

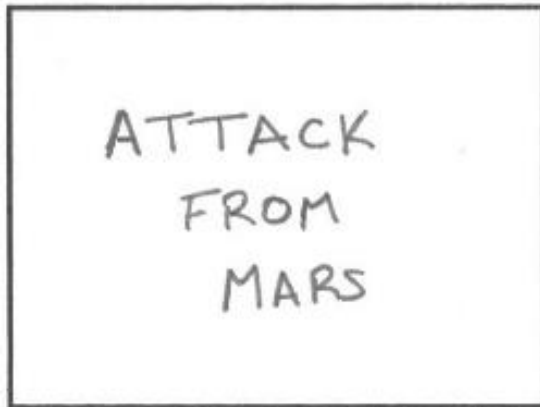


Year 4 English Week 1					
	Day 1 Activity	Day 2 Activity	Day 3 Activity	Day 4 Activity	Day 5 Activity
<b>Reading</b>	Make sure you have some quiet time for <b>daily reading of your own book</b> . <b>Read a poem a day</b> – see <a href="#">Story Time</a> on the Q1E website.				
<b>Writing</b>	<p>Watch video: <a href="https://www.literacyshe d.com/adventures-are-the-pits.html">https://www.literacyshe d.com/adventures-are-the-pits.html</a></p> <p>Write answer to these questions:</p> <ul style="list-style-type: none"><li>- Why is the boy scared to go down the slide?</li><li>- Did the slide end where you thought it would?</li><li>- How would you react in this situation?</li></ul>	<p>Watch video again. <b>Write a character description</b> of the boy at the start of the video.</p> <p>See below for pictures to help</p> <p><i>Example</i> <i>As the boy sat nervously at the top of the slide, his freckled cheeks blushed pink like a rose. He gripped the slide with his warm, sweaty hands until his knuckles turned white.</i></p>	<p>Watch video again. <b>Plan and write</b> a retelling of the story.</p> <p>You could use 3 paragraphs,</p> <p>Paragraph 1 – The boy at the top of the slide</p> <p>Paragraph 2 – The boy entering the fantasy world</p> <p>Paragraph 3 – The boy escaping</p> <p><i>Example</i> <i>Aaron sat anxiously at the top of the slide for what felt like hours. Taking deep breaths, he listened to the yells from the other children from below, telling him to go. As he looked down, his could hear his own heart like a drum...</i></p>	<p><b>Finish, edit and revise</b> your writing.</p> <p>Add illustrations.</p> <p>Watch the video without sound and read your writing – can you match it to the action? Where do you need to pause?</p> <p>Perform your retelling to the video to someone in the family.</p>	<p>Create an idea for a new short film with a character who is scared of something.</p> <p>See storyboard idea below.</p>
<b>Spelling</b>	Check the spelling lists before. Choose 5 spellings to practise. Use the ways from school that help you remember best – see below. You can ask someone at home to test you.				

