

There are 6 differences in the pictures below, can you find them?



Reading

Please continue to read with your child, I advise daily. It doesn't have to be for a long period of time, 5 minutes a day, 5 times a week, will greatly benefit your child. Reading is crucial for children to be successful in all areas of learning. Keep it fun, discussing characters, their feelings and looking at the illustrations. Please continue to write a comment in your child's reading diary at least 3 times a week.

I appreciate that you have probably read your school book time and time again at home, so I have a few suggestions below to keep your child engaged:

1. [Green word and red word practise](#) I have attached copies of this below and you can add to this to suit your child. Practising this daily will be beneficial to your child. I advise short blasts of practise, lasting around 5 minutes but every day.
2. Please visit [Oxford Owl](#) where [books](#) can be found to suit your child's reading level for free. You can create a free account. Read Write Inc. phonics resources can also be accessed from this website. Alongside this, I have attached a copy of the phonics sounds below.

3. You can access great resources for free during this home school period from www.twinkl.co.uk/offer by signing up and making your own account. Enter the code: CVDTWINKLHELPS...The code can change so please visit [Twinkl Resources Facebook page](#) for updates and a video of how to sign up for free. Twinkl provides you with a range of resources including not only reading and phonics activities but all other subjects. This will ensure you can keep reading engaging with a range of new and old stories available for download to suit your child's interests.

4. Remember you can continue to read a variety of story books you already have available at home, including magazines and games that encourage reading.
5. Alongside reading daily, pick one task a week from the choices below. This could be on a Friday.

Task 1 – Comprehension

(It is expected that your child reads this independently however if they are unable to do so, you can support them so they can complete the task)

This task is all about your child's ability to read and understand something.

Go Back

Activity 9

Draw a Picture

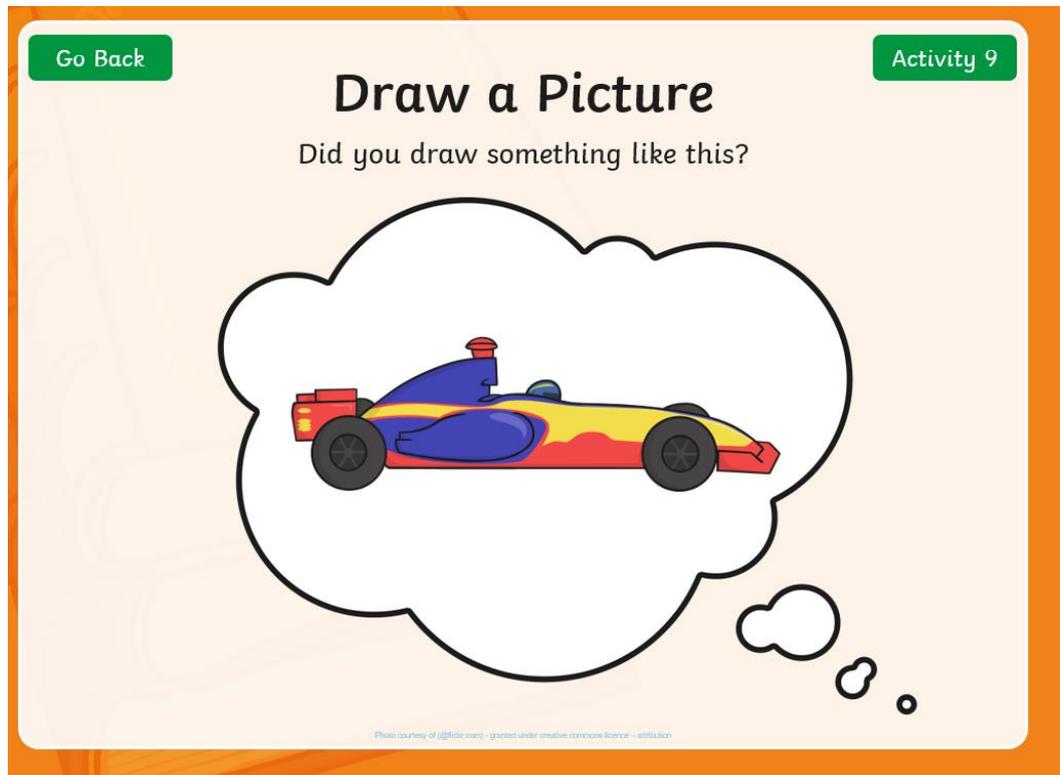
Read these sentences and draw what is being described.



