

## Writing: Year 4 – Summer 2 Week 1

	Day 1 Activity	Day 2 Activity	Day 3 Activity	Day 4 Activity	Day 5 Activity
<b>Writing</b>	<p><b>Read</b> the different text types in Resource 1A.</p> <p>Look at the academic register continuum (1B) and <a href="#">watch this guidance video</a>.</p> <p>When reading each text type answer the following questions. Use Resource 1B alongside Resource 1C:</p> <ol style="list-style-type: none"> <li>1. What is the purpose of the text?</li> <li>2. What is the language like? (highlight on the academic register)</li> <li>3. Who is the audience? (highlight on the academic register).</li> </ol>	<p>Over the next few weeks, you are going to be writing a poem and taking part in a Q1E Trust Poetry Slam! Please find more details in Resource 2A.</p> <p>Considering what you have learned on Day 1, today, you will be planning two persuasive text types: A letter to your head teacher and a poster to be displayed around school for children. (See examples in Resource 2B)</p> <p>The purpose for both text types is to persuade a person to come to your poetry slam. The audience, however, is different.</p> <p>Which text type is more suitable for your head teacher and your fellow students?  <i>Letter = right of the academic register</i>  <i>Poster = left of the academic register</i></p> <p><i>(See Resource 1B from yesterday if you need reminding!)</i></p> <p><b>Plan your letter and poster.</b> See resource 2C for planning formats.</p>	<p><b>Write your persuasive letter</b> to your head teacher, encouraging them to come to the poetry slam to watch your performance.</p> <p>Remember what you have learned about audience and academic register.</p> <p>Use the persuasive devices from Resource 3A to help you.</p> <p>Remember to:</p> <ul style="list-style-type: none"> <li>- Organise your points into paragraphs</li> <li>- Use the right of the academic register</li> <li>- Use persuasive devices and language</li> </ul> <p><i>(See Resource 1A to remind yourself of this text type)</i></p>	<p><b>Create your persuasive poster</b> to display around school, encouraging other children to come to the poetry slam to watch your performance.</p> <p>How will this text type be different to your letter yesterday? How has the audience changed the academic register?</p> <p>Remember to:</p> <ul style="list-style-type: none"> <li>- Use the left of the academic register</li> <li>- Use persuasive devices and language</li> <li>- Make your poster eye-catching</li> <li>- Display important information clearly</li> </ul> <p><i>(See Resource 1A to remind yourself of this text type)</i></p>	<p><b>Revise and edit</b> your work. Using resource 5A, revise and edit to improve both your pieces of work from this week.</p> <p>Look at both of your letter and poster side by side.</p> <p>Compare and contrast the similarities and differences between them.</p> <p>Review your work:</p> <ol style="list-style-type: none"> <li>1. Does each text type meet the purpose?</li> <li>2. Does each text type suit the specified audience?</li> <li>3. Which text type is more successful? Why?</li> <li>4. If you were to do this task again, would you choose a different text type? Why?</li> </ol>
<b>Resources</b>	Resource 1A Resource 1B Resource 1C	Resource 2A Resource 2B Resource 2C	Resource 3A		Resource 5A



Reading: Year 4 – Summer 2 **Week 1**

		Day 1 Activity	Day 2 Activity	Day 3 Activity	Day 4 Activity	Day 5 Activity	
<b>Reading</b>	Whole class	<a href="#">Street Child – Chapter 9</a>	<a href="#">Street Child – Chapter 10</a>	<a href="#">Street Child – Chapter 11</a>	<a href="#">Street Child – Chapter 12</a>	<a href="#">Street Child – Chapter 13</a>	
	Independent	*	<a href="#">The Brave Puffer Fish</a>	<a href="#">Buzz Beaker and the Race to School</a>	<a href="#">For Real, I Paraded in my Underpants</a>	<a href="#">Moopy and the Underground Monster</a>	<a href="#">Buzz Beaker and the Growing Goo</a>
	**	<a href="#">The King's Warrior: The Story of an Ancient Warrior 1 - 16</a>	<a href="#">The King's Warrior: The Story of an Ancient Warrior 17 – 31</a>	<a href="#">Stranger on the Silk Road: A Story of Ancient China 1 - 15</a>	<a href="#">Stranger on the Silk Road: A Story of Ancient China 16 - 31</a>	<a href="#">Invasion of the Gym Class Zombies</a>	
	***	<a href="#">S.M.A.R.Ts and the 3-D Dangers 1 - 25</a>	<a href="#">S.M.A.R.Ts and the 3-D Dangers 26 - 48</a>	<a href="#">S.M.A.R.Ts and the 3-D Dangers 49 - 72</a>	<a href="#">S.M.A.R.Ts and the 3-D Dangers 73 - 90</a>	<a href="#">S.M.A.R.Ts and the 3-D Dangers 91 - 103</a>	
<b>Spelling</b>		<p>Words to learn – <b>surprise, therefore, thought, usually, woman, women, meddle, medal, missed, mist</b></p> <p>Make sure you know the definition of each homophone. Can you think of a way of remember how to spell each homophone?</p> <p>Practise spelling these using the school strategies.</p> <p>Challenge! Choose 5 more words that you find tricky and practise spelling those too.</p>					



