

## Literacy Ideas for Extended Learning Challenge:

Please find below a range of activities that can be completed at home to **help continue to build core literacy and communication skills**. They **reference core English skills related to your child's programme of study** and **exam skills required**. Please encourage your child to identify appropriate tasks from the list to complete. **Your child will be given a folder, workbook, pen and pencil especially for this work**. All work should be **dated** and have the **name of the task as a title**, please encourage your child through praising – feel free to write positive comments and award points! Some tasks are designed to be completed more than once – agree a challenge amount of points your child is going to try and earn for the day or week, it might help to create a chart.

<u>Activity Focus</u> Reading/Writing/ Speaking & Listening	<u>Details of Task</u>	<u>Focus of the task</u>	<u>Level of Support</u> I = Independent VP = Verbal prompt PP = physical prompt VP = visual prompt	<u>Points for this Task</u>
Reading	Follow a recipe	<b>Read</b> the list of ingredients – <i>make sure you have what you need.</i> <u>Pause</u> – write a shopping list [if needed] <b>Read and follow</b> the instructions.		3 points
Reading	Follow a set of written instructions <i>eg board game, video game</i>	<b>Read</b> the instructions <b>in order</b> . <b>Read</b> each <b>instruction twice</b> to <i>make sure you understand</i> what to do. <b>Ask</b> <u>for someone else to read</u> if you get stuck, <b>focus on listening</b> carefully... <b>Explain</b> what you have to do to someone else.		3 points
Reading	Read information on a t.v. programme or film before watching to find out more.	<b>Read</b> to find out <b>what it is about</b> . <b>Read</b> to find out who the <b>characters</b> are. <b>Read</b> to find out who the <b>actors</b> are. <b>Read</b> to <u>check</u> the <b>age rating</b> [if it has one].		3 points
Reading	Listen to and talk about a story.	<b>Listen</b> to find out what happens in the story. <b>Talk about</b> what happens in the story. <b>Answer questions</b> about the story. <b>Point to</b> something you notice in the <b>picture</b> .		3 points
Reading	Share read a book with someone.	<b>Read</b> a section of the book <b>clearly</b> .		3 points

	[longer books then focus on a chapter or section]	<p><b>Talk about <u>what happened</u></b> in the story <b><u>OR</u></b> <b><u>what</u></b> you <b><u>find out</u></b>.</p> <p>Link this to any illustrations/photos.</p> <p><b>Take turns to read</b> with the person you are reading with – you read a bit, they read a bit – <b>keep concentrating carefully.</b></p> <p><b>Express a personal opinion-</b> What did you like/dislike?</p> <p><b><u>Higher Challenge:</u></b> What did you think of characters/ events or information you discovered–remember to explain why?</p>		3 bonus points
Reading	Teach someone else the RWI speed sounds.	<p>Using the RWI speed sound chart your teacher gave you...</p> <p><b>Read each sound carefully</b></p> <p>Be a <u>patient teacher</u> – sound each sound clearly – say it again if needed.</p> <p>Now try and say them faster...</p> <p><u>And again</u> even faster ...</p> <p>Fantastic, you're now an expert!</p>		<p>3 points</p> <p>2 bonus points <i>if you were a patient teacher!</i></p>
Reading	Read an address on a letter.	<p>Read carefully noticing</p> <ol style="list-style-type: none"> <li>1. <b>What order</b> the address is written in.</li> <li>2. <b>Which words</b> have a <b>capital letter</b> – think <b>why</b>?</li> </ol>		2 points
Reading	Read information in a text from someone you know.	<p>Read carefully – re-read if needed - <i>think...</i></p> <p><b>What</b> was the <b>message</b>?</p> <p><i>Was the message <b>clear</b>?</i></p> <p><b>What</b> could they have done to make it <b>even better</b>?</p>		2 points