- My dream racing car has four black wheels.
- The bottom half of the car is red.
- The top half of the car is yellow.
- It has a red engine on the back.
- It has a dark blue door on the side.

Do not peek until you have had a go at drawing what is being described...

Did you draw something like this?



Task 2 – Inference

(Please read the questions to your child if they are unable to do it independently, listen to their answer and discuss if further)

There are no wrong answers in this task, encourage your child to say what they think, right or wrong. If they are unsure, ask them to have a go) This task is all about your child coming to a conclusion about what is happening based on evidence (what they can see in the picture) and coming to their own conclusions.



1. What do you think is happening in the picture?
2. What are the people waiting for?
3. How do you think the people feel?
4. Why is one person running on their own?

Task 3 – comprehension

(It is expected that your child reads this independently however if they are unable to do so, you can support them so they can complete the task)

This task is all about your child's ability to read and understand something.

Go Back

Activity 12

Draw a Picture

Read these sentences and draw what is being described.



My big brother and my sister went on a ghost train ride.

They sat next to each other.

He was wearing a blue T-shirt and she was wearing a purple top.

The ghost train car had a face on the front with two yellow eyes, a nose, a mouth and two white, pointy teeth.

Go Back

Activity 12

Draw a Picture

Did you draw something like this?



Writing



Top tips

- A sentence is one idea. Each sentence must have a capital letter, finger spaces and a full stop.
- Say out loud or in your head the sentence you are going to write about before you write it.
- Reread what you have written to check it makes sense.
- Remember to correct any letters that you write the wrong way around!
- All letters sit on the line.
- If the task is about a story, encourage your child to use lots of role play and act out each story, this will make it engaging and enable them to complete the task

Writing Checklist

In class we have a writing checklist to support the children in writing a good sentence.

Before I write a sentence I...

Think it (What sentence do I want to write?) say it (remember a sentence is one idea)

Fred it (sound out each word) and write it

As I write, re read it and check it makes sense

Check for a capital letter at the start of the sentence

Check for a full stop at the end of the sentence

Finger spaces

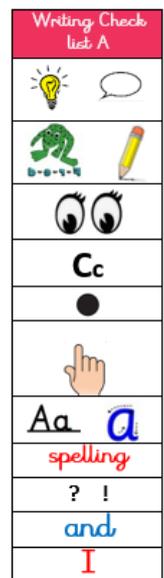
Letters are on the line and formed correctly

Check spelling (red words such as 'was' are spelt correctly)

Has the correct punctuation been used? ? !

Sentence structure – Have I used a conjunction 'and' to join two ideas together?

Have I used the personal pronoun 'I' and spelt it correctly?



Handwriting practise

If your child would like some handwriting practise, you can practise the tasks below. (I must say, this is one of our favourite times of the day, the children really enjoy seeing the progress they make!) You can support your child in the following:

- I can write my full name using and forming capital letters correctly
- I can form digits 0-9 correctly.
- I can form lower case letters in the correct direction, starting and finishing in the correct place. (When your child is confident with pre-cursive only then would we move onto joining letters)
- I can form capital letters (correct size and formation)

sing

sing

Aa Bb Cc Dd

Pre-cursive

joining

E.g. Capital letters and lower case formation

Task 1 - Write a prediction about what might happen next in a story.

This half term, we are looking at well-known tales. As you can imagine, each child will have chosen different books, that suit their interests, so again you can choose your own story to complete this task. An adult could even make up a story and stop at a cliff hanger!

Can you find a new story from online or around the house? Ask an adult to read the beginning of the story to you. Can you make a prediction about what will happen at the end of the story?

Task 2 – To use adjectives to describe the castle.

