

(ABC)



English Writing Fun



Pick

a



task

from the



choices



below.

You



should



choose

1

one that is



challenging

but



not



too



hard

for



you.

1



How many



different

ways



can

you practice



mark-making,



writing

abc

letters



or even

whole



words?



Pen



or pencil?



Boring!



Your

challenge

is to



use

as many



different



materials



as you can

to



make marks,

write

abc



(the

whole

alphabet?)

ABC

or



whole



words!



Upload



photographs

onto



Evidence for Learning

OR



send

them to



Pete

(plegowski@ellentinkham.devon.sch.uk). I am

excited

to see how



imaginative

you can be in



finding



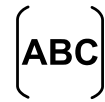
ways

to



express

yourself!



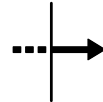
English



Writing



Fun



(Continued)

2



With

help

from an



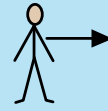
adult,

if



needed,

why not



join

your



local



library?

Visit the



Devon Libraries

website (see below*) and



type

in your



details, e.g.

name,



address,

etc. If you would like to practise



filling in



forms

like this,



print out

and



fill in

the mock



application form

on



page

4

4.

(*<https://www.devonlibraries.org.uk/web/arena/join-thelibrary>)



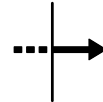
English



Writing



Fun



(Continued)

3



This is brilliant!



Judy Corbalis



is the author

of *Put a Sock in It, Percy!* and



she

has



read

chapter 3 of her



book

just for



you!



Even better, she is



asking

ETS



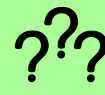
students

to



send

her



questions

they might like to



ask



her

about her



life

as an

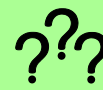


author.



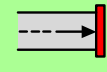
Send

your



questions

- in complete



sentences,



with



question marks

at the end



- to

Sarah-Grace

by



email

to: sfarrer@ellentinkham.devon.sch.uk.



Judy

will then



send

a



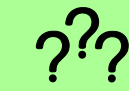
video

of



her replying

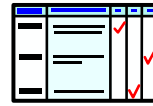
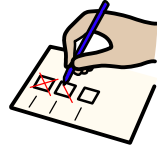
to your



questions.



Wow!



Completing a form



Name



Date of Birth



Address



Postcode



(Home)



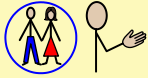
Telephone Number



English

Reading

Fun

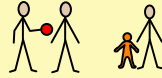


(Parents/carers)



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.



Tell

someone

about a



book

that you



loved.

Why



did you



love

it?



Who

was your



favourite



character?



Who



else

will



like

it?



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 (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.