

ENGLISH Learn at Home packs:

These notes are intended for teachers who are using these materials to continue to teach their class using any form of online file sharing.

'Your home-learning resources have helped our school immeasurably: they're so clear, and the fact that they are in daily chunks, with plenty of explanation for parents at home, has made them invaluable.' Nick, a Suffolk primary teacher.

Our small team have been working round the clock to produce these materials and we're really happy that huge numbers of teachers, schools and parents have found them useful – and emailed us to say so!

If you're not a regular user of Hamilton, why not consider becoming a [Friend of the charity](#) to access the teaching materials in English, Maths and Topics for the whole year? Or take a moment to browse our [free resources for schools](#).

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

- **Day 1** – Listen to part of the story *The Queen of the Birds*, told by Wilf Merttens. Either predict what might next in the tale or write a recount of what happens in the second part of the story. Suggest how a competition to discover a Y3 class King or Queen might be organised.
- **Day 2** – Listen to the remaining part of *Queen of the Birds*. Identify and distinguish between homophones in a set of sentences. Identify and create similes to describe a wren.
- **Day 3** – *Provide some teacher input, using the PowerPoint presentation* on punctuating dialogue*. Listen to a reading of *The King of the Birds*, written by Helen Ward. List the differences between the two versions of the tale. Correctly lay-out and punctuate a conversation between the eagle and the wren.
- **Day 4** – Listen again to *King of the Birds*. Learn and apply the rules on using the determiners *a* or *an*. Write a persuasive letter from a character in the story.
- **Day 5** – Read two poems, *Owl* and *The Sparrow*. Answer questions about each one. Select your favourite poem of the two and explain why you prefer it.

**PowerPoint presentations are provided. You can use your phone to film yourself going through these on a laptop. OR parents and children can access them at home, preferably in PowerPoint but also as images on a tablet. You can then talk these through. Or you may have a clever online way, perhaps through the school's website, of sharing these presentations with children at home.*

Summary of content

Day 1 – Listen to part of an oral retelling of a fable; predict what may happen in a story; write imaginatively to make suggestions.

Day 2 – Listen to the remainder of the oral story; compare with predictions; identify and distinguish between homophones; compose similes.

Day 3 – Listen to a picture book re-telling of the same fable; compare the two versions; write punctuated dialogue.

Day 4 – Listen again to the fable; using the determiners *a* or *an* correctly; write persuasively in role.

Day 5 – Read poetry; answer questions about poems; select a favourite poem and begin to learn it.