Reading	Read information in an email.	Read carefully – re-read if needed – think... <b>Who</b> was the email <i>from</i> ? Was the <i>message</i> in the <i>email clear</i> ? <b>What</b> did you <b>find out</b> ? Was it a <i>formal or informal</i> email? [Informal = family/friends]		4 points
Reading	Read information in an email [Higher level challenge]	Think about how an email is set out (structure) How did they <b>say ‘hello’</b> [called a ‘salutation’] How did they <b>say ‘goodbye’</b> [called a ‘valediction’] Identify whether it was a <b>formal <u>or</u> informal</b> . Did they <b>start</b> by <b>stating</b> why they are writing? Did they <b>explain</b> in <u>more detail</u> in the <b>middle</b> ? What was the <b>message</b> in the <u>final paragraph</u> ? Your opinion – <i>What did they do well? Did you spot an ‘even better if’?</i>		4 points
Reading	Read information in a leaflet	Read carefully – <b>What</b> information did you <b>find out</b> ? <b>Practise</b> answering <b>who, what , when, where, why questions</b> .		3 points
Reading	Read information in a leaflet [Higher Level Challenge]	Read carefully – <b>What</b> is the <b>purpose</b> of the leaflet? <b>How</b> did it <b>get the message across</b> ? Think – What <b>words/phrases</b> did they use? Are the <b>words different sizes</b> – why? Did they use any <b>pictures</b> – What + why		4 points

Reading	Read information in a poster	Read carefully – <b>What</b> information did you <b>find out</b> ? <b>Practise</b> answering <b>who, what , when, where, why questions</b> . <b>Express a personal opinion:</b> Do you like or dislike the poster - why?		3 points  1 x bonus points
Reading	Read information in a poster [Higher Level Challenge]	Read carefully – <b>What</b> is the <b>purpose</b> of the leaflet? <b>How</b> did it <b>get the message across</b> ? Think – What <b>words/phrases</b> did they use? Are the <b>words different sizes</b> – why? Did they use any <b>pictures</b> – What + why		4 points
Reading	Build your word power with some dictionary work	<b>Keep a log</b> of new words you find when you read – <b>Write</b> down the word <b>Look it up</b> in a dictionary OR online <b>Write out</b> the meaning of that word		5 points [for every 5 words you find]
Reading	Build your word power by identifying writer's techniques in texts you read	<b>Keep a log</b> of <u>examples of good writing</u> – <b>Identify</b> a <b>word</b> or <b>phrase</b> [group of words] <u>you think work well</u> . <b>Write down</b> the word/phrase <b>Why</b> do you <b>like</b> them – what do they <u>show/tell</u> the <u>reader</u> ?  <u>Key terms for this task:</u> <b>adjective</b> – describing word <b>verb</b> – doing word <b>onomatopoeia</b> – sound words		2 points [for each word/phrase]

		<p><b>simile</b> – describing something by comparing it with something else</p> <p><b>personification</b> – giving the qualities of a person to something that isn't human <i>eg an inanimate object, nature</i></p> <p><b>exaggeration</b> – making something sound better or worse than it really is</p> <p><b>emotive language</b> – aims to create an emotional response/to persuade the reader to share the writer's point of view.</p>		
Writing	Handwriting Practise (Life Skills work) Write your name clearly	<p>Practise writing your name</p> <p><b>Start</b> with a <b>capital letter</b> eg <u>A</u>nne <u>S</u>mith</p> <p><b>Form</b> each letter <b>carefully</b></p> <p>Sit your writing <u>on the line</u></p>		2 points
Writing	Handwriting Practise (Life Skills work) Practise writing your signature	<p>Practise writing your signature – <i>you will need to do this many times in your life!</i></p> <p>You can <u>either</u> use your <b>full name</b> <u>OR</u> the <b>letter of your first name</b> and your <b>surname</b> (last name) in full <i>eg Anne Smith</i></p> <p>OR <i>A. Smith</i></p>		2 points
Writing	Handwriting Practise (Life Skills work) Practise your handwriting	<p>Practise your handwriting – <i>having clear handwriting is an important skill.</i></p> <p>Choose a short section of writing –</p> <p><b>Copy</b> it out <b>accurately</b></p> <p><b>Form letters clearly</b> – <u>Top tip</u>: practise writing a line of any you find more difficult as a warm-up before you start.</p> <p>Sit your writing <u>on the line</u>.</p> <p><b>Check punctuation</b> is accurate [. , ? ! “...”]</p>		3 points

