

Year 4 English Learning for week beginning: Monday 11th January

Information

You may not need to print all of this off if you did last week as some tasks are continued.

We have planned for the main part of the English to take about half an hour and then 10/15 minutes for handwriting/spelling. You can choose to do either both of these in one go or do at different times in the day, whatever works for you.

Mondays: SPAG (spelling, punctuation and grammar learning).

Tuesdays, Wednesdays and Thursdays: These 3 lessons will follow a learning sequence, so please complete the tasks in the given order. These will be writing lessons (may include planning and research too).

Fridays: A reading activity or reading comprehension will be set. We will begin this reading task next week - this week will be writing.

Handwriting and Spellings will continue to be daily (these usually alternate). Spend 10-15 minutes on these please.

Reading - Please spend 15 minutes enjoying books and reading aloud to somebody at home.

I have included all the resources and worksheets below the information. You do not have to print everything off as sometimes you will be able to work from the worksheet.

It is grouped in:

Spelling activities for the week
Handwriting activities for the week
English activities for the week.

Monday

Spelling: We are not sure if you would have all been able to access and complete all of last week's spelling and handwriting activities, so for this week, we will allow time for you to complete these. If you have already completed these, you can spend a little longer learning your orange words and revisiting the words in unit 12. Here is a link for some spelling games if you did manage to complete the set work already. [spelling - Topmarks Search](#)

Unit 12 - scanned below. Pages 50 & 51.

Complete the Spelling zone activity.

Complete the dots and dashes. Complete the word changers activity.

Orange words to learn this week:

Circle complete Different Disappear Early Earth Eight Exercise

English: SPAG - To use inverted commas to show direct speech. Revising more on this.

This lesson follows on from Friday's lesson. Today we will be thinking about how to use inverted commas to show direct speech. This is when somebody is speaking in a new story. The cheat sheet and poster from Friday's English work last week will help you today too, so you may want to look back at that.

Continued on next page.....

Here is a link which will teach you about inverted commas:

<https://www.bbc.co.uk/teach/class-clips-video/english-ks2-ks3-punctuation-in-story-writing-inverted-commas-full-stops-question-marks/zvmkjhv>

Here's a song to help remind you about inverted commas:

<https://www.bbc.co.uk/teach/supermovers/ks2-english-inverted-commas-with-mr-smith/z62rhbk>

Did you manage to write the conversation between the boy and the lifeguard on Friday? If you didn't manage this, spend a few minutes working on this today.

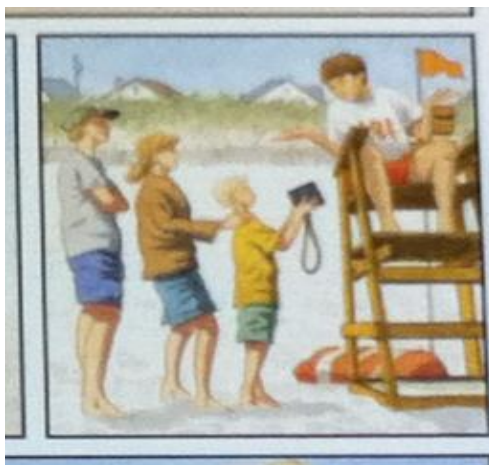
If you did manage to complete this, make a poster reminding yourself how to use inverted commas.

This is the rhyme we use to help us to remember

New speaker, New line,

66 Capital letter.....blah blah , ? or ! 99

Remember you only use a full stop if the reporting clause (who says this) is not following on after your 2nd set of inverted commas (the 99 as we say). Also remember we just say 66 and 99 to remind us and they are tiny, at the top of the line. We don't need inverted commas the size of a football pitch and full stops the size of footballs!!!.



