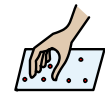


(ABC)



English Writing Fun



1

Pick a task from the choices below. You should choose one that is



challenging but not too hard for you.

1



Practise those fine-motor skills that are an essential starting point for



handwriting. How many of the **Fine-motor Skills Challenge** activities on



3

5



pages 3 to 5 can you complete? It is okay to have help. You



might want to try some of the activities by yourself.

2



6



EITHER describe the picture on page 6 using the symbols provided on



7



page 7 **OR** write complete sentences to describe the picture. There are



some **red herrings*** so choose your symbols carefully. (*Challenge: Find out



what this means!)







3







 Many people have been enjoying walking in woods during the past

 three months. This has given me the idea for this week's English writing









 challenge: use sense words to write a vivid description of a woodland










 scene (see page 8). 1) Imagine you are there in the woods: what























 might you see? 2) What sounds might you hear in the woods? 3)

 What might you feel against your skin, exploring with your hands or

 under your feet? 4) What would you be thinking about while you

















 were in those woods? **IMPORTANT:** do NOT simply write a list, e.g.

I can see...; *I can hear...;* instead, think of different ways of starting






 your sentences to keep it interesting for the reader.

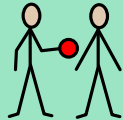


How many peas can you



pick up

with



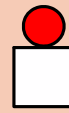
your



fingers?

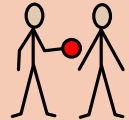


How many buttons can



you fasten

on



your



coat?



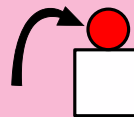
How many paper clips can



you join together?



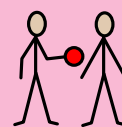
How many dots can you fit



onto



a sheet of paper



using

your



fingers?



How many bubbles in a



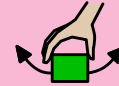
sheet of bubble wrap can



you pop?



CHALLENGE:



Can you use tweezers



10

to pick up 10



pasta shapes?



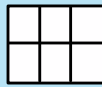
SUPER



CHALLENGE:



Can you fill a grid



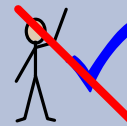
100

of 100 squares with



100

100 grains of rice?



