

**Weekly Writing Tasks:** (The days of the week are examples of how these tasks may fit into your week)

**Pobble Task (Monday):**

<http://www.pobble365.com/>

Look at the link above and choose a photo of your choice to write about. Use the photo below or visit the site for a different one.

**Top tips:**

There are story starters, sentence challenges and question time activities under these photos for inspiration.

Pobble is full of inspirational photos for your writing like this >>>



**Poem (Tuesday):**

Write a Haiku poem. "Haiku" is a traditional form of Japanese poetry. Haiku poems consist of 3 lines. The first and last lines of a Haiku have 5 syllables and the middle line has 7 syllables.

Fluffy yellow chicks, (5)

Cute lambs skipping all around, (7)

Spring is truly here. (5)

**CGP Writing task (Thursday):**

Complete the fiction writing task from your CGP booklet on pages:

Year 3- Pg 30-32

Year 4 - Pg 33-35

Year 5- Pg 33-35

**Teacher directed task (Weds):**

Design an object that would help people at school or home. Then create a flyer to persuade people to buy/ use it.

E.g. A machine that does your homework

**CGP Writing task (Friday):**

Complete the non-fiction writing task from your CGP booklet on pages:

Year 3- Pg 15- 17

Year 4 - Pg 15-17

Year 5 - Pg 15-17

**Spellings and grammar:** Complete 3 spelling activities from below based on these spellings:

Year 3	Year 4	Year 5	Year 6
Adding the suffix -ous	Adding the prefix -auto	words ending in -able	suffixes
Enormous Fabulous Hazardous Famous Jealous Dangerous Mountainous venomous	Automobile Autobiography Autocue Autopilot Autograph Automatic	Understandable Breakable Suitable Enjoyable Adorable Reliable Enviably Miserable	Careless Flavourless Hopeful Deceitful Meanness Lateness Amazement Definitely
<p><b><u>Top tip!</u></b> We can just add -ous to some words to make adjectives. If a root word ends in e, we drop the e before adding -ous.</p>	<p><b><u>Top tip!</u></b> The prefix auto- means 'self' or 'own'. We can just add it to the front of words without changing their spelling.</p>	<p><b><u>Top tip!</u></b> Words ending in -ce or -ge must keep their final e before -able is added. This keeps the soft c and g.</p>	<p><b><u>Top tip!</u></b> You could underline the root word and then circle the suffix.</p>

**Spellings and grammar instructions:** Complete 3 spelling activities based on the spellings above:

**Words  
Without Vowels**

Write your spelling words on a list, but replace all the vowels with a line. Then go back to the beginning of your list and see if you can fill in the correct missing vowels.

Example: fr\_g

**Colourful Words**

Write each of your spelling words. Write each letter using a different coloured pencil!

\*Example- colourful

**Pyramid Writing**

"Pyramid write" your spelling words. You must write neatly!

\*Example: home h  
ho  
hom  
home

**Vowel Circle**

Write each of your spelling words.

Then go back and circle all of the vowels in your spelling words!

Don't forget to write neatly!

Example: + h(i)n k

**Squiggly  
Spelling Words**

You are going to write your spelling words two times. First, write in regular letters. Then write the words again in squiggly letters!

**Grammar activity:**

Prepositions tell you where, when or why something happens. They can also tell you when things happen in relation to each other.

e.g.

I am going to Sean's house in the morning.

Let's play football until dinner.

Choose a suitable preposition from the box to complete each sentence:

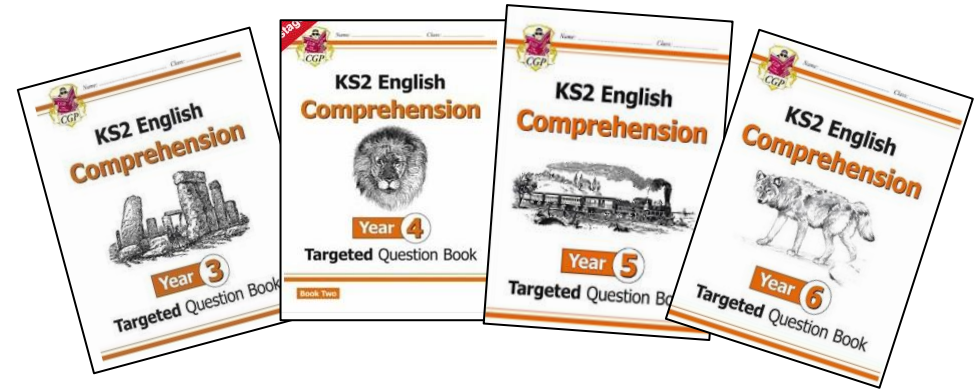
1. \_\_\_\_\_ Friday, I'm going to the dentist.
2. I think there's a mistake \_\_\_\_\_ my work.
3. The man in the cinema told us to stop talking \_\_\_\_\_ the film.
4. Our school is open \_\_\_\_\_ 8am \_\_\_\_\_ 4pm.
5. The shop isn't open, so people are forming a queue \_\_\_\_\_ the door.
6. I always listen to music \_\_\_\_\_ dinner.