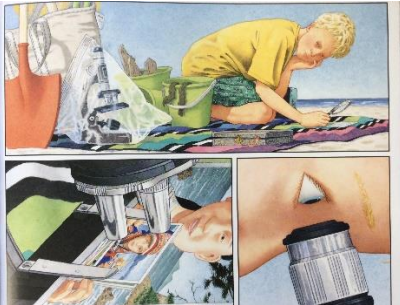
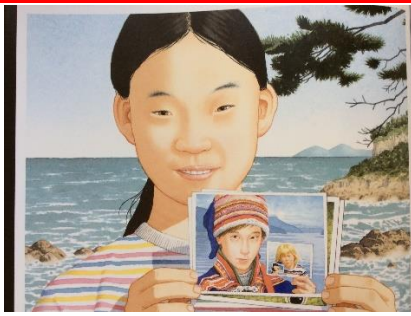
Tuesday

Handwriting: Unit 12. Spend 10-15 minutes practising your handwriting using the given worksheets. There is an extension sheet if you would like to do any extra in the week. We are not expecting you to complete all of the sheet, just practise for 10 or so minutes and try your hardest to form and join those letters accurately.

English: To talk in detail about extracts from a book and to write about a character.

Read the Flotsam story again looking at pictures. Perhaps you can explain this to somebody at home. For This is the link a YouTube version of the picture book which you can watch to remind yourself of the Flotsam story. [Flotsam By David Wiesner - YouTube](#)

After the young boy gets the camera film developed, he discovers a set of photos. Not only are these full of amazing underwater scene scenes and fantasy creatures, but there are also many photos of a child holding a photo. The young boy carefully studies all of these, first with his magnifying glass and then with his microscope. Can you talk about this with someone at home and discuss what is happening? What do you notice about the photographs? They all go back in time and each photo is older than the previous one.



Discuss the idea of a child holding a photo of a child who in turn is holding a photo of a child. Discuss the dilemma faced by the boy whether to keep the camera or throw it back out to sea so other children could continue the adventure. What would they do? Why?

Tomorrow you will be creating a mind map all about this character. In a couple of days, you will be writing the 'back story' about one of these characters. This will just be a short story as to who they were and why they were on the beach.

Today, choose one of the children who is holding the photo and then create a copy of this picture of the child. You could draw this to make it look like a portrait in a photo frame - you do not need to do anything else in the picture apart from the child. The aim of this is to have a drawn picture of the character you will be using tomorrow. Make this picture about A5 in size (half the size of a piece of A4 paper).

You could create their own unique tales from an evacuee in World War Two to a little girl running away from boarding school in 1952 to have fun on the beach! To inspire them to write their stories, Use charcoal to copy the picture into a little frame. Sellotape a flap of tracing paper over the top of this to stop it smudging. Look at 'day 3' for ideas on this. [Ideas for using 'Flotsam' by David Wiesner: KS2 \(booksfortopics.com\)](#)

Wednesday

Spelling: Practise your orange or red words from Monday in an interesting way - see below for some ideas.

Play the 4 in a row game on page 52 and then complete the 'Choose the right word' activity on page 53.

English: Invent a character and think about the characteristics of this person.

Today, use the picture of the child you. Think about (and chat to someone if possible) about who the character is and why they were on the beach. How did they come to find the camera?

Glue the picture of the character you drew yesterday into the middle of a piece of paper. Around this come up with ideas and create a mind map with the character in the centre of the page. Just as we do in school, remember to use a ruler for any lines and make sure your notes are neatly written, in your fabulous handwriting, so you can read these easily tomorrow. Your character could be anyone such as an evacuee in WW2, a girl who has escaped from boarding school, a child washed up from a ship wreck or a family day trip to the sea side.

Here are some things for you to think about:

- Who is the character? How old are they?
- Where is the child in the picture? Which country?
- What year is it? How far back in time are you going?
- Why was the child on the beach?
- How did the character find the camera?
- Jot down some notes as to how the character came to be on the beach.
- How did the character find the camera? Was it washed up on the shore, or lying in a rockpool?
- What is the character like as a person? Are they interested in nature and science such as the young boy in Flotsam?
- How did the child feel to find the camera?
- Did they develop any of the photos? If so, what was on these photos?