**Resource 1A – Text Types**

**Poster:** This is a poster trying to persuade you to go to on holiday to Italy.

The poster features a background image of a coastal town with a large dome and a beach. It includes several text boxes and inset images:

- Top Left:** "Investigate Incredible Italy" (with "Italy" in large, colorful letters) and "Where the sun always shines!"
- Top Right:** "What are you waiting for? Book your dream holiday today!"
- Middle Right:** "Enjoy the taste of authentic home-cooked Italian food." (with an inset image of a pizza)
- Bottom Right:** "Are you brave enough to climb Mount Vesuvius?" (with an inset image of the volcano)
- Bottom Center:** "Relax by strolling along our beautiful golden beaches." (with an inset image of a beach)
- Bottom Left:** "Explore the culture and heritage of our fascinating country." (with an inset image of the Leaning Tower of Pisa)

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**Brochure:** This is brochure informing you about the capital of France: Paris

# PARIS

*Le Tour Open* is a great way to see many Paris sights in one day.



*Notre Dame Cathedral*

Paris is the capital and largest city of France. Straddling the Seine River in the country's north, it is a major global cultural and political center in addition to being the world's most visited city. Nicknamed "The City of Light" since the 19th Century, Paris also has a reputation as a "romantic" city and the "heart of Europe". The most recognizable symbol of Paris is the 1,063 ft. Eiffel Tower located on the banks of the Seine.

The Eiffel Tower at night is quite a sight to see. The most perfect time to visit is after 6 p.m, when the air is cool and the crowds have thinned. Strobe lights go off on the hour at 10 pm, 11 pm, and midnight. Many locals and tourists enjoy the show from the grassy area where this picture was taken.

*Eiffel Tower*



*Paris Disneyland*



*Arc de Triomphe*



*Louvre*

## *Paris Recreation*

- Shop on the Champs-Élysées
- Meet The Mona Lisa at the Louvre
- Tour Notre Dame Cathedral
- View the city from The Eiffel Tower
- Visit Disneyland Paris

**Letter:** This is letter trying to persuade Mr Philips to change the school bell to a music system.

20<sup>th</sup> March 2014

Saint Edmund Arrowsmith Catholic High School,  
Rookery Avenue,  
Ashton-in-Makerfield,  
Wigan,  
WN4 9PF

Dear Mr Philips,

I am writing to you as I would like to make a proposal to improve the school. I believe that changing the school bell to a music system would help to make the school a better place for the pupils and the staff.

Although the school bell is traditional, music would create a more positive atmosphere around school. Music could inspire the pupils and influence them by motivating and encouraging focus. After all, if students are happy with their learning environment, they are more likely to achieve higher grades.

Through installing a speaker system that would project music around the school, pupils would become more involved in school life and take more interest in the school itself. This would make the overall experience more enjoyable for pupils, staff and visitors. Pupils could vote and select representatives who would be in charge of choosing the music. This would teach pupils new skills and could build a rapport between staff and students. Important announcements can be made through the speaker system and the mood of the school could be dictated by the type of music you play. For a small donation, pupils could request music and the proceeds could go to improving the school or to a charity.

Of course the school bell works. There's no confusion over what the bell means: generations reminisce over the 'good old days' and often include the school bell when referring back. However, the school bell was once new, but now it's old and out-dated.

Overall, I strongly believe that the majority of pupils will appreciate listening to music between lessons and it will improve school life. Thank you for considering my ideas. I look forward to hearing your opinions on this matter.

Yours sincerely,

Lara Jones

Resource 1B - Academic Register Continuum

Everyday  
Language

Complex  
Language



Close Friend/  
Family

Stranger



## Resource 1C – Academic Register

To highlight for each text type

Purpose:			
Language:			
Everyday chatty words	Some specific vocabulary	Lots of expert vocabulary	Very complex scientific words
Audience			
Like talking with a friend or family member	Like talking with a teacher or grandparent	Like talking to an important person or writing to a stranger	Like giving a speech to strangers or writing in a book for strangers

Purpose:			
Language:			
Everyday chatty words	Some specific vocabulary	Lots of expert vocabulary	Very complex scientific words
Audience			
Like talking with a friend or family member	Like talking with a teacher or grandparent	Like talking to an important person or writing to a stranger	Like giving a speech to strangers or writing in a book for strangers

Purpose:			
Language:			
Everyday chatty words	Some specific vocabulary	Lots of expert vocabulary	Very complex scientific words
Audience			
Like talking with a friend or family member	Like talking with a teacher or grandparent	Like talking to an important person or writing to a stranger	Like giving a speech to strangers or writing in a book for strangers

## Resource 2A – Poetry Slam

### **What is a poetry slam?**

A poetry slam is a poetry competition where poets recite/perform their poem in front of an audience. Your classmates and children from other classes from Trust will be your audience and judges.

