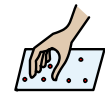


(ABC)



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



Continue to practise those **fine-motor skills** - an essential starting point for



handwriting - by finding something you can squeeze, push, pull, poke,



roll, twirl, pinch and thread. **Challenge:** find a different object for



each action!

2



We use symbols to help students to understand written texts but how



helpful are they? In theory, you should be able to understand the meaning of a



text just by 'reading' the symbols. **Challenge:** read the symbolised text

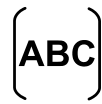


3

4



on pages 3 & 4 and write down what each sentence says.



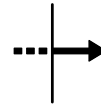
English



Writing



Fun



(Continued)

3



Although social distancing has meant that we don't see many groups of



anything recently, did you know that the name for a group of students is



a class, a group of policemen is a posse and a group of prisoners is a



gang? The term for a group of something is a collective noun. (My



favourite is an implausibility of gnus! Extra challenge: what is a gnu?) This week's



English writing challenge: make up your own collective nouns for the



following: students, toddlers, teachers, parents, shoppers, policemen (I like



a caution of coppers!) and worshippers. A brief explanation for your

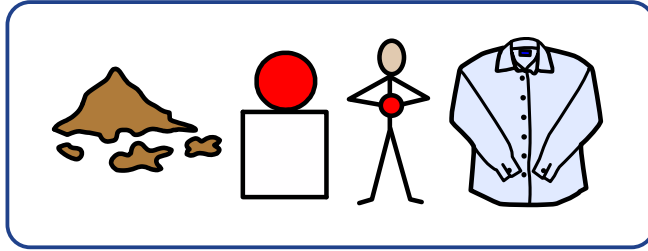


inventions, either in writing or on video, to share on Evidence for Learning

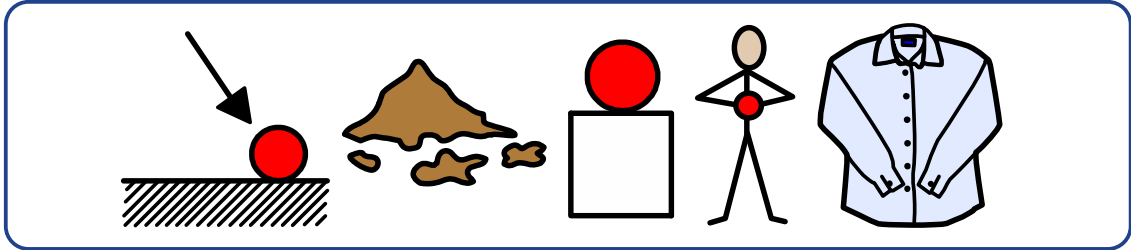


would be helpful. Good luck!

