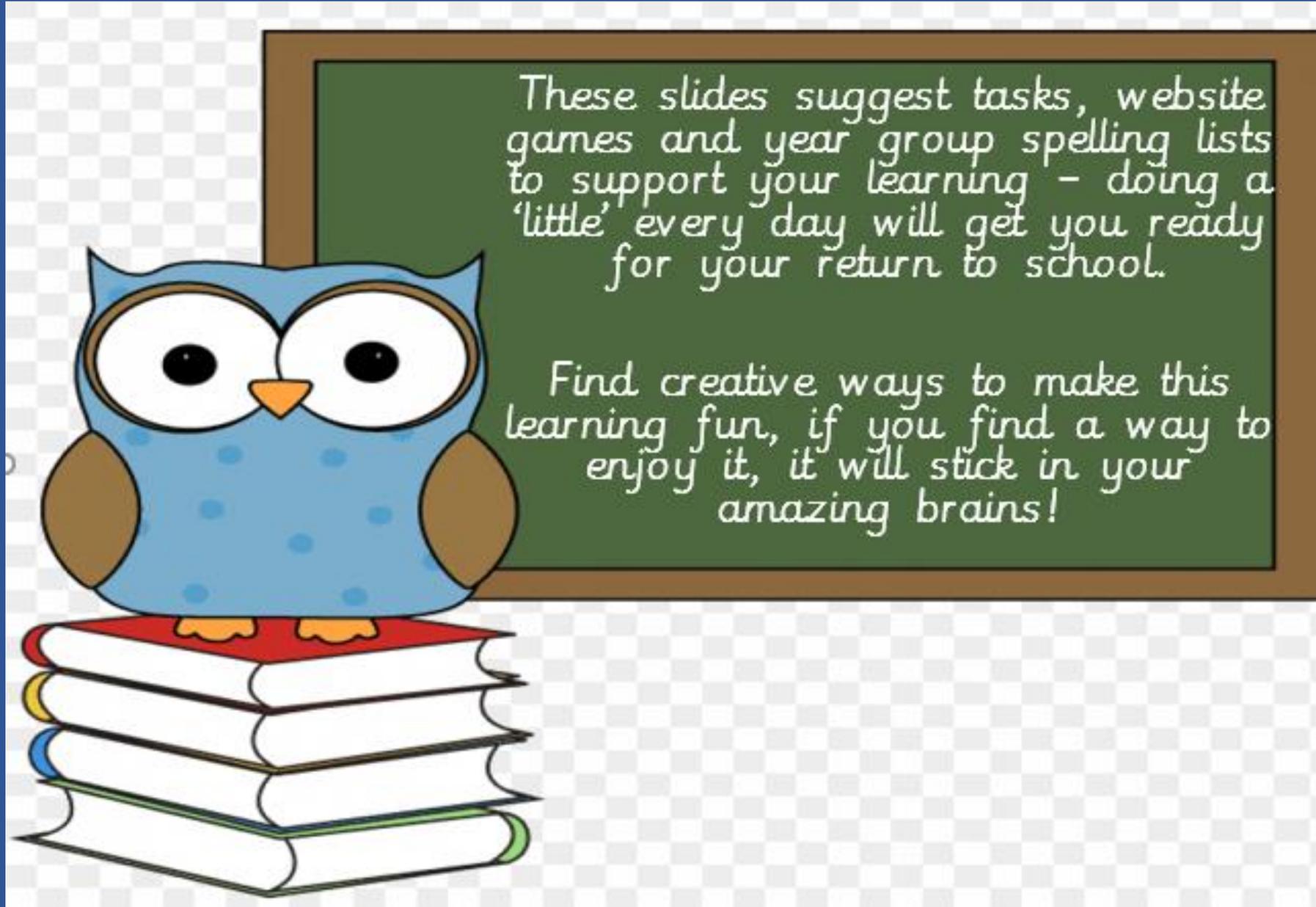


# Your daily reading and spelling activities.



# Reading activities

Monday	Read - it could be anything, but ideally a book, for 15 mins
Tuesday	Choose a task from the next slide
Wednesday	Read - it could be anything, but ideally a book, for 15 mins
Thursday	Choose <u>a different task</u> from the next slide
Friday	Read - it could be anything, but ideally a book, for 15 mins