(after/ from/ during/ on/ outside/ until/ in)

## Reading Tasks: Week 3

As well as the activities below, any opportunities to read to an adult would be fantastic!

CGP Reading comprehension books (x1 a week) - Text 3



### Year 3 and 4:

Complete one of the following reading response activities from below based on your reading book (see LKS2 list of activities):

- 1 x understand it
- 1 x find it
- 1 x summarise it
- 1 x predict it

### Year 5 and 6:



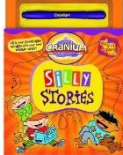
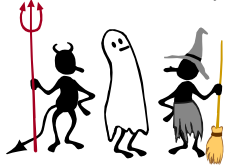












Complete one of the following reading response activities from below based on your reading book (see UKS2 list of activities)

- 1 x Find it
- 1 x Think about it
- 1 x listen to it
- 1 x respond to it



## READING RESPONSE ACTIVITIES

### Fiction - Years 3 & 4

<p><b>Understand it!</b> Look up any tricky words in a dictionary and write their definitions.</p> 	<p><b>Understand it!</b> Find three interesting words in the story. Write a sentence of your own for each word.</p> 	<p><b>Find it!</b> Write the title, author, illustrator and publisher of this story.</p> 	<p><b>Find it!</b> Write a sentence about each of the main characters.</p> 
<p><b>Summarise it!</b> Write a paragraph (about 50 words) to summarise a chapter.</p> 	<p><b>Summarise it!</b> Write a paragraph (about 50 words) to summarise the whole book.</p> 	<p><b>Think about it!</b> Draw 2 characters from the story with thought bubbles to show what they are thinking.</p> 	<p><b>Think about it!</b> Is there anything about this story that puzzles you? Write: <i>I wonder why?</i></p> 
<p><b>Predict it!</b> Draw a picture with a caption to say what might happen next.</p> 	<p><b>Predict it!</b> Imagine a further chapter. Write the opening of this chapter.</p> 	<p><b>Link it!</b> Draw the main character. Underneath list all the reasons this character is important.</p> 	<p><b>Link it!</b> Draw or write about the most important moment in this story.</p> 
<p><b>Listen to it!</b> Find any words used to describe a character or place in the story.</p> 	<p><b>Listen to it!</b> Write down any particularly effective words the writer has chosen.</p> 	<p><b>Compare it!</b> Does this story remind you of any others? If so which?</p> 	<p><b>Compare it!</b> Is there a moment in the story where the mood changes? Draw or write about this.</p> 
















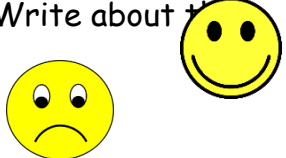
Complete these activities in your reading journal - keep track of which activities you have done by ticking them off.

Remember to do as many different activities as possible - don't always do the same one!



## READING RESPONSE ACTIVITIES

### Fiction - Years 5 & 6

<p><b>Understand it!</b> Look up any tricky words in a dictionary and write their definitions.</p> 	<p><b>Understand it!</b> Find three interesting words in the story. Write a synonym for each.</p> 	<p><b>Find it!</b> Write the names of all the key characters, with a sentence explaining their role.</p> 	<p><b>Find it!</b> List five facts eg. about characters, settings or events.</p> 
<p><b>Summarise it!</b> Write a paragraph (about 50 words) to summarise a chapter.</p> 	<p><b>Summarise it!</b> Write a paragraph (about 50 words) to summarise the whole book.</p> 	<p><b>Think about it!</b> Is there a moment of decision for a character? Draw this character, and the two possible choices.</p> 	<p><b>Think about it!</b> Is there anything about this story that puzzles you? Write: <i>I wonder why...</i></p> 
<p><b>Predict it!</b> Draw a picture with a caption to say what might happen next.</p> 	<p><b>Predict it!</b> Imagine a further chapter. Write the opening of this chapter.</p> 	<p><b>Link it!</b> Draw the main character. Underneath list all the reasons this character is important.</p> 	<p><b>Link it!</b> Write about the most important moment in this story and why it is important.</p> 
<p><b>Listen to it!</b> Find any words used to describe a character or place in the story.</p> 	<p><b>Listen to it!</b> Write down any particularly effective words the writer has chosen, and say why they are effective.</p> 	<p><b>Compare it!</b> Write the names of the characters, sorting them according to your own criteria e.g. goodies/baddies, powerful/weak.</p> 	<p><b>Compare it!</b> Is there a moment in the story where the mood changes? Write about it.</p> 

Complete these activities in your reading journal - keep track of which activities you have done by ticking them off.

Remember to do as many different activities as possible - don't always do the same one!