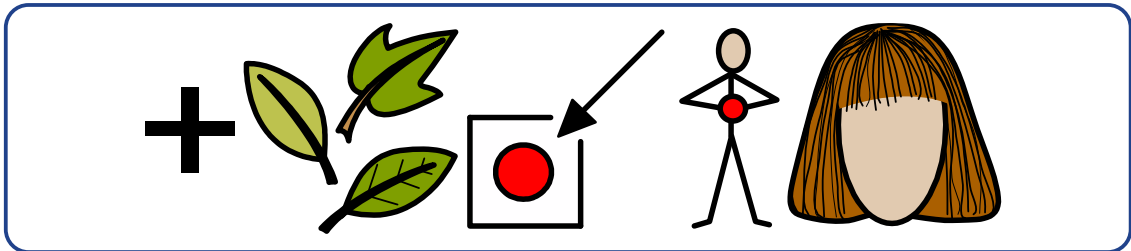
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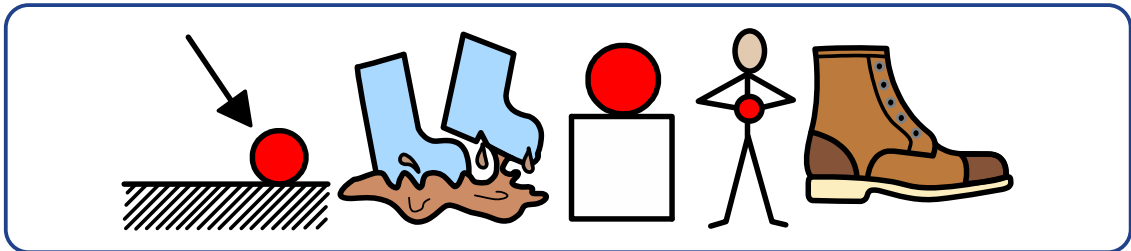
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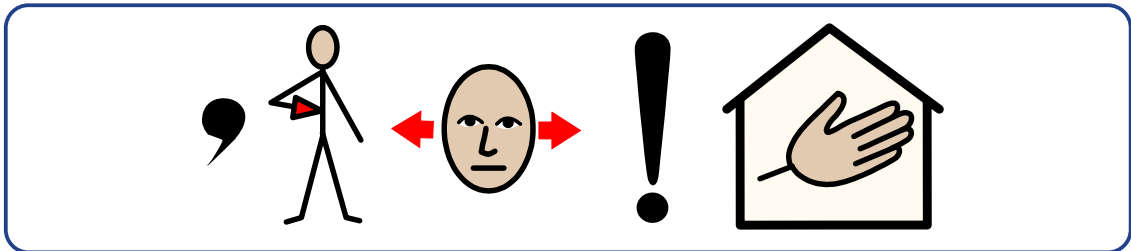
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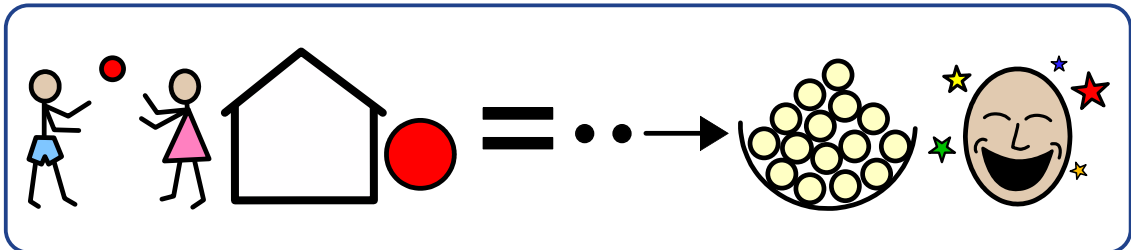
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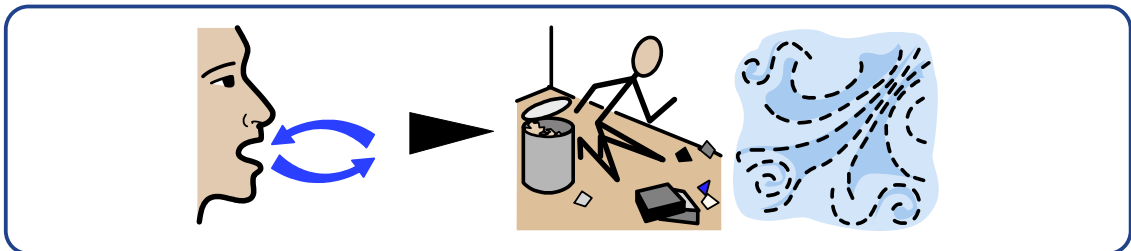
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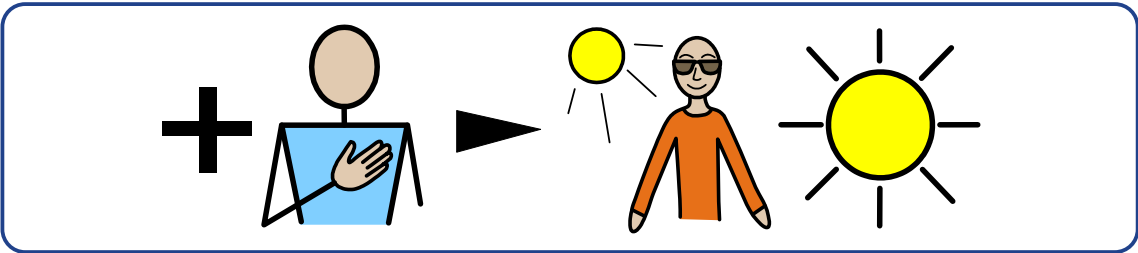
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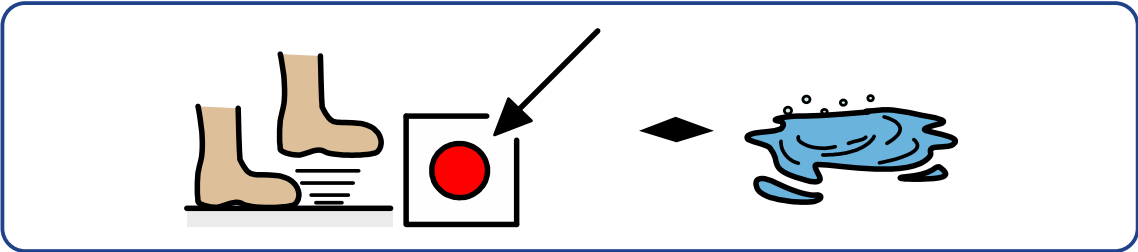
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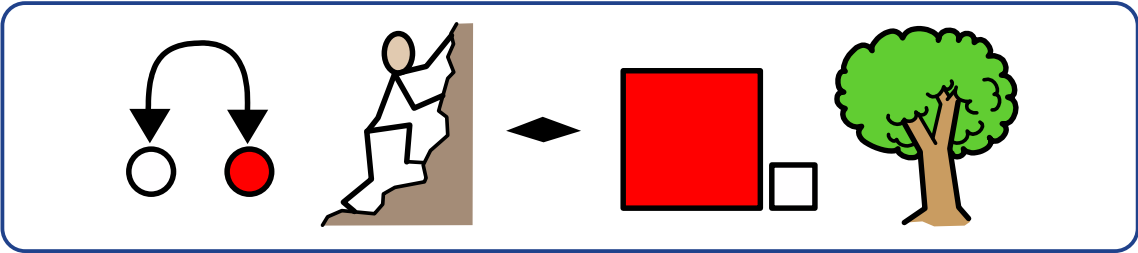
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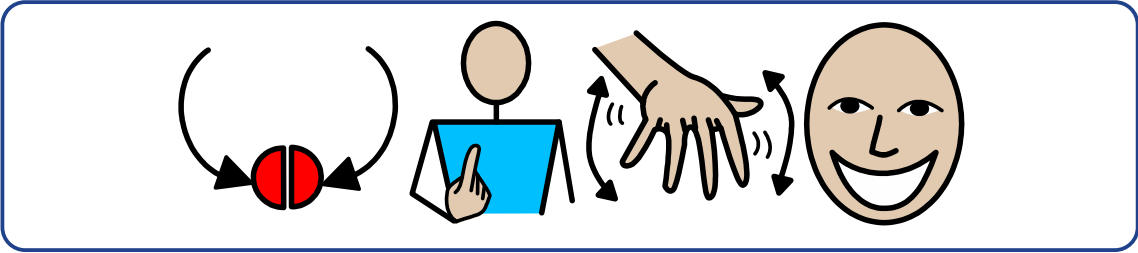
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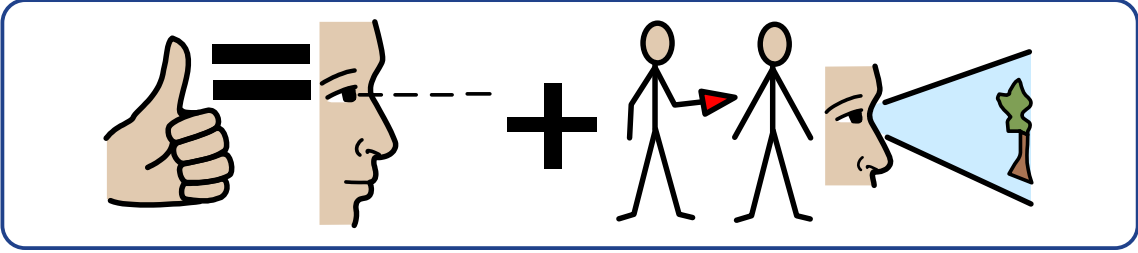
9



