

## Year 4 English Learning for week beginning: Monday 25<sup>th</sup> January

### Information

**English - 45 minutes for the main lesson and 15 minutes handwriting or spelling (alternating daily).**  
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:** 15 minutes spelling.

Planning your own story based upon the structure of Flotsam.

**Tuesdays, Wednesdays and Thursdays:** These 3 lessons will be for writing your own story - we will write different sections of the story on different days.  
15 minutes handwriting/spelling/handwriting.

**Fridays:** A reading activity or reading comprehension will be set and 15 minutes spelling.

**Handwriting and Spellings** will continue to be daily (these usually alternate). Spend 10-15 minutes on these please. If you want to do a little extra spelling practise: [spelling - Topmarks Search](#)

**Reading** - Please spend 30 minutes enjoying books and reading aloud to somebody at home. Please make sure that you are taking a quiz on each book you read - do both quiz types please, the comprehension and vocabulary quizzes.

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

### Monday

The spelling may take longer today so spend 30 minutes on spelling and 30 minutes on the English.

**Spelling:** Unit 14 - scanned below. Pages 58 & 59.

- Speed spell - ask somebody at home to choose 6 words from unit 13 (last week). Can you spell these?
- Complete the Spelling zone activity.
- Complete the dots and dashes.
- Complete the word changers activity.

Orange words to learn this week: (in preparation for the jumping orange words activity on Friday).

*Forwards fruit guide guard heard heart*

**English: LO To plan and adventure story using the structure of another story as a starting point.**

Can you remember how we have written our own stories in our class? Stories we read all have a plot and a structure and this can simply be shown as a story mountain. We use the story mountain structure - so our stories have:

- A beginning - opens the story, sets the scene, grips a reader, detailed description of setting or characters
- A build up - this takes the story forward to the problem or dilemma - suspense and tension are built up
- Problem/dilemma - this is where something goes wrong or there is a problem/dilemma to solve, include details of actions/dialogue
- Resolution - the problem or dilemma gets resolved (sorted out)

- Ending - This is different to the resolution - a good ending should link back to the start - e.g. showing how the character is feeling or how the character or situation has changed from the beginning.

Like we have done previously in class together, I have 'boxed up' the story of Flotsam. I have taken away lots of information and just left the 'bones' of the story. Have a look at this on the planning worksheet below. Read through it...can you recognise all parts of the Flotsam story?

Today, you are going to plan your own finding story based upon the structure of Flotsam. You can use the planning grid & the boxing up information to help you to plan your own story. You will need to think about character who finds something interesting. When this is investigated it contains interesting ideas/facts/objects...what is going to happen? How can the character release this object? How is the object continued on its journey and where does it end up?

- Of course, you may plan an alternative adventure story if you are struggling with using the boxing up process to help you.
- For the next 3 English lessons, you will be writing the story.
- Please fill in the planning worksheet using notes and then allow time to really talk through your story with somebody at home. Start to bring your story alive by chatting about it.

### Tuesday

**Handwriting:** Unit 13. Spend 10-15 minutes practising your handwriting using the given worksheet. Just practise for 10 or so minutes and try your hardest to form and join those letters accurately.

**English:** LO: In narratives, creative settings, characters and plot.

Today we are going to write the opening and build up sections of the story we planned yesterday. The hardest thing is going to be slowing down and taking our time as we do not want to rush through the story. Remember, make every word count!

We have written a story writing toolkit which is to be used throughout the week for our story writing sessions - this will help you to think about some of the important things we need to include when writing stories.

#### The opening - What do we need to include in the setting?

How can we bring the setting alive? We need to use detail and impressions. Let the setting suggest something about the characters.

The setting should be used to create an atmosphere- using senses, Make the setting fascinating in some way - really make a reader feel as if they are in the setting. Do not rush through this - think about using amazing language to build up the scene.

For example, the first two sentences of my story could look like this:

*One spring evening, as the sun was dipping its head behind the clouds, a young girl was strolling through a clearing in the trees. The hazy glow of the fading day cast a softness all around her as if a cloak of the finest silk was wrapped upon her shoulders.*

#### What do we need to include in the build up?

What does the 'build up' section of the story do? We need to move our story from the setting and opening to the problem. The build-up does this.

