Home Learning – Literacy

Like before, I am organising 3 Literacy tasks for you to do as part of your Home Learning. As we would have been getting to the end of our topic, The Romans, I am setting up topics in the Literacy tasks that I hope you will find interesting!

1. Story writing

Another opportunity to write an interesting narrative, but with a twist. Below is an opening sentence to a story. The only thing is, the story hasn’t been written yet – that is your job! Use the sentence below as the very first sentence of your own story. What direction will you go in for your story? Remember to use the checklist underneath to help you get those features in!

“The clock stopped…74 minutes past 18…it was time to get up.”

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| FEATURE | Have I included it? |
| Lots of wonderfully ambitious vocabulary. |  |
| Relative clauses, beginning with who, which, when, whom, that, where. |  |
| Adverbs for possibility – certainly, clearly, surely, definitely, undoubtedly, probably, possibly. |  |
| Modal verbs – can, should, might, will, must, could, would. |  |
| Parenthesis – brackets, commas or dashes. |  |
| Cohesion within AND across paragraphs. |  |
| Using punctuation accurately – full stops, capital letters, commas, exclamation marks, question marks, ellipsis, inverted commas, semi colons and colons. |  |

Can you paint a picture in your reader’s mind by using the 5 senses? Think about using speech to insert and advance the action of your story. Make sure you’re thinking about what sort of sentences can make up your descriptive paragraphs – mix it up with a combination of long, complex sentences (with use of commas) or short, snappy sentences that will really grab your reader.

1. Instructions.

For this one, I would like you to write a set of instructions that a child in KS1 could follow. You can write them on whatever you like, but they must be able to be followed by a younger child, independently. Make sure you don’t skip any steps, that they follow in chronological order and that you use lots of imperative verbs!

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| FEATURE | Have I included it? |
| Parenthesis – commas, brackets, dashes |  |
| Imperative verbs |  |
| Numbered instructions in chronological order |  |
| Images to accompany your instructions. |  |
| Top Tips |  |
| First, next, then, after that, later, finally (Don’t limit yourselves to just 6 instructions!) |  |
| Using punctuation accurately – full stops, capital letters, commas, exclamation marks, question marks, ellipsis, inverted commas, semi colons and colons. |  |

Depending on what you’re giving instructions on, you might need: an equipment list and/or an ingredients list. If you’re giving instructions on something you think a KS1 child may not have heard of before, try giving a little introduction on it before you jump straight into the instructions.

1. Letter

It’s been a while since we have all met as a class, so I’d like to catch up on what you have been doing! Write me a letter and tell me what you’ve been doing, how you’ve been feeling, and what ***positives*** you have been able to take out of having to stay at home more than usual. I want to hear all about it!

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| --- | --- |
| FEATURE | Have I included it? |
| Dear and From |  |
| Paragraphs |  |
| Parenthesis – brackets, commas and dashes |  |
| Use of question marks |  |
| Use of exclamation marks |  |
| Adverbs for possibility |  |
| Cohesion within and across paragraphs. |  |

If you need to write lots – do! We’ve been away for a little while, so we have lots to catch up on! Also, feel free to add in pictures if you’d like!