The children need to be able to make appropriate word choices from word banks. Below is a selection of adjectives. An adjective is a describing word. Can you select the appropriate adjectives to describe the castle below? Select appropriate adjectives to describe the castle and put the adjectives into sentences.

stormy	bright	grey	old
gloomy	lonely	pink	magnificent
enchanted	beautiful	royal	ruined



Task 3 – To think of 4 or more questions

The children must be beginning to punctuate sentences with a question mark. Can you think of 4 or more random questions that you want to find the answer to and write them down? Remember to use a question mark. 'A question needs an answer' is what I tell the children to help them begin to understand the difference between a statement and a question is. Your questions do not have to be linked to our topic, if may have a desire to find out about bears or even space for example! After you have written down your questions, perhaps you could find some time to sit with an adult and do some research find out the answer?

Task 4 – To use prefix – un, to change the meaning of verbs

Can you match the opposite picture pairs and write the words that describe the pictures? One picture in the pair will start with **-un**.



uneven



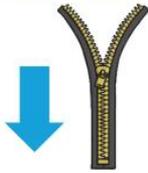
fair



even



unwell



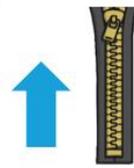
unzip



well



unfair



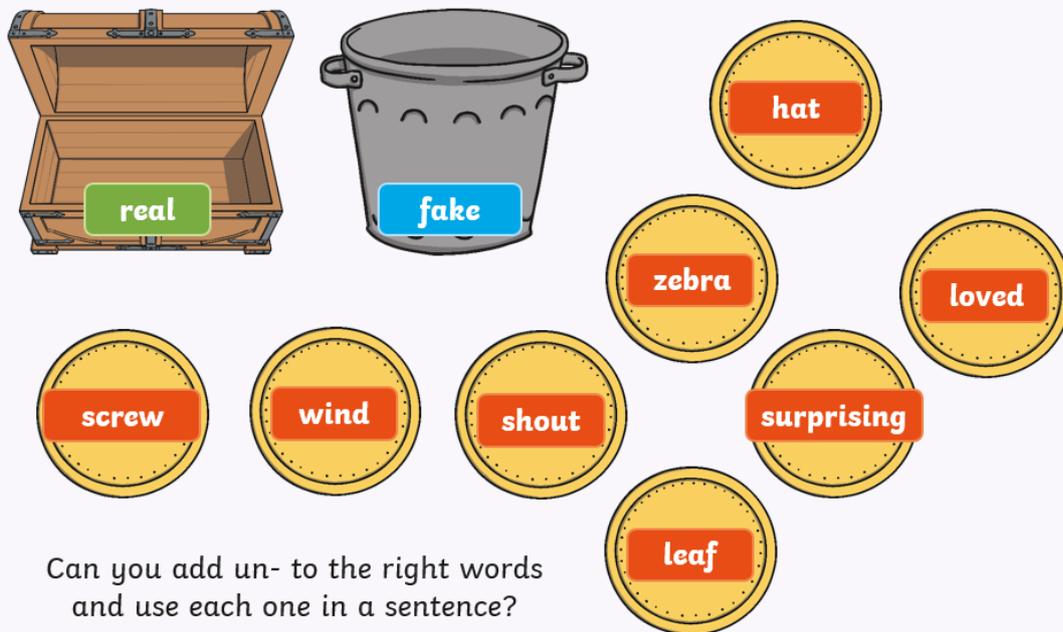
zip

Hide words

How many more pairs of opposite words can you think of?

Task 5 - To use prefix – un, to change the meaning of verbs.

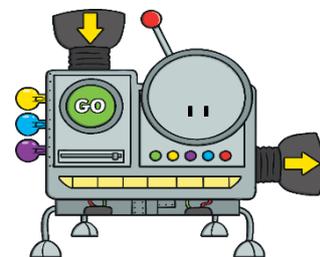
Can you sort the words on the coins into words that make **real words** when **un-** is added to the beginning and words that make **fake words** when **un-** is added to the beginning?



Can you add un- to the right words and use each one in a sentence?

Task 6 - To use prefix – un, to change the meaning of verbs.

The Grammar Goblin has been writing some sentences about his fairy tale friends. Read each sentence (with support if needed) and add -un to the word in bold. Rewrite the sentence using the -un word you have made. You can also think of some of your own examples.



Example:

The ugly sisters were **kind** to Cinderella.

The ugly sisters were **unkind** to Cinderella.



1:

The unicorn was **lucky**.