Use the toolkit below to help you to write the opening and build up of your story. When you have finished these today, read through what you have done today and mark against your toolkit as we do in class.

### Wednesday

**Spelling:** Unit 14 – scanned below. Page 60. You will need somebody to work with for the 1<sup>st</sup> 2 activities.

- Complete the dictation activity.
- Play the 4 in a row game.
- Practise your orange or red words from Monday in an interesting way – see below for some ideas.

**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.

**English: LO: In narratives, creative settings, characters and plot**

Today you are going to write the problem section of the story. Look back at your story plan and refresh your mind as to what you planned.

What do we need to include in the problem section of the story? You need to make sure you follow your plan and again, do not rush through this.

This is moment in the story when things go wrong! What are the characters going to do? How are they going to get the object he/she/they found to continue its journey? What is special about the object? What do they find out? What secrets does it hold?

In this section, you will need to describe how different characters might react and feel about the dilemma in the story. How might they show their feelings in how they act?

As yesterday, use the toolkit to help you to write your story. Read through what you have done today and mark against your toolkit as we do in class.

### Thursday

**Handwriting:** Unit 14. Spend 10-15 minutes practising your handwriting using the given worksheet.

**English: LO: In narratives, creative settings, characters and plot**

Today you are going to finish your story off. Do not rush through the resolution and the ending, take your time to write your story well.

What does the resolution in a story do? Is this the same as the ending? How are the ending and resolution different? Remember the resolution resolves/solves the problem and the ending will finish the story off. Look back at your planning to see how you planned your story in these sections.

As in the previous days, use your toolkit to help you to write the rest of your story. When you have finished, read you story through and mark it against the toolkit.

WELL DONE YEAR 4...good writing. 😊

### Friday Reading Challenge

**Spelling:** Unit 14 - scanned below. Page 57. You will need somebody to work with for last activity.

- Complete the 'Choose the right word' activity on p.61.
- Ask somebody to read the 6 orange words from Monday to you and write these in the 'Jumping orange words' on page 61.

*Forwards fruit guide guard heard heart*

**English - Reading - To read aloud with expression to engage a reader.**

Today we are going to think about how we read out aloud. To make this interesting to a reader we need to make sure we use the punctuation accurately and read with expression.

Please follow the link below for our reading today. We have included screen shots of website pages in case you are not able to access this at home.

[Reading out loud - Year 4 - P5 - English - Catch Up Lessons - Home Learning with BBC Bitesize - BBC Bitesize](#)

Please follow the 3 activities on this website for today's learning. Please also read your reading book out aloud to somebody at home - really try to put in everything you have learnt today.

## Adding the prefix sub-

### Speed spell

Write the **Speed spell** words.

a \_\_\_\_\_ b \_\_\_\_\_ c \_\_\_\_\_

d \_\_\_\_\_ e \_\_\_\_\_ f \_\_\_\_\_

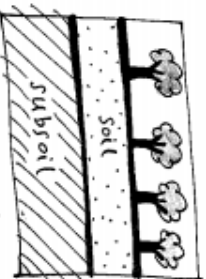
Circle any errors. Write the corrected spellings in your Log Book.

### Spelling zone



1 Read the information with your partner.

The prefix **sub-** means 'under' or 'beneath'. We can just add it to the front of a word without changing its spelling.



2 Add the prefix **sub-** to these words. Take turns to read them.

**sub** way \_\_\_\_\_ zero \_\_\_\_\_ marine

\_\_\_\_\_ divide \_\_\_\_\_ soil \_\_\_\_\_ title

3 Write the correct word below and on the next page to match each definition.

a \_\_\_\_\_ a temperature below 0°C

b \_\_\_\_\_ a layer of earth beneath the surface

c \_\_\_\_\_ a caption at the bottom of a TV or cinema screen

d \_\_\_\_\_ a tunnel under a road for pedestrians

e \_\_\_\_\_ to split something up and then split it again

f \_\_\_\_\_ a kind of ship that can dive under water

### Dots and dashes



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

way	2	title	
marine		merge	
zero		divide	
heading		soil	



### Word changers



Complete the table.

prefix	root word	prefix + root word
sub-	zero	subzero
		subway
sub-	marine	
sub-	soil	
sub-	title	
		subheading

## 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.21 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 14, 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?




