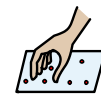




English Writing Fun



1

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



challenging but not too hard for you.

1



Draw an outline around parts of your body (or, with help, your whole body!)



3



or take photographs and then use the symbols provided on page 3 to label



each part. The words with each symbol are written lightly so you can trace

abc

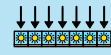


over each letter; however, you may even use your best handwriting to copy



the words instead!

2



Similes help us to describe something very clearly; we use them every day.



4



How might you describe the superhero on page 4? Give your superhero a



name and finish off the drawing, THEN describe their powers, using... (cont.)



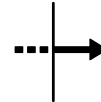
English



Writing



Fun



(Continued)



similes, by choosing the most appropriate word to finish each sentence.



Finally, practise your handwriting by writing out each sentence.



3



Write a news story for the front page of a newspaper (see page 6).



6



Think of something interesting that has happened to you or someone you know



+

and make THAT your news story. I have provided some help for how to



write your story (see page 5). The target this week is to **write in the**



5



style of a newspaper story. Perhaps you might read some stories in a

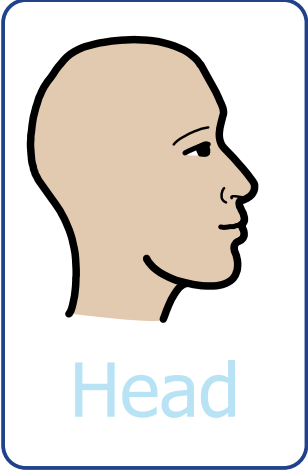


newspaper or on an online news site (e.g. *The Guardian*, *The Independent*, *The*

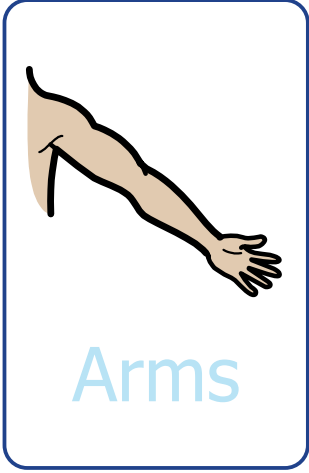


Times, etc.) to give you a better idea of how to write your own.