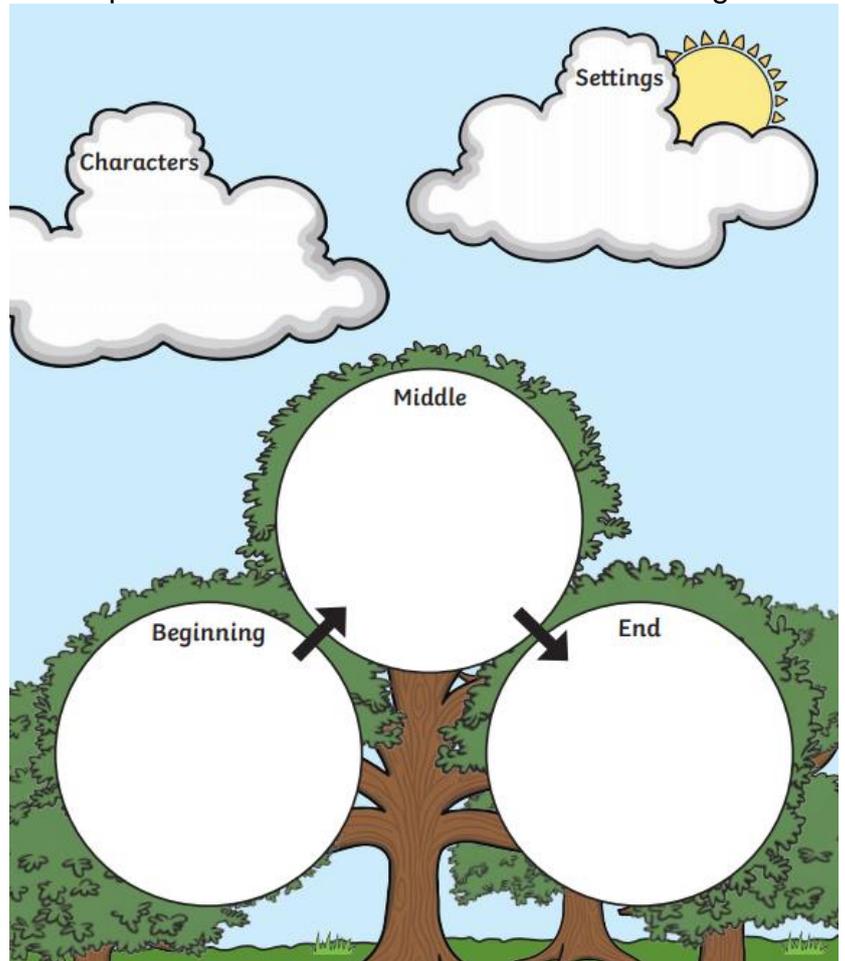
Task 6 – To use role play and plan a story using the structure beginning, middle and end.

You could use the story you used in task one or a new story if you wish. Ask an adult to read the whole story to you, stopping and discussing after the beginning, middle and end. As you read each part to your child, they can be acting it out and using the story map below drawing the parts as they discuss each part. After this, you can write the story. You could write the beginning on one day, the middle and end the following day, if you feel this is more appropriate for your child.

Task 7 – To write for a range of purposes.

The children should be writing for a **range of purposes**. You could help your family write the food shop in [a list](#). (You can repeat this task each time an adult needs to go

shopping). Maybe your birthday is coming up and you want to write a birthday list. You might really enjoy writing letters, so you write a letter to your Grandma, maybe you could post it? Remember you can write freely for a range of real-life purposes. Remember to check out the checklist when you're writing, a sentence is one idea and must have a capital letter, finger spaces and a full stop.



Task 8 – To write a set of instructions.

Can you write a set of instructions of how to draw a princess? You can use the step by step guide to help you in the art/D&T section if you do not want to draw the princess below. There are also endless step by step instructions online for you to check out. Remember to use the time conjunctions below.