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## Choose the right word



Complete the sentences using the correct word from each word family.

submarine submarines subdivide subdivided subdividing  
subheading subheadings subheaded subway subways

1 We saw two \_\_\_\_\_ in the docks.

2 The \_\_\_\_\_ was like a giant, grey whale in the water.

3 When more people arrived, I \_\_\_\_\_ the cake so everyone could have a piece.

4 I divide my pocket money into savings and spending money. Then I \_\_\_\_\_ my spending money into money for sweets and money for a comic.

5 A \_\_\_\_\_ is less important than a main heading.

6 When looking for information, \_\_\_\_\_ can be very helpful.

7 We walked through lots of \_\_\_\_\_ in the busy city.

8 If you go through the \_\_\_\_\_, you will get to the park.



## Team teach

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

## Jumping orange words



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

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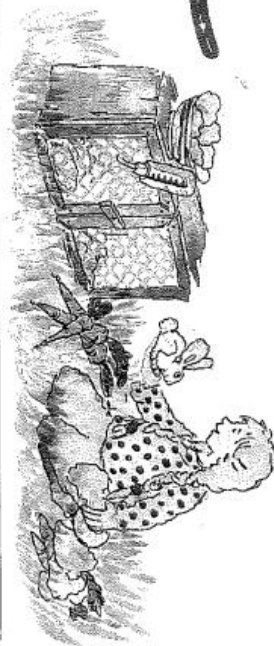


These are the handwriting sheets you will need for Tuesday and Thursday - write on the coloured lines given or in a book.

UNIT  
14

Practising forming double letters correctly.

ff



The fluffy bunny was very small.

## F focus

A Copy this pattern into your book.

www sssss www sssss

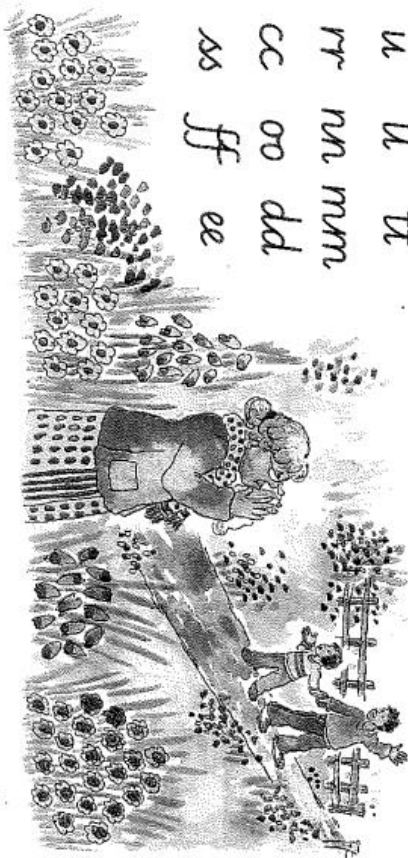
B Copy each of these sets of letters into your book three times.

ii ll tt

rr nn mm

cc oo dd

ss ff ee



## E XTRA

Copy these words into your book.

ball

guess

off

call

dress

offer

fall

press

cliff



## E XTENSION

Copy this poem into your book.

I like my fingers.  
They grip a ball,  
Turn a page,  
Break a fall,  
Help whistle  
A call.

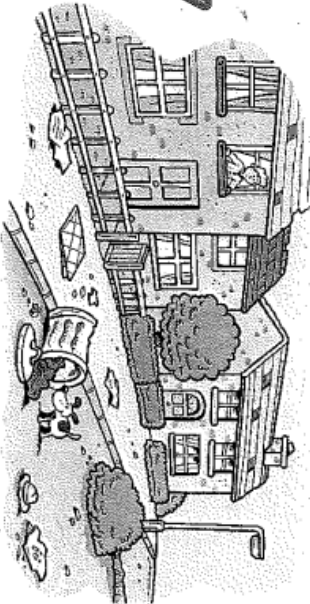


From 'Mark's Fingers' by Mary O'Neill

Remember to stop  
your writing slightly  
the right.

