

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 or use the photo below.

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 shape poem. To do this you write about your subject in the shape of your subject. Here is an example about a star...



Teacher directed task (Weds):

Write instructions of how to play your favourite game. Try to use modal verbs (bossy verbs) and keep your instructions clear, concise and in a chronological order.

CGP Writing task (Thursday):

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

- Year 3- Pg 33-35
- Year 4 - Pg 36-38
- Year 5- Pg 36-38
- Year 6- Pg 33-35

CGP Writing task (Friday):

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

- Year 3- Pg 18- 20
- Year 4 - Pg 18-20
- Year 5 - Pg 18-20
- Year 6- Pg 18-20

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

Year 3	Year 4	Year 5	Year 6
Adding the suffix -ly	Adding the suffix -ly	Words with the silent letter 't'	Suffixes
Suddenly Carefully Finally Completely Humbly Gently Simply Horribly	Happily Angrily Merrily Cheekily Rudely Sleepily Frantically Dramatically	Fasten Listen Glisten Soften Castle Rustle Hustle Whistle	Beginning Admittance Stoppable Permitting Preferred Regrettable Wettest Forgotten
<p><u>Top tip!</u> We can add the suffix -ly to a root word to make an adverb. If the root word ends in an 'e' we usually remove it and add a 'y': e.g gentle= gently</p>	<p><u>Top tip!</u> We can add the suffix -ly to an adjective to make an adverb. If the root word ends with an 'ic', add the suffix -ally not -ly. e.g. frantic>> frantically</p>	<p><u>Top tip!</u> Look out for other silent letters when spelling some of these words: E.g. w in <u>w</u>restle h in <u>wh</u>istle</p>	<p><u>Top tip!</u> Underline each suffix in the words above. Circle the consonants that have been doubled because the suffix has been added.</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- Possessive Apostrophes:

An apostrophe can be used to show that one thing **belongs** to or is **connected** to something. This is called a **possessive apostrophe**.

Go to

<https://www.bbc.co.uk/bitesize/topics/zbkcvk7/article/s/zx9ydxs> and watch the video. Read the examples and

then re-write each phrase so that it changes from singular to plural or the other way round using apostrophes. One has been done for you.

Singular

Plural

The pig's pink skin. >>> The pigs' pink skin.

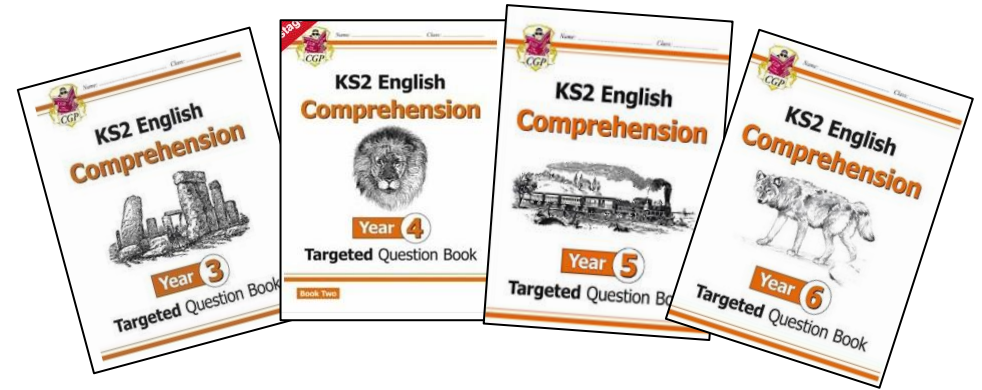
1. The car's old engine >>> _____
2. _____ >>>The robins' tasty worm.
3. The flamingo's long neck >>> _____
4. _____ >>>The tigers' sharp claws.

Now write 3 of your own that contain possessive apostrophes. You could also draw a picture for each one!

Reading Tasks: Week 4

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

CGP Reading comprehension books (x1 a week) - Text 4



Year 3 and 4:

Complete one of the following reading response activities from below (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:



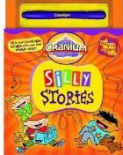
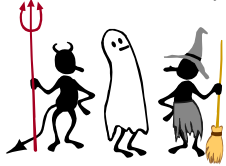












Complete one of the following reading response activities from below (see UKS2 list of activities)

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
















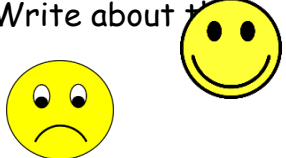
Complete these activities in your reading journal - keep track of which activities you have done by ticking them off.

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



READING RESPONSE ACTIVITIES

Fiction - Years 5 & 6

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