Thursday

Handwriting: Unit 12. Spend 10-15 minutes practising your handwriting using the given worksheets. Focus on completing the first sheet from Tuesday. If you have completed this, the second sheet is for extra if you would like to do it too.

English: to create a story based upon a character.

Today, try to create a story for the character you created and wrote notes about yesterday. Make sure you read any notes before starting this piece of work.

Aim to write for 30 minutes. How much can you write in this time? It does not matter if you do not finish it all. Today is about turning your ideas into 2 or 3 paragraphs of writing. Remember to make your writing as exciting as possible by using a range of fronted adverbials to start sentences with how, where or when openers. Also remember to include some fantastic descriptions by using exciting adjectives. Perhaps you could even use some similes?

Paragraph 1 - write about the character, their background and how they came to be on the beach.

Paragraph 2 - write about when the character you have chosen finds the camera. Where was it found? How did they find it? Do they tell anyone? Do they keep it a secret? What do they do next with the camera?

Paragraph 3 - What did the character do with the camera? Did they get the film developed? Did they find any photos of interesting underwater sea scenes and creatures?

Paragraph 4 - what does the child do next with the camera?

If you still need some help for ideas - have a look at this teacher's blog who did something similar with their class. Look at day 3 and click on some of the children's examples.

[Ideas for using 'Flotsam' by David Wiesner: KS2 \(booksfortopics.com\)](https://www.booksfortopics.com)

Friday Reading Challenge

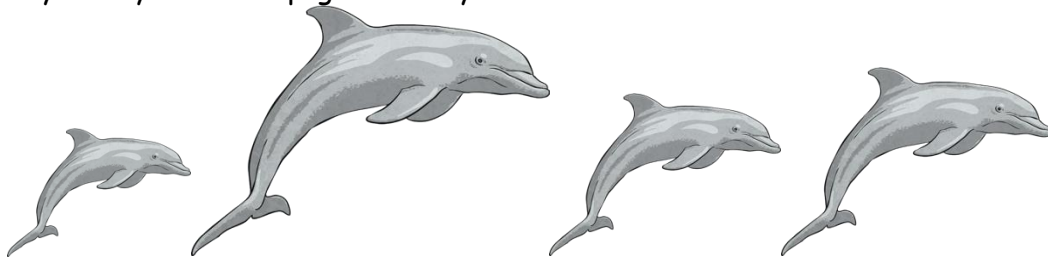
Spelling:

Complete the dictation activity using the words in unit. Ask somebody to read 6 of the orange words to you and write these in the 'Jumping orange words' on page 53.

English - Reading comprehension - Dolphins.

Please complete the reading comprehension attached. We thought that dolphins would fit in nicely with our flotsam book.

The comprehension - text, questions and answers are all in our Year 4 area on the website (where you find your home learning work). Please DO NOT print the whole of the attached document as you only need the pages which you are to work from.



Can you remember which reading task you normally do?

Dolphins - read and complete the * activity.

Orcas - read and complete the ** activity.

Sharks - read and complete the *** activity.

Remember - read all of the text first. Then Read and answer the questions. Make sure you keep the text in front of you - it is not a memory test, you can look back at the text as often as possible. Finally, when you think you have completed everything, check your work (or somebody else can) against the answers.

Practising joining from the letter f.



People fled swiftly from the maze.

