

## Wester Cleddens Primary

## Literacy Overview of Activities to Support Learning at Home Primary 3



The table below includes a variety of make, create, explore and investigate activities that your child can complete to support their Literacy knowledge, skills and development.

| Cot o ono minuto                    | Diak a book you have    | M/rite a nouse remark     | Mrito a story based are  |
|-------------------------------------|-------------------------|---------------------------|--------------------------|
| Set a one-minute                    | Pick a book you have    | Write a news report       | Write a story based on   |
| timer and see how                   | read and write a        | about a story you         | the made up              |
| many objects (nouns)                | review. Include your    | have read or              | adventures of one of     |
| in your home you can                | favourite part of the   | programme you have        | your pet/favourite       |
| correctly spell                     | story and draw your     | watched e.g. like we      | toys/ teddies. E.g.      |
|                                     | favourite character.    | did with the <i>Pig</i> & | Superpup and the         |
|                                     | Rate it out of 5 stars. | Three Little Wolves.      | robbers                  |
|                                     |                         | Remember a headline,      |                          |
|                                     |                         | the 5ws and speech        |                          |
|                                     |                         | marks.                    |                          |
| Practice writing out                | Choose a book you       | Create a word search      | Write a set of           |
| your name and                       | enjoy and open at a     | for someone in your       | instructions on how to   |
| address in rainbow                  | random page. Choose     | house to complete.        | make something you       |
| writing with your neatest spelling. | a sentence that you     | Include a mixture of      | have had for             |
| Remember letters:                   | can improve by adding   | sounds you have           | breakfast, lunch or      |
| Some fall (e.g. g, y, j),           | in adjectives and       | learned this year.        | dinner. Use first, next, |
| some are tall (h, k,d),             | adverbs.                |                           | then and last.           |
| and some are small (a,              |                         |                           |                          |
| с, е)                               |                         |                           |                          |
|                                     |                         |                           |                          |
| Pause a film/TV                     | Interview someone at    | Write a recount from      | Read a book and          |
| programme you are                   | home on their           | your weekend/             | create 4–8 pictures to   |
| watching for the first              | favourite book:         | previous days. Extra      | sequence the story.      |
| time and write a                    | characters, plot, if    | challenge: write it       |                          |
| prediction of what will             | they could change the   | from the point of few     |                          |
| happen next and                     | setting or events what  | of one of your family     |                          |
| explain why                         | would they change?      | members.                  |                          |
| Draw a new picture of               | Choose a character      | Create a poster           | Search for adjectives,   |
| the setting of a story              | from a story you know   | advertising a made up     | verbs or nouns in a      |
| you have read. Using                | and write a story with  | event you would like      | newspaper or             |
| your senses, write                  | them in a new place     | to host at school.        | magazine. Choose 5       |
| sentences to describe               | (setting).              | Don't forget: what;       | and write a sentence     |
| it. What might you                  |                         | where; when; how          | using each of them.      |
| see, hear, feel, smell?             |                         | much?                     |                          |