Writing [motor skills]	Make letter shapes	<p><b>Use play dough</b> [or similar eg pastry, plasticine] to form letters and shapes  <b>Start</b> with <b>first letter</b> of <b>names</b> of people  <i>THEN</i>  First letter or names of <b>favourite animals</b> and <b>everyday objects</b></p> <p><u>Homemade non-cook Play Dough: Do not eat!</u>  Lots of recipes online  1 cup of flour, ½ cup of salt, gradually stir in ½ cup of water. [Store in a plastic bag – make fresh regularly <u>see online for guidance.</u>]</p>		
Writing	Write a recipe for someone else to follow	<p><b>List</b> the ingredients – <i>make sure you check that you haven't missed anything.</i>  <b>Write</b> instructions – don't forget to number them to make them clear to follow.</p>		4 points
Writing	Write a set of instructions for a game <i>eg board game, video game</i>	<p><b>Write</b> the instructions <b>in order</b>.  <b>Re-read</b> your instructions to <i>make sure you haven't missed a step.</i>  <b>Ask</b> <u>for someone else to read</u> the instructions to <b>see if they work</b>.</p>		4 points
Writing	Make and write a card for a friend/family member to make them smile.	<p><b>Think about who</b> you are making the card for.  Draw/colour in a <b>picture</b>  Write a <b>short message</b>  <u>Top Tip:</u> <i>Link to writing an address task and post your card OR link to writing a text or email and send it as a picture.</i></p>		4 points

Writing	Write an address	<p><b>Link this work to the Reading task...</b></p> <p>Task 1: Write <b>your address</b></p> <p>Task 2: Write <b>someone else's address</b></p> <p>House number and name of road, Area the road is in, Postcode</p> <p>Check that capital letters are used correctly eg 35 <b>Royal Lane</b>, <b>Hillingdon</b> <b>UB8 2NJ</b></p>		2 points
Writing	Write a text to a friend/family member to make them smile	<p><i>Think about <b>who you are writing to</b> –</i> What will <u>make them smile</u>?</p> <p><b>Choose words carefully</b> to make sure your message is clear.</p> <p>Re-read to check before sending – I'm an English teacher so please add punctuation!</p>		2 points
Writing	Write an email or letter to a friend/family member to make them smile	<p><i>Think about <b>who you are writing to</b> –</i> Make sure it has a <b>beginning, middle + end</b> - <b>Start</b> with saying '<b>hello</b>' <u>and</u> <b>end</b> with '<b>from</b>' <b>or a 'see you soon'</b></p> <p>[see Reading task for help with this]</p> <p><b>Choose words carefully</b> to make sure your ideas are <i><b>clear and entertaining</b></i>.</p> <p><b>Tell them</b> what you have been doing?</p> <p>Remember to include <b>detail</b> to make it interesting.</p> <p>Can you think of something that will make them laugh or smile?</p>		5 points

		Re-read to check before sending – please add punctuation to help get your message across clearly. Look out for missing words.		
Writing	Write a review of a book/film/t.v. programme	<b>Become a book/film or T.V. critic!</b> Write a review – include The name of the book/film/programme Write a brief summary – though don't give away the ending! Express a personal opinion – what did you like/dislike? Explain why? What audience do you think it is suitable for?		7 points
Writing	Be a food critic – Write a review of a meal [be kind, the cook might read it!]	<b>Become a food critic!</b> Write a review Name the food Describe the look, taste, smell in as much detail as possible. Express a personal opinion – what did you like/dislike? Explain why? Who do you think would enjoy this food?		7 points
Writing	Write a detailed description / or starting point of a story	<b>Choose a picture</b> [from a book or the internet] <b>Describe what you can see</b> – like Harry Potter photos, what would happen in 5 seconds <i>eg a waterfall, taking a penalty in a football match</i> What would you see, hear, smell, taste, feel? Use descriptive writing technique [see Reading task that links with this]. TopTip: Think about what atmosphere you want to create and craft words to do this <i>eg</i> sense of danger, excitement, adventure.		7 points