### **When is the poetry slam?**

While you are home learning, the poetry slam will not take place face-to-face. You will be required to record your performance/recital and upload it for your classmates to see. More details about this will follow.

On **Wednesday the 24th June 2020**, you will watch your classmate's poems and vote for your favourite to determine your class winner.

On **Thursday the 25<sup>th</sup> of June 2020**, you will watch the winning poems from all the Year 4 classes in Belleville, Belleville Wix, Churchfields and The Alton, and vote for your favourite to determine a Q1E Trust winner.

### **When will I write my poem?**

As part of your English home learning, in weeks 2 and 3, you will be learning about poetry and will write your poem. You do not need to think about your poem just yet.

### **Resource 2B – Model Texts**

The purpose to both text types is persuading someone to come to a music concert.

## Letter

Dear Mrs Ford,

Music concerts are wonderful events for musicians to display their talents. This year, all Year 4 children have learnt how to play a brass, string or woodwind instrument. The end of year concert has always been seen as a highlight of the year and it is not to be missed!

We know how hard you have been working recently, so we believe you need a break from your busy routine. We would like to invite you to a special, five-star music concert in Meteor Hall on Thursday the 6<sup>th</sup> of June at 11am. Please add this date to your diary; this is an experience to remember that you will not want to miss!

As you are aware, all year, Year 4 has been working hard on learning new instruments and mastering various different types of music. After over two terms of practice, you have let us play together with 120 children, performing on 10 different instruments. If you come to the concert, you will be able to escape the stress of work, as we play you beautiful, relaxing compositions.

We guarantee that if you come to our 40-minute concert, you will be warmed by jazz music such as *Boogie Shoes* and *Take Five*. We wish to share with you the notes and tunes that we have learnt. We believe you should come and see the results of our hard work because it was you who kindly organised this outstanding event. If you do not come, you will miss this once-in-a-lifetime event – all for the sake of 40 minutes!

We hope you will consider joining us for this wonderful occasion. We look forward to hearing from you soon.

Yours sincerely,

Ms A Student

## Poster

# MUSICAL MAGIC

Do you need a break from an exhausting day at school?

Well then, come and enjoy an extraordinary concert performed by some of our school's finest musicians.

## What to expect:

- Beautiful, relaxing music
- 120 well-practiced musicians
- 10 different instruments, including saxophone and clarinet.



**TELL YOUR TEACHERS  
THAT THIS IS SIMPLY  
NOT SOMETHING TO BE  
MISSED!**

You're been working so hard;  
you deserve this break!

**When:** Thursday 6<sup>th</sup> June

**Where:** Meteor Hall

**Time:** 11:00 - 11:40

Title	A letter to the headteacher persuading your headteacher to come to your poetry slam
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Detail Grid	Fact / Description	Example	Explain Why
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Introduction	G	<i>Dear ....., I am writing to you because....</i>	
	S	<i>Poetry slams are.....</i>	
	V	<i>In my opinion, you should..... because .....</i>	
	→ First, <b>Reason 1</b>	<i>The first reason I think you should come is....</i>	
	Detail		
	→ Next, <b>Reason 2</b>	<i>Another advantage of coming is...</i>	
	Detail		
	→ Finally, <b>Reason 3</b>	<i>I'm sure you agree that if you come you will....</i>	
	Detail		
	All in all,	<i>Having read this letter, you must now be convinced that....</i>	

## Poster Plan

**Title:**

**Key information:**

**Pictures to include:**

**Layout**

## Resource 3A – Persuasive Devices

1. Address the person directly and repeat the name to hold their attention.  
(Now listen Mrs Smith,..., Another reason, Mrs Smith..., Mrs Smith, I'm sure you will agree that...)
2. Use examples to prove why your suggestion is the right one.  
Link it to personal experiences or other stories you have heard.  
(From my experience..., I've been to one and...)
3. Exaggerate – but not too much!  
(Everyone knows that..., This once in a lifetime experience..., It will be the greatest poetry slam of all time...,)
4. Use a conclusion to summarise your opinions
5. Use persuasive language and sentence starters. See below for examples:

In my opinion...

I am certain...

As a matter of fact...

You ought to...

I believe we should...

Would you consider...

It will be worthwhile if...

I strongly suggest...

I truly believe...

It will be an advantage if...

I'm sure you agree...

People all over the world understand that...

I feel extremely confident that...

However...

Without a doubt...

In addition...

One argument is...

Only a fool would think that...