Practising spacing letters consistently.

ew ew



"Phew, the storm is over," said Matthew.

F

A Copy this pattern into your book.

ewew ewew ewew ewew

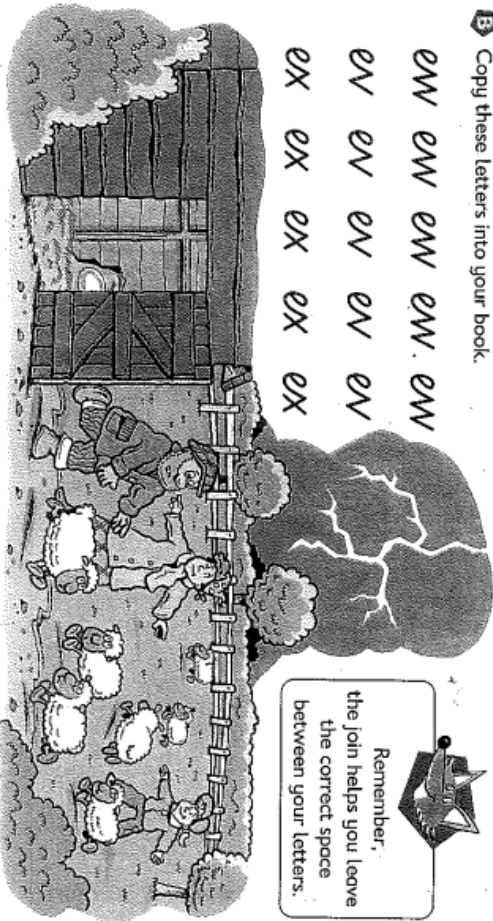
B Copy these letters into your book.

ew ew ew ew ew ew

ew ew ew ew ew ew

ex ex ex ex ex ex

Remember,  
the join helps you leave  
the correct space  
between your letters.



E

Copy these words into your book.

new

even

flex

blew

ever

next

flew

every

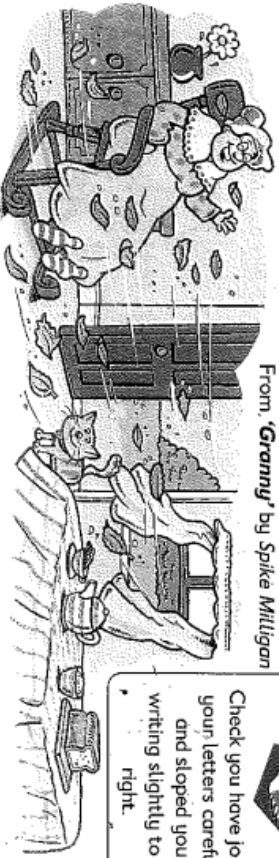
text

E

Copy this poem into your book.