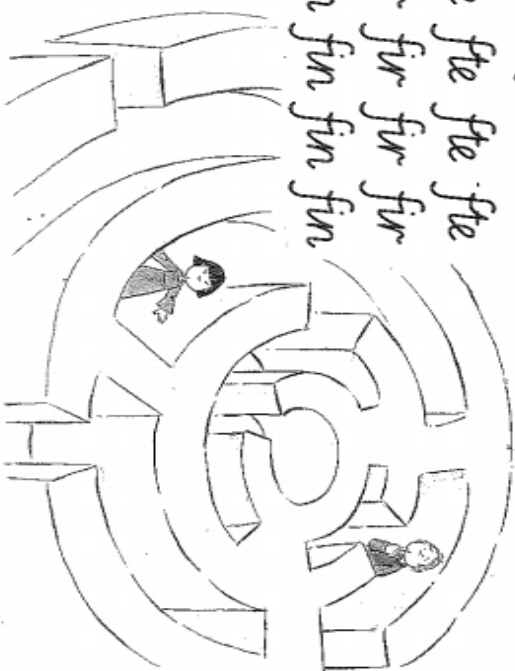
FOCUS

A Copy this pattern into your book.



B Copy these letters into your book.

fte fte fte fte
 fir fir fir fir
 fin fin fin fin

**E**XTRA

Certain words and phrases can be used in sentences to give a 'time' meaning. Copy these words into your book.

after first then
 after a while firstly suddenly
 afterwards finally once

Remember to stop
 your writing slightly
 the right.

**E**XTENSION

Choose a word from the Extra above to finish these sentences.

Copy the sentences into your book.

Remember to start each sentence with a capital letter.

1 there was a
 frightening beast
 called the Minotaur.
 He was half bull
 and half human.



2 Theseus went into the labyrinth to find
 the Minotaur and he killed him

3 Theseus followed the string
 Ariadne had given him and escaped.

Name _____

Date _____

f f



A Trace and write the pattern and letters.

W W W W W

aft aft

fin fin

B Trace and write the words.

after

afterwards

after all

finish

final

finally

Name _____

Date _____

Trace and write the sentence.

