



Oakwood Academy
A Visual Arts, Technology & Sports College

English 9C

By Miss Gatto

Basic learning in English

- Always include capital letters and full stops in the correct places.
- Use a wide range on vocabulary.
- Research the definition of words, if you don't know their meaning.
- Understand and know the vocabulary for different types of emotions and feeling.
- Describe characters, events or a setting, using a range of word classes, (adjectives, nouns, verbs and adverbs.)

- Nouns – A noun is the name of a person, a place, an animal or a thing.
- *London, England, America, owl, cat, pen, Rob, Molly, Fred etc*
- **Rob** ran all the way to **London**.

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- Adjectives – An adjective is a word that describes a noun (the name of a person, place or thing).
 - *Beautiful, helpful, green, clever. Long etc*
 - The **little** girl played with the **red, bouncy** ball.

- Verb – A verb is a doing or action word. (This includes ‘to be’ or ‘to have’).
- *Jog, draw, laugh, cook, work, sing, play etc*
- Today, I am going to **sing**.

Remote learning

- Remote learning
- The aim of remote learning in English at Oakwood is to match the key learning and skills of each half term and present them in an easily teachable way at home, so that learning isn't lost and pupils do not fall behind where they should be. At Key Stage 4 pupils will do work that prepares them for exams, the same way as if they were at school. We can assess the work produced and gauge how well each pupil is progressing, as these 3 tasks match up with similar tasks we had planned in school.

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Learning Task 1 - English - 9C

Task 1 - Go on to Pobble 365. Look at the daily picture and have a go at completing the questions and tasks. www.pobble365.com



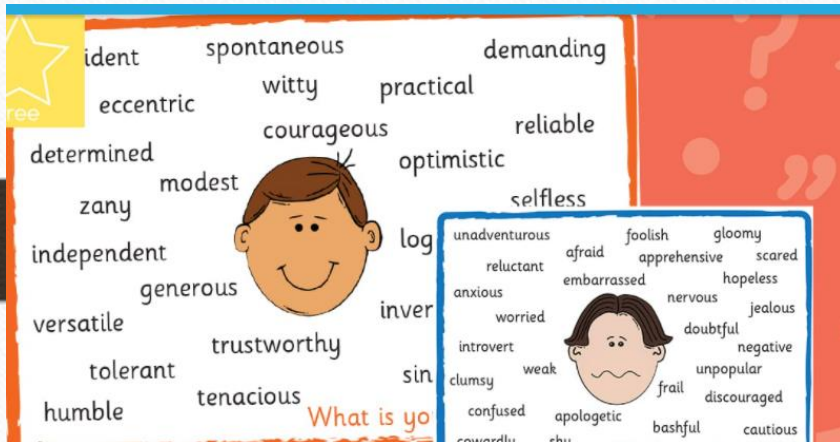
Jurassic Age

Success Criteria

- Be imaginative when answering questions. There is no right or wrong answer but it must make sense.
- Use capital letters and full stops in the correct places.
- Use finger spaces.
- Use paragraphs when continuing on the story.

Learning Task 2 - English - 9C

- Task 2 - Write a character description based on your favourite character from any book or film.



Success Criteria

- Describe the characters appearance.
- Describe the character's actions, thoughts and feelings.
- Describe the character's personality.
- Describe how the character moves and speaks.
- Use capital letters and full stops.

Character Description Word Mat

Face

adorable
attractive
beautiful
blotchy
blushing
cheerful
cruel
cute
freckled
gloomy
gorgeous
jaunty
kind
long
loving
miserable
morose
narrow
odd
pale
plump
round
rosy
sallow
scrunched
slim
striking
stunning
sullen
sunburnt
sunken
unusual
wicked
wrinkled

Hair

coarse
curly
dark
fine
floppy
frizzy
ginger
golden
greasy
luscious
messy
neat
shiny
tangled
thick
wild
wispy

Body

angular
athletic
broad
bulky
burly
frail
lithe
muscular
narrow
plump
slender
slight
slim
stout
wide
willowy
wiry

Voice

booming
brittle
clear
confident
croaking
echoing
flat
gruff
hushed
inaudible
loud
quiet
quivering
raspy
shrill
wheezy
whispering

