiful leaf	Finally	As loud as a siren

## Activity 2 – Spellings

Concentrate on learning these year 3 spelling words

**creature; picture; nature; furniture; capture; culture;  
moisture; future; gesture; structure; notice; often**

1. Look carefully at each word, sound it out a few times and listen for any phonetic sounds that could help you. Pay attention to the number of syllables and see if you can split the word up.
2. Write each word out three times in your neatest handwriting, remembering to form each letter properly. Make sure all letters are an appropriate size and you write on the line.
3. Choose from the Spelling folder you have at home, one of the fun ways to practise the spellings.
4. Make sure you know the meaning of each word. If not, look it up in a dictionary.
5. Write a super sentence for each word. Try to make your sentence as interesting as possible by using fronted adverbials, adjectives, prepositions and exciting verbs.

**Here is my sentence for the word *creature*.**

Huge pointed ears poking out from behind the rock, the awful creature was making strange grunting noises.

## Activity 3 – Write a book review

Use the template on our class web page to write a review of a book you have read during lockdown.

**What could you include?** - the author, who are the main characters, a brief description of the plot, what type of story/ book it is, what age the book is suitable for, who might enjoy it and why, would you recommend it.

#### **Activity 4 – Spot the mistakes and edit my writing**

Look out for incorrect and missing punctuation, missing capital letters, incorrectly spelt words and crazy plurals.

The Arctic is located at the northernmost part of our planet. Scientists say that the Arctic is the area above the Arctic circle – an imaginary line that circles the top of the globe.

The Arctic consists of the Arctic Ocean and parts of Canada, Russia, the USA, Norway, Finland, Sweden and Iceland.

Temperatures as low as -70 degrees C have been recorded here and for some of each year, it doesn't ever get light.

About 4 million people live in the Arctic along with lots of wonderful wildlife including polar bears, Arctic foxes, walruses, seals and whales!

One fascinating species found only in the Arctic is the narwhal, often referred to as the '*unicorn of the sea*.' Why? Male narwhals have a straight tusk projecting from the front of their head that can grow to over 3m in length!

The word Arctic comes from the Greek word for bear, Arktos. But this isn't because of polar bears. It is believed the name refers to two constellations that can be seen in the northern sky – Ursa Major (Little Bear) and Ursa Minor (Great Bear).

#### **Activity 5 – Direct Speech**

**Follow the BBC Bitesize link for a lesson on how to use speech marks (inverted commas). This is known as direct speech.**

<https://www.bbc.co.uk/bitesize/articles/z7s6t39>

1. Lesson
2. Short clip to remind you of the rules
3. Recap of rules
4. Super movers video
5. Practise by completing the writing activities