

(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



Activity 1a)



Practise

using a



pincer



grip

by picking up



small



objects

(with a purpose



in mind), e.g.



pick up



small



pieces



of coloured



paper



to make



a collage;

pick up

+



(and count out)



raisins



into



a pot

for a snack;



share



out



Smarties,



chocolate buttons

or even



garden peas



at dinner time

to



your



family.



Activity 1b)



Send

a message



to someone



in school,

e.g. a



friend,



teacher or



teaching assistant

by



colouring

in



letters



(hand-drawn



by



an adult



or printed) to

spell

out something like



'Hello'

or



'Hi'

Dave', etc.



Upload

it to

Evidence for Learning



so



staff

can



see

it

and



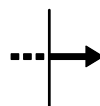
share

it

with others

in school.

(ABC)



English Writing Fun (Continued)

2

As with Activity 1b) above, write a message using sentences to express what you

want to say to a friend, teacher or teaching assistant in school. Where possible, use

a phonics approach to spelling by saying aloud the individual sounds in the words

that you want to write. Of course, there are some words that are not decodable.

(See the list of common exception words on page **3** to help your spelling

+ and to practise being able to write them). Upload it to Evidence for Learning so

staff can see it **+** and share it with others in school.

3

I love films! And I want other people to watch the films I love. **One**

way of doing this is to write a film review and so that is this week's English

writing challenge: write a review of your favourite film. Use the instructions on

page **4** to help and upload your review to EfL so I can read it!

Common Exception Words

a

are

ask

be

by

come

do

friend

full

go

has

he

here

his

house

I

is

love

me

my

no

of

once

our

pull

push

put

said

says

school

she

so

some

the

there

they

to

today

was

we

where

you

writing a film review

Introduction

What is the film called? When did you first see it? Why did you watch it? For example, does it have your favourite actor or was it made by your favourite director?

Plot

What is the film about? Tell the reader what happens but remember - NO SPOILERS!

What do you like best about it?

This can be a particular scene or moment; it might be a character; it might even be some technical aspects such as special effects, sound effects or even the editing.

What would you change?

Is there anything you didn't like about it? Anything you would change if you could? It doesn't mean you don't like the film but is there something that would have made it even better?

CONCLUSION

Give your recommendation: should the reader watch it or ignore it? Consider the target audience - would your nan like it or your little brother or both? Give it a star rating or a mark out of 5.



(ABC)



3	15	9	
1	88	X	X
4	X	25	X
X	X	11	X

English Reading Bingo

Explain what has happened so far in your book to an adult or sibling.

Read a book about a superhero.

Read from a book that has been recommended to you.

Read a book while wearing a hat.

Read a book to a parent or sibling.

Answer Blank's levelled questions about a book you are reading (see page 7).

Read a recipe and then follow it to make something in the kitchen.

Read a book that was written by a female author.

Read a story from a newspaper or news website and tell an adult what it was about.

Read a book about animals that can speak.

Take a photograph (of yourself or your child) 'in the moment' when reading a book.

Read a book with a monster in it.

Read a book in a den you have made at home.

Read a book with a prop used by one of its characters, e.g. a wizard's wand.

Read a comic.

Read a book for fifteen minutes without distraction.

Read while wearing odd socks!

Read a book with a cup of tea and a biscuit. (Don't ruin your appetite!)

Write down a prediction about what will happen next then read on to find out if you are right.

Read a book that was written by a male author.



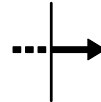
English



Reading



Bingo



(Continued)

Add the choices on the previous page to a *Wheel of Fortune*-type spinner*, click spin and it'll choose for you. (*See <https://wheeldecide.com/> or do an internet search for others.)

OR

Work through each task from top to bottom.

OR

Lay the bingo sheet on a table, flip a tiddlywinks counter onto it and the square closest to where it lands is the activity you have to do.

OR

Close your eyes, holding out your finger and place it on the sheet at random.

OR

Cut out the squares in the bingo sheet, turn them over and mix them up. Get a parent or sibling to turn one over - that's the one you have to do!

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...? <i>www</i>
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.