


Home Learning - Year 2

This Week's English Tasks	WC – 4 th May 2020
<p>Spelling – Adding the suffix ‘er’</p> <ul style="list-style-type: none"> The suffix ‘er’ can be added to an adjective to make it a word that can be used to compare things - e.g. fat – fatter. Can you add ‘er’ to these root words? big small short old fast crafty nice funny <p><i>Hint: Remember the spelling rules we learnt in class? Before adding ‘er’, ‘ed’, ‘est’ or ‘ing’:</i></p> <ul style="list-style-type: none"> - if the root word ends in y, change the y to an i - if the root word ends in e, drop the e - if a root word ends in a short vowel sound and a consonant, double the consonant. - if a root word ends in two consonants, do nothing. 	
<p>Activity 1 – Talk about Toad’s escape from prison in The Wind in the Willows</p> <ul style="list-style-type: none"> Watch the part of The Wind in the Willows film where Toad escapes prison and goes on the run (51:16 – 53:48 https://youtu.be/gXnhqF0TqgI?t=3076) At the end of this part of the story talk about the film. You could use these questions: <ul style="list-style-type: none"> - How did Toad escape from prison? Describe what he is wearing. - How did he feel when he left the prison? What did he do to show this? - Who helped Toad to escape? What did they do to help? - What happened while Toad was on the train? How did Toad feel about this? - What words could you use to describe this part of a story to a friend? How did it make you feel as the ‘reader’? 	
	
<p>Activity 2 – Grammar – A quick word type poem</p> <p>Write a quick poem about Toad’s escape using the structure:</p> <p>1 Noun 2 Adjectives 3 Adverbs 4 Verbs</p> <p>Here’s an example about spaghetti to show you how that could look:</p> <p>Spaghetti, Thin and soft, Silently, slowly, easily, Slipping, sliding, slithering, disappearing</p> <p><i>Top tip: A noun is a naming word (e.g. chair), an adjective describes something (e.g. gigantic), an adverb describes how something is done (e.g. quickly) and a verb is a doing word (e.g. write)</i></p>	

Activity 3 – Grammar – Exclamation sentences

- If we want to show **a strong emotion or something dramatic** we can use an **exclamation mark** at the end of a sentence.
- An **exclamation sentence** is a type of sentence that does this. It starts with '**How**' or '**What**' and ends with an **exclamation mark**.
E.g. How amazing! What a disaster!
- **Tell someone** in your family, what exclamation sentence might Toad say at these different points in the story?
 - When he just gets out of the prison.
 - When he remembers he's not got his wallet at the train station.
 - When the train driver lets him on the train.
 - When he discovers that the police are chasing him.
 - When he has to jump out of the train.
 - When the police train drives off into the tunnel.
- **Draw a comic strip** of Toad's escape using these six points in the story.
- **Write the exclamation sentences** that you thought Toad might say at each point in **speech bubbles**.

Activity 4 – Write this part of the story – Toad escapes!

- For your writing, focus on the part of the story where **Toad escapes from prison**. Do not go further on in the story than this.
- Think about what Toad does, what he sees, hears and feels, what he thinks or says (including an exclamation).
- You could use this sentence to start your story if you would like to:
'The huge, imposing prison door quickly opened, letting out a small, old washer woman.'
- Make your writing interesting by adding **as much detail as possible** about what things look, feel and sound like. Make sure that you include:
 - **wonderful adjectives** to describe things and feelings.
 - **adverbs** to describe how things are done (slowly, carefully etc.)
 - coordinating **conjunctions** in your writing? (e.g. **and, but, or, so**)
 - an **exclamation** that Toad might say.
- **EXTRA CHALLENGES**
 - can you use any of the spelling words in your writing to compare things?
 - can you include all of the words that you thought of for your poem in you writing?
 - watch this video on using speech marks ([here](#)). Can you correctly punctuate the sentences that Toad says using speech marks?
- **Read through your writing to check** that you have correctly used **full-stops** and that each sentence **makes sense**.
- Check that you have used **capital letters** for the start of each sentence, names and the word 'I'.
- Illustrate your story

Useful Links and Videos

- The Wind in the Willows **film**: Click [here](#)
- The Wind in the Willows **book**: Click [here](#)
- The Wind in the Willows **audiobook**: Click [here](#) It is also available via the **BBC Sounds app**