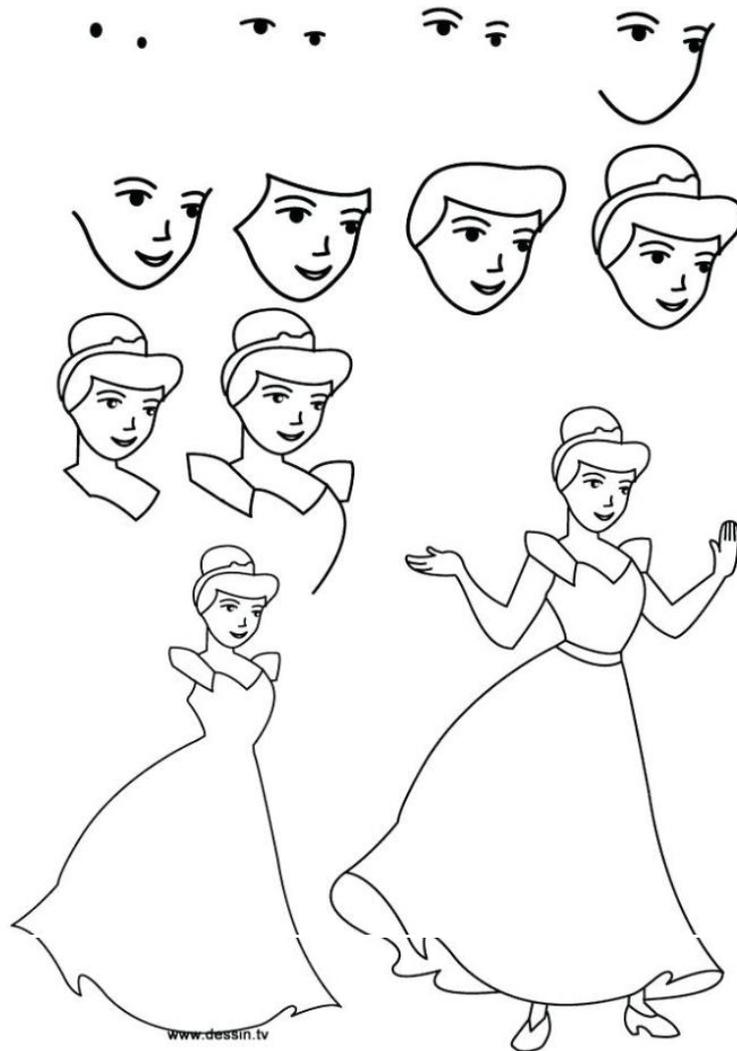
First

Then

Next

After that

Finally

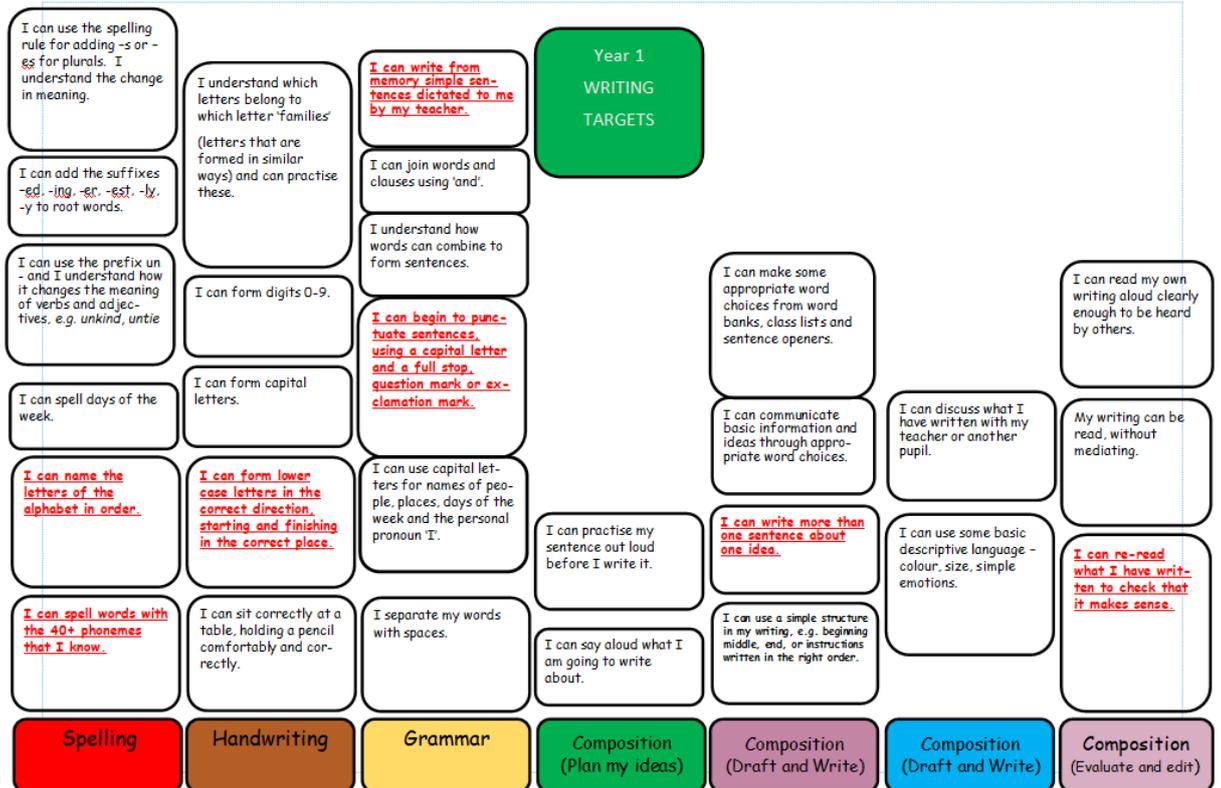


Challenge

- Can you use adjectives to make your writing more interesting?
- Can you use a conjunction to join two ideas in a sentence together (because, and, so, but)
- Can you check your writing and put in any missing capital letters and full stops.

- You could edit your writing by correcting the spelling of a red word/s (words you can't sound out) such as was/of/there/what/where/one/once

(Please ensure your child is not being asked to correct too many words as this can be disheartening - only one or two in each task, if you choose this challenge. You may know your child can read the red word 'was' but they spell it wrong, so you ask them to correct this word because you know they can spell it. You can let your child use a pen, rather than a pencil, to make the editing process exciting!)



Phonics

The tasks below can be practised time and time again in different ways, with a focus on different sounds and to suit your child's needs. Use your ongoing phonics assessments with your child to find out what sounds they're finding tricky and continue to practise those sounds.

Task 1

You can make an ongoing list of words with not only split digraphs in but any other sounds you may want to practise. You could find words to add to your lists whilst reading your book each day.

a_e - cake i_e - bike o_e - bone u_e - flute e_e - eve

Task 2

You can make your own alien and real word game. You could make a real alien (Bob), a fake alien (Obb) and a selection of word cards. You can put the real words into the real alien's mouth and put the fake words into the fake alien's mouth.

e.g. snail – real word
taig – fake word



*A version of 'Buried Treasure'.
Blend to read the words on the
snacks. Are they real or fake?
Great for: Practising blending*



Task 3