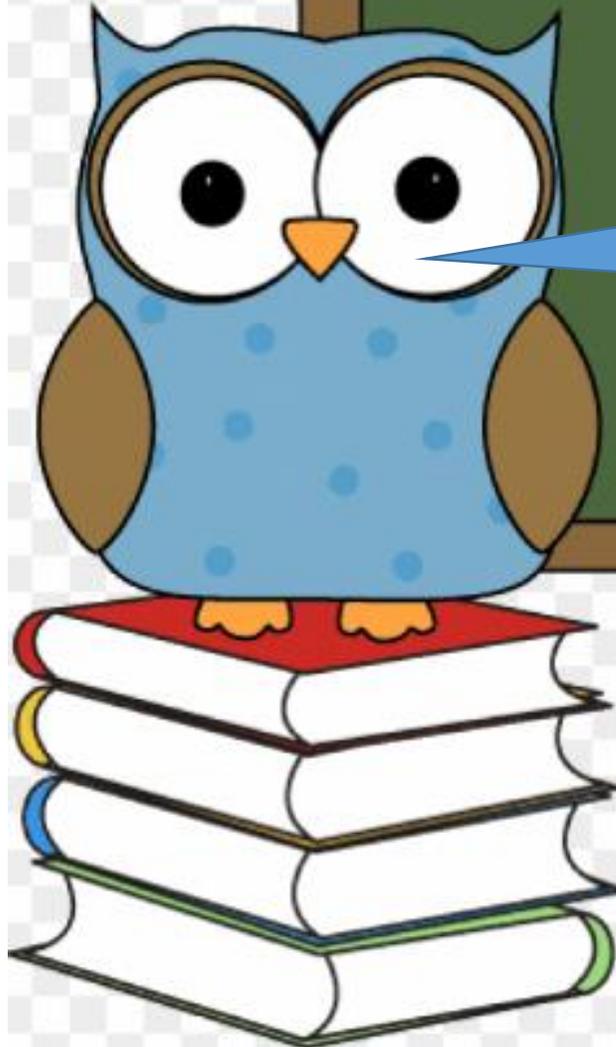


**Sources of reading materials:**  
Story books, picture books, non-fiction / reference books, internet blogs, instructions, recipes, comic books, newspapers, magazines, travel brochures



<p>Devise some questions for a friend or family member that can be answered by reading your book - make sure you can show where and how to find the answers.</p>	<p>Draw a poster advertising this book. Persuade people why they should read it. (It could be fiction or non-fiction)</p>	<p>Try to summarise a section of text in your own words. Challenge: Give yourself a limited number of words to do it.</p>	<p>Pick one character from your story; write a list of the things you think they would like or dislike; e.g. what would be their favourite food, colour, television programme etc?</p>	<p>Imagine you are able to make a telephone call to one of the characters from your story; what would you both say? Record your conversation in speech bubbles or as dialogue - don't forget to set out and punctuate your speech correctly!</p>
<p>Compare two characters from the story; how are they similar/different?</p>	<p>Sketch and label one of the settings in your story</p>	<p>Make a fact-file about a topic from a non-fiction reading book</p>	<p>Jot down some ideas for a true/false quiz you could share with a friend based on your book.</p>	<p>Write three questions you would like to ask the author of your book.</p>
<p>Find a description of a setting in your book, what atmosphere is the author trying to create? List the words/phrases that help to depict that feeling.</p>	<p>As you are reading your book, look out for really good adjectives. Try to find at least 10 good describing words for people and 10 for places. List them in your book.</p>	<p>Write a short description of an event that you think might have taken place before your story began (or after it ended).</p>	<p>Write a new 'blurb' for the back of the book - don't forget you need to 'hook' your reader.</p>	<p>Write a letter or postcard as a character in your reading book to another character in the book.</p>
<p>Sketch some of the characters from your story and show how they are related/connected to each other</p>	<p>Try to think of at least three alternative titles for your book and explain your choices.</p>	<p>Find out if this author has a website and research his/her background and other work.</p>	<p>Choose one character from the book and say what you think would have happened if they had behaved / reacted in a different way.</p>	<p>Try to storyboard the events in your story on a cartoon strip - which picture would show the most important (or turning-point) in the story?</p>