		<p>OR</p> <p>Use the picture as a starting point for a story.</p> <p>Remember –</p>		
Writing	Create a new character for a story	<p><b>Calling all creative people!</b></p> <p>Use your imagination and <b>create a new character for a story.</b> [Human, animal, alien, mythical]</p> <p>Draw THEN write about them OR the other way around, whatever works best for you.</p> <p>Describe what they <b>look like</b></p> <p>Describe their <b>personality</b> – good or bad, friendly or scary – you decide!</p> <p>Describe the <u>place</u> they live and <u>what they eat</u> and what they <u>like to do</u></p>		7 points
Writing	Write a story [can also be a cartoon story]	<p><b>Now take the ‘new character’ task a bit further...</b></p> <p>Use your imagination and write an original story.</p> <p>Where is it set?</p> <p>When is it set? [Now, the past, the future?]</p> <p>Who are the characters in the story?</p> <p>Now carefully entertain your audience by telling the story ...</p> <p>Introduction to set the scene/place/characters</p> <p>What happens first?</p> <p>What happens next?</p> <p>Build to and then writing in detail about the climax of the story [the exciting or dramatic bit!]</p> <p>How does it end?</p>		15 points

Writing	Write diary entry – this is a task you might decide to do regularly.	<p><b>Write about your day</b> – remember, a diary is a <b>place where you can be honest</b> about what happened and <b>your feelings</b>.</p> <p>No structure to follow for this one, just check to make sure you have expressed your thoughts clearly.</p> <p><u>Very Important</u>: If you are feeling upset or worried make sure you tell someone – maybe show them your diary to help with this.</p>	8 points
Writing	Write a vlog script	<p>Vlogs are video logs and can be about more or less anything from how to apply nail varnish, how to make a favourite snack or talking about a favourite programme.</p> <p><b>Imagine you are talking to your audience</b></p> <p><b>Write script – include ‘notes’ on what you will be showing your audience as you talk.</b></p> <p>Think about...</p> <p>the way you will <b>use language to entertain or explain</b></p> <p>A clear structure - beginning, middle and end.</p>	10 points
Reading/Writing Longer Project	Personal Research project	<p><b>This can be about anything you like including favourite hobbies and interests</b> eg the history of London buses, the London Underground or Arsenal football club [the best team right?!]</p> <p>Include <b>writing, pictures</b>, anything you like – a <b>cool front cover and index</b> would be good</p> <p>a <b>glossary</b> might be helpful if there are lots of tricky words related to this hobby others will struggle to understand.</p>	30 points

Reading/Writing Longer Project	Personal Learning Journey – learn a new skill!	<b>Keep a log of research you complete to learn this skill</b> eg what you have read, watched and things you have tried to help build this skill.		30 points
Speaking & Listening	Tell a someone a joke	<b>Take time to think so that you know</b> <b>What</b> you want to say [ <i>make sure that it's appropriate for your audience!</i> ] <b>How</b> you want to say it - remember your communication skills; tone of voice, facial expression, body language. <i><b>practise, practise</b></i> THEN <b>Tell your joke!</b> [This is a good skill to learn. You can tell a <b>joke you know</b> , tell one you have <b>made up</b> , research jokes in a book or on the internet - be careful with that one! <b>Watch other comedians performing</b> - it's often the way they tell a joke that makes it so funny.]		2 points  2 bonus points if your people really laugh!
Speaking & Listening	Retell a favourite story	<b>Take time to think so that you know</b> <b>What</b> you want to say [beginning, middle + end] <b>How</b> you want to say it - remember word choice to entertain AND your communication skills; tone of voice, facial expression, body language. <i><b>practise, practise</b></i> THEN <b>Tell your story.</b> <u>Review:</u> How did you get on? Did they listen carefully? How do you know they did?		5 points

