English home learning tasks:

Focus: Spooky stories/podcast

* Monday:

Outcome: To revisit punctuating direct speech

Task: Ask them that in writing, when someone is speaking, what are the rules to show it? (Inverted commas, putting a punctuation mark at the end of every spoken sentence inside the inverted commas **unless** it would end in a full stop and it is followed by something like **said Bobby** in which case it is a comma, and a new line for a new speaker).

Share some knock-knock jokes with them. Have guide them in writing it using reporting clauses and directed speech. Example: “Knock-knock,” said Mr Furcovici.

Now allow them to think of their own or find their own knock-knock jokes and have them write them up as above.

* Tuesday:

Outcome: To look at standard and non-standard speech

Task: Show your child “A pirate writes” on active learn. Read through screens 1 and 2 with them, then show them screen 3 and ask them to look and spot the differences.

Explain that both letters have the exact same message, but one is more formal and the other is more informal. Discuss with them when they might be speaking or writing more formally, and when they would do so more informally. This is also a chance to discuss dialects, and why some people “sounds funny”. Make note of any non-standard speech patterns you or your child may use and point them out, explaining that when writing, it is rare to write as one speaks.

How you choose to do this next part is up to you. You could have your child write two letters, one formal using standard English, and the other *be usin’ that non-standard speak like a pirate*! Or, for the non-standard speech, *‘ave em write it as a exaggerated version ov their dialect, innit?* Explain that this is practice for when they will write dialogue for their characters, as writing their speech differently helps set characters in a story apart. Also, its just fun.

* Wednesday:

Outcome: To start planning a short, three-episode spooky story

Task: Explain that they will start planning the narrative of their story. They can use the ideas that they have brainstormed from the previous week. If not, help them come up with ideas and give them time to think of a plot, or interesting setting, etc.

Encourage them to think of cliff hanger endings for episode 1 and 2, and then to start planning the episode 1.

Your child may use the “Brainstorm” and “Story planner” sheets to help them with this.

* Thursday:

Outcome: To continue planning their spooky story/podcast

Task: Have your child continue planning their spooky story by focusing on their Episode 2

* Friday:

Outcome: To continue planning their spooky story/podcast

Task: Have your child continue planning their spooky story by focusing on their Episode 3