



Year 4

Remote Learning

English Week 12

Message

Hi, Year 4,

We hope you enjoyed writing your recounts last week – we really enjoyed seeing the work that you sent us. Keep it coming!

This week, you will be learning how to write **newspaper reports**. News reports are designed to provide people with information about what is happening in the world. News is new information and is usually about something that has just happened. All news reports follow a certain structure and have the same key features. You'll be learning more about this during the week.



Please keep emailing us your work at:

year4@coleridgeprimary.net

Love Ms Davies, Mr Shiel, Mr Goddard, and Ms Schmidt

Daily Reading – What are your teaching assistants reading?



Jo: “Hi Year 4. I have been making the most of the sunshine and reading my Kindle in the garden. I have just started a book by Stephen King who is one of my favourite authors. He sometimes writes quite scary stories, but I like his books because of the way he writes about all the characters and makes them seem real. When I have finished reading a book, I feel like I know all the characters personally and that's the thing that keeps me interested in the stories. I read one a few weeks ago called 'Duma Key' which is about a man who, after having a serious accident, goes to recover in a beach house in the Florida Keys. He learns to paint, and, for some reason, he feels compelled to paint lots of paintings of a strange ship set against a dramatic sunset with a mysterious figure on board. He learns more about what the paintings mean as he continues to paint and through his friendship with an old lady that lives in a house at the other end of the beach.

Anyway, I hope you are reading some good stories too. X Jo X”

Have you run out of books to read at home? Listen to R.J Palacio, the author of 'Wonder' read the first chapter of her book here:

<https://www.youtube.com/watch?v=8NiP1FhJbw&list=PLEA3D5C281A1511A3&index=30&t=0s>

Also, don't forget to visit the outdoor library at school every Wednesday (9.30am-12pm and 1pm-2.30pm). West side – on the bridge in front of the office.

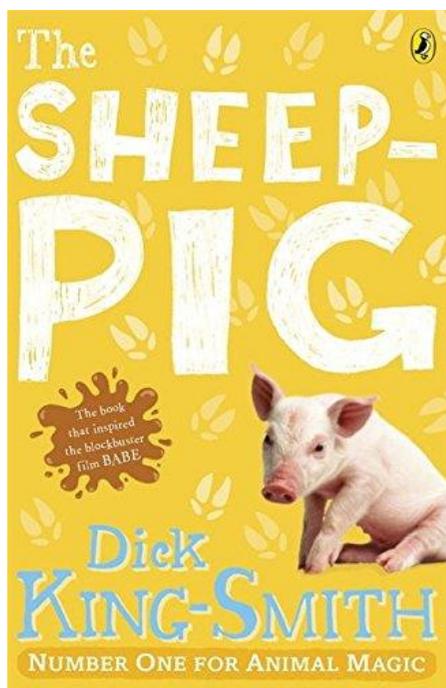
Reading Comprehension

This week, we'd like you to read a section from *The Sheep Pig* by Dick King-Smith. It's a super book that inspired the film 'Babe.'

You'll find the opening chapter in an attachment called **'The Sheep Pig text.'** Open this first and read it, either quietly to yourself or aloud if there is an adult available to listen.

Now open the **'The Sheep Pig questions'** attachment and work through them. Remember to answer as fully as you can.