Day 2 Writing

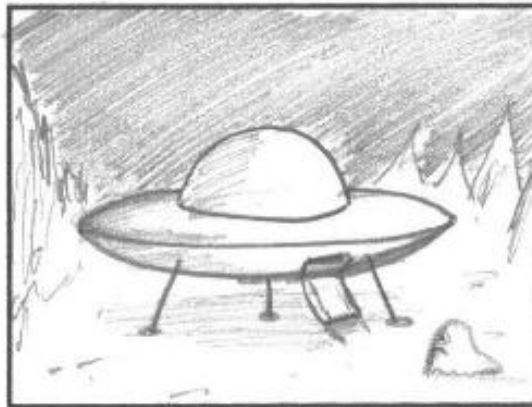


Day 5 Writing example



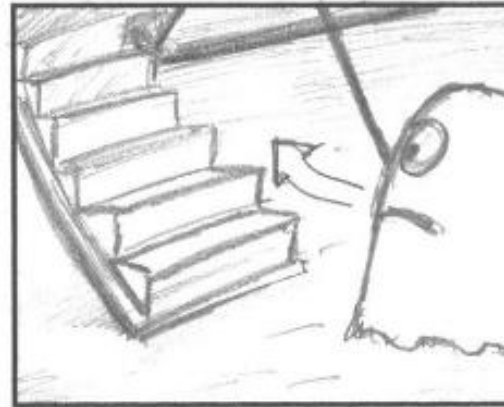
TITLE SCREEN  
FADE IN FROM BLACK

6 seconds



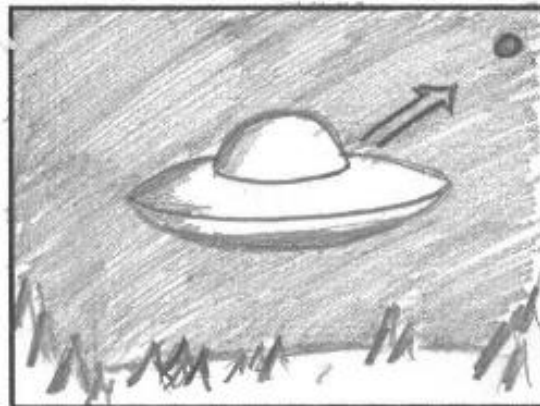
SPACE SHIP ON SURFACE  
OF MARS

4 seconds



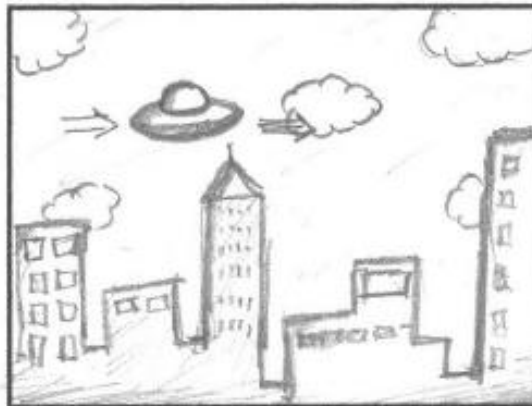
ALIEN ENTERS INTO  
SPACE SHIP

4 seconds



SPACE SHIP HOVERS FOR  
A MOMENT AND THEN FLYS  
TOWARDS A DISTANE EARTH

5 seconds



SPACE SHIP FLYS OVER  
CITYSCAPE

5 seconds



PERSON ON GROUND  
SPOTS SPACE SHIP

6 seconds


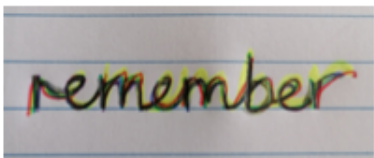

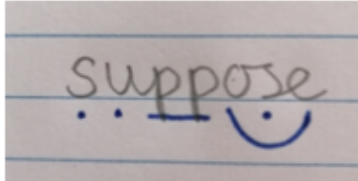
## Word list – years 3 and 4

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	

### Year 2 Words to learn

again	dear	parents	warm	January	twenty
any	even	please	water	February	thirty
beautiful	every	pretty	were	March	forty
because	hour	sugar	whole	April	fifty
both	laugh	sure	which	May	sixty
busy	many	teacher	witch	June	seventy
child	money	towards	word	July	eighty
children	most		work	August	ninety
Christmas	only		world	September	hundred
clothes			write	October	
				November	
				December	

## Spelling Strategies

<p><b>Pyramid Writing</b></p> 	<p><b>Rainbow writing</b></p> <p>Write the word over and over again using different colours.</p> 	<p><b>Create a mnemonic</b></p> 
<p><b>Sound Buttons</b></p>  <p><b>**Note, this may not work for words you cannot 'sound out'</b></p>	<p><b>Underline the tricky part</b></p> <p>se<u>par</u>ate</p> <p>lib<u>ra</u>ry</p> <p>na<u>ugh</u>ty</p>	<p><b>Look, Say, Cover, Write, Check</b></p> <p><b>Look</b> at the word <b>Say</b> it out loud <b>Cover</b> it up <b>Write</b> it <b>Check</b> whether it is spelt correctly</p>