

## Orchards English Homelearning Year 3, Feb 8<sup>th</sup>

The 'timetable' for this week's teaching and learning is as follows

- **Day 1** – Listen to a reading of *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst and Ray Cruz. Read a character profile of Alexander's mum and then write a profile of Alexander himself. Write a narrative (story) account of a girl's very bad day.
- **Day 2** – Listen again to the story of *Alexander* and answer a series of questions about the story. Watch the trailer for the film version of *Alexander* and write about the parts of the book you would insist on keeping in the film.
- **Day 3** – Listen for a final time to *Alexander*. Write a letter to Alexander as his British pen pal. Write a conversation between Alexander and his teacher Mrs Dickens as punctuated dialogue.
- **Day 4** – Read 'Strict' by Michael Rosen. Write the very strict class teacher's class rules. Explain how you would have avoided being caught breathing in her lessons.
- **Day 5** – Read 'Dinner Hall' by Michael Rosen. Create a menu of the kind of revolting food combinations mentioned in the poem. Use the progressive past tense to write the story of a particularly riotous dinnertime.

### Summary of content

**Day 1** – Listen to a story, *Alexander and the Terrible, Horrible, No Good, Very Bad Day*; write descriptively about a character from a story; write an imaginary narrative modelled on a story.

**Day 2** – Listen again to a story; compare different versions of a story; write persuasively in relation to a story.

**Day 3** – Listen for a final time to a story; write a letter; write a conversation as punctuated dialogue.

**Day 4** – read a free verse poem, 'Strict'; use command sentences in instructions; write imaginatively in response to a poem.

**Day 5** – listen to a free verse poem, 'Dinner Hall'; write humorous descriptions; use the past progressive in story writing.