Remember, there are all sorts of reading materials out there, and many you can download for free online. Try searching for 'Free children's books / e-books'.



PS. Ash and Beech class still have this term's class readers to complete. These can be one of your reading texts – aim for up to 3 chapters a week and choose tasks from the list.

<https://freekidsbooks.org/>

<https://www.oxfordowl.co.uk/pages/library-page>

<https://monkeypen.com/pages/free-childrens-books>

Spelling activities – choose 5-10 words to work on each week from the appropriate list, then pick activities from the suggestions to help learn them



You could also look at the following websites for fun interactive learning:

<https://www.topmarks.co.uk/english-games/7-11-years/spelling-and-grammar>

<http://www.primaryhomeworkhelp.co.uk/interactive/literacy.html#7>

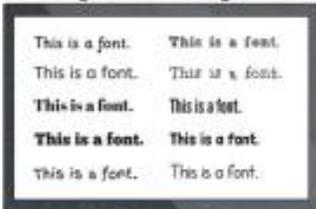
<https://www.bbc.co.uk/bitesize/topics/zt62mnb>

<http://www.crickweb.co.uk/ks2literacy.html>

<https://www.spellingcity.com/spelling-games-vocabulary-games.html> (click on 'free' content)

<https://spellingframe.co.uk/> (some free content)

Write your words  
in different fonts.



Bounce a ball  
while saying your  
spellings.



Make your words  
with pasta.

Use straws to form  
your words.

Play a game of  
hangman to see  
if you remember  
your spelling  
words.

Paint  
your  
words on  
a piece  
of paper.



Spell out each  
word using  
different types of  
voice  
(whisper, shout,  
angry voice, etc).

Sing  
your  
words.



Write your words  
in sand. If you  
don't have sand,  
you can finger  
write your words

Write an acrostic  
poem using one of  
your words.

Create a dance or  
active  
sequence  
to help  
you  
learn  
your  
spelling  
words.



Using a  
variety of colours  
fill an A4 page  
with as many  
of your spelling  
words as you can  
fit. Try to have as  
little white space  
left as possible.

*Remember to do what you would normally to learn your new words throughout the week at home. These words are important to know for next year!*

- Strategies you could use:

<p><b>Keep Copying</b></p> <p>Write your words out three times each. Use different colours if you want to.</p> <p>spelling spelling spelling</p>	<p><b>Make the Headlines</b></p> <p>Cut letters out of newspapers or magazines and stick them onto paper to make the words in your list.</p> 	<p><b>Build a Pyramid</b></p> <p>Make a pyramid using the letters in your words.</p> <p>w wo wor word words</p>
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<p><b>Create with Colour</b></p> <p>Write your words with each letter in a different colour, or write them with all the vowels in blue and all the consonants in red.</p> <p>spelling spelling</p>	<p><b>Capital Idea</b></p> <p>Write your words three times, each in capital letters.</p> <p>SPELLING SPELLING SPELLING</p>	<p><b>Learn Your ABC</b></p> <p>Write your words in alphabetical order, then rewrite them in order of the second letter, third letter and so on.</p> <p>my words spelling spelling words my</p>
<p><b>Take a Test</b></p> <p>Ask someone at home to test you by reading each word as you write it down. To make it more of a challenge, set a time limit, for example 20 seconds per word.</p> <ol style="list-style-type: none"> <li>1. my</li> <li>2. spelling</li> <li>3. words</li> </ol>	<p><b>Picture This</b></p> <p>Include each of your words in a funny picture that makes you think of the word.</p> 	<p><b>Build a Sentence</b></p> <p>Write each of your words in a sentence. See if you can build your sentences into a story.</p> <p>One day a huge spelling monster came to my town and ate all the words!</p>