Friendly Frederick

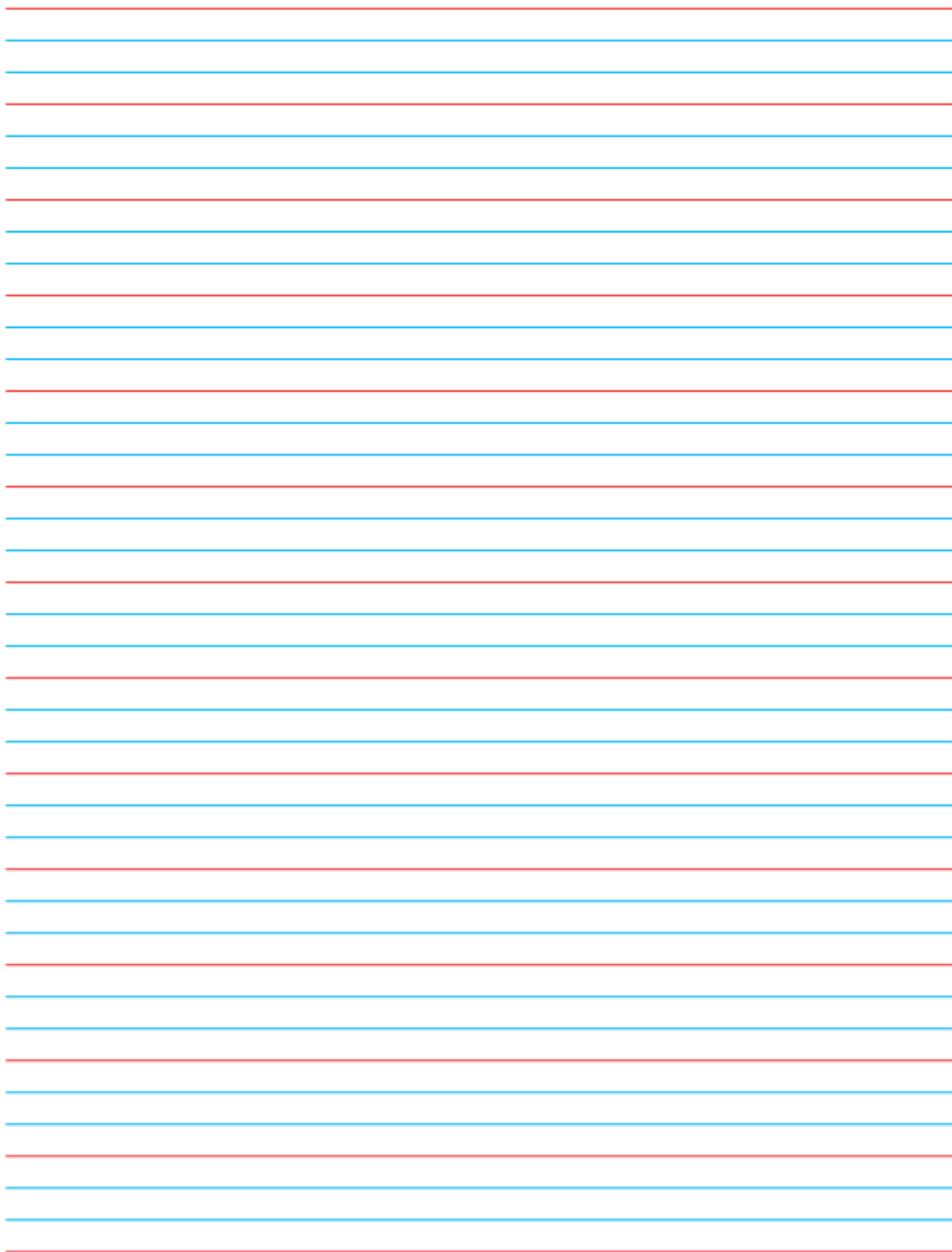
Fuddlestone

could fiddle on

his funny bone

From 'Friendly Frederick Fuddlestone' by Arnold Lobel





Adding the prefix **anti-**

Speed spell

Write the **Speed spell** words.

a _____ b _____ c _____

d _____ e _____ f _____

Circle any errors. Write the corrected spellings in your Log Book.

Spelling zone



1 Take turns to read the information.

The prefix **anti-** means 'against' or 'opposite'. We can just add it to the front of a root word without changing its spelling.

2 Add the prefix **anti-** to these words. Take turns to read them.**anti**clockwise _____ septic

_____ freeze _____ social



3 Write the correct word to match each definition.

a _____ a substance that kills germs

b _____ moving in a circle in the

opposite direction to the hands of a clock

c _____ a chemical that stops water from freezing

d _____ to not enjoy the company of other people

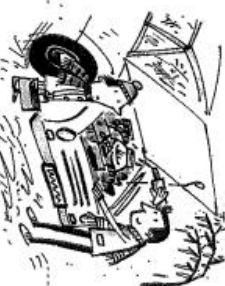
4 Write a sentence using a word with the prefix **anti-**.

Dots and dashes



Dot and dash the graphemes in the words. Write the number of sounds.

antifreeze	8	antiseptic	
antisocial		ant Climax	
anticlockwise		antibiotic	



Vocabulary check

An **anticlimax** is something that has a disappointing ending.The end of that film was such an **anticlimax**.Some words with **anti-** as a prefix do not have obvious root words, e.g. **anti** + biotic.

Word changers



Complete the table.

prefix	root word	prefix + root word
anti-	clockwise	anticlockwise
anti-	septic	
		antifreeze
anti-	social	
		antibiotic
anti-	climax	



Words to log and learn

Choose five words from **Dots and dashes** and **Word changers** that you find hard to spell. Write them on p.19 of your Log Book. Circle the part of the word that you find the hardest to remember. Explain to your partner why and discuss how you will learn it.

Dictation

Take turns to read aloud one of the dictation sentences from Unit 12, p.62 (Partner 1) and p.63 (Partner 2) for your partner to write down. After each sentence, correct any errors, then swap.

