**ENGLISH Learn at Home packs: Year 3, Week 15**

**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](https://www.hamilton-trust.org.uk/sign-up/?utm_source=hamilton&utm_medium=lhp&utm_campaign=tns) 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](https://www.hamilton-trust.org.uk/about-hamilton/use-for-free/?utm_source=hamilton&utm_medium=lhp&utm_campaign=tnf).

**The ‘timetable’ for this week’s teaching and learning is as follows**

* **Day 1** – Listen to a reading of *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst and Ray Cruz. Read a character profile of Alexander’s mum and then write a profile of Alexander himself. Write a narrative account of a girl’s very bad day.
* **Day 2** – Listen again to the story of *Alexander* and answer a series of questions about the story. Watch the trailer for the film version of *Alexander* and write about the parts of the book you would insist on keeping in the film.
* **Day 3** – Listen for a final time to *Alexander*. Write a letter to Alexander as his British pen pal. Write a conversation between Alexander and his teacher Mrs Dickens as punctuated dialogue.
* **Day 4** – Read ‘Strict’ by Michael Rosen. Write the very strict class teacher’s class rules. Explain how you would have avoided being caught breathing in her lessons.
* **Day 5** – Read ‘Dinner Hall’ by Michael Rosen. Create a menu of the kind of revolting food combinations mentioned in the poem. Use the progressive past tense to write the story of a particularly riotous dinnertime.

Summary of content

**Day 1** –Listen to a story, *Alexander and the Terrible, Horrible, No Good, Very Bad Day*; write descriptively about a character from a story; write an imaginary narrative modelled on a story.

**Day 2** – Listen again to a story; compare different versions of a story; write persuasively in relation to a story.

**Day 3** – Listen for a final time to a story; write a letter; write a conversation as punctuated dialogue.

**Day 4** – read a free verse poem, ‘Strict’; use command sentences in instructions; write imaginatively in response to a poem.

**Day 5** – listen to a free verse poem, ‘Dinner Hall’; write humorous descriptions; use the past progressive in story writing.