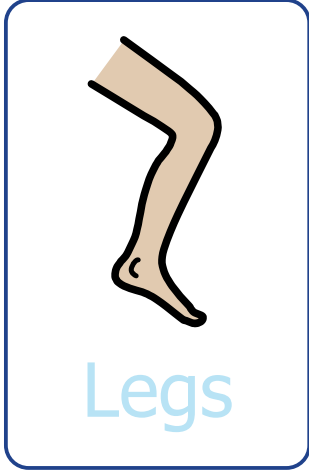




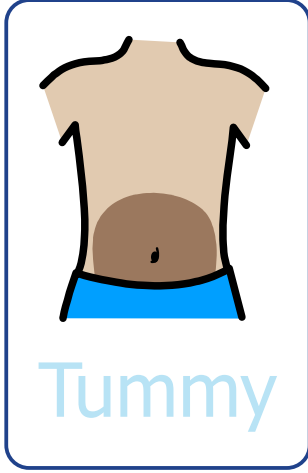
Head



Arms



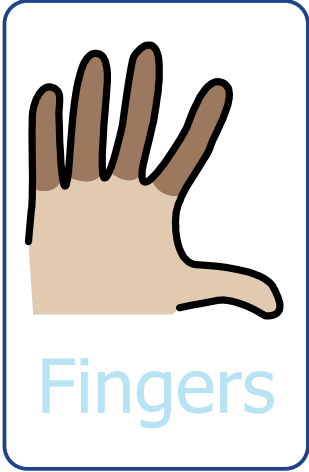
Legs



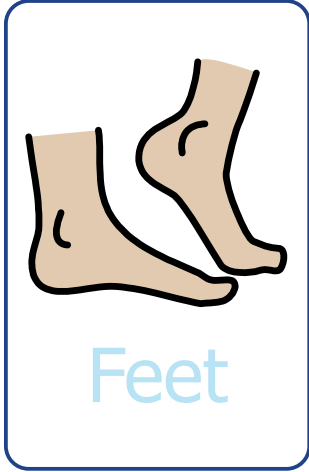
Tummy



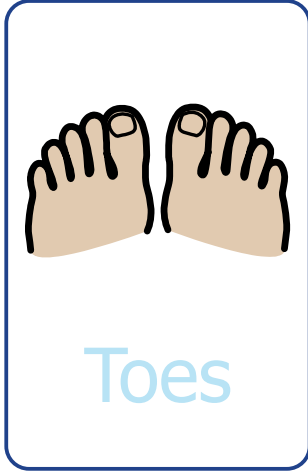
Hands



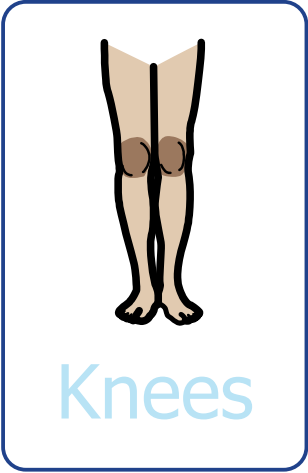
Fingers



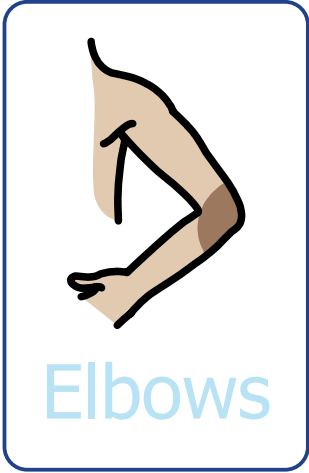
Feet



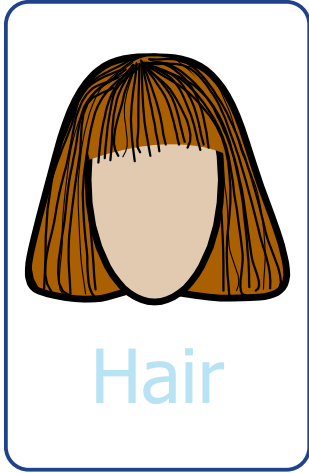
Toes



Knees



Elbows



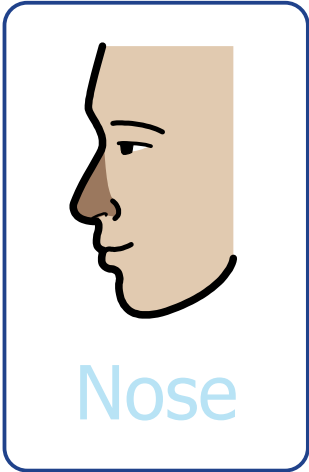
Hair



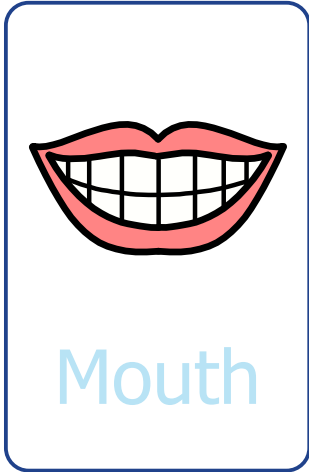
Eyes



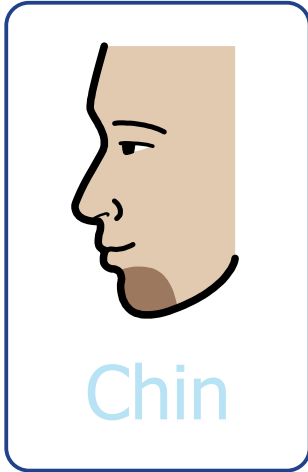
Ears



Nose

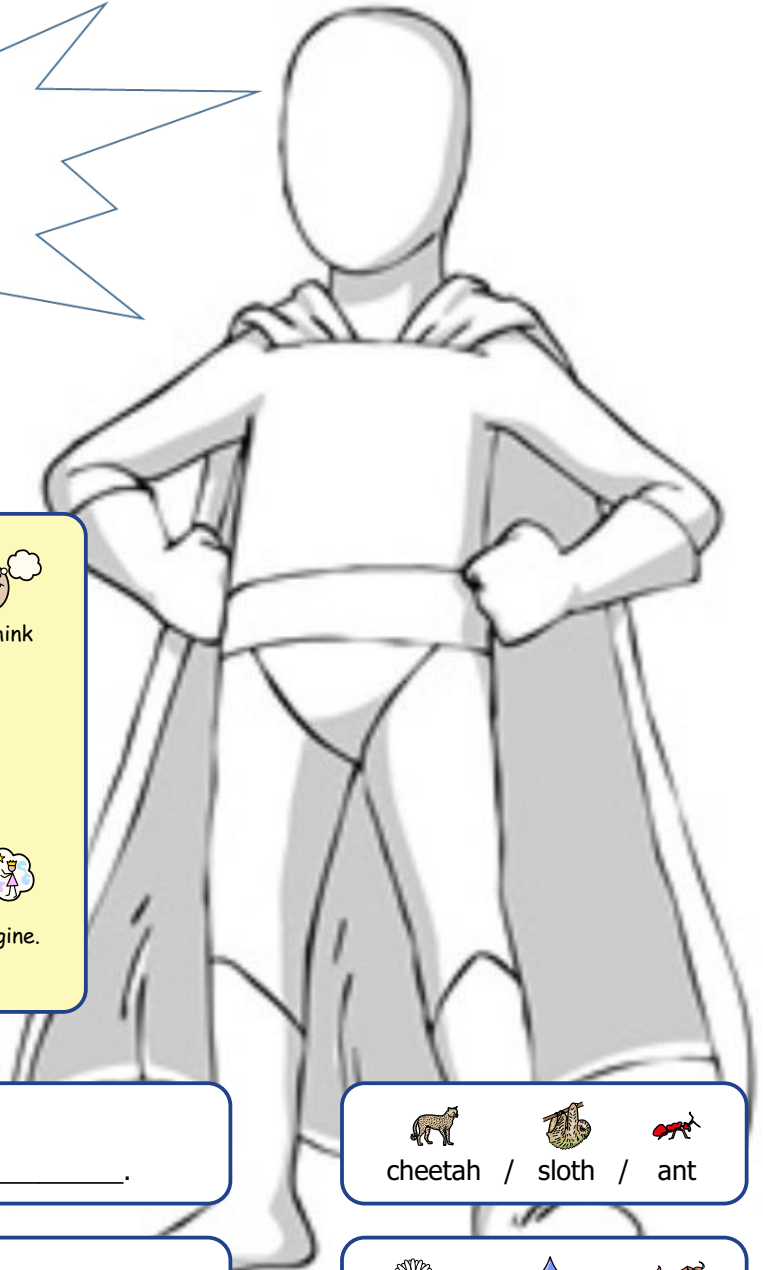






Mouth








Chin



Name





 **Similes** work because they make us think
 of something else which has **similar**
 characteristics and which we can readily imagine. 

 (Name) runs as fast as a(n)  _____.



 /  / 




 He / she is as strong as a  _____.



 /  / 




 He / she can jump like a(n)  _____.



 /  / 




 He / she flies like a(n)  _____.

 /  / 

 He / she can see like a(n)  _____.

 /  / 

 He / she can hear like a  _____.

 /  / 

THE DAILY NEWS

www.dailynews.com

THE WORLD'S FAVOURITE NEWSPAPER

Date:

Your **headline** goes here. It should be short and attract the reader's attention.

Your news story goes in this column (and the bottom-right one). Write your story in **paragraphs**.

You should provide the reader with the essential information - the **5 Ws** - in the first paragraph:

- **What** (is it about)?
- **Where** (did it happen)?
- **Who** (was involved)?
- **When** (did it happen)?
- **Why** - and how - did it happen?

In your second paragraph, you will provide **more information** about the news story.

Think about providing a **quotation** (or two) from a witness or an expert.

ALWAYS refer to people by their forename and surname when you first mention them and **THEN** by their **surname** only.

This space is for a **photograph** to accompany your story. Draw (and colour) a picture OR take or find a photograph which matches what your story is about.

Fill the whole box!

THE DAILY NEWS

www.dailynews.com

THE WORLD'S FAVOURITE NEWSPAPER

Date:





(ABC)



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

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.

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.

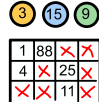
Read a book that was written by a male author.



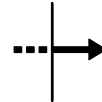
English



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...? <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.