

Reading:

Read at home with your family. Here are some questions that they could ask you to test your understanding of the text.

Questions to ask before you read

- Can you look at the pictures and predict what you think will happen in this book?
- What makes you think that?
- What characters do you think might be in our story?
- Do you think there will be a problem in this story? Why or why not?
- Does the topic/story relate to you or your family? How?
- What does the cover tell you about the book?
- What are you curious to find out about this book?
- What do you want to learn?

Questions to ask while you read

- What do you think will happen next?
- What is the problem in the book?
- Why do you think the character did that?
- When you were reading this part, what were you picturing in your head?
- What can you tell me about the story so far?
- Can you predict how the story will end?
- Why do you think the character did _____?
- What would you have done if you were the character?
- How would you have felt if you were the character? (use different characters)
- As I read _____, it made me picture _____ in my head. What pictures do you see in your head?
- As you read, what are you wondering about?
- Can you put what you've just read in your own words?

Questions to read after you've read

- Can you remember the title?
- In your opinion, was it a good title for this book? Why or why not?
- Were your predictions about the story correct?
- If there was a problem, did it get solved?
- What happened because of the problem?
- Why do you think the author wrote this book?
- What is the most important point the author is trying to make in his writing?
- What was your favorite part of the story?
- If you could change one thing in the story, what would it be?
- Can you retell the story in order?
- If you were _____, how would you have felt?
- What is the most interesting situation in the story?
- Is there a character in the story like you? How are you alike?
- Did you like this book? Why or why not?

Reading Task:

Write an in-depth book review about a book you have read.

You must include the following:

- Author of the book
- Genre of the book
- Summarise the key events
- Your personal response to the book, including reasons
- Themes that are evident in the text, providing examples
- A short analysis of the main character

Challenge: What makes the author of your book successful?

Remember to refer to the text in your responses.

Writing Tasks:

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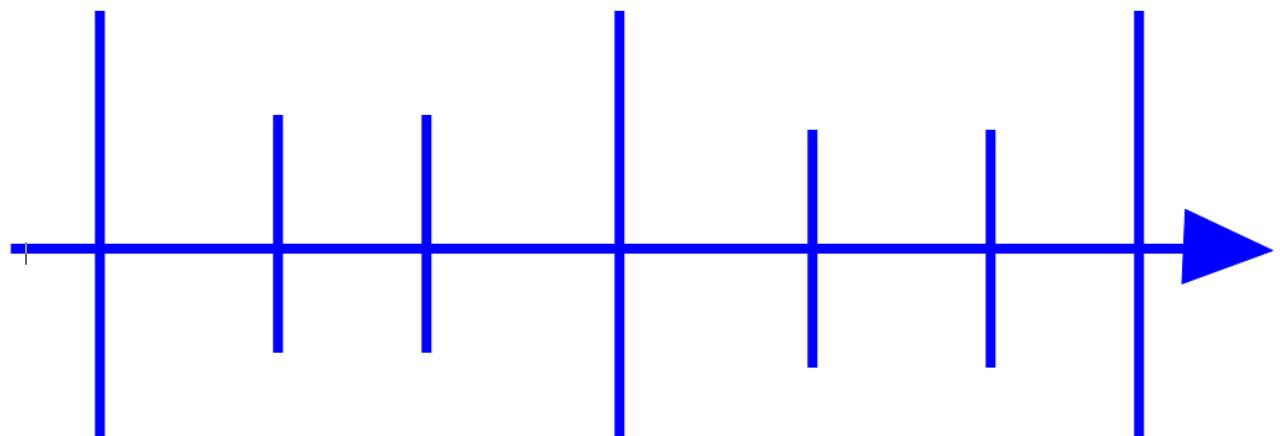
1. Write a diary entry

Using our Guided Reading text 'Five Children on the Western Front,' and what we have read of it so far, write a diary entry from the perspective of either the Psammead, Edie or the Lamb.

Write about the important events that have happened so far.

Planning: Use our recount planning format to note down ideas for your diary entry.

Features of a diary entry: Date, greeting, paragraphs, introduction, concluding paragraph, colloquial language (informal), first person, past tense, emotive language, cohesive devices, chronological order and detailed descriptions.



- Does the first paragraph tell the reader who, when, where and what?
- Have I told the reader why it is worth reading? *I will tell you all about the amazing adventures of Year 4.*
- Are the events in the right order?
- Do my paragraphs help to separate the different events?

- Have I given the reader extra information about anything interesting, funny or strange?
- Have I written about how people felt and what they said?
The class was just amazed. Mrs Caitlin said, “I don’t like the look of that!”
- Does my concluding paragraph sum up the events and how I felt?
- Have I described the events so that the reader can imagine them by using **powerful verbs, adjectives, and adverbs**?
- Have I used the right **level of formality** for the audience?
For a friend → *It was a total disaster for our team!* For an unknown reader → *The match had gone very badly for the football team.*
- Have I used time connectives like ***first, soon, next, once, eventually, and later***?
- Have I used the past tense all the way through?

