

**Weekly Writing Tasks:** This week we are going to write a recount from an animals perspective. The writing process has been split into stages so that you can spread the work over your week. If you have access to the internet, you may get additional inspiration from author Swapna Haddow's video. <https://authorfy.com/10minutechallenges/>

**Choose an animal task (Mon):**

Choose an animal that you are going to become for this recount, consider if they are nocturnal.

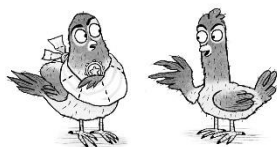
Draw the animal you have chosen and describe your it using labels (appearance and personality)

Write a character description as if they are writing it about themselves. What are their likes? Dislikes? Favourite food? Fears?

*Let me introduce myself... My name is Dave and I'm no ordinary pigeon...*

You may choose to use:

- First person
- Specific verbs to describe your character
- Expanded noun phrases
- Co-ordinating and subordinating conjunctions
- Relative clauses
- DADWAVERS



**New perspectives (Tuesday):**

The next task is to choose a setting for your recount to take place.

Draw this setting from your animal's perspective. Swapna Haddow suggests getting down low to the ground to imagine what it would be like for an animal.

Next, describe simple things in your setting from your animals perspective. *E.g. a garden bench might look like a towering monster to a mouse!*

**Recount Task (Thursday):**

Write a recount (a diary entry or letter) where your animal describes the day on your story map. **\*\*Remember to use 1<sup>st</sup> person and past tense.**

Ensure you describe things that seem simple to humans from the perspective of an animal.

Use 'diary resource' to check you have included all of the features!

**A day in the life of... (Wednesday):**

What kind of things would your animal get up to each day? Would there be any problems or near misses?

Create a story map of the main events that happen during your animal's day. They don't all have to be dramatic events though, animals do normal tasks too such as searching for food or taking a nap!

**Challenge:** Could you add some key words or sentence starters to your story map?

**Editing task (Friday):**

- Check you have completed the task set
- Are you happy with what happens in your recount?
- Check for spelling and correct/add punctuation
- Could you improve any of your vocabulary choices?

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

Year 3	Year 4	Year 5	Year 6
Words with the 'sh' sound spelt ch	Words with the 's' sound spelt 'sc'	Words with the 'ee' sound spelt 'ei'	Silent letters
<u>ch</u> ef <u>ch</u> arade <u>ch</u> alet <u>ch</u> ute <u>m</u> achine <u>bro</u> chure <u>mousta</u> che <u>para</u> chute	<u>s</u> cent <u>sci</u> ence <u>sc</u> ene <u>sc</u> issors <u>fasci</u> ate <u>muscl</u> e <u>asc</u> end <u>desc</u> end	<u>recei</u> ve <u>decei</u> ve <u>cei</u> ling <u>recei</u> pt <u>concei</u> t <u>seiz</u> e <u>protei</u> n <u>caffei</u> n	Calm Autumn Climb Guest Talk Half Whistle know
<p><b><u>Top tip!</u></b>            Sometimes the "sh' sound is spelt ch. It can come at the beginning, middle or end of a word.</p> <p>The final 't' in chalet is silent because it is a French word that we have borrowed.</p>	<p><b><u>Top tip!</u></b>            Sometimes the 's' sound is spelt 'sc.' It can come at the beginning, middle or end of a word.</p> <p>Try sounding the 'c' as 'k' when spelling these words. It sounds strange but it will help you to remember to add the silent 'c.'</p>	<p><b><u>Top tip!</u></b>            The 'ee' sound can be spelt 'ei.'</p> <p>The words either or neither can be pronounced with the 'ee' or the 'igh' sound but they always have the vowel sound spelt 'ei.'</p>	<p><b><u>Top tip!</u></b>            Letters that cannot be heard when we say a word are called silent letters. We only know they are there when we spell the word.</p> <p>Circle the silent letters in each spelling</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: t 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 Week 8 (Time connectives):

This week's grammar task has been designed to work in line with the English writing tasks set.

Varying your sentence starters is a really simple way of ensuring your writing is engaging. Using your 'Writing Toolkit' (attachment in your emails), read some of the ways we can start sentences. Each comes with at least one example to support you.

**Activity 1:** In your purple exercise book or on paper, write some different types of sentence starters to complete the sentences:

1. \_\_\_\_\_, the plant towered above my head.
2. \_\_\_\_\_, the cheeky crow stole my worm!
3. \_\_\_\_\_, the human began shouting at me.
4. \_\_\_\_\_, the monsters roared across the road.
5. \_\_\_\_\_, the lights flashed and I froze.

**Activity 2:** Write at least 5 of your own sentence from an animal's perspective, varying the type of sentence starters you use. You may be able to use some of these in your recount this week.

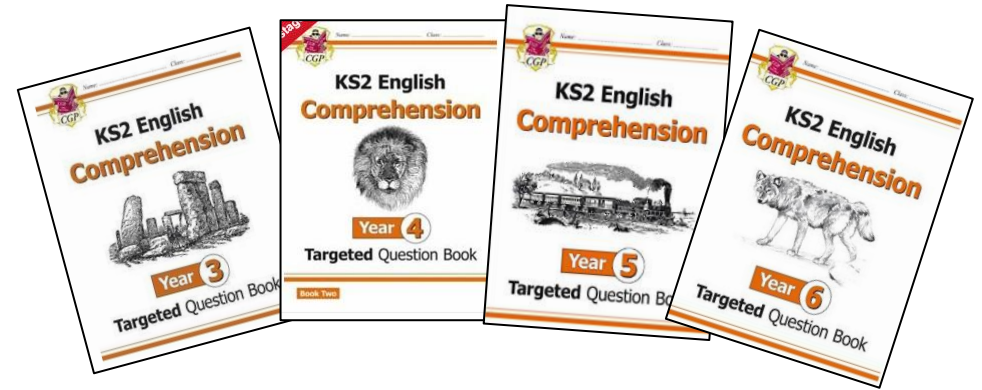
### Extra Grammar Lessons:

The BBC Bitesize team offer some additional grammar lessons each week, but these are not daily. If you want some more grammar activities then visit: <https://www.bbc.co.uk/bitesize/dailylessons>.

## Reading Tasks: Week 8

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

CGP Reading comprehension books (x1 a week) - Text 8



### 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:



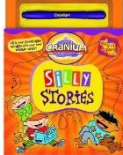
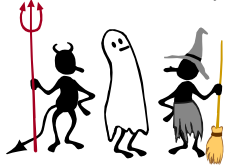












Complete one of the following reading response activities from below (see UKS2 list of activities)

- 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><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> 
















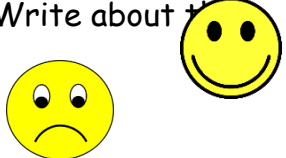
Complete these activities in your reading journal - keep track of which activities you have done by ticking them off.

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!