

English home learning tasks

Writing tasks (complete in order)

This week we will be writing a set of instructions to plan, prepare and cook a meal. It might be pasta in a tomato sauce, sausages and chips or anything else you might like to eat!

You don't have to make this meal. It could be an imaginary meal if you like. However, if you do want to follow the instructions with your child, you could find ingredients in your house and create a meal out of those.

The first thing you might need to do is find a recipe to find out what ingredients you need.

Step 1)

Make a list of these ingredients on a piece of paper. Remember when you are writing the list to write each ingredient on a separate line.

For example:

Ingredients

1 can of chopped tomatoes

1 garlic clove

1 onion

Pasta

Peas

cheese

Step 2)

Once you have written a list of (imaginary or real) ingredients then you will need to write a set of instructions with steps to make your meal.

When you write your instructions, each instruction starts with a **verb** (describes an action or a state of being).

For example:

Chop the onion.

Cut the tomato.

Can you think of as many verbs as possible that you might use when cooking or baking and write them down?

Step 3)

These instructions to bake a cake are in the wrong order. Can you put them in the right order?

1. Take the cake out of the oven.
2. Weigh out the ingredients.
3. Ice the cake.
4. Mix the ingredients.
5. Put the mixture in the tin
6. Put the cake in the oven.

Step 4)

Can you re-write these instructions using the words: First, next, then, after that, finally. When you use these words in the sentence, you need to put a **comma** after them.

For example: First, weigh out the ingredients.

Step 5)

Write the instructions for your meal using the time language to help explain what order to do them in (first, next, then, after that, finally) and a **verb** at the beginning of each instruction.

First, **weigh** out the ingredients

Don't forget a capital letter at the beginning of each sentence and punctuation at the end.

If you would like to you could follow your instructions to make your meal! Test to see if your instructions work.

Don't forget to take photos if you can.

Spelling

Practise your spellings that are highlighted on the spelling card. When you have learnt those move onto the next spelling card. You could do this by rainbow writing, 'look cover write check' or by seeing how many times you can write the word in a minute.

Practise the adding 'ing' spelling rule we learnt in step 3 this week.

The same rule also applies for added 'ed'

Skip- Skipped

What other words does this rule apply to?

Weekly reading tasks

(Aim to do 1 per day)

Some of you have been asking about collecting new reading books but unfortunately, due to the school closure, we are not able to facilitate this.

Free ebooks are available at <https://www.oxfordowl.co.uk/for-home/find-a-book/library-page> - you do need to register but all books are free to read during the school closure. There are Read Write Inc level books (if you are unsure if your child's level please email seacole@ventrus.org.uk) and Oxford level books for those who are on Accelerated Reader.

Unfortunately, the Oxford levels do not match the Accelerated Reader ZPD codes that your child has. But after having a look at some of the ebooks on AR book finder <https://www.arbookfind.co.uk/>, this is a rough guide

Oxford reading levels 1-5 are below a ZPD of 2, Levels 6/7 are roughly at a ZPD of 2 and levels 8-13 are between 2.5 and 4. This is a rough guide so please check before reading.

Audible is also giving free access to books during this time <https://stories.audible.com/start-listen>

Story resources

<https://www.bbc.co.uk/cbeebies/stories>

<https://www.bbc.co.uk/iplayer/episodes/b00jdlm2/cbeebies-bedtime-stories>

Phonics level reading

If your child is on a colour level book (e.g blue, yellow, grey) then you can find Read Write Inc Ebooks on this level. If you are unsure what level book your child is on then email seacole@ventrus.org.uk and I will let you know.

<https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>

I would recommend reading this book to your child first, then reading it together and then let them read the book independently.

Other activities you could do are...

Read a variety of books at home.

Retell one of your favourite stories by acting out the events. Maybe you could make masks for the different characters!

If your child is reading Accelerated reader books then they can log in using this link

<https://ukhosted113.renlearn.co.uk/2236417/public/rpm/login/Login.aspx?srcID=t> We have sent home the logins but please email seacole@ventrus.org.uk if unsure.

You can see if any of your books at home are on Accelerated Reader by using the AR book finder.

<https://www.arbookfind.co.uk/UserType.aspx?RedirectURL=%2fdefault.aspx>