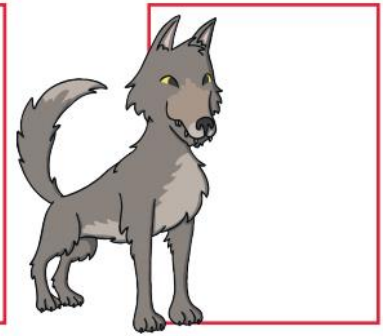


Thursday 2nd July

L.O. To use noun phrases

Which adjectives describe the following characters and objects from this week's story?



cunning, kind, mean, sharp, vicious, brave, wicked, strong, shiny, silver, young, greedy, ferocious, sweet, sneaky, helpful

| <u>axe</u> | <u>Woodcutter</u> | <u>Little Red Riding Hood</u> | <u>Wolf</u> |
|------------|-------------------|-------------------------------|-------------|
| | | | |

Now use your table to put noun phrases into the sentences below.

One morning, _____ Little Red Riding Hood set off to visit Grandma through the dark, silent forest.





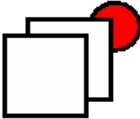



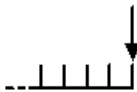
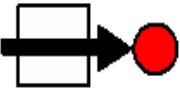
She met a _____ wolf when she was half way through her journey.

Sneakily, the _____ wolf ran to Grandma's house and dressed in Grandma's clothes because he wanted to eat the little girl.

The _____ woodcutter hit the wolf on the head with the _____ axe and the wolf ran away howling.

L.O. To read and spell tricky words

Correct the mistakes in these tricky words:

| | | | |
|--|---|---|---|
| chid  | wighld  | clime  | |
| kighnd  | behinde  | fighnd  | minde  |
| farst  | larst  | passed  | |

L.O. To read and spell words ending in -cious

Break the words down into syllables to help learn them:

| Word | Split into syllables |
|-----------|--|
| delicious | <input type="text"/> <input type="text"/> <input type="text"/> |
| vicious | <input type="text"/> <input type="text"/> |
| ferocious | <input type="text"/> <input type="text"/> <input type="text"/> |
| malicious | <input type="text"/> <input type="text"/> <input type="text"/> |

L.O. To recap words ending in -tion, -sion and -cious

Add -sion, -cious or -tion to spell the words correctly.

| | + sion | + cious | + tion |
|--------|---------------|----------------|---------------|
| televi | | | |
| vi | | | |
| mo | | | |
| fero | | | |
| inven | | | |
| pre | | | |
| inva | | | |
| ac | | | |
| sta | | | |
| deli | | | |
| confu | | | |

L.O. To use the apostrophe to show omission (missing letters)

Write these sentences out, replacing the underlined words with their shortened apostrophe version.

- I **could not** remember the way.
- **It is** too late to call round now.
- Luckily, **they are** not coming home until Friday.
- **I am** really looking forwards to seeing my friend.
- **Where is** my pencil?