Speaking & Listening	Watch a t.v. programme and talk to someone about it	<p>This is a lovely activity to do with people in your family or friends...</p> <p><b>Concentrate</b> and <b>watch quietly</b></p> <p><i>THEN</i></p> <p><b>Ask questions</b> to find out more [use question words: who, what, when, where, why]</p> <p><b>Listen</b> carefully to the <b>answers</b>.</p> <p><b>Answer questions</b> to <u>explain</u> to others</p> <p><b>Express a personal opinion.</b> What did you like/dislike? Why?</p> <p><u>Higher Challenge:</u> Did you <b>agree</b> or <b>disagree</b>?</p> <p>Can you understand the other person's point of view...even if you don't agree!</p> <p><i>Link to Writing a Review task...</i></p>		4 points
Speaking & Listening	Watch a film and talk to someone about it	<p>This is a lovely activity to do with people in your family or friends...</p> <p><b>Concentrate</b> and <b>watch quietly</b></p> <p><i>THEN</i></p> <p><b>Ask questions</b> to find out more [use question words: who, what, when, where, why]</p> <p><b>Listen</b> carefully to the <b>answers</b>.</p> <p><b>Answer questions</b> to <u>explain</u> to others</p> <p><b>Express a personal opinion.</b> What did you like/dislike? Why?</p> <p><u>Higher Challenge:</u> Did you <b>agree</b> or <b>disagree</b>?</p> <p>Can you understand the other person's point of view...even if you don't agree!</p> <p><i>Link to Writing a Review task...</i></p>		6 points

Speaking & Listening	Follow a simple instruction	<b>Listen carefully</b> <b>Repeat</b> the instruction [just to check] <b>Follow</b> the instruction <i>If you get stuck...</i> <b>Ask</b> for the instruction <b>to be repeated</b> <b>Ask</b> for the person to <b>demonstrate what to do</b> <u><b>THEN follow the instruction independently.</b></u>		2 points
Speaking & Listening	Follow a 2 step instruction	<b>Listen carefully - getting harder!</b> <b>Repeat</b> the instruction [just to check] <b>Follow</b> the instruction <i>If you get stuck...</i> <b>Ask</b> for the instruction <b>to be repeated</b> <b>Ask</b> for the person to <b>demonstrate what to do</b> <u><b>THEN follow the instruction independently.</b></u>		2 points
Speaking & Listening	Follow a 3 step instruction	<b>Listen carefully - this is getting tricky now!</b> <b>Repeat</b> the instruction [just to check] <b>Follow</b> the instruction <i>If you get stuck...</i> <b>Ask</b> for the instruction <b>to be repeated</b> <b>Ask</b> for the person to <b>demonstrate what to do</b> <u><b>THEN follow the instruction independently.</b></u>		3 points
Speaking & Listening	Give clear instructions for a simple every day task <i>eg. brushing teeth, making a bed</i>	<b>Think carefully</b> - practise going through the task in your mind first [You might need to do the task yourself thinking about <b>First, Next</b> and <b>Finally.</b> ] NOW you're ready... <b>Give clear instructions</b> - ONE step at a time <u>Top Tip:</u> Be ready to <b>repeat</b> the instruction or <b>change</b> how you have given the instruction to		4 points

		help. <u>Remember</u> to use <b><i>praise to encourage and keep this a fun activity.</i></b>		
Speaking & Listening	Give clear instructions for making a snack <i>eg a sandwich or cup of tea</i>	<p><b>Think carefully</b> - practise going through the task in your mind first [You might need to do the task yourself thinking about <b>First</b>, <b>Next</b> and <b>Finally</b>.] NOW you're ready...</p> <p>Give clear instructions - ONE step at a time</p> <p><u>Top Tip</u>: Be ready to <b>repeat</b> the instruction or <b>change</b> how you have given the instruction to help. <u>Remember</u> to use <b><i>praise to encourage and keep this a fun activity.</i></b></p>		4 points
Speaking & Listening	Teamwork Challenge: Help with a job at home	<p>Doing your bit at home <b>will teach you important life skills</b> - so helping helps everyone and makes you feel good.</p> <p><b>Talk</b> about the job that needs to be done.</p> <p><b>Agree</b> best ways to complete the task.</p> <p><b>Agree</b> who will do what.</p> <p><b><u>WORK HARD</u></b> to get your part done.</p> <p><b>Watch</b> to see if anyone in the team needs your help to do their part - <b>offer help if needed</b>.</p> <p><b><u>Feel good</u></b> about yourself, you are amazing!</p>		4 points
Speaking & Listening	Teamwork Challenge: Notice a job that needs to be done AND organise a team to get the job done.	<p>Doing your bit at home <b>will teach you important life skills</b> - so helping helps everyone and makes you feel good.</p> <p><b>Explain the job to your team</b> .</p>		5 points