Clothes

clean
damaged
fashionable
flowing
ill-fitting
modern
neat
old-fashioned
pristine
spotless
stylish
tidy
torn
untidy
unkempt
vintage
worn

Movement

blundering
edging
hobbling
limping
looming
pacing
plodding
racing
scrambling
skulking
stalking
stooping
striding
strutting
stumbling
sweeping
trudging

Character Description

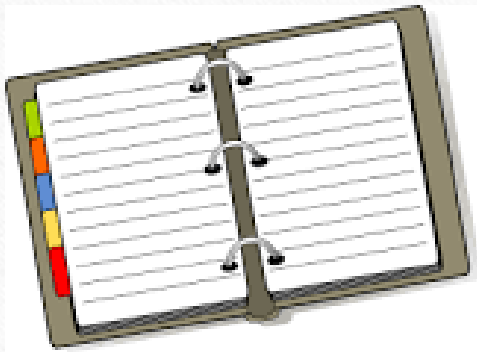


The Gruffalo

The Gruffalo has two large, curved horns at the top of his head. He has bright orange eyes and a slimy, black tongue. The Gruffalo has an enormous, poisonous wart on the end of his wet nose. Running all down his back are sharp pointed prickles. His claws are as sharp as razors but his teeth are blunt and brittle. His fur feels as soft as a cotton wool but it is matted and tangled. He has knobbly knees and turned out toes. His feet are gigantic and he stomps through the forest whilst swishing his long bushy tail. The animals are scared of him because he is so terrifyingly large.

Learning Task 3 - English - 9C

- Task 3 - Choose a week from the time you have had off and write a diary entry for each day. Talk about what you have done and how you have felt.



Success Criteria

- Events to be in chronological order.
- Dates and times included.
- Write in the first person.
- Include personal emotions and feelings.

Diary of a Young Pirate

Friday 13th October 1718

Dear diary,

I was woken up at dawn as usual, by the crew singing rude sea shanties on deck. I jumped out of my hammock, pulled on my ragged clothes and then, got on with my daily chores.

First, we scrubbed the deck until it gleamed. Next, we polished the cabin windows until they shone. Then, we climbed the rigging to keep a lookout for land or other ships with our telescope. All I could see was seagulls!



After that, I had a stale biscuit and some rotten fish for lunch. It was disgusting but I choked it down.

In the afternoon, the captain lined the crew up to talk us. He shouted at us for not being terrifying enough and told us that we need to find more treasure. When one of the crew talked back to the captain, they were made to walk the plank! I am really scared of the captain so I kept my head down.

We had a good sing-song before bed and now I'm writing this by the light of the moon while the boat rocks me to sleep. I do love being a pirate but I hope I don't ever have to walk the plank. I don't like sharks and I can't swim!

Pete the pirate



Diary of Little Red Riding Hood

Saturday 4th May

Dear diary,

You are not going to believe the day I have had! First thing this morning, my mum told me I had to take some cakes to my poorly granny. I secretly wanted to stay and play in the garden but I felt bad for poor Granny so, I grumpily agreed. It was such a beautiful day as I walked through the woods, I just had to stop and pick some lovely red flowers.

Then suddenly, a wolf appeared from behind a tree! He was very charming and told me a shortcut to get to granny's house. I thought he seemed very clever so I stupidly believed him.



Finally, I got to Granny's house and I knew at once something strange was going on. Granny didn't look like herself at all. I asked Granny a lot of questions and just in time I worked out it wasn't Granny at all!

Next, a kind woodcutter came and helped me uncover the wolf and rescue poor granny. I felt very scared but I knew I had to be brave.

After that, the woodcutter took me home and Mum couldn't believe the adventure I'd had. Now it's well past my bedtime and I am very tired. I don't think I'll ever trust a wolf again!

Little Red Riding Hood



More information

- Log into Ed Shed to practise your spelling. <https://play.edshed.com/en-gb/login>
- Try and read daily.
- Practise recognising and writing capital letters as often as you can.
- Adults to write a sentence with mistakes. Miss out full stops and capital letters. See if your child can correct them.
- Practise phonics, <https://www.phonicsplay.co.uk/resources>
- Spelling and Grammar, <https://www.topmarks.co.uk/english-games/7-11-years/spelling-and-grammar>