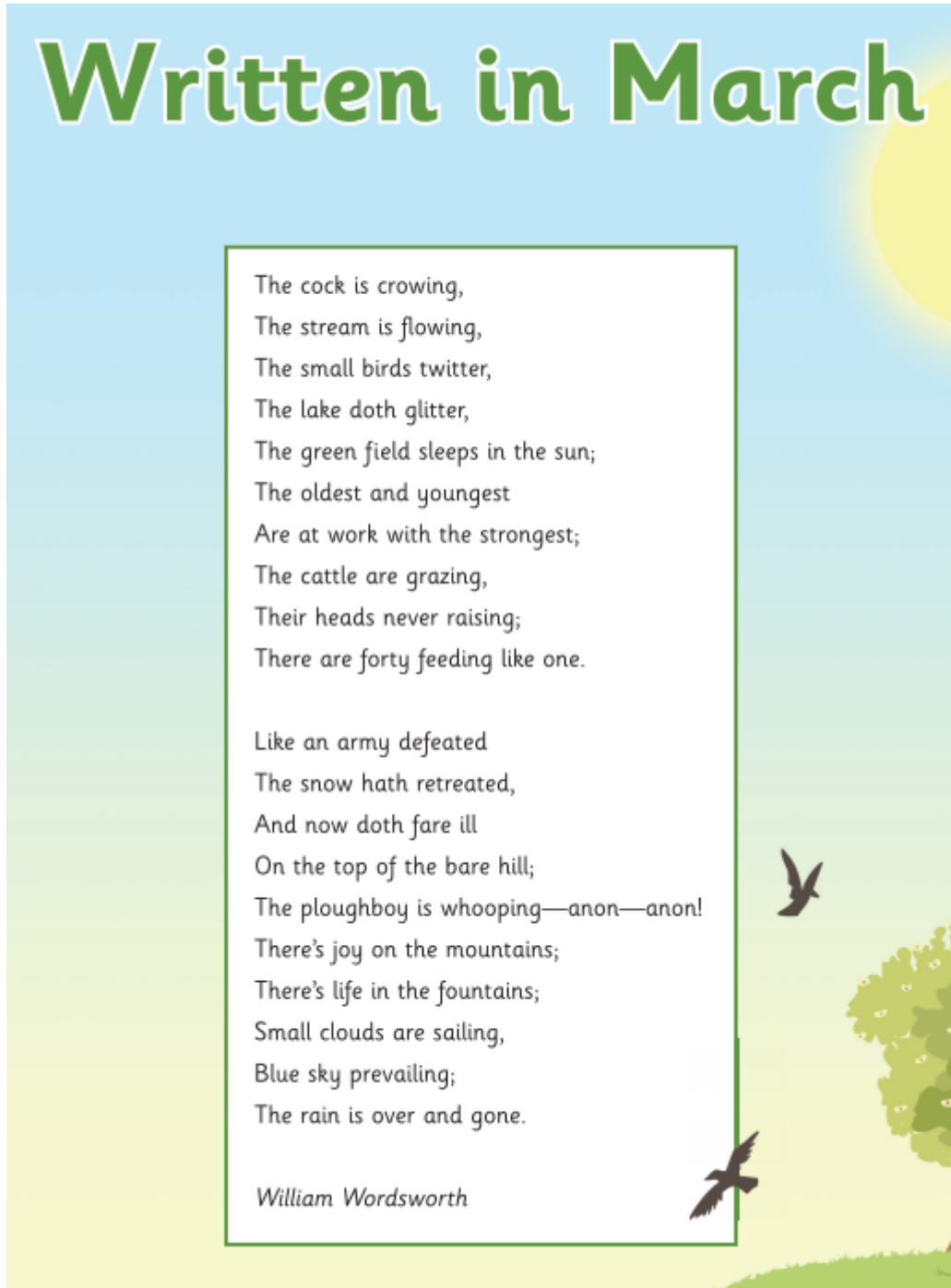


ANSWERS

Task - Read the text and answer the questions below, in full sentences. Remember to refer back to the text. (If you are unable to print this document, complete the numbered questions in full sentences on a piece of paper).



1. What season is the poem about? Choose one:
A) **Spring** B) Summer C) Autumn D) Winter
2. What time of day do you think the beginning of the poem is describing and why? **The cockerel crowing and the dawn chorus are both symbolic of daybreak.**

3. Find and copy two sentences from the poem that show that the weather is fine.

Two of the following:

defeated

Beaten in a battle or other contest. (The word defeated can symbolise that a battle or competition has been won and that there has been a successful outcome).

prevailing

Main, most frequent; predominant. (If something is prevailing, this could be explained as something very important that is happening and that it is happening very obviously).

retreated

Withdraw from enemy forces after a losing. (The word retreated can be explained as a loss or disadvantage after a battle or competition).

grazing

To feed on (herbage) in a field or on pastureland. (To explain the word 'grazing', children could visualise a cow/sheep etc. feeding on grass)

4. Look at line 2.

The stream is flowing

What does this line tell you about the way the river moves?

moving freely, continuously, steadily, smoothly or easily.

