

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 'Who am I poem?' These poems give clues about the subject without actually naming it. Use similes/description to help you.

I have fur as orange as the sun,
I have a tail like a thick brush,
I sleep in the day and sneak at night,
My eyes are as dark as coal,
Watch out farmers, here
I come!
Who am I?



Teacher directed task (Weds):

Pick your favourite sport, animal or hobby. Write a non-chronological report about it. Use subtitles to organise your ideas and include plenty of information!

CGP Writing task (Thursday):

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

- Year 3- Pg 36-38
- Year 4 - Pg 36-38
- Year 5- Pg 39-41
- Year 6- Pg 21-23

Bank holiday (Friday)

No lessons today but you could complete the CGP book if you would like an additional challenge activity

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

Year 3	Year 4	Year 5	Year 6
Words ending in -ture	Adding the prefix inter-	Words ending in -ibly and -ably	Suffixes
adventure mixture future picture furniture creature capture nature	internet intergalactic international interact intercity intermediate interlock interrelate	sensibly horribly possibly incredibly adorably terribly understandably reasonably	crying tries reliable replied busily happiness hurries beautifully mysterious
<p><u>Top tip!</u> The ending that sounds like 'chuch' can be spelt -ture. Exaggerate the sounds in -ture to help you to spell it. Say 'tyooer' but spell it -ture.</p>	<p><u>Top tip!</u> The prefix inter- means 'among' or 'between'. We can just add it to the front of words without changing their spelling. <i>inter + net = internet</i></p>	<p><u>Top tip!</u> When reading the spellings, exaggerate the ending of the word to help you to remember it!</p>	<p><u>Top tip!</u> Identify the root word in each spelling. Then have a look at the suffix that has been added. Can your suffix just be added or did you have to change the root word in any way?</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 5:

The BBC Bitesize team are offering daily grammar lessons. We would suggest that children complete these 2 days a week by visiting: <https://www.bbc.co.uk/bitesize/dailylessons>, choose the appropriate year group, day of the week and complete the grammar activity.

Each daily grammar lesson includes:

- Video tutorial/s:



- Corresponding practise activities/ resources:



From the BBC's schedule, grammar lessons for each year group will be on:

***Year 3-** Mon 4th (Inverted commas)/Tues 5th (Expanded noun phrases)

***Year 4-** Tues 5th (Fronted Adverbials) / Weds 6th (Coordinating conj)

***Year 5-** Tues 5th (Prepositions)/ Weds 6th (Alliteration)

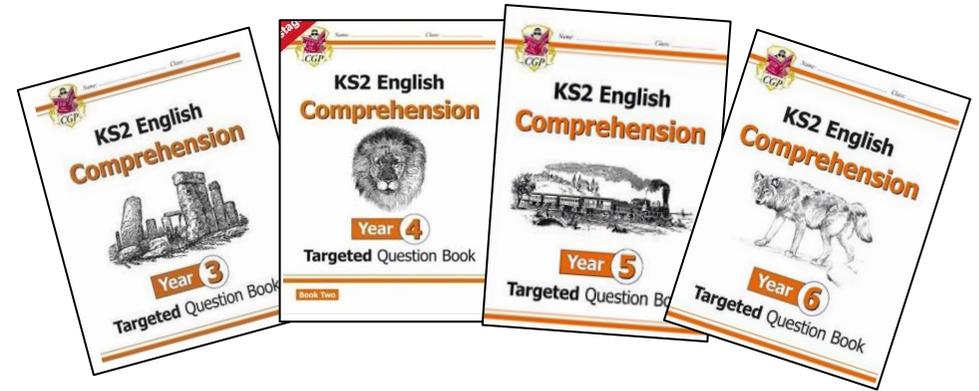
***Year 6-** Tues 5th (Personification) / Weds 6th (relative clauses)

*These lessons are available past their release date.

Reading Tasks: Week 5

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

CGP Reading comprehension books (x1 a week) - Text 5



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:

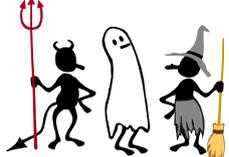
Complete one of the following reading response activities from below (see UKS2 list of activities)

- 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> 

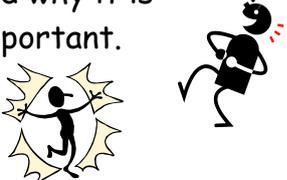
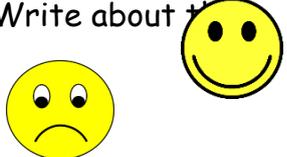
Complete these activities in your reading journal - keep track of which activities you have done by ticking them off.

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!