

(ABC)



English Writing Tasks



Choose

a



task

from the



list

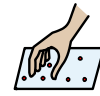


below.

You



should



choose

1

one

that is



challenging

but



not



too



hard

for



you.



Parents

or



carers



of sensory



students

may wish to



read

the



sensory

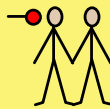


story,



Webster the Witch,

to



their



child or ward



(see



pages

3

-

5

3

-

5).



Complete

the



cloze (gap-filling)



task

on



pages

6

-

7,

6

-

7,



choosing

the

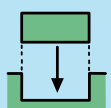


right



words

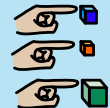
to



fit



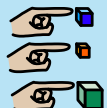
into



each



sentence.



Then, write out

each



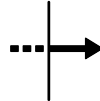
sentence

as neatly as

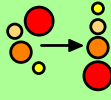


you can.

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English Writing Tasks (Continued)



Lots of sentences are sequenced like this: subject(S), verb(V) and



object(O), e.g. (S)Michael (V)rode on his (O)bike.

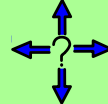
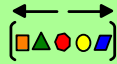


While this is grammatically correct, it can be boring to read if

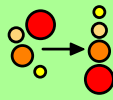


8

repeated over and over. Complete the worksheet on page 8* by



rewriting the sentences in a variety of different ways.



Change the order of the words BUT the meaning of each



sentence must not change!



9

(*A symbolised copy is on page 9.)

Webster the Witch

Through reading this story, the student will be listening and responding to sensory stimuli associated with it. They will use their individual communication systems to communicate whether they want more or to finish, taking some control over their environment and engaging with the supporting adult, who will know how the student communicates.

You will need:

- A wig (tinsel ones are used in school and are inexpensive)
- A hand-mirror
- A pot or large bowl
- A packet of rice (*savoury rice is more aromatic, though dry rice can still cater to the senses of smell (to a degree), touch and taste.
- A wooden spoon
- A washing-up brush or similar
- An electronic switch or similar, on which you can record – and the student can activate – a witch’s cackle
- A bag to contain all of the above and which the student will explore before the story begins

1. Tell the student(s) that they are going to use:
 - Their ears to listen
 - Their eyes to look
 - Their noses to smell
 - Their hands to feelAdult models pointing to each and supports the student(s) to touch their own.
2. Continue by saying we are going to listen to a story. Show each student their story bag allowing them to feel and smell saying, “(Student’s name), it’s story time.”
3. Support student(s) to feel, touch and smell the story bag as a cue to the activity.
4. Introduce the story, telling the student(s) it is a story about a witch called Webster. Support the student(s) to explore the wig, e.g. by putting it on the adult first before then putting it on the student(s); then looking at themselves in the mirror.
5. Read the story slowly, allowing time for the student(s) to lead the session by giving them time to explore.

The Story

This is a story about a witch,

Who loved her wig, every ~~stitch~~.

EXPLORE A WIG, PUTTING IT ON THE ADULT AND THEN THE STUDENT.

*She took a mirror of the hook
And admired herself as she took a look.*

EXPLORE THE MIRROR, SUPPORTING THE STUDENT TO LOOK AT THEMSELVES

She made herself known by her awful cackle.

USE A 'SWITCH' WITH A PRE-RECORDED WITCH'S CACKLE

*Webster Witch had the notion,
Of making a brand new happy potion!
She took bits of slime and grease and things and put the lot
Into a really great big pot.*

EXPLORE A POT

She took a spoon

EXPLORE A SPOON

*And very soon
Stirred everything round and round.*

She stirred it fast,

She stirred it slow

EXPLORE SPOON AND POT

She opened a bag of savoury rice,
Oh my goodness, that smelled nice!*

SMELL THE RICE

*Into the pot she put the rice;
Into the pot she put her hands.*

EXPLORE THE RICE

Mixing and mashing round and round,

All the time making a cackling sound.

STUDENT USES THE SWITCH TO MAKE THE CACKLE SOUND

When at last the potion was done,

Webster felt she had such fun.






Pleased with her efforts, it was time to stop.




Time to wash up with her nice new mop.

EXPLORE DISH MOP AND BOWL





Tell students story time is over; support them to help pack their bags as cue to the end of the session.




The Fox Who Got Caught In A Tree Trunk






1     
 1. A hungry fox was looking for something to _____.







2   
 2. He searched the _____ for food.









3      
 3. Suddenly, he saw a _____ with a large _____ in it.

4     
 4. Inside was a packed lunch with slices of _____ and _____.

