



Homework books **must be in school on Monday** and it will be returned on Tuesday.

Reading

Please read aloud to an adult every day. Write a summary of what you have read or discuss the story with an adult. Please record in your reading record book the pages that you have read each day. **Remember to bring your book and reading record to school every day.** Please visit Nelson School Library for your reading wristband books.

Maths

Please practise your **Division facts: 8** ready for your **test on Friday**. This is about knowing all the division facts associated with the eight times table. It is important that children can also use words other than 'divided by, e.g. shared by. You could say: What is the answer to $16 \div 8$? $64 \div 8$? What is the missing number: $? \times 8 = 72$? How do you know?

Spelling

- 1) You must **ensure you know the meaning of the word**. -use a dictionary to help you if you are unsure.
- 2) **Write a sentence for each of the words**. You can include more than one word in a sentence as long as it makes sense and shows that you understand the word.
- 3) **Practise and study all of the spelling words ready for the Weekly Spelling Test**. To help you learn, every day you could draw a table like below to help you practise.

Look Say Cover Write Check

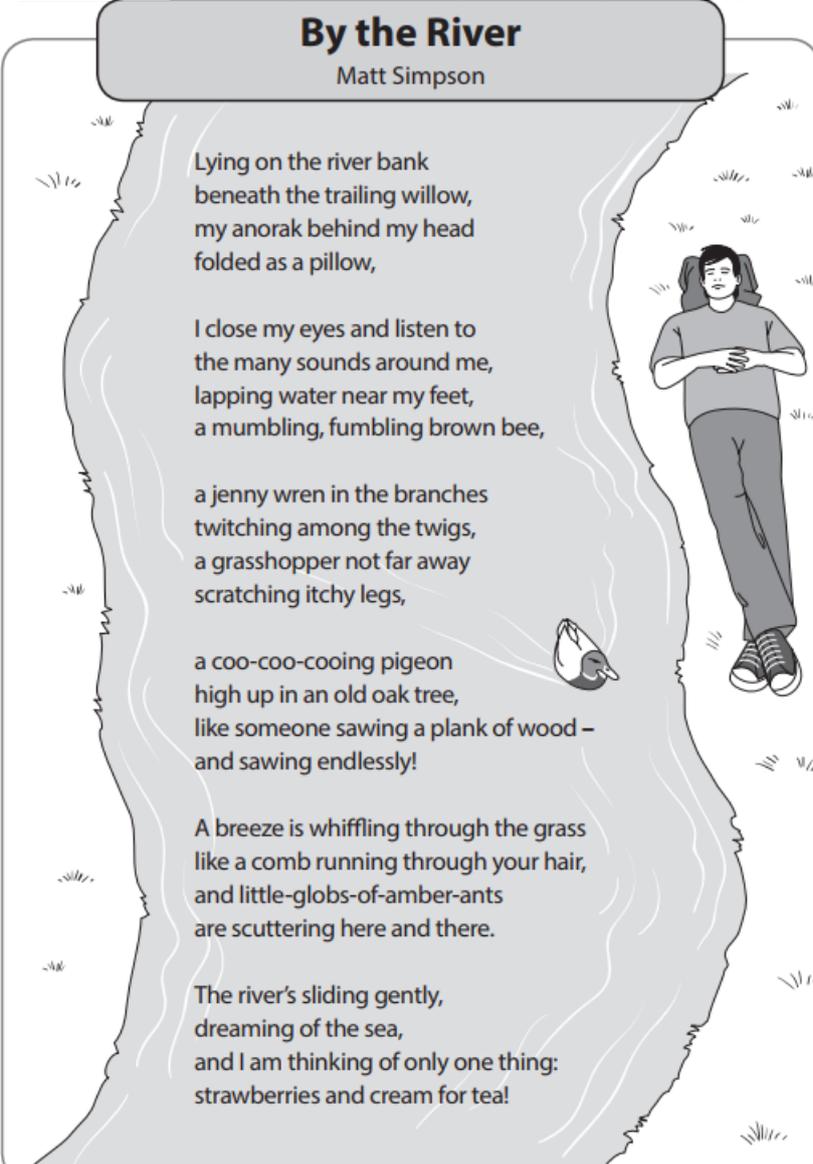
	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
<i>convenience</i>						
<i>correspond</i>						
<i>criticise</i>						
<i>curiosity</i>						
<i>define</i>						
<i>desperate</i>						
<i>determined</i>						
<i>develop</i>						
<i>dictionary</i>						
<i>disastrous</i>						

You can choose to use this table if you like. Please make sure you Write your sentences in your homework books.

Comprehension

Read the text, By the River, and complete the comprehension questions in your homework book.

By the River
Matt Simpson

An illustration of a person lying on their back on a grassy riverbank. They are wearing a t-shirt, trousers, and shoes, with their arms crossed and eyes closed. A duck is swimming in the river to their right. The river flows from the top to the bottom of the frame. The background is a simple landscape with some grass tufts.

Lying on the river bank
beneath the trailing willow,
my anorak behind my head
folded as a pillow,

I close my eyes and listen to
the many sounds around me,
lapping water near my feet,
a mumbling, fumbling brown bee,

a jenny wren in the branches
twitching among the twigs,
a grasshopper not far away
scratching itchy legs,

a coo-coo-cooing pigeon
high up in an old oak tree,
like someone sawing a plank of wood –
and sawing endlessly!

A breeze is whiffling through the grass
like a comb running through your hair,
and little-globs-of-amber-ants
are scuttering here and there.

The river's sliding gently,
dreaming of the sea,
and I am thinking of only one thing:
strawberries and cream for tea!

1. In which season is the poem set? Give two examples from the poem to support your answer.
2. Why do you think the narrator closes his eyes?
3. Choose five words which describe sounds in the poem and say why they help you to imagine the sound and the thing making it.
4. Explain why you think the poet uses the words 'branches', 'twitching', 'scratching' and 'itchy' in verse 3.
5. The poet uses two similes in the poem. What are they and why does he use them?
6. Out of all the things the poet describes, what one thing is most important to him?
7. How would you describe the overall effect of the poem? Give examples to show what you mean.