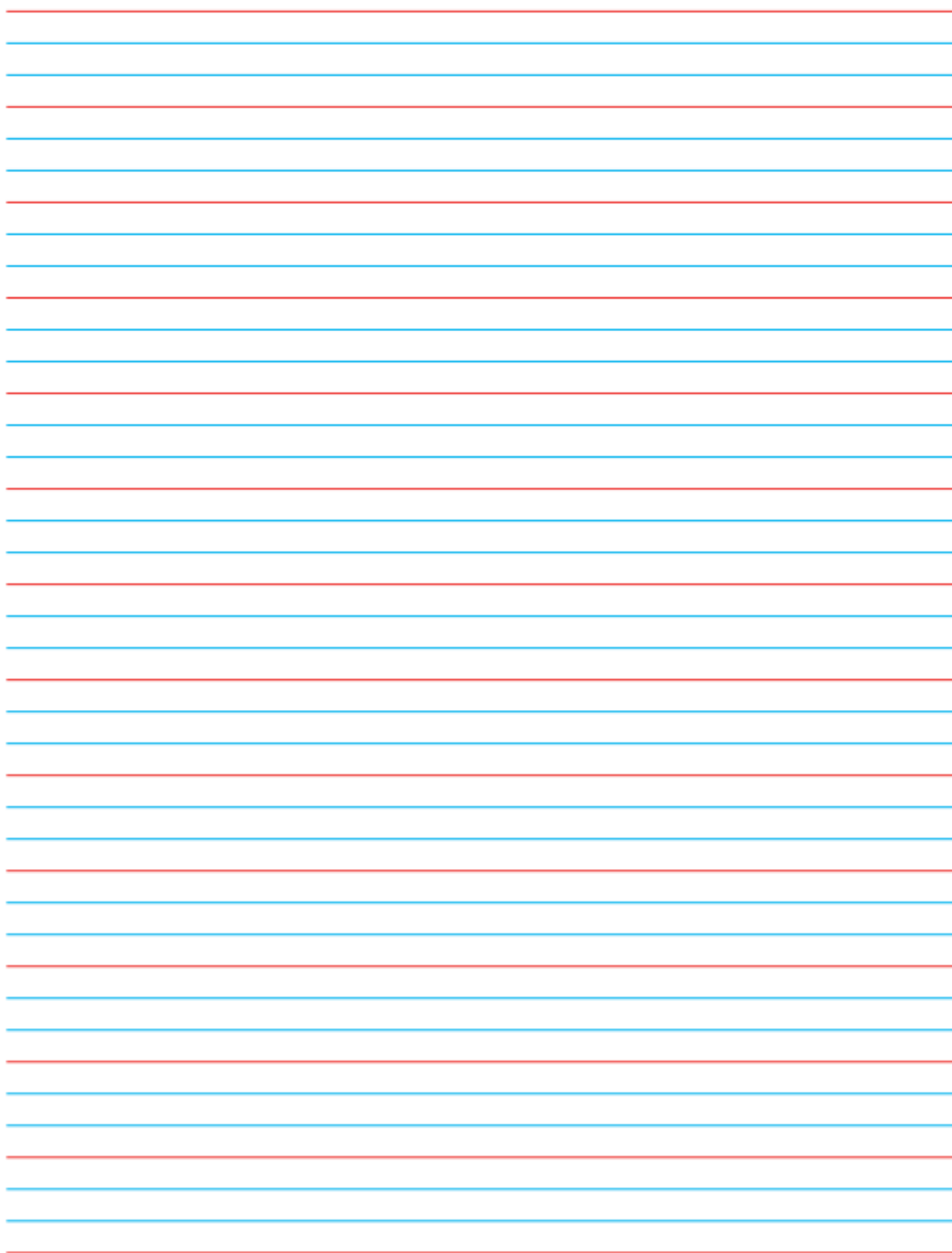
Through every nook and every cranny  
The wind blew in on poor old Granny;  
Around her knees, into each ear  
(And up her nose as well, I fear).

