

As well as your literacy tasks over each week, you have daily reading to complete. We are asking you to read for at least 30 minutes a day. Remember this could include reading aloud to someone else. Be creative with your reading - read to a relative on a video chat, read in different places in your home, read to your pet if you have one! And let us know 😊

As well as books you might have at home, you can also use these links to access books online:

<https://readon.myon.co.uk> - myON are offering free access to a range of texts linked to AR levels, your interests and recommendations.

<https://stories.audible.com/start-listen> - Remember you can access free audio books on Audible at the moment as well.

Here's the link for AR so you can take the quiz if you finish your book <https://ukhosted26.renlearn.co.uk/2243939/default.aspx>

Try recording your weekly reading on a calendar or grid to keep track 😊

	Monday	Tuesday	Wednesday	Thursday	Friday
Time spent reading					
What did you read?					



Commas for clauses.

Commas are often used to separate items in a list. In these sentences you are to put in commas to separate the clauses.

Look at this sentence:-

****The policeman, who had been running for 5 minutes, had to take a rest.***

In this sentence two commas have been used to add a clause. A clause is an extra piece of information. The sentence could have said:-

The policeman had to take a rest.

But a clause makes the sentence more detailed.

A:- Now you try. Copy the sentences into your jotter and then work out where the commas need to go.

1. The little girl who was wearing a red dress got up and left the room.
2. The cricketer wearing his new helmet was ready to go out to bat.
3. Everybody including the people wearing blue should leave through the red door.
4. My pizza which had tomato and cheese on it was the best I've ever tasted.
5. The oldest boy in school who happened to be the smartest won the monthly cup.
6. That old, grey chair which has been sitting here all the time had the winning ticket on.

B:- Now you have a go at adding some extra information. Remember to use your commas.

1. The car drove the wrong way.
2. The old lady crossed the road.
3. Harry approached Dumbledore.
4. The strong winds slowly faded away.



The Answers

1. The little girl, who was wearing a red dress, got up and left the room.
2. The cricketer, wearing his new helmet, was ready to go out to bat.
3. Everybody, including the people wearing blue, should leave through the red door.
4. My pizza, which had tomato and cheese on it, was the best I've ever tasted.
5. The oldest boy in school, who happened to be the smartest, won the monthly cup.
6. That old, grey chair, which has been sitting here all the time, had the winning ticket on.

The Adventures of a Five-Pound Note

Your task is to write a story.

In the story we would like you to imagine that you are a five-pound note. It sounds a bit strange, doesn't it? But just think what happens when you hand over your £5 note to a shopkeeper. It stays in their till until they give it to someone else as change.

Where does it go then? Well, it stays in that person's pocket until it's spent in another shop.

Write your story as though you are the £5 note. Tell us about a complete day in your life. You can write about whose pockets you've been in, what you've been spent on and where you've been. Some good or nasty things could happen to you during the day. Maybe you get lost at one point? ...

Here is a checklist for a story that you can use:

My story has an interesting title.		I have finished writing effectively to complete the story.	
I have described the setting and atmosphere using descriptive language.		I have written in paragraphs and each paragraph contains a new idea or event.	
I have introduced my character or characters and told the reader about them.		I have used interesting language throughout my story to paint a clear picture for the reader.	
I have explained what is happening at the beginning of the story.		I have used time words to help the reader follow the story.	
My story has a believable but interesting problem.		I have used different types of sentences to make my writing entertaining.	
My character(s) solve the problem in a believable way.		I have used speech carefully with correct punctuation.	
I have shown the feelings of my character(s) as they deal with the problem.		I have checked my work carefully and have corrected any spelling, grammar or punctuation mistakes.	

Design a writer's Toolkit!



For every piece of work you do, there are certain pieces of success criteria that apply to all or most of it. For example, capital letters and full stops.

Your task is to think about what you personally are capable of and create a mind/map, list, table or checklist.

So... lets think of what you need for every task...here are some ideas, remember you are looking for what you are comfortable with.

Full stops, capital letters

Commas

Handwriting

Paragraphs

Presentation and layout, using a ruler...

Spelling check

Apostrophe

Speech marks

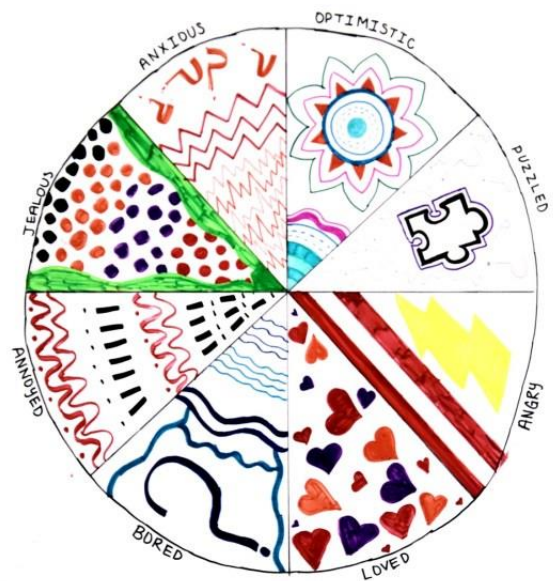
Exclamation marks

Question marks

Add others if anything springs to mind. Can you put them in order on your personal checklist of what is most useful to you?

Create a good reminder that works for you. Display it where you can see it, so that before and after your work you can check it!

Emotions wheel task




Have a look at the emotion wheels above. Everyone's emotion wheel will look different and maybe your emotion wheel might look different on different days? How are you feeling this week?


1. Create a list of emotions that you would like to focus on, you can use ideas from the wheels above.
2. Find something to draw around or alternatively create another shape for your task. There is no right or wrong.
3. Divide your page up and decide how you want to explain each emotion. You could write words that spring to mind when you think of that emotion, you could create a pattern that represents that emotion or draw a picture.

A spiral-bound notebook with a light brown, textured cover. The spiral binding is on the left side. The text "News Report!" is written in a large, bold, black, sans-serif font, slanted upwards from left to right, across the center of the cover.

News Report!

A silver metal spiral binding is visible along the left edge of the page, with the wire looping through a series of holes.

What has grabbed
your attention in the
news this week??

A silver metal spiral binding is visible on the left side of the page, with the wire looping through a series of holes.

Why does it grab your
attention?

(is it the nature of the
event, how it's delivered,
the pictures or the style?)

A silver metal spiral binding is visible on the left side of the page, looping through a series of holes.

Time for you to become that reporter!

You are going to become a mini news reporter!

You are to research BBC News/Newsround/Sky News and find a story that interests you - **feel free to avoid Covid 19.**

You should read it with a view to finding out as much information as possible.

How To Present...

You should create a fact file stating all the important points.

You should have enough information that anyone would be able to pick up your fact file and have an understanding of the story.



Deliver your news report to someone else in your household.

You could always video yourself and add it to your assignment - **this is not compulsory!**