



## Year 3 English Task – Tuesday 30<sup>th</sup> June 2020 - ANSWERS

**Parents and Children:** Good morning Silver Birch. Today you will continue with your work on a letter to your new teacher in Year 4, Mr Gray. Then there is a couple of exercises to practise making sentences make sense.

### A

Before we write our letters, we need to practise expanding the notes into full paragraphs. To do this, we need to add lots of detail for the reader to make our writing as interesting as possible. Below are the notes I wrote about my family followed by the paragraph I wrote which has expanded information. I have highlighted the **notes** and the **expanded information** to help.

#### Notes:

Live in Farnborough

Married to Sheila

2 sons – Tom (22) and Will (18)

Boys are season ticket holders for NFFC and play for Cove CC

#### Paragraph:

I am not going to tell you my age at the moment as that is something you will be able to work out in one of our maths lessons in the first term. However, I live in Farnborough, I am married to Sheila who is a nurse and have 2 sons, Tom aged 22 and William aged 18. They both still live with me and are both season ticket holders for Nottingham Forest, so do a lot of travelling during the football season. They are both very good cricketers and also play for Cove Cricket Club. Tom has even spent two years playing cricket in South Africa.

You can see that I have almost doubled the information that I had in my notes. Hopefully that information will be interesting to the reader.

**Using details from your notes about your family from yesterday, write a full paragraph like I have in my example.**

I have expanded on each of my notes and expect you to do the same. When you have finished writing, **proofread and edit your work** to ensure it is as good as it can be. Keep it safe as you will be able to use this paragraph in your final draft of your letter to Mr Gray.

### B

It is essential your sentences make sense whatever the purpose of your writing. Sometimes when we have lots of ideas about what we want to say we can sometimes omit words in our haste to put the thoughts onto paper. That is why it is important we re-read (sometimes called proofreading) our work.

**Read the following sentences and rewrite them**, choosing a verb to include, from those highlighted in bold below, so that the sentences make sense.

**combed   played   kicked   hopped   swam   brushed   baked   dug   nested   barked**

1 A boy **swam** in the lake.

4 A cook **baked** a cake.

7 The kangaroo **hopped** away.

2 The dog **barked** loudly.

5 I **combed** my hair

8 Some birds **nested** in the tree.

3 The footballer **kicked** the ball.

6 They **brushed** their teeth.

9 The girl **played** in the park.

**C Think of a suitable noun to include in each sentence to help it make sense and write out the sentence. Here are some suggestions**

a The car crashed.

d Hannah caught a cold.

b I lost my pencil at school.

e My bike is broken.

c The park shut early.

f The dentist looked in my mouth.

**D** The sentences below make sense but are not very interesting.

Rewrite the following sentences, putting in some adjectives to give the sentences more meaning. **Here are some suggestions.**

a The **tall young** lady picked up the **polished wooden** box.

b The **wrinkly grey** elephant was carrying a **huge heavy** tree trunk.

c The **colourful speedy** snake slithered through the **high thick** grass.

d The **large expensive** firework exploded with a **shocking deafening** bang.

**E Write 5 of your own sentences, each containing 2 nouns, a verb and 2 adjectives for each noun.**

**Answers will vary but should be similar in structure to those in D.**