# New Curriculum Spelling Lists Years 1 and 2

the  
a  
do  
to  
today  
of  
said  
says  
your  
they  
be  
he  
me  
she  
we  
no

come  
some  
one  
once  
ask  
friend  
school  
put  
are  
were  
was  
is  
his  
has  
I  
you

go  
so  
by  
my  
here  
there  
where  
love  
push  
pull  
full  
house  
our  
door  
poor  
find

mind  
floor  
because  
kind  
behind  
whole  
any  
child  
wild  
most  
both  
children  
climb  
only  
old  
many

clothes  
cold  
gold  
hold  
told  
every  
great  
break  
steak  
busy  
people  
pretty  
beautiful  
after  
fast  
last

past  
father  
class  
water  
again  
grass  
pass  
plant  
path  
bath  
hour  
move  
prove  
half  
money  
improve

sugar  
could  
would  
sure  
eye  
should  
who  
Mr  
Mrs  
parents  
Christmas  
everybody  
even

# Year 3 and 4 Statutory Spellings

accident	caught	eighth	heard	minute	possible	strange
accidentally	centre	enough	heart	natural	potatoes	strength
actual	century	exercise	height	naughty	pressure	suppose
actually	certain	experience	history	notice	probably	surprise
address	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	increase	occasionally	purpose	though
appear	consider	famous	important	often	quarter	although
arrive	continue	favourite	interest	opposite	question	thought
believe	decide	February	island	ordinary	recent	through
bicycle	describe	forward	knowledge	particular	regular	various
breath	different	forwards	learn	peculiar	reign	weight
breathe	difficult	fruit	length	perhaps	remember	woman
build	disappear	grammar	library	popular	sentence	women
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	
calendar	eight	guide	mention	possession	straight	

# Year 5 and 6 Statutory Spellings

accommodate	category	determined	forty	marvellous	programme	soldier
accompany	cemetery	develop	frequently	mischievous	pronunciation	stomach
according	committee	dictionary	government	muscle	queue	sufficient
achieve	communicate	disastrous	guarantee	necessary	recognise	suggest
aggressive	community	embarrass	harass	neighbour	recommend	symbol
amateur	competition	environment	hindrance	nuisance	relevant	system
ancient	conscience	equipment	identity	occupy	restaurant	temperature
apparent	conscious	equipped	immediate	occur	rhyme	thorough
appreciate	controversy	especially	immediately	opportunity	rhythm	twelfth
attached	convenience	exaggerate	individual	parliament	sacrifice	variety
available	correspond	excellent	interfere	persuade	secretary	vegetable
average	criticise	existence	interrupt	physical	shoulder	vehicle
awkward	curiosity	explanation	language	prejudice	signature	yacht
bargain	definite	familiar	leisure	privilege	sincere	
bruise	desperate	foreign	lightning	profession	sincerely	



# Bournebrook

Church of England Primary School

# ChildLine

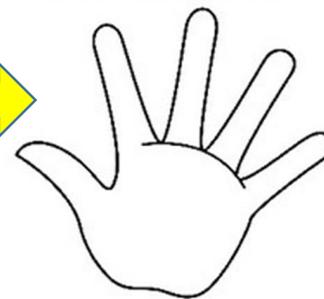
0800 1111



- Remember to **talk to someone on your Network Hand** if you are worried about something
- If **nobody is listening to your worries** or there is nobody to talk to, **you can call Childline on 08001111** - adults at Childline are used to talking to children with worries and can help you.



5 fingers of safety



If you feel unsafe at home or are worried that a friend is not safe, call Mrs Patchett on 07787261064.