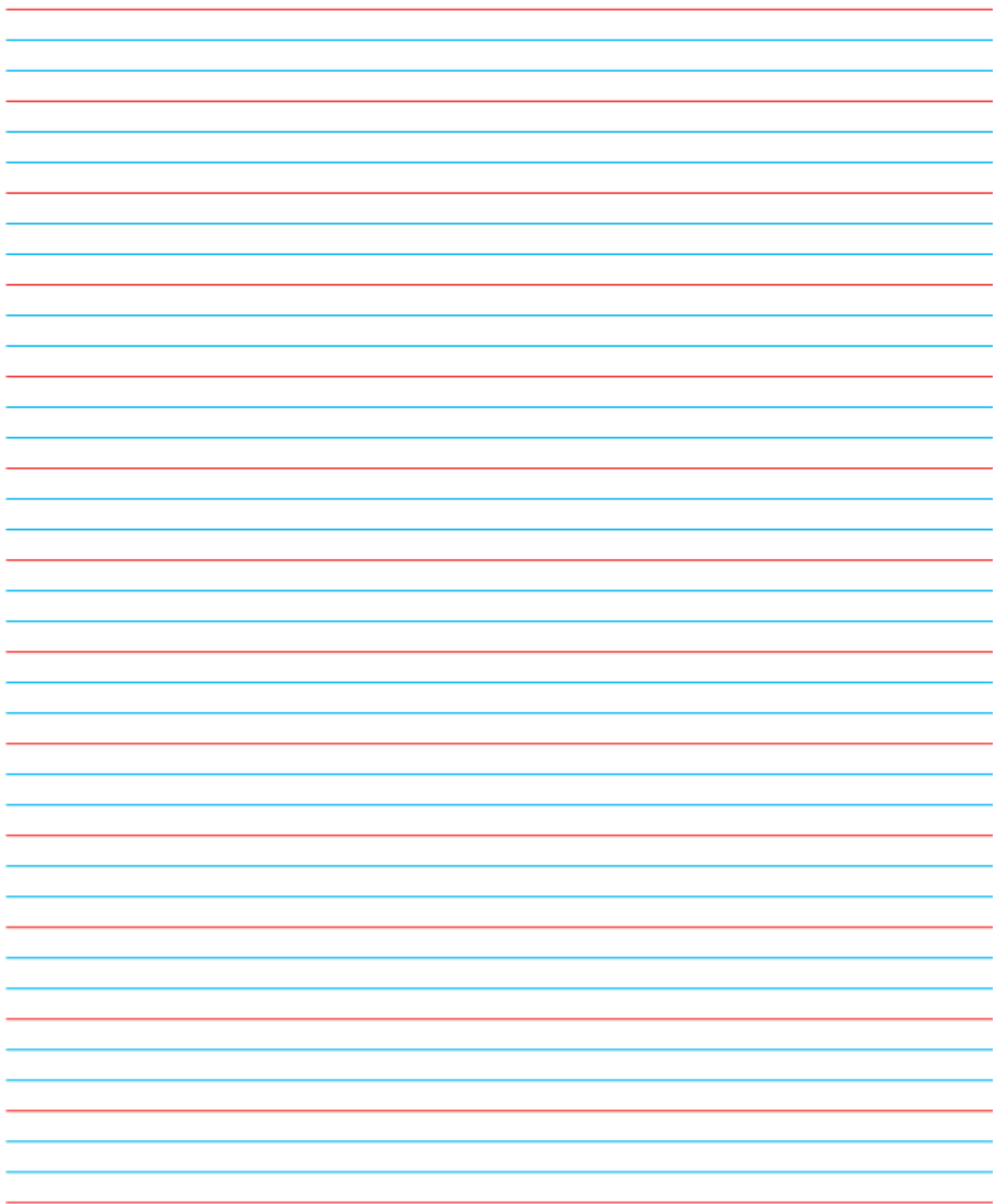
From 'Granny' by Spike Milligan



Check you have joined  
your letters carefully  
and sloped your  
writing slightly to the  
right.







Monday 25<sup>th</sup> January 2021

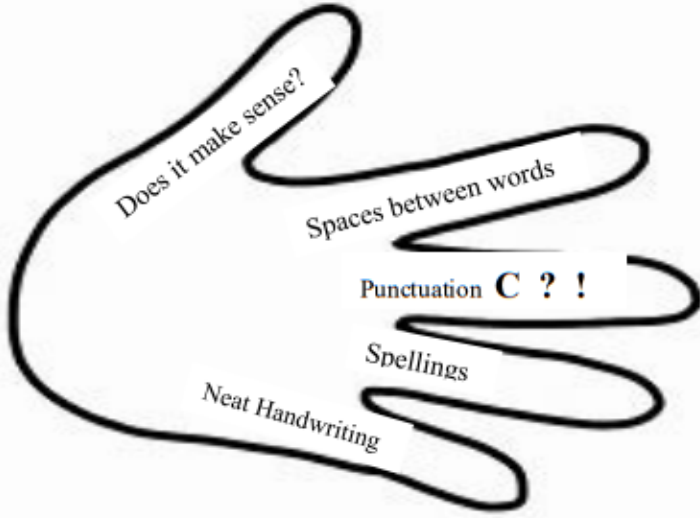
Opening:	<p>Main character (describe – personality, looks etc):</p> <p>Setting (describe the setting – place and time):</p> <p>Looks at creatures in their habitat or looks at something else he/she is interested in:</p>
Build Up:	<p>He/she finds an interesting object(ideas for object, where found why found etc):</p> <p>Main character is not sure what the object is – seeks advice from further characters:</p> <p>When characters look at it closely, they discover that: (what is it/what does it do?)</p>

