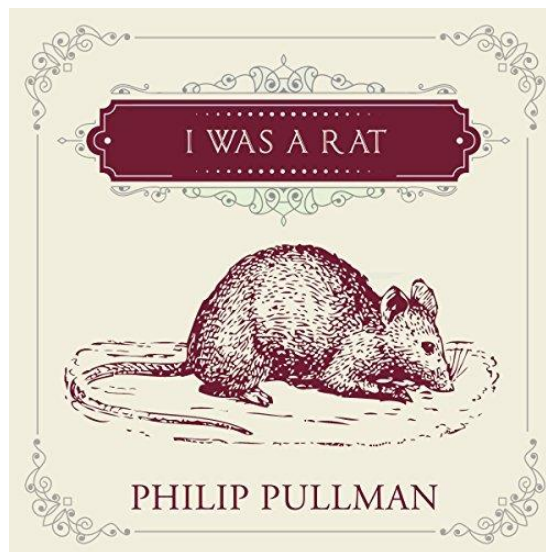


	Writing Targets
Really Must	· In some writing, I can use a capital letter to start a simple sentence and a full stop at the end.
Must	· In some writing, I can use a capital letter to start a simple sentence and a full stop at the end. When I write a question, I can use a question mark. I can use commas in lists.
Should	· In most writing, I can use capital letters, full stops, question marks and exclamation marks accurately. I can use commas in lists and after a time phrase.
Could	· In most writing, I can use capital letters, full stops, question marks and exclamation marks accurately. I can use commas in lists and after a time phrase. I am beginning to use commas when I drop in information e.g. about a person or event.
Could Even	· In a range of writing, I can use capital letters, full stops, question marks and exclamation marks accurately. I can use commas in lists and after a time phrase. I am beginning to use commas when I drop in information e.g. about a person or event. I am starting to use speech marks.



Good luck, work hard and enjoy!

We look forward to seeing your work in school.

I Was a Rat! & Sound



Name _____

Class _____

To be handed in every Tuesday.
**Homework will be returned & set
on Thursday**

Children should be encouraged to use the support or extension tasks as appropriate.

I was a rat!

Weekly Tasks

Take care of this leaflet as it contains all the English homework tasks between now and half term. Bring completed tasks into school every Tuesday. **HIGH QUALITY** work is expected and may be displayed. Your presentation is very important, but the content of your work is even more important.

Always give yourself enough time to produce a high quality piece of work and **check it through carefully**.

Writing tasks and practical tasks are included to make the tasks fun and appealing to all. We hope you really enjoy these activities!

We will also give you a Maths activity to complete that is linked to our learning in school at an appropriate level of challenge.

From Miss Redman

For Tuesday 15th January

Produce a postcard of Rat Boy sent by a spectator to a friend describing what they saw. Draw a picture on one side of the postcard and write on the other side.

- 1* Make sure it is past tense. Remember to use capital letters and full stops.
- 2* Use well-chosen adjectives to describe what they saw
- 3* make use of figurative language and a wider range of punctuation such as embedded clauses (formally known as comma sandwiches!)

for Tuesday 22nd January

You have been commissioned by Random House to redesign the cover of I Was a Rat! Think carefully about suitable colours, images and font sizes and styles. Ensure both the title and author's name are visible.

- 1* Redesign the front cover only
 - 2* Create a complete cover sleeve with the front and back cover. On the back write a suitable blurb, describing the plot to hook the reader without giving too much away.
 - 3* As 2* making use of a rhetorical question and showing a wider range of punctuation, including !, ? and
- Include some quotes from newspapers like you often see on the back of books.

for Tuesday 29th January

Write a non-rhyming poem with the title **Listen** If you need help starting here is an opening

Listen

- 1* Include interesting sounds described
- 2* make use of good descriptive vocabulary
- 3* Make use of figurative language and work on adding balance to your poems by making lines a similar length

EBI: You illustrate your poem

for Tuesday 5th February

Next week you will be creating a musical instrument. First you need to design your instrument. Think about the materials you could use.

- 1* Design a wind instrument and label the materials
- 2* Design a string or percussion instrument. Label the materials and show how the pitch will be altered indicating examples of high and low pitched notes.
- 3* Design a string or percussion instrument. Label the materials and explain how the materials used will affect the quality of the sound and pitch. Explain how the pitch will be altered indicating examples of high and low pitched notes.

For Tuesday 12th February

Create a musical instrument using your design from last week. Use your knowledge of sound, volume and changing pitch to make an instrument where the pitch can be altered.

- 1* Create a wind instrument
- 2* Create a string or percussion instrument
- 3* Create a sting or percussion instrument. Explain the science behind the pitch of notes.