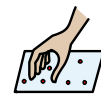


(ABC)



# ENGLISH WRITING TASKS

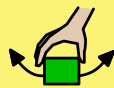


1

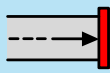
Choose a task from the list below. You should choose one that is



challenging but not too hard for you.



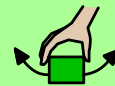
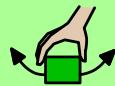
Describe the picture overleaf using the symbols provided.



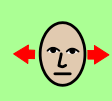
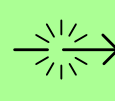
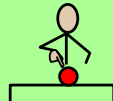
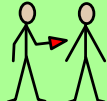
Write complete sentences to describe the picture. You may use



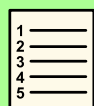
the headings given, as a guide.



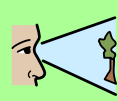
Write a story using the picture as inspiration. Use 'sense'



words to help you describe what is happening but do NOT



e.g.



write a list (e.g. I can see..., I can hear..., etc.)



who



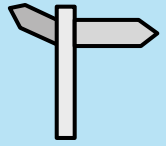
is



doing



what?




where?






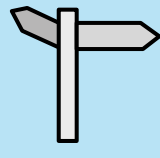
who




is doing



what?




where?




The dog




are resting



a child




opposite each other.




The man



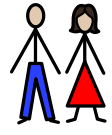
is standing



beautifully



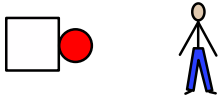
on his shoulders.




People




is playing



beside the man



beside the path.




The rabbit




is carrying




a guitar



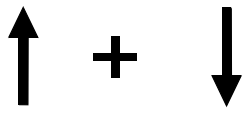
on the bench.




Flowers




is hopping




up and down




on the grass.



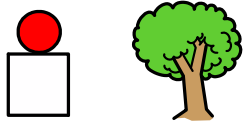
A man



are planted



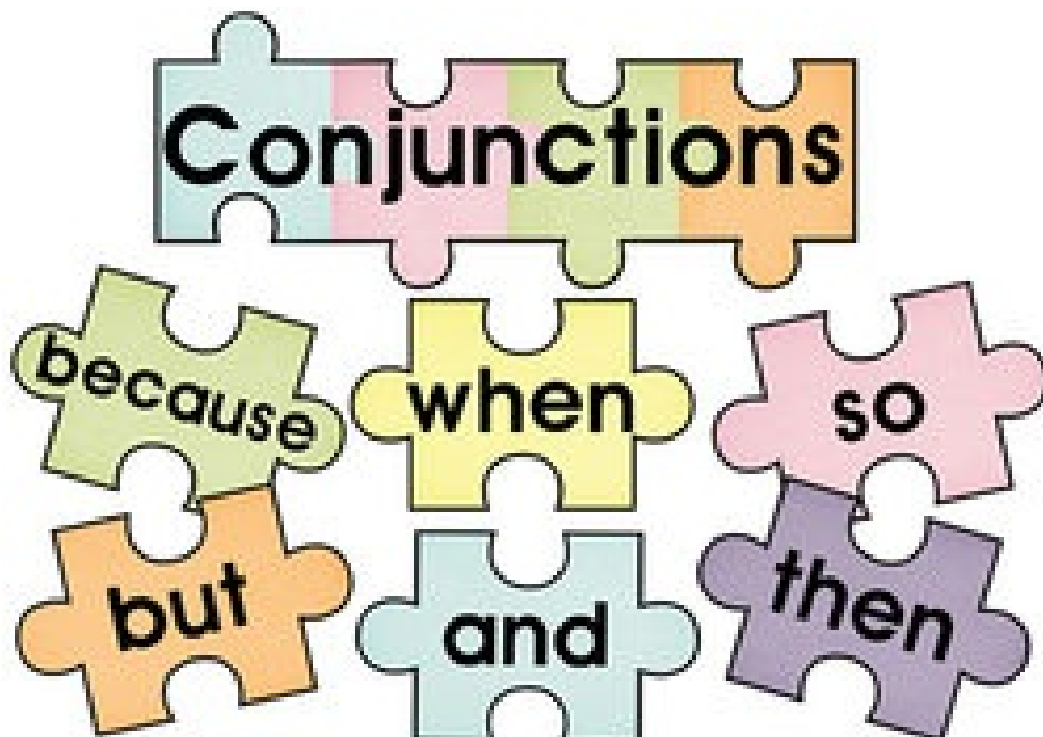
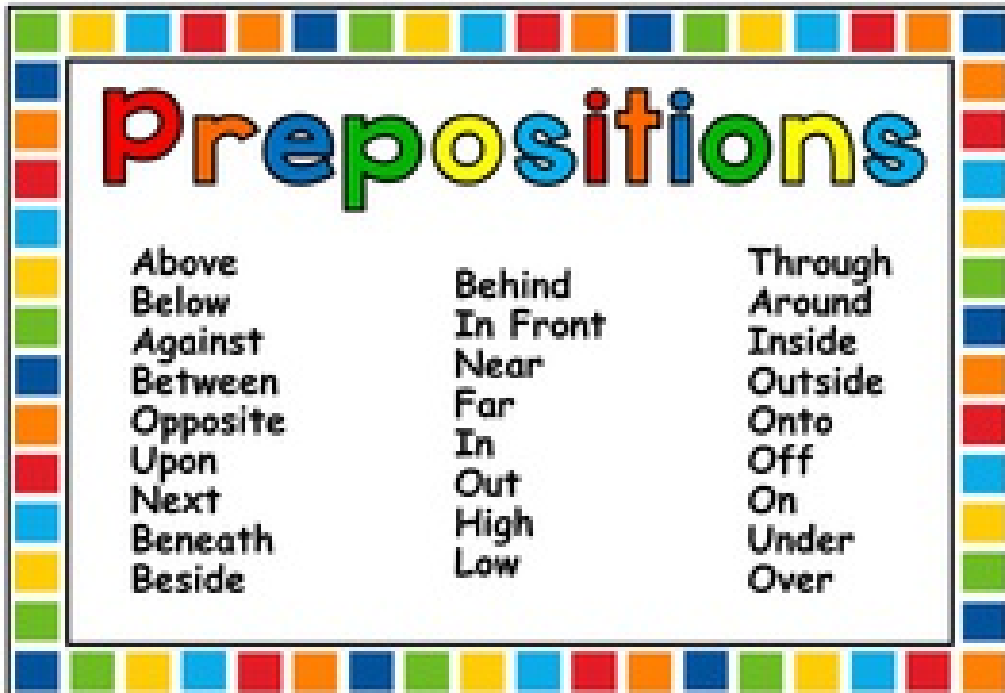
on the benches



