

Broomhill Primary School



Ideas for Reading Activities at Home (P4 - 7)



*Resources adapted from Highland Literacy Project

Reading Activities



Please try some of the activities below. Most don't require resources other than the jotter we provided. Ask someone at home to give you feedback.

Some Ideas for P3/4 – S1/2

~ Most of these activities can be extended *or* simplified to meet the needs, yet still challenge all pupils in P3/4 –S1/2.

- Write answers to HOTS questions (can be found on the blog).
- Find the main ideas – summarise the 3 important events from the chapter.
- Write down 10 fascinating facts you learned from a non-fiction book.
- Summarise the story- use a comic strip layout.
- Re-tell the chapter. One post it note per page.
- Re-write alternative beginning or ending for text.
- Write a book review. (Templates on our blog).
- Use some new vocabulary from the book to practise spelling.
- Add examples of effective beginnings/endings/phrases etc to phrase books to be used in their personal writing.
- Make up a new title for each paragraph/chapter. This is quite effective as you are asking the pupils to summarise.
- Design a new cover and title for book that has been completed. Include the back cover and ask pupils to write their own synopsis first. Children should not have the book to work from.
- Predict what will happen next in the book. The book may have to be removed to avoid children reading on!

- Dictionary/thesaurus work, e.g. highlight 10 tricky words or phrases for someone at home to find and clarify or to give an alternative for.
- Pick a descriptive word from the text and use a thesaurus to find 5 synonyms and antonyms.
- Choose a descriptive passage from the book and write a list of examples of imagery – similes, metaphors, alliteration etc. Add 2 more of your own (in keeping with the theme of the extract)
- Dictionary/thesaurus work, e.g. Find 20 words beginning with 'A' and put in alphabetical order. Pupils often find alphabetical order using the second and third letter quite tricky but it is an essential life skill!
- Grammar Hunt – read and find a given number of nouns or verbs, adverbs, pronouns etc
- Spelling – with a partner, find the longest/trickiest word from each page in the chapter and teach each other how to spell them.
- Draw and label a character/setting from the description in the text. Labels should be phrases.
- Write about what a character might be thinking or feeling. Write it in the first person, using speech bubbles or speech marks.
- Make a labelled drawing or a chart, using information from a non-fiction text [or from a fiction text]
- Make a map showing location from the clues given in the text.
- Expand on a character description; include personality as well as appearance.
- Find 10 adjectives/adverbs and give alternatives.
- Look in text for alternatives for said and make a chart for the wall. Others can add to it from their novels (alternatively words for happy/sad/big etc)
- Write a talk expressing your own opinions about a character/the story, justifying your opinion. This can be done in pairs. Give the talk to the rest of the group. Opportunity for peer/self/teacher evaluation of talking and listening skills.
- Re-write a paragraph as a report (e.g. newspaper) rather than narrative.
- Write a newspaper report using the same facts but a different bias
- Write a quiz to go with a Fiction or non-fiction text.



- Re-write an event from another character's point of view
- Make a poster/advert for an event in the text e.g. a party. Write a plan first.
- Re-write part of the text in another genre e.g. as a play. This is challenging but a good group task. Pupils could act it out to the class. An additional session could be used to turn it into a film script and filmed.
- Research topic/author/illustrator/publisher on Internet. Create a poster or fact file about what you found.
- Make a cartoon strip showing the sequence of events in chapter. Speech bubbles can be added or a sentence written underneath.
- Summarise the chapter by writing the key points in a mind map.
- Write a diary entry for one of the characters. Pupils could be given a choice of character.
- Compare and contrast 2 different pieces (or genre) of text along the same theme.
- Write a biography of a character/author.
- Draw a diagram, mapping out the relationships between main characters.
- Make up a character reference for a new job for one of the main characters in the text.
- Draw an additional illustration for the chapter. Only include information given in the text.
- Find and list features of the **genre** e.g." Horror: It is set in a wood, at night, foggy. There are gory descriptions, give example. Author used alliteration 'silently the thing sloped off into the sweltering swamp' to create a scary atmosphere. The main character is only described as a thing etc"
- One person in the trio reads a *new* chapter aloud whilst the others listen and take notes. The trio then discusses the events using the notes as guide. The trio then takes the agreed key points to make a large version of the notes for display. This can be in any format e.g. bullet points, mind map etc
- In pairs, look for the techniques the author has used to make the reader feel a certain way about a character. List these using bullet points.
- As above but looking at how the author influences the reader about a moral issue or world wide debate such as global warming.



When using a class book pair look for features such as phrases, character descriptions, technology that identify when it was written. Pupils could research this period as an additional activity (perhaps as homework) prior to the follow up.

- Oral questions. The group sits in a circle. Pupils take turns to ask a comprehension question to the person on their right. Once answered, the rest of the group add additional/alternative information or simply agree. When it arrives back at the beginning, the next person asks another question. These can be prepared questions but older pupils may be able to ask unprepared questions.
- Compare an actual historical event/character in a fiction book to information about the event/character from a variety of factual sources. This could be recorded in a comparison list (i.e. paper divided into 2 vertically)
- Find and list words/phrases that may be from the language or dialect of the character or the setting of the book e.g. Scots: *'bairn'*. Pupils could discuss and decide what they might mean. There is a free online Scot's dictionary to help.
- Be a book critic. Once a book is completed, pupils could write a column for a book magazine outlining their opinion of the book and justifying their opinion [It may be an idea to look at theatre or restaurant critiques beforehand to look at their style and the language used]. Once completed they could be glued into a class magazine.
- Using the activity above (or another) pupils film each other giving their critique whilst sitting in a 'book critic chair'
- Prepare and present using Power point, interesting facts about a Non Fiction text.
- Turn a chapter into a film. Write a play script and make an animation using cut paper (flat) or Plasticine (3D).