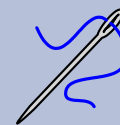
IMPOSSIBLE



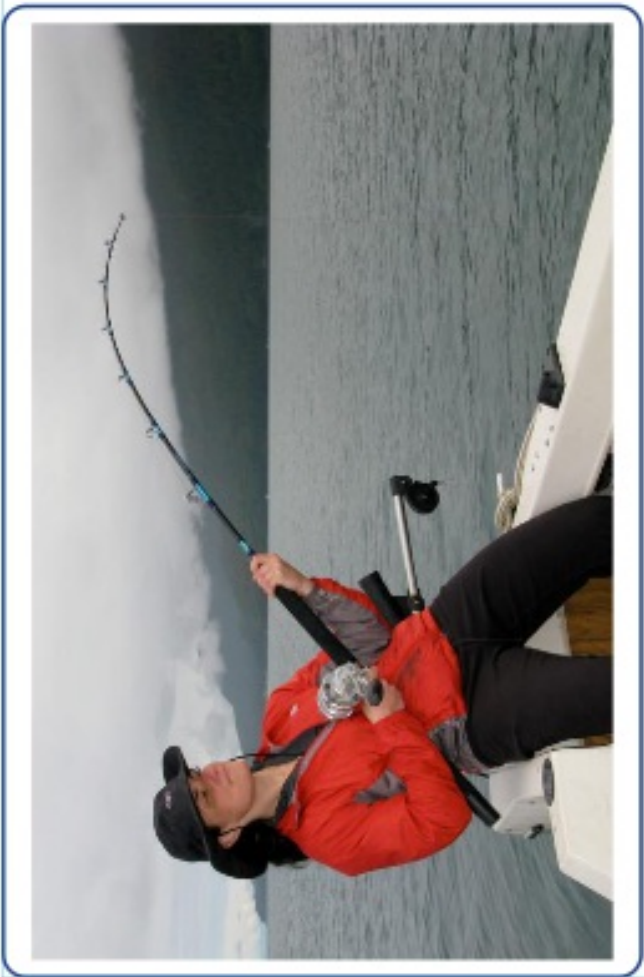
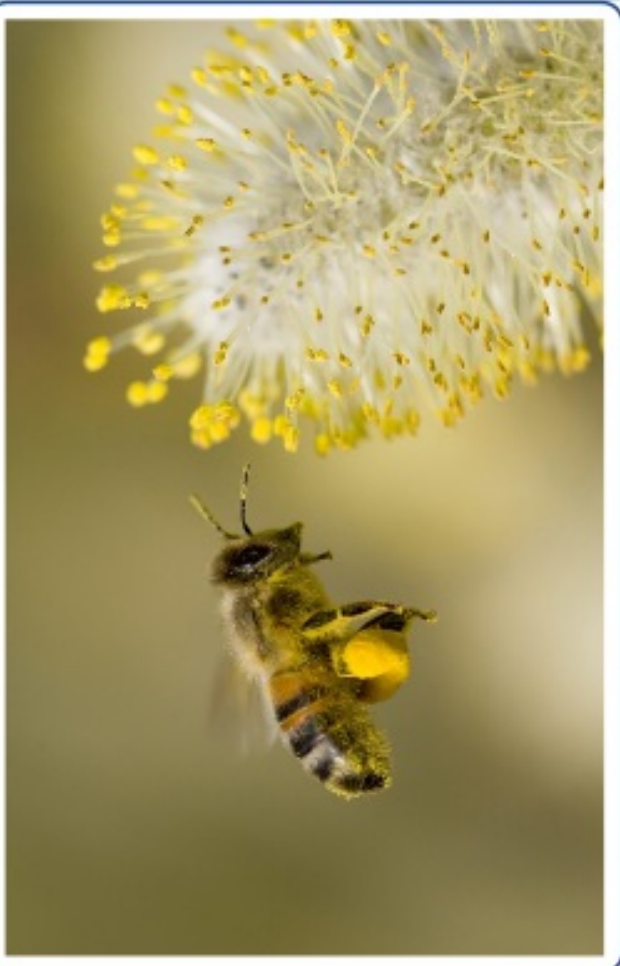
CHALLENGE:



Can you thread a



needle?

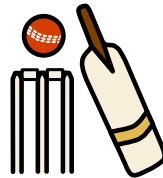




The woman



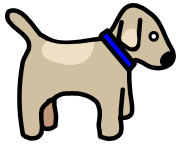
is running



cricket



a flower.



The dog



is flying



comics



in a bee

costume.



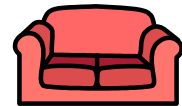
The boy



is sleeping



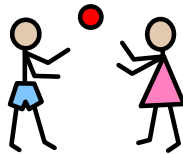
on a boat



on the sofa.



The baby



is playing



happily



on a cloudy

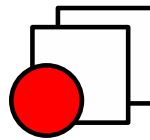
day.



The man



is reading



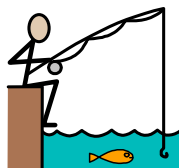
in front of



at home.