5   
 5. The fox happily began to _____.

6     
 6. After a while, the fox began to feel _____.

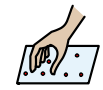
7      
 7. He tried and tried but he could not _____.

8        
 8. The fox was _____ and wished he had thought before

_____ into the hole.




The Fox Who Got Caught In A Tree Trunk



1



Choose

ONE

word

to

fit

each

gap.

1



eat



wear



read

2



house



forest



ship

3a



jacket



phone



tree

3b



face



hole



toy

4a



bread



leather



luck

4b



gravy



meat



cherries

5



sleep



run



eat

6



thirsty



sad



itchy

7



dance



jump



get out

8a



trapped



happy



poorly

8b



looking



listening



climbing

Varying Syntax

Making your sentences more varied and interesting

- Michael walked along the street after school with his puppy.
- After school, Michael walked along the street with his puppy.
- With his puppy, Michael walked along the street after school.

1. Edward played with his friend James in the park on Saturday.
2. Sally went to school on the bus every Monday.
3. Robbie played football with his friends every Sunday morning.
4. Ruby rode her bicycle along the path beside her mummy.
5. Paul likes to watch films at the cinema with his daddy.



Making

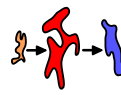
your



sentences



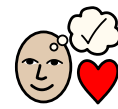
more



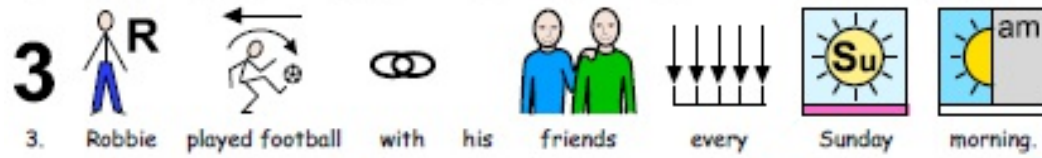
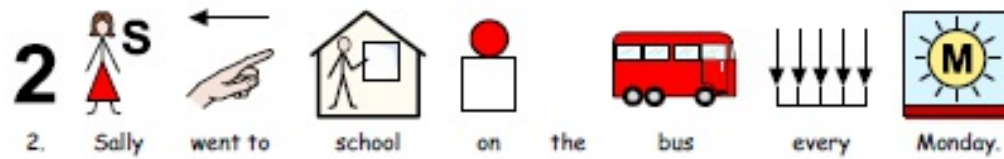
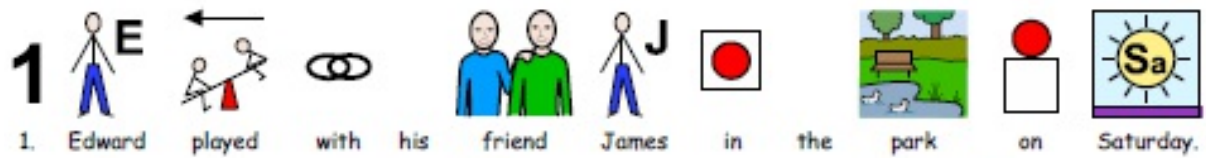
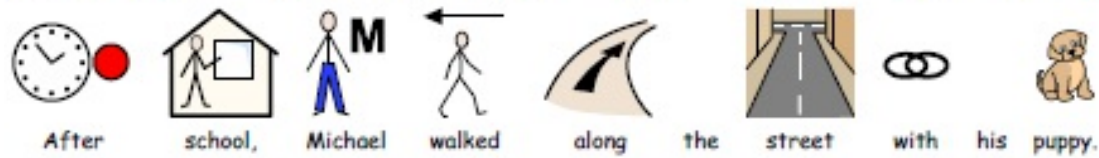
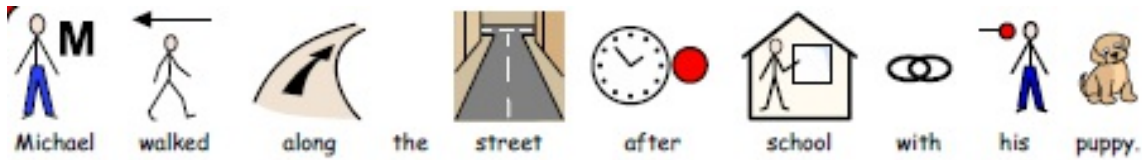
varied



and



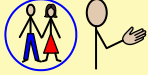
interesting



(ABC)



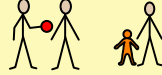
English Reading Tasks



(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;

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?

e.g.



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

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