5. What does the word 'whooping' in verse two line five tell you about the way the words are said?

References to a **loud** cry **or** shout or references to **excitement, joy, happiness** and **playfulness**.

Home Learning – Week 2 – English Session 1 – Tuesday

Task - Study the two pictures below and complete the following activities.

Challenge 1 Answers - these pictures are open to interpretation. Children will have various words/phrases. They were asked to include a simile (using the word like or as to compare two things), metaphors (saying something is something else) and personification (giving an object human-like features).

Challenge 2 Answers - Children will come up with a range of questions for the pictures. Some examples may include:

- Is the horse a companion?
- Where are they travelling to?
- Is the man a Highwayman?
- Where have they travelled from?

Challenge 3 Answers - There will be a range of answers for this task. Children must link the two images together. For example, the paragraph may include detail about the man and horse travelling through the deep dark forest where they find a mysterious light. They could go and investigate this secret light and...

Home Learning – Week 2 – English Session 1 – Wednesday

Task - Rewrite each sentence so that it includes the relevant and correct punctuation.

Challenge 1

1. my brother's dog is called tess → **My brother's dog is called Tess.**
2. on sunday she went to the park → **On Sunday, she went to the park.**
3. the titanic sank in 1912 → **The Titanic sank in 1912.**
4. toby and mark are going to spain in march → **Toby and Mark are going to Spain in March.**
5. martha took her children to the zoo yesterday → **Martha took her children to the Zoo yesterday.**
6. when i go to the shop i will get some crisps → **When I go to the shop, I will get some crisps.**
7. sameera and i are going to town on Friday → **Sameera and I are going to town on Friday.**
8. did you sell buns at the fair → **Did you sell buns at the fair?**
9. my mum has a cat called tom → **My mum has a cat called Tom.**
10. have you got a dress for the party → **Have you got a dress for the party?**

Remember...

Speech Punctuation Checklist!

Have you...

- ✓ Used a **capital letter at the beginning** of the sentence?

"Hi Mum!" said Luke.

- ✓ Put **speech marks** around the spoken words?

"I love this song!" exclaimed Mariam.

- ✓ Told the reader **which person is speaking?**

"Let's go to the shop!" suggested **Dad.**

- ✓ Used a **synonym for said?**

"Can we bring our pets?" **queried** Tim.

- ✓ Put **punctuation BEFORE the closing speech marks?**

"Who's still making a noise?" **asked** the teacher.

Challenge 2

1. one warm, sunny day jessica and lilly went to the zoo when they arrived they visited the monkeys → One warm, sunny day, Jessica and Lilly went to the Zoo, when they arrived they visited the monkeys.
2. i like the zoo, said jessica lilly looked up and saw a monkey had stolen her lunchbox → “I like the zoo,” said Jessica. Lilly looked up and saw a money had stolen her lunchbox.
3. do we have any money to buy more food asked Jessica → “Do we have any money to buy more food?” asked Jessica.
4. lilly replied for now we don’t have anything for lunch → Lilly replied, “For now, we don’t have anything for lunch”.
5. don’t worry girls, a voice called from behind them it was a zookeeper who was holding their lunchbox with a big smile on his face → “Don’t worry girls,” a voice called from behind them, it was a zoo keeper, who was holding their lunchbox with a big smile on his face.

Task – read the information about suffixes and complete the following activities. If you are unable to print this document, complete each activity on a different piece of paper.

Challenge 1 – Add the suffix –ify to the following words. **Example: specific - specify**

1. Pure = **purify**
2. Note = **notify**
3. Diverse = **diversify**
4. Solid = **solidify**
5. Intense = **intensify**
6. Simple = **simplify**
7. Glory = **glorify**
8. False = **falsify**

Challenge 2 – Add the suffix –ate to the following words. **Example: frustration - frustrate**

1. Invalid = invalidate
2. Hyphen = hyphenate
3. Alien = alienate
4. Captive = captivate
5. Motive = motivate
6. Communication = communicate
7. Elastic = **elasticate**
8. Graduation = **graduate**

Challenge 3 – Add the suffix –ise to the following words. **Example: advert - advertise**

1. Hypnotic = **hypnotise**
2. Priority = **prioritise**
3. Maximum = **maximise**
4. Minimum = **minimise**
5. Category = **categorise**
6. Real = **realise**
7. Final = **finalise**
8. Symbol = **symbolise**