I have attached the phonics document below that includes all the sounds your child needs to know. We practise these daily in school on our stuck line as you saw in our class assembly. You could make your own stuck line/flash cards using the sounds. You could then make your own word cards to add to each sound. For example the phonics card 'are share and care' you could add the word cards. 'share', 'compare'



Task 4

You could make your own snap game using words using any sound you think your child needs practise with.



Task 5

You could use chalk and write words on the ground outside, focusing on a particular sound each day.

Task 6

You can visit the following website to access past phonics screening papers.
<https://www.gov.uk/government/publications/phonics-screening-check-2019-materials>

Task 8

Please continue to use the phonics resources I have previously sent home such as 'green words list' and practise daily (You can make your own list and add some new words for your child to read) This list has all the sounds your child needs to learn alongside examples of words with the sound in. Again, could pick a sound a day to focus on.

Task 9

Use online free websites such as www.phonicsplay.co.uk or [Purple Mash](#) where your child can access phonics resources or games.

Task 10

You could practise the spellings below daily. You can ask an adult to do a spelling test on a Friday. Days of the week can be practised daily until your child can spell them.

Spelling list		
Week 1	Week 2	Week 3
today	his	she
of	you	my
said	your	go
are	they	here
were	we	there
was	me	where

e.g. suggested layout

Days of the Week Writing Practice

Name: _____

Date: _____



Look and say



Look, say and write



Cover and write

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

Remember phonics can be incorporated into everyday life. This could be when the children are using their phonics to help them read the cereal packet, a game or a book and in many other ways.