The bee



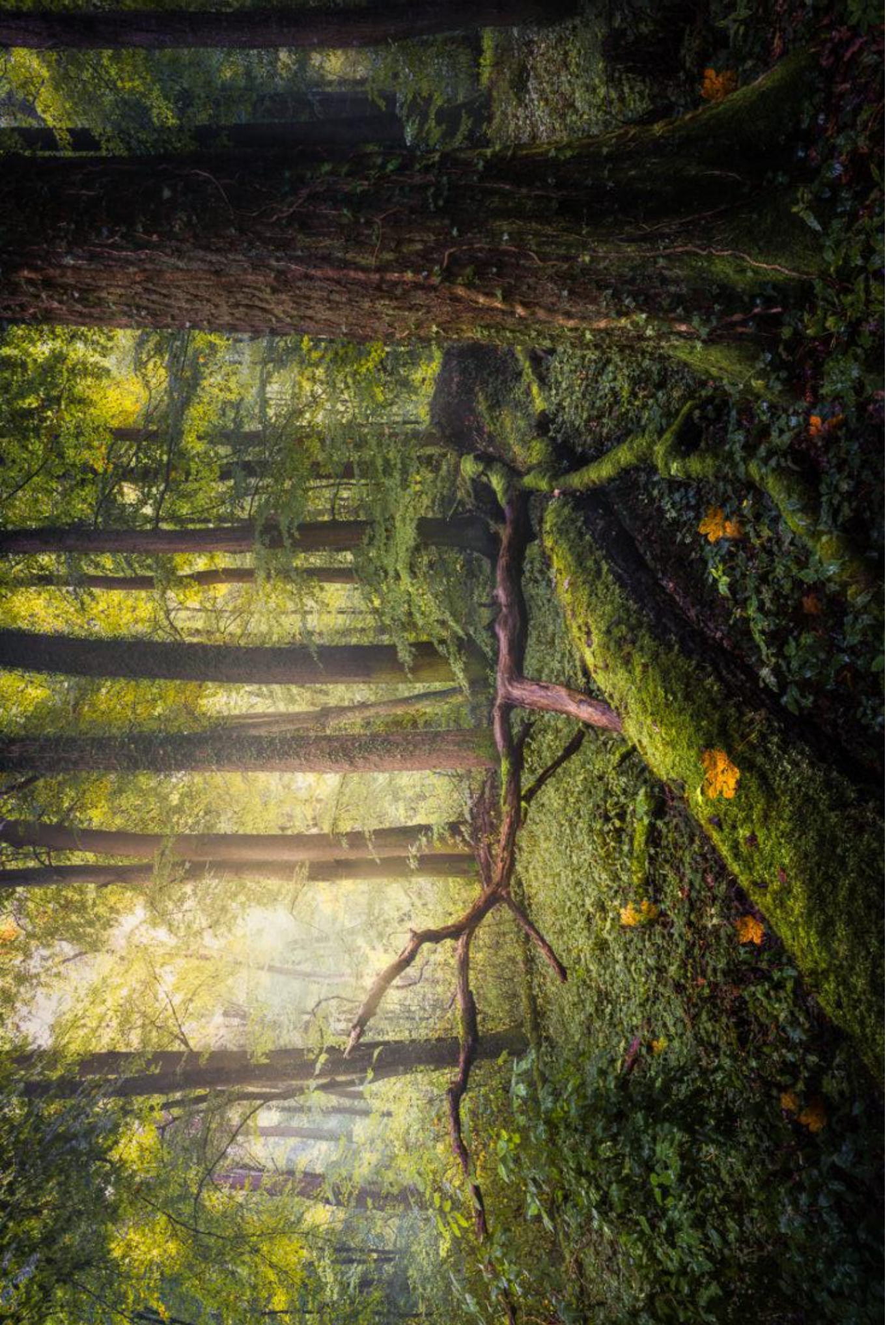
is fishing



a race



on the grass.





(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 8).

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.

Think of your OWN reading activity!

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.





Performing Poetry

A challenge for students, staff and parents! Choose a poem that you love and **learn to read it aloud.**

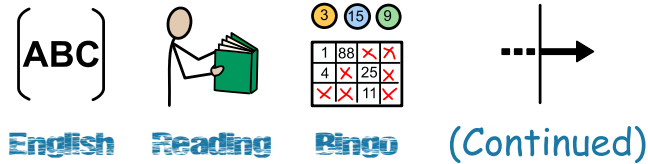
For a better recital, **learn actions, gestures and expressions** to accompany the poem.

For a greater challenge, try to **learn the poem by heart** so you do not have to read it while performing.



Film your performance and share it with staff on Evidence for Learning!

Look out for staff performances on the school website.



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...? <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.