

Weekly Writing Tasks This week we are going to write an adventure story. 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 Abi Elphinstone's video. <https://authorfy.com/10minutechallenges/>

<p><u>Portal object task (Monday):</u> Find an object that can act as a portal into another realm. This could be a grandfather clock, a wardrobe, your garden gate or a favourite piece of treasure that when touched, transports you somewhere new.</p> <p>Draw the object and label any special details about it.</p> <p>Describe the object. You may choose to use:</p> <ul style="list-style-type: none"> • Powerful vocabulary • Expanded noun phrases • Alliteration • Similes/ metaphors • Relative clauses • DADWAVERS 	<p><u>New World Task (Tuesday):</u> The next task is to decide what the new world is like. You have the power to turn it into whatever you want. It could be a land that you have created yourself or a land that you have borrowed from someone else.</p> <p>Draw this world and add descriptive labels to different parts of the world.</p> <p>Even better if you could write a setting description</p>	<p><u>Transportation Task (Wednesday):</u> What happens when your character transports to the new world. How do they move? What can they smell, see, hear, touch, taste?</p> <p>Create a comic strip of the stages that happen during that transportation. Three stages would be ideal - how does it start, how does the character transport, how does the character land or end up in their new land? Could you add an onomatopoeia when they arrive?</p>
	<p><u>Story Writing Task (Thursday):</u> Write a story where after touching (or maybe eating) a special object, your main character is transported to a new land. The story should focus on describing the object, the movement and the arrival in a new land.</p>	<p><u>Editing task (Friday):</u></p> <ul style="list-style-type: none"> ○ Check you have completed the task set ○ Are you happy with what happens in your story? ○ Check for spelling and correct punctuation

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

Year 3	Year 4	Year 5	Year 6
Words with the 'c' sound spelt ch	Words ending in -ous	Words ending in -ence	The 'sh' sound spelt 'si' or 'ssi'
chemist character chemical chaos chorus school scheme stomach	mountainous dangerous courageous outrageous glamorous jealous hideous anxious	silence absence magnificence intelligence obedience dependence innocence patience	decision discussion impression confession collision revision Asia possession
<p><u>Top tip!</u> Sometimes the 'c' sound is spelt 'ch'. It can come at the beginning, middle or end of a word.</p>	<p><u>Top tip!</u> The suffix -ous can just be added to some root words. If a root word ends in 'our' then we have to swap the letters 'our' for 'or' before adding -ous.</p>	<p><u>Top tip!</u> These nouns end in -ence. They are usually pronounced with the -ence 'crushed' so it sounds like uns. Some nouns end in -ency instead of -ence.</p>	<p><u>Top tip!</u> You could circle the letters in each spelling that make the 'sh' sound. Remember to think about whether you need to swap, double or drop any letters from the root word.</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 7 (Modal verbs):

Some verbs are used to give more information about the main verb in a sentence. Modal verbs show how certain or possible something is.

We **might** play golf.

We **will** play golf.

We **must** play golf.

We **should** play golf.

Activity 1: Copy out the sentences below, adding the correct modal verb to each one:

Example: I'm not sure what to do- I might/would ask a friend.

1. Our holiday **must/ should** have been relaxing, but it was stressful.
2. I **could/will** have gone with Johnny, but I had other things to do.
3. Ken and Peter are away next week- they **would/must** let Jan know.
4. The builders knew they **could/ shall** finish the job on time.

Activity 2: Write a sentence of your own using each of the modal verbs below:

might must will should could

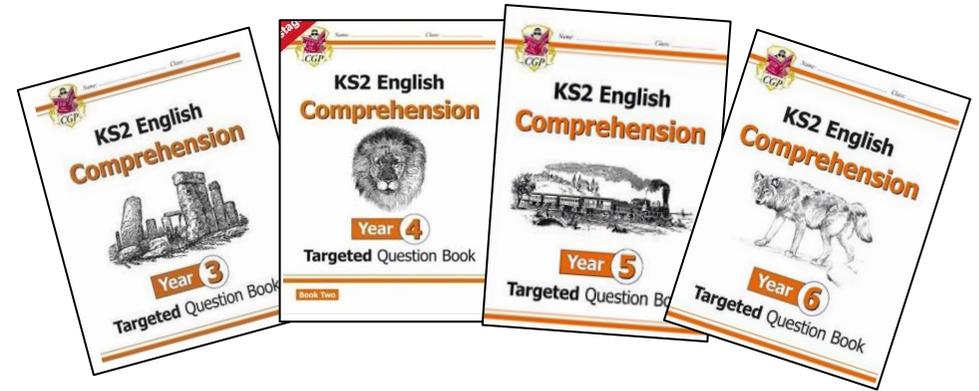
Extra Grammar Lessons:

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 7

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

CGP Reading comprehension books (x1 a week) - Text 7



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:

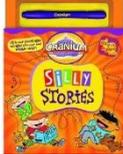
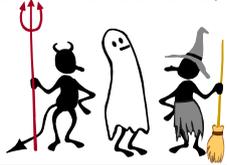
Complete one of the following reading response activities from below (see UKS2 list of activities)

- 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> 

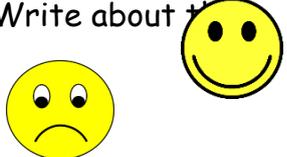
Complete these activities in your reading journal - keep track of which activities you have done by ticking them off.

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.

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