

Writing: Year 4 – Summer 2 Week 5

	Day 1 Activity	Day 2 Activity	Day 3 Activity	Day 4 Activity	Day 5 Activity
Writing	<p>Over the next few weeks you will be studying a range of African Folk Tales.</p> <p>Today, we will be learning about themes and conventions.</p> <p>Watch this video then complete activity in Resource 1A.</p> <p>Listen to the African Folk Tale: Too Much Talk.</p> <p>Answer these questions (1B)</p> <ol style="list-style-type: none"> 1. What are the themes of this story? 2. What conventions of African Folk Tales can you identify in this story? 3. Are there any 'lessons' in this story? 	<p>Many African Folk Tales are shared through oral retelling.</p> <p>Answer these questions (2A):</p> <ol style="list-style-type: none"> 1. What is the difference between a written story and an oral tale? 2. Why might stories be told orally rather than written? 3. What makes 'Too Much Talk' easy for retelling? Give examples. 4. What might happen to a story every time a different person retells it? <p>Today you are going to retell the story of 'Too Much Talk'.</p> <p>First, create a story map (Resource 2B). The story map should not have the full story written on it. It should be used as a prompt when you are retelling the story. You should be able to glance at it to remember what comes next and when to say any key phrases.</p> <p>Retell the story of 'Too Much Talk' to a family member or friend.</p>	<p>Today you will be using 'Too Much Talk' as inspiration for planning a detailed setting description.</p> <p>Read the model text (3A). Identify:</p> <ul style="list-style-type: none"> - expanded noun phrases - fronted adverbials <p>In this setting description, the farmer will be moving through your setting. The planning outline is split into 3 parts to help you to organise your 3 paragraphs</p> <ul style="list-style-type: none"> - leaving the farmhouse (close-up) - walking over the hills (middle) - reaching the fields (far away). <p>Using the planning outline (3B), plan descriptive phrases for your setting description.</p> <p>Remember to use your sense of smell, taste, touch, sight and hearing to create descriptive phrases for the setting.</p>	<p>Look back through your plan and read it out loud, turning your ideas into a narrative.</p> <p>Take time to edit your plan and improve your vocabulary using a thesaurus.</p> <p>Write your setting description.</p> <p>Remember to:</p> <ul style="list-style-type: none"> - use your different senses - use expanded noun phrases - use fronted adverbials 	<p>Read through your setting description. As you read it, can you visualise the setting. Does it feel like you are there?</p> <p>First, edit your work using CUPS.</p> <p>Capital letters - Start of the sentence, proper nouns, not in the middle of a sentence</p> <p>Usage - Have you repeated a word/phrase? Does a word/phrase/sentence not sound quite right?</p> <p>Punctuation - commas between two or more adjectives, commas after fronted adverbials, full stops to end sentences</p> <p>Spelling - identify spellings that do not look quite right, check a dictionary.</p> <p>Next, revise your work using ARMS.</p> <p>Add - more descriptive phrases to make the setting more detailed?</p> <p>Remove - repeated phrases/words</p> <p>Move - Rearrange sentences or order of adjectives</p> <p>Substitute - improve your vocabulary</p>
Resources	<p>Resource 1A Resource 1B - Support Too Much Talk Video about Themes and Conventions</p>	<p>Resource 2A – Support Resource 2B</p>	<p>Resource 3A Resource 3B Resource 3C – Word bank</p>		