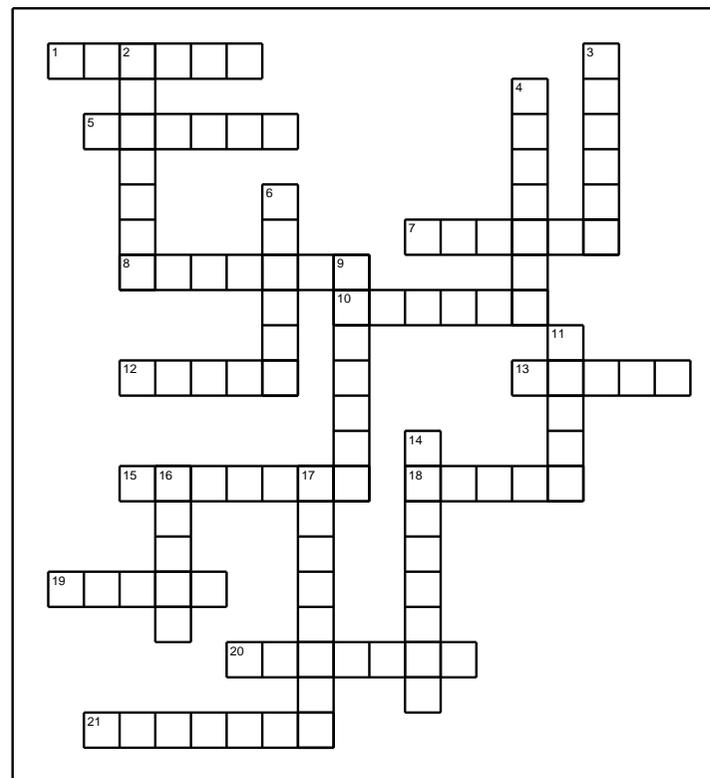
You can mark your own work afterwards using the answer sheet.



Spelling – Past Tense

This week, your job is to turn the present tense verbs into the past tense. E.g. wish becomes wished. Look at the words underneath the crossword, change them to the past tense, then fill in the spaces in the crossword.

Finished? Write each of the past tense words in a sentence in your most beautiful, joined up handwriting.



Across

- 1. wish
- 5. work
- 7. rely
- 8. drag
- 10. rush
- 12. save
- 13. cry
- 15. stop
- 18. note
- 19. spy
- 20. carry
- 21. grab

Down

- 2. shop
- 3. look
- 4. marry
- 6. hug
- 9. drop
- 11. fry
- 14. invent
- 16. try
- 17. explore

Morning Starter!

Replacing Nouns

Each of these nouns have been replaced by fruit. Can you re-write this so that it might make sense?

As the **banana** chugged through the **beans**, she stared out at the **cucumber**. Tiny **strawberries** clung to the **tomatoes** and in the **melon**, **lemons** grazed. A **potato** ran beside the **lettuce**, gurgling on its way to the **radish**. As she looked out at the **cauliflower**, she noticed the dark **pineapple** drifting overhead.

Lesson One – Features of a News Report

Start today's lesson by watching the first video on this website. Make sure you're listening carefully:

<https://www.bbc.co.uk/bitesize/topics/z2yycdm/articles/z2gk9at>

Then try the interactive activity below and the quiz underneath. How did you do?



Now, open the attachment called '**Crouch End News**' and read the report carefully. If you can, it would be helpful to print this out. Label the features of a news report that you can spot in the article by drawing a line to them or highlighting them in different colours. If you can't print the article, just write down the features that you notice on a piece of paper. Look out for the following:

- Name of Newspaper
- Headline
- Reporter's name
- Subtitle
- 5 'W's and 1 'H'
- Information about the main events
- Pictures with captions
- Third person and past tense
- Direct and reported speech

Morning Starter!

Change the mood

Fill in the gaps with **positive** adjectives

Barry stared at the _____ burger.
Outside the _____ window, a _____
wind swept across the _____ town.
_____ cars purred by on the
promenade, _____ newspapers
tumbled along, driven by the _____
wind. The sea rolled up the _____
beach, crashing against the _____
rocks that lined the _____ shoreline.

