

## Year 3: Literacy Week 2 Day 1

**LI: To choose and make comments on author's language**

**I can include relevant information and ideas**

**I can make comments on the characters of a story**

**I can comment on author's language**

**I can identify adjectives in a text**

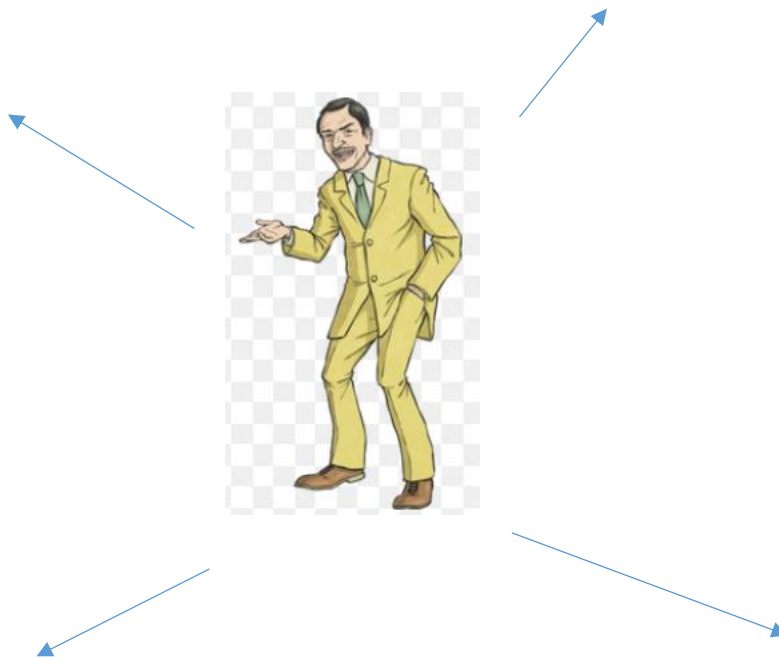
**Read the first 6 pages of chapter 2 and find any words or phrases that describe Mr Wormwood. Create a mind map.**

**Key Questions:**

What kind of character is he?

What are his values/beliefs?

What does he think of Matilda?



## Year 3: Literacy Week 2 Day 2

### LI: To use dialogue

**I can use a variety of punctuation including speechmarks**

**I can replace said with a powerful verb**

**I can choose appropriate vocabulary to create mood**

**Read the extract below. What could Matilda answer her dad back? Create a dialogue between Matilda and her dad about telly. Use speech-marks and remember to choose the most appropriate words to create an angry mood.**

'But we're not at the table,' Matilda said. 'We never are. We're always eating off our knees and watching the telly.'



'What's wrong with watching the telly, may I ask?' the father said. His voice had suddenly become soft and dangerous.




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### Year 3: Literacy Week 2 Day 3

#### LI: To write a set of instructions

**I can use imperative verbs (bossy verbs)**

**I can sequence events logically**

**I can use headings and subheadings**



Read page 4-6 from the Chapter 'The Ghost'. On this part, Matilda's friend, Fred, has a pet parrot which he lends to her. Can you make a 'guide' to teach people how to look after a parrot (or another pet)?

**Watch this video on how to write instructions:**

<https://www.bbc.co.uk/bitesize/topics/zqgxwnb/articles/zfrcmfr>

Title: \_\_\_\_\_

Materials Needed:

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1. \_\_\_\_\_

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2. \_\_\_\_\_

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3. \_\_\_\_\_

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4. \_\_\_\_\_

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## Year 3: Literacy Week 2 Day 4

**LI: To use descriptive vocabulary to describe a character**

**I can use capital letters, full-stops, exclamation marks and question-marks**

## I can use a range of adjectives

**I can use a range of sentence starters**

**Describe Matilda as a character.**

Matilda



menacing	gormless	special
lovely	terrible	gifted
dangerous	nimble	gentle
half-witted	extraordinary	
brilliant	dishonest	cruel
kind	ignorant	
lazy	pretty	sensitive
beastly	athletic	bold
genius	muscly	sensible
nasty	strict	caring

## Fronted Adverbials

Fronted Adverbials are words or phrases at the beginning of a sentence which are used to describe the action that follows.

Time	Frequency	Place	Manner	Possibility
Afterwards,	Often,	Above the clouds,	Sadly,	Almost unbelievably,
Already,	Again,	Below the sea,	Slowly,	Much admired,
Always,	Daily,	Here,	Happily,	Nearly asleep,
Immediately,	Weekly,	Outside,	Awkwardly,	Quite understandably,
Last month,	Fortnightly,	Over there,	Bravely,	Really happily,
Now,	Yearly,	There,	Like a ... ,	Perhaps,
Soon,	Sometimes,	Under the ground,	As quick as a flash,	Maybe,
Yesterday,	Rarely,	Upstairs,	As fast as he could,	Just arrived,
Today,	Every second,	In the distance,	Without a sound,	Certainly amused,
Tomorrow,	Twice a year,	Between the sea and the sky,	Without warning,	Obviously angry,
Next year,	Once a minute,	Everywhere she looked,	Unexpectedly,	Definitely confused,
In January,	Once,	Around the tent,	Unfortunately,	Completely exhausted,
On Tuesday,	Once or twice,	Back at the house,	Suddenly,	Barely alive,
In the morning,	Three times,	Nearby,	Mysteriously,	Out of breath,
After a while,	Constantly,	Down by the cliffs,	Frantically,	Decidedly unimpressed,
As soon as she could,	Regularly,	Behind the shed,	Anxiously,	Perfectly confident,
Before long,	Frequently,	In the wooden box,	Courageously,	Positively trembling with
All of a sudden,	Infrequently,	Over my bed,	Silently,	excitement,
In the blink of an eye,	Occasionally,	Somewhere near here,	Curiously,	Purely practically,
Just then,	Rarely,	Far away,	Nervously,	Somewhat flustered,
Eventually,	Never in my life,	Wherever they went,	Rapidly,	Utterly joyous,
Later,	Never before,	North of here,	Carefully,	Totally overwhelmed,

[illegible]

## Year 3: Literacy Week 2 Day 5

**LI: To write a diary entry**

## I can write in first person

**I can use past tense and maintain it throughout the text**

## I can use a range of adjectives to create mood

**Read the extract from our key text bellow and think how Matilda feels about her parents.**

**You are Matilda, write a diary entry to describe your thoughts and feelings.**

Another thing. She resented being told constantly that she was ignorant and stupid when she knew she wasn't. The anger inside her went on boiling and boiling, and as she lay in bed that night she made a decision. She decided that every time her father or her mother was beastly to her, she would get her own back in some way or another. A small victory or two would help her to tolerate their idiocies and would stop her from going crazy. You must remember that she was still hardly five years old and it is not easy for somebody as small as that to score points against an all-powerful grown-up. Even so, she was determined to have a go. Her father, after what had happened in front of the telly that evening, was first on her list.

## Colloquial Language

You should try to use chatty/informal language.

Follow a "Diary Style"

Start each entry with a date and "Dear Diary".

Chronological order

Your diary should be in time order, using adverbials.

## Self-reflection

Try to include your thoughts, feelings, opinions and hopes (inside speech marks).

## HOW TO WRITE A:

# DIARY

Past Tense  
A diary is about  
what has already  
happened.

First person

Remember to use personal pronouns (in particular:  
I/We)

### Detailed descriptions

Remember to use more than one sense, to make your description more imaginable. Similes and metaphors can also be effective.

Dear Diary,

[illegible]