on a tree.

Students attempting tasks 2 or 3 should try to include the following **prepositions\*** and **conjunctions\*** in their writing.

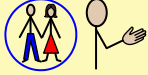
(\*Look up these words in a **dictionary** to find out what they mean!)



(ABC)



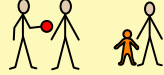
# ENGLISH READING TASKS



(Parents/carers)



Take a photograph of



your child



'in the moment'



when reading or



sharing a



book. The



photo should



aim to



capture their enjoyment



of the book.



With

help

from an



adult,



if needed,



create



a



Reading

Corner

somewhere



in

your



house.



Read a book

of your



choice,



with

help if necessary,



and



show



an



adult

your



understanding



by



answering

as many



Blank-level

questions



as possible



(see



the



next



page



for



question stems).



Read



a



current

story



from a



newspaper



or



news



website

(e.g.



Channel 4



News;



BBC



News)



and



tell

someone in



your



family

what it



was



about.



Before



starting

a



new



book,



read

the blurb



at the back.



What



prediction(s)

can you make



about

the



book?

For example,



what



will

the



main



character

be



like?



What



will

happen



in the



story?



How



will



it



end?

## Text Comprehension with Blank's Question Levels

Use these exemplar questions to enable your child to show their understanding of picture texts, e.g. illustrated storybooks, photographs, posters, etc. and books they are reading themselves (level 3 onwards).

Level 1	Level 2	Level 3	Level 4
Show me...	Where is/are...?	What is a <i>(fruit salad/exercise book/shop, etc.)</i> ?	Why is... ?
Point to...	How many...?	What will happen next?	How do you know <i>(the boy is happy, etc.)</i> ?
Find...	Find something that...	Find something that is <u>not</u> ...	What should <i>(she/he)</i> do if...?
Find one like this.	Name another...	How do you <i>(make/get to/buy, etc.)</i> ?	Why should <i>(she/he)</i> do <i>(something)</i> ?
Where is...	Tell me a type...	What could <i>(mum/the girl, etc.)</i> say?	What could <i>(she/he)</i> do if...?
What is this?*	How are... different?	How do you think he/she feels?	What could <i>(mum/the girl, etc.)</i> say?
Is this a...?	What is happening...?	How are... and ... the same?	Why don't we <i>(use a fork to eat soup, etc.)</i> ?
			If you were... what would you do?

\*If the student is pre-verbal, allow him/her to choose from a range of symbol choices.

See overleaf for a further explanation of the skills necessary for each level.