Lesson Two – Fact vs Opinion

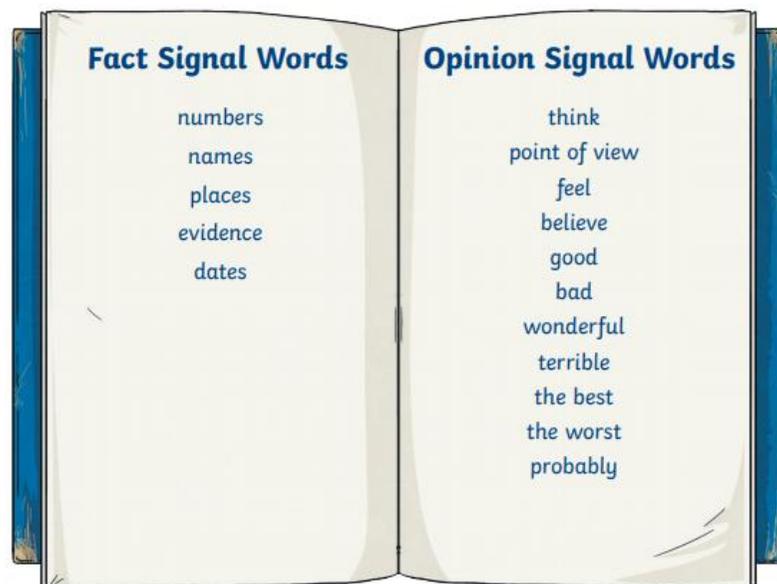
Being able to know whether something is **fact** or **opinion**, is very important when reading the newspaper or watching an advert for example.

What is a fact?

A fact is something that can be checked and backed up with evidence, e.g. In 2010, Lionel Messi was named FIFA World Footballer of The Year. We can check these details by looking at FIFA records.

What is an opinion?

An opinion is based on a belief or view. It is not based on evidence that can be checked, e.g. Mo Salah is the best football player in the English Premier League. Some people might think there are other players in the English Premier League who are better than Mo Salah.



Mixing fact and opinion

Writers often mix fact and opinion. It is not always easy to tell whether something is based on facts that can be checked or someone's particular viewpoint. For this reason, it is important to read with a questioning mind. Just because someone says something is true – it doesn't mean it is true.

Task:

Open the attachment called '**Fact or Opinion worksheets**' and work through each activity carefully. Don't worry about doing Activity 4 just yet though, unless you'd like to. If you can't print them, just write down your answers on some paper. You can mark your own work by checking the answers at the end of the worksheets.

Morning Starter!

Change the mood

Fill in the gaps with **negative** adjectives

Barry stared at the _____ burger.
Outside the _____ window, a _____
wind swept across the _____ town.
_____ cars purred by on the
promenade, _____ newspapers
tumbled along, driven by the _____
wind. The sea rolled up the _____
beach, crashing against the _____
rocks that lined the _____ shoreline.

Lesson Three –Direct and Indirect Speech

In years 3 and 4 so far you have learned to write **direct speech** using speech marks (inverted commas). This is where you are writing the exact words that a person is saying, for example,

“Put your pencils down and listen,” said Ms Davies firmly.

Indirect speech (sometimes called reported speech) is when the words that a person has said are explained, without actually writing the words out in full, for example,

Ms Davies firmly asked the children to put their pencils down and listen.

You don't need to use speech marks with indirect speech, as it's not the actual words that the person is saying. You might need to change the order of the words around so that it makes sense.

Newspaper reports can include both direct and indirect speech.

Task 1:

Change the following sentences from direct speech to indirect speech:

- 1) “Did anyone remember to water my plants?” asked Mr Shiel.
- 2) “Keep going 4B!” cheered Mr Goddard during Sports Day.
- 3) “I am so pleased with your work,” praised Ms Schmidt.

Task 2:

Open the PowerPoint called ‘**Direct and Indirect Speech activity**’ and work through it slide by slide. We've saved it as a PDF document too in case you can't open it, but it'll work much better in PowerPoint. Do the activities on the slides as you go.

Morning Starter!

1 Add the correct verb to the sentence.
was/were

We _____ playing nicely.

There _____ a lot of people
in the building.

3 Add the correct verb to the sentence.
was/were

_____ you late?

There _____ a letter on the
floor.

5 Add the correct verb to the sentence.
was/were

My mum _____ singing.

There _____ an incident on
Tuesday.

2 Add the correct verb to the sentence.
was/were

I _____ only joking!

There _____ a small stain on
the carpet.