Reading: Year 4 – Summer 2 Week 5

		Day 1 Activity	Day 2 Activity	Day 3 Activity	Day 4 Activity	Day 5 Activity	
Reading	Whole class	There's a Viking in My Bed and Other Stories – Chapter 7 – Vanishing Act	There's a Viking in My Bed and Other Stories – Chapter 1 – Trouble Ahead	There's a Viking in My Bed and Other Stories – Chapter 2 – Taxi	There's a Viking in My Bed and Other Stories – Chapter 3 – Deathsnore!	There's a Viking in My Bed and Other Stories – Chapter 4 – Sigurd Goes Beserk	
	Independent	*	Snorp the city monster	Moopy the underground monster	Moopy on the beach	The emperor's painting 1 - 15	The emperor's painting 16 - 31
		**	Curse of the red scorpion	Eek and Ack VS the Wolfman	Beyond the Black Hole	Aladdin and the magic lamp 1 - 15	Aladdin and the magic lamp 16 - 31
		***	The Village that almost Vanished 1 - 17	The Village that almost Vanished 18 - 37	Pecos Bill, Colossal Cowboy	The Wolfboy's Wish	After the Challenger: A Story of the Space Shuttle disaster
Spelling		<p>Words to learn – sparkly, fickly, cuddly, happily, angrily, magically, heroically, terrifically</p> <p>This week you are revising the '-ly' suffix. Consider the spelling rule when adding the -ly suffix to different root words. sparkle → sparkly happy → happily magic → magically</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 – Themes and Conventions

What are the main **themes** for these familiar stories?

The Lion, the Witch and the Wardrobe

The Lion King

The Tortoise and the Hare

Something Else

The Twelve Labours of Hercules

What are the **conventions** of these genres?

Fantasy

Science Fiction

Romance

African Folk Tale

Crime

Resource 1B – Support

1. What are the themes of Too Much Talk?

2. What conventions of African Folk Tales can you identify in this story?

3. Are there any 'lessons' in this story?

Resource 2A

1. What is the difference between a written story and an oral tale?

2. Why might stories be told orally rather than written?

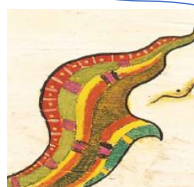
3. What makes 'Too Much Talk' easy for retelling? Give examples.

4. What might happen to a story every time a different person retells it?

Resource 2B

Create your own story map.

Add **repetitive phrases** to remind you when to say them, use **symbols** to help you remember key parts and add **sound effects** to bring the story to life.



Resource 3A

Model piece of writing from a Year 4 student last year.

Identify:

- expanded noun phrases
- fronted adverbials
- figurative language (simile and metaphor)

The farmer trudged up the dusty path. **Under his hardened feet**, the parched, thirsty ground longed for water. The dust burnt the soles of his feet, this tired African man was experiencing pain like never before. Behind him, his **sandy, yellow dog** panted like a yam with legs, walking slower and slower, barking impatiently. Looking down, the sizzling amber ground continued to burn like a relentless fire. The exhausted farmer yearned for water, for that river of cold liquid to go rushing down his throat. He wrinkled his nose as the wings of mosquitoes and midges filled his nostrils.

fronted adverbial

expanded noun phrase

On the weary traveller went, plodding along the rocky ground, desperate to reach his destination. A little further along he could see trees standing to attention, baked under the African sun and spotted large, tropical birds dipping in and out of the branches like a graceful shimmer. On the brow of the hill, he could see the houses of the village balancing under their scorched thatched roofs.

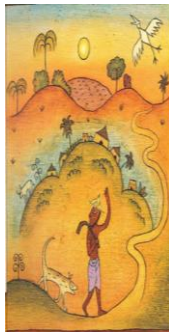
Far above him was the sky, where a sun as yellow and egg-yolk beat down mercilessly on man and beast alike. There was no escape and he had no choice but to continue walking along. Far away, so far that his eyes could just make out their shape, were endless sand dunes and he knew that somewhere, somewhere far from here was his plantation and his son would be taking the goats back by now. When would he return and see his beautiful family? In a last effort, the fatigued man dragged himself over the hill towards his plantation, adjusted his shovel and, with a sigh, carried on.

Resource 3B – Planning Format

Far away

Middle

Close up



Resource 3C – Word bank

Land	Sun/Sky
terrain ground pathways dirt sand landscape field turf	orb ball star air atmosphere ozone heavens horizon
Heat	Walk
bake bask blaze flame fry glow warmth scorch roast toast steam singe melt	hike trudge stroll drag ramble stride tramp pace march traipse lumber plod
dunes river trees birds wells streams	