<p>Problem/Dilemma :</p>	<p>Looking at the object, the main character realises the object is on a journey to time and place... He/she needs to work out how to continue to the object's journey. What secrets does the object hold?</p>
<p>Resolution:</p>	<p>The main character needs to add something to the object before it can continue on its journey through time and space:</p> <p>Then sends it back to: .....</p> <p>.....</p> <p>to continue its journey.</p> <p>The object is taken by .....</p> <p>.....</p> <p>to its new destination.</p>
<p>Ending:</p>	<p>The object appears in a new setting: (Where? When? Why? How did it travel?</p> <p>A new character finds object:</p>




## Toolkits for Tuesday's story writing.

LO: In narratives, create settings, characters and plot.

What I think.	Toolkit for a Story Opening and Build Up
	
	I have described the first setting in my story using amazing language to bring this setting alive.
	I have used exciting adjectives (2 adjectives before a noun and a comma in between these) to describe the setting.
	I have used expanded noun phrases to describe my setting. I have described the noun (e.g. the woods, beach etc.) in a lot of detail, perhaps using similes to.
	I have introduced the first character.
	I have written my story in the past tense.
	Have made sure I have used paragraphs for a new time, new person, new place and new emotion. I have remembered to begin a new line and indent this.
	<p>I have used some dialogue (speaking) in my story. I have remembered to used inverted commas to show this and to begin each new speaker on a new line.</p> <p style="text-align: center;">"This is amazing, where are we?" asked Sally with enthusiasm.</p> <p>Whilst pointing to the vast blanket of green which lay before them, Alex replied, "It's my school field."</p>
	I have not used more than 3 lines of dialogue in this section as too much talking slows a story down.

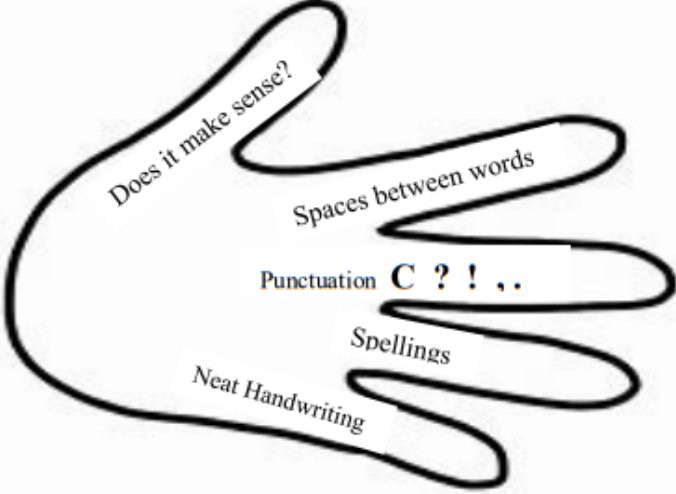
## Toolkits for Wednesday's story writing.

LO: In narratives, create settings, characters and plot.

What I think.	Toolkit for problem/dilemma section of story
	
	I have made sure my characters are in the correct place for the problem to happen.
	I have included a problem in this section - something has gone wrong for the characters (but I have remember not to solve this problem yet).
	<p>I have used some dialogue (speaking) in my story. I have remembered to used inverted commas to show this and to begin each new speaker on a new line.</p> <p>"This is amazing, where are we?" asked Sally with enthusiasm.</p> <p>Whilst pointing to the vast blanket of green which lay before them, Alex replied, "It's my school field."</p>
	I have continued to write my story in the past tense.
	<p>I have used a short sentence to create tension.</p> <p>Alex froze.</p>
	I have tried to write my sentences in interesting ways, for example using a range of fronted adverbials.
	I have remembered to start a new paragraph for a new place, person, time or topic.

## Toolkits for Thursday's story writing.

LO: In narratives, create settings, characters and plot.

What I think.	Toolkit for the resolution and ending of a story.
	