10



11



	+
Small	and
tricky	words

,	?	...→	▶	◀		
but	is	so	the	a	quite	just

I will publish the answers to this task next week!



(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.

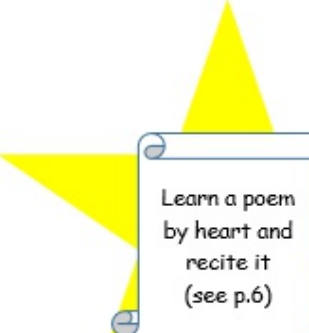
Think of your OWN reading activity!

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.



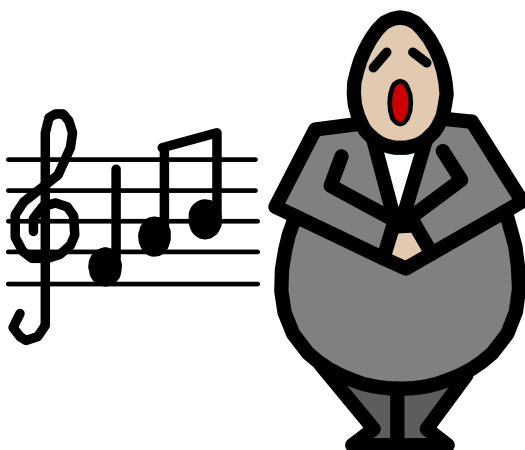


Performing Poetry

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

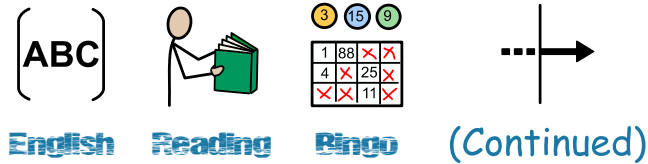
For a better recital, **learn actions, gestures and expressions** to accompany the poem.

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.