1

2

Four-in-a-row

Choose a word from **Dots and dashes** or **Word changers** and say it to your partner. Ask them to write it down.

Circle any wrong letters. If the word is right, tick a shape in your partner's book. Can you both spell four in a row correctly?



Choose the right word



Complete the sentences using the correct word.

antifreeze antisocial antiseptic anticlimax
antibiotic antibiotics anticlockwise clockwise

1 I don't want to go to the party because

I feel _____ today.

2 When it is cold and icy the car

needs _____.

3 The ending to the film was disappointing:

a real _____.

4 When I grazed my knee, Mum put _____ cream

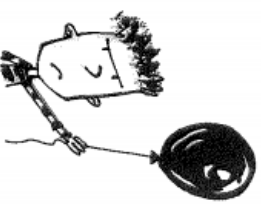
on it to stop infection.

5 Doctors often give _____ to help fight bad bacteria.

6 This medicine is an _____.

7 The hands of a clock turn _____.

8 The opposite of clockwise is _____.



Team teach

Now work together to play **Team teach**.

Jumping orange words

Write the words you have been revising with your teacher below.



Ways to practise spellings (for Wednesday):

Ideas for learning spellings: There are many different ways to learn spellings and using the look-say-cover-write-check sheet is just one way. You could:

- Try painting your words in different colours
- Sprinkle talcum powder/flour/rice/sand/shaving foam (or something similar) in a baking tray and use your finger to spell out the words
- Cut out letters from an old newspaper or magazine to make your spelling words
 - Draw a rainbow and write all your words in an arc in a different colour
 - Make a paper chain of your spelling words
- Play hang man with a partner using your words...or come up with another idea to help learn your spellings and share with the class.

Dictation sentences for Friday:

Unit 12

Dad has antifreeze for the car.
Erin feels antisocial today.

Unit 12

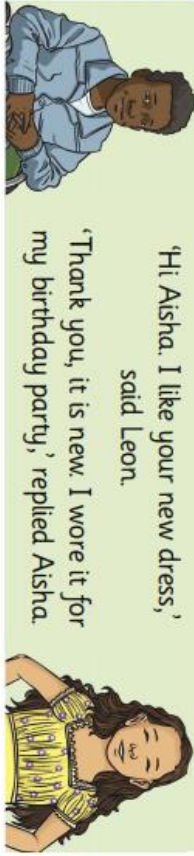
That ending was an anticlimax.
We put antiseptic on the cut.

Cheat sheet from last week to help you with punctuation:

Inverted Commas

For Direct Speech

Did you know that inverted commas are used to show direct speech?



'Hi Aisha. I like your new dress,' said Leon.

'Thank you, it is new. I wore it for my birthday party,' replied Aisha.

This direct speech uses inverted commas.

'Hi Aisha. I like your new dress,' said Leon.

They look like commas floating in the air!

Inverted commas mark the beginning and end of direct speech.

Double or Single

Can you spot the difference below?


"Hi Aisha," said Leon.

'Hi Aisha,' said Leon.

Inverted commas can be used as "double or 'single. You can use either but it is important to choose either double or single and stick with them. Don't switch between them during your writing.

'Hi Aisha,' said Leon.

The comma appears **before** the last inverted comma.



Using inverted commas to show someone is talking.

Remember:

- Use a capital letter for each new speaker.
- A capital letter must be used for the start of each new piece of speech, at the start of the sentence and for all proper nouns.
- A full stop must be used at the end of the sentence.

New speaker new line

66

1 to 4

99

Reporting clause at the end:

“Hey, Mum, Dad...you’re not going to believe this!” yelled the young boy as he ran up the beach frantically.

“What have you found?” asked his mother.

Reporting clause at the beginning:

The boy’s father turned the object over in his hand and replied, “It looks like an old fashioned camera to me.”

Reporting clause at the middle:

“We will have to hand it into the lifeguard,” his mother exclaimed whilst frowning, “it could belong to somebody and they may be looking for it.”