4 Add the correct verb to the sentence.
was/were

She _____ annoying me.

There _____ consequences
for her behaviour.

6 Add the correct verb to the sentence.
was/were

You _____ first in the line.

There _____ a bright light
shining.

Lesson Four – Planning a News Report

Start today's lesson with some reading and research. Go to the Newsround website where you will find lots of examples of news reports: <https://www.bbc.co.uk/newsround>

Take some time reading some of the reports and note down any interesting stories or ideas that you might want to use.

Now it's time for you to think about writing your own newspaper report. The first decision you need to make is what your report is going to be about. Here are some suggestions (some are true stories that you can research; others are made up stories so you can make up the details yourself).

- 1) Corona Virus – what it's like being a child in lockdown (based on true events)
- 2) Priory Park to be demolished to make way for a megastore (made-up)
- 3) Empty school taken over by swarms of homeless bees (made-up)
- 4) Oldest dog in the world dies (made-up)
- 5) People flock to beaches when lockdown rules changed (based on true events)
- 6) Some children are back in school, but what's changed? (based on true events)

Choose one of these ideas, or think of your own. You can use the headline as it is, or change it to make it a bit more snappy and eye-catching! Remember, it can be a completely fictional story – it doesn't have to be true!

Once, you've decided, open the '**Newspaper report planning frame**' and either print it or copy it out, then fill it in using your own news story idea.

INTRODUCTION (Remember the 5 Ws) I _____ _____ _____ _____ _____	QUOTES I WILL USE (Remember speech marks) _____ _____ _____ _____ _____	PARAGRAPH 2 (Go into more detail about who and what) _____ _____ _____ _____ _____
PARAGRAPH 3 (Go into more detail about where and when) _____ _____ _____ _____ _____	HEADLINE _____	CONCLUSION (You might need to change tense – what is happening now and in the future) _____ _____ _____ _____ _____
Sentence Openers and Connectives that I will use are: E.g. In the middle of the night / The following morning / Research shows that / Scientists believe that _____ _____ _____ _____ _____		

Morning Starter!

- 1 Rewrite these sentences so that the adverbial becomes a fronted adverbial. Remember to add your comma correctly.

The cat screeched all of a sudden!

All of a sudden, the cat screeched.

- 3 Rewrite these sentences so that the adverbial becomes a fronted adverbial. Remember to add your comma correctly.

She tiptoed towards him as quiet as a mouse.

- 5 Rewrite these sentences so that the adverbial becomes a fronted adverbial. Remember to add your comma correctly.

I felt sick immediately.

- 2 Rewrite these sentences so that the adverbial becomes a fronted adverbial. Remember to add your comma correctly.

She did a huge stretch in the morning.

- 4 Rewrite these sentences so that the adverbial becomes a fronted adverbial. Remember to add your comma correctly.

Brush your teeth before you go to bed.

- 6 Rewrite these sentences so that the adverbial becomes a fronted adverbial. Remember to add your comma correctly.

The bird watch vigilantly at the top of the tree.

Lesson Five – Writing a News Report

Now it's time to write your report. If you can use a computer for this lesson, you could create your own news template using Word or Publisher, then type straight into it. Otherwise, just print off or copy the attachment called **'News report template.'** Remember:

- Make your headline short and snappy.
- In the first sentence, sum up what the story is about.
- Write your report in the past tense.
- Split your newspaper report up into paragraphs to help the reader clearly understand the information.
- If you use quotes to make your report more interesting, don't forget to use speech marks! Use some reported speech too.
- Use a photo/drawing with a caption to give the reader more information.
- Fill your newspaper report with both facts and opinions.

These words might help you to get started →

Year 4 Recounts: Newspaper Reports

this incident		the unusual event	
reports suggest		witnesses report	
amazingly		strange happenings	
all over the country		was quoted as saying	
evidence suggests		experts believe	
crowds witnessed		however	although
because	when	if	what
as	after	while	when
before	so	but	where
that	since	who	why

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