	<p><b>I have used powerful verbs to how action.</b>  <i>Rushed, leaped, dashed, pounded, thudded</i></p>
	<p><b>I have used adverbs.</b>  <i>Luckily/unfortunately, suddenly, immediately, eventually</i></p>
	<p><b>I have begun my sentences in different ways such as using fronted adverbials.</b>  A 'how' sentence starter... <i>Slowly</i>  A 'where' sentence starter...<i>At the opening of the cave...</i>  A 'when' sentence starter...<i>As soon as she could...</i></p>
	<p><b>I have continued to write my story in the past tense.</b></p>
	<p><b>I have solved the problem that happened in the previous section - I have followed my story plan for this.</b></p>
	<p><b>I have written an ending for my story. I have written a fantastic last line of my story.</b></p>
	<p><b>I have read my story plan through and I have read my finished story through to check I have not missed out anything.</b></p>

# Reading out loud

Part of [Learning at Home](#)

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## Learning at Home

### Learning focus

To learn how to use your voice effectively when reading aloud to engage your listener.

This lesson includes:

- two videos
- three activities

## Learn



When we read something out loud we need to make it sound interesting to keep the listener's attention.

We can do this by speaking with **intonation**.

This means saying the words in an expressive, lively way to bring what you're reading to life.

In the Teacher Talks clip below, Mr McPortlin gives his top tips for reading aloud with intonation.

You'll have chance to complete the reading challenge he sets you later in this lesson.



As Mr McPortlin explained, when we start a new sentence we usually begin on a slightly higher note and end on a slightly lower one.

**Punctuation marks** give you clues about what to do with your voice.

- Take a **breath** at **full-stops** and wait a moment when you come to a blank line between paragraphs.
- With a **question mark** our tone of voice usually rises a little at the end of the sentence.



- For an **exclamation mark** you end the sentence forcefully – whether that be with excitement, terror or anger!
- With a **comma** take a little pause before carrying on.
- For an **ellipsis** (...) let your voice slowly trail away and take a longer pause before starting again.

Now watch this video in which *The Worst Witch's* Mildred Hubble sings a song about using feeling and emotion when reading aloud.



## Practise

You may need paper and a pen or pencil for some of these activities.

### Activity 1

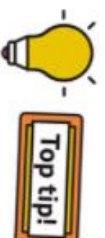
Go back to the Teacher Talks video at the start of the lesson and watch from **2.50** onwards.

Mr McPartlin asks you to read a passage from a story about a wolf using lively intonation.

Pause the video at **3.21** and practise saying the passage out loud.

Use the punctuation to show you what to do with your voice and when to pause.

Then try reading the passage along with Mr McPartlin. Can you match his intonation?



#### Top tip!

- Your tone of voice should start high and get lower - unless the sentence is a question.
- Pause after full stops, commas and ellipses.

### Activity 2

Using **emotion** is a great way to give intonation to your reading.

Read each sentence below out loud using the emotion that is mentioned.

Also use the punctuation to show you what to do with your voice and when you need to pause.

If you can, read each sentence to someone at home and see if they can guess the emotion you are trying to show in your voice.



Learn how to read aloud expressively with Mildred Hubble.



Mildred's song gave some really good tips to remember:

- Use feeling and emotion when saying the words.
- Change your tone from high to low.
- Change your volume from quiet to loud.

Following these tips will make what you are reading sound more interesting to the listener and they will want to hear what you have to say.

1. **Angry:** *I don't want to go to bed. I'm not tired!*
2. **Happy:** *My favourite thing is cuddling up with my dog on the couch.*
3. **Tired:** *I couldn't get out of bed this morning. I only got three hours sleep last night.*
4. **Frightened:** *What was that noise... could it be a ghost?*
5. **Excited:** *I can't wait as tomorrow I am going to the beach, getting ice cream and swimming in the sea!*

### Activity 3

Now create a poster to show younger children how they can show intonation when reading. It must include:

- a big bold title
- pictures
- at least **three tips** on how to read well out loud

Make sure your poster is clear and easy to read. Use plain paper if you have some and you could use bright colours to make it stand out!



#### Top tip!

- Watch the videos in this lesson again and write some notes on paper of tips you want to include in your poster.
- Decide what your tips are before starting so you can plan where to place your information.



### Where next?

In this lesson you have learned how to use your voice effectively when reading aloud to engage your listener.

There are other useful articles on Bitesize to help you.

- [How to pronounce new words](#)
- [What is a debate?](#)