MY DIARY

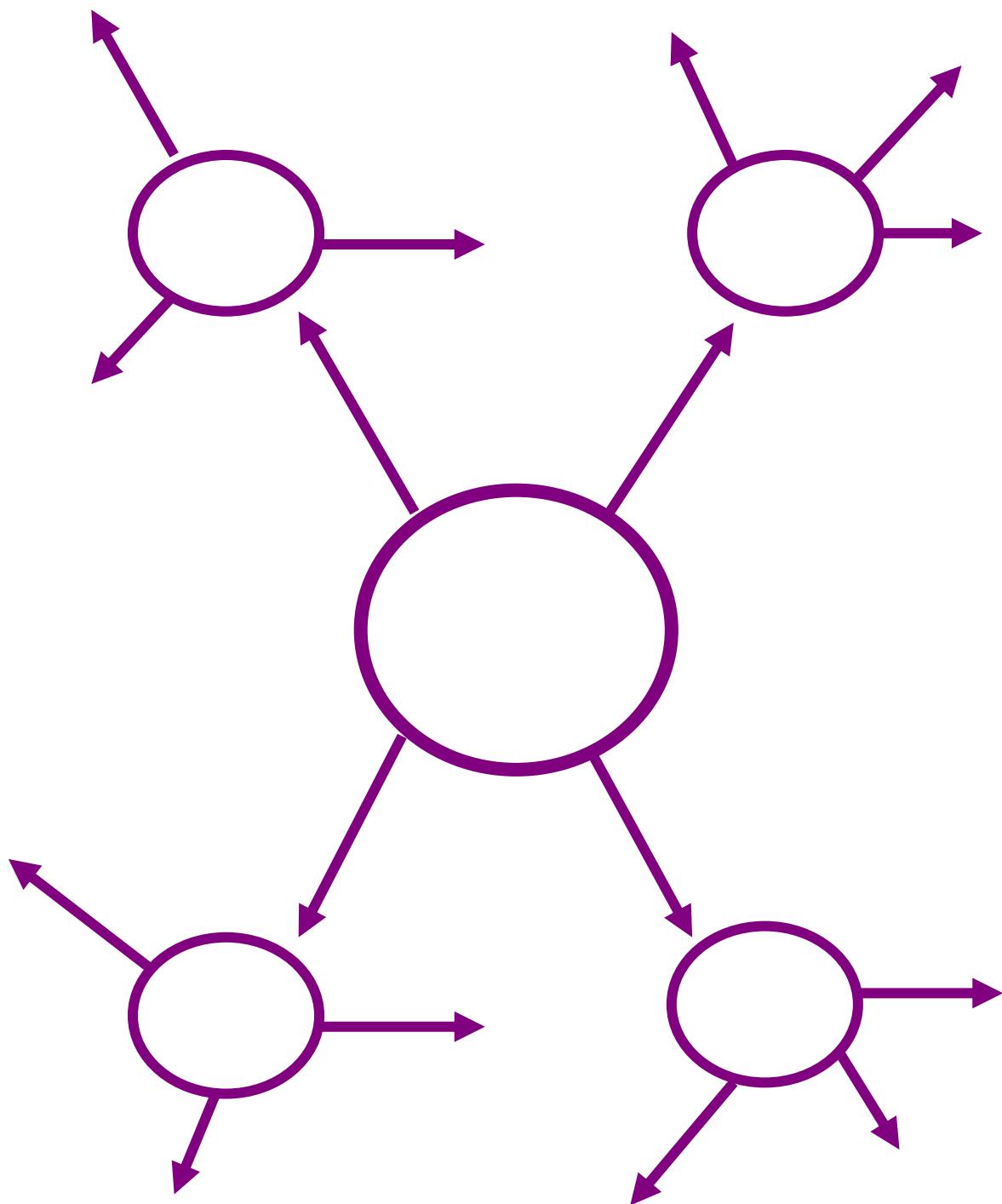
DATA

Write a non-chronological report

Using our English text 'War Horse', create a non-chronological report about horses.

Planning: Plan your writing using our report planning template.

Non-Chronological report features: Title, subheadings, introduction, concluding paragraph, topic sentences, interesting facts, paragraphs, third person, present tense, cohesive devices, specific vocabulary, diagram and caption.



Information about horses:

There are over 300 different breeds of horses. Horse breeds come in a number of different sizes, colours, and skill sets. There are three main types of horse breeds: Hot bloods are fast horses bred for speed and racing. Cold bloods are generally bred for strength and heavy work. Warm bloods are a combination of the other two types and are often used for riding competitions.

Depending on whether horses are male or female and how old they are, they have different names:

- Foal - a baby horse less than a year old.
- Yearling - a young horse between the ages of one and two.
- Colt - a male horse less than four years old.
- Filly - a female horse less than four years old.
- Stallion - a male horse older than four years old that is not a gelding.
- Gelding - A castrated male horse.
- Mare - a female horse older than four.

Horses with different coat colours have different names. Here are some of the main colours:

- Bay - light reddish-brown to dark brown with a black mane, tail, and lower legs.
- Chestnut - reddish colour with no black.
- Grey - black skin, but a mixed coat of white and black hairs.
- Black - entirely black.
- Sorrel - a type of chestnut with a very reddish coat.
- Dun - yellowish or tan coat.
- Palomino - a light golden colour.
- Pinto - a multi-coloured horse with patches of red, brown, white, and/or black

Horses, who are grazing animals, eat mostly hay and grasses. They also like legumes like peas and beans, fruit such as apples, and even carrots. Sometimes they are given grains, such as corn or oats.

The only truly wild horses that are not extinct are the Przewalski's Horses, who live in China and Mongolia. They are nearly extinct and classified as critically endangered. There are also horses that live in the wild that came from domesticated horses. These are known as feral horses.

- Horses have excellent senses including good hearing, eyesight, and a tremendous sense of balance.
- There are four basic gaits, which indicate the speed a horse is moving. From slowest to fastest, they are walk, trot, canter, and gallop.
- Horses can sleep standing up or lying down.
- Humans first domesticated horses around 4000 BC.
- Horse riding is often used as a form of therapy for people with disabilities.

- Horses played an important role in warfare throughout human history. They are still often used by police forces.
- A horse's hoof is always growing and needs to be clipped. Farriers are people that specialize in taking care of horses' hooves and putting on horse shoes.