		<p><b>Suggest</b> best ways to complete the task.</p> <p><b>Listen</b> to alternative ideas [leaders listen!].</p> <p><b>Agree</b> who will do what.</p> <p><b><u>WORK HARD</u></b> to get your part done.</p> <p><b>Watch</b> to see if anyone in the team needs your help to do their part - <b>offer help if needed.</b></p> <p><b><u>Feel good</u></b> about yourself, you are amazing!</p>		
Speaking & Listening	Ask 3 questions to find out more.	<p>This is a really good skill to practise. You can practise this in lots of different situations.</p> <p>To complete the challenge you need to <b>LISTEN carefully to the answer.</b></p>		3 points
Speaking & Listening	Play a game with someone <i>eg. card game, board game, leggo.</i>	<p>Key skill to practise -</p> <p><b>Teamwork</b> - help each other</p> <p><b>Sharing</b> fairly - take turns</p> <p><b>Explaining</b> your <b>ideas</b></p> <p><b>Listening</b> carefully <b>to others</b></p> <p><b>Compromise</b> so that everyone has a good time.</p> <p><b>Be a good winner</b> - tell the person who didn't win what they did well</p> <p><b><u>OR</u> be gracious in defeat!</b> Say 'well done'.</p> <p>Tell them what they did well.</p>		3 points
Speaking & Listening	Play a video game with someone <i>eg in competition or teamwork</i>	<p>Key skill to practise -</p> <p><b>Teamwork</b> - help each other</p> <p><b>Sharing</b> fairly - take turns</p> <p><b>Explaining</b> your <b>ideas</b></p> <p><b>Listening</b> carefully <b>to others</b></p> <p><b>Compromise</b> so that everyone has fun.</p>		3 points

		<p><b>Be a good winner</b> - tell the person who didn't win what they did well</p> <p><u>OR be gracious in defeat!</u> Say 'well done'. Tell them what they did well.</p>		
Speaking & Listening	Retell a favourite childhood memory	<p><b>Take time to think so that you know</b></p> <p><b>What</b> you want to say [beginning, middle + end]</p> <p><b>How</b> you want to say it - remember word choice to entertain AND your communication skills; tone of voice, facial expression, body language.</p> <p><i><b>practise, practise</b></i> THEN</p> <p><b>Tell your favourite memory.</b></p> <p><u>Review:</u> How did you get on? Did they listen carefully? How do you know they did?</p>		2 points
Speaking & Listening	Phone a friend OR family member to cheer them up	<p><b>This is really important, especially if someone lives on their own...</b> Remember it feels good to make someone else happy and it's often so easy to do - this is a great way to show that you care!</p> <p><b>Speak clearly</b> and at a <b>good volume</b> - especially if you are talking to someone who is a bit older.</p> <p><b>Say 'hello'</b></p> <p><b>Ask</b> how they are</p> <p><b>Ask</b> what they are doing?</p> <p><b>Tell them</b> something you have enjoyed doing?</p> <p><b>Ask</b> if they need any help?</p> <p><b>Let them</b> know you have enjoyed talking to them.</p> <p><b>Say 'goodbye' politely</b> and that you'll call again soon.</p>		3 points



### Extra Learning Opportunities:

- All students will have two reading books from our school library. If you need a reminder about the letter sounds we use in school this video is very helpful <https://www.ruthmiskin.com/en/find-out-more/parents/#lg=1&slide=2>
- BBC Bitesize has a wide range of really good resources for all areas of the curriculum including building core literacy skills <https://www.bbc.co.uk/bitesize>
- CBBC – really engaging stories and games <https://www.bbc.co.uk/cbeebies>
- Crickweb – a wide range of games and skill building tasks <http://www.crickweb.co.uk/>
- Early Years story ordering games <https://www.education.com/game/ant-and-grasshopper-story-ordering/>
- A range of interactive literacy resources <https://uk.ixl.com/ela/>