



Year 4

Remote Learning

English Week 17 – Grammar Re-cap

Message

Hi, Year 4,

We are really looking forward to seeing you this week in your bubbles on either Monday and Tuesday or Thursday and Friday!

As you'll be in school for two days, this week's remote learning only covers 3 lessons. The topic for the English lessons is 'grammar'. There are videos to accompany the lessons at the top of each one. Once you've worked through the activities, you can check how you did against the answer sheet.

We've also included a reading comprehension activity based on the book 'The Hodgehog' by Dick King Smith. You can find it as an attachment along with this sheet.

We hope you enjoy the activities and please keep emailing us your work at:
year4@coleridgeprimary.net

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

Daily Reading – Mapping it all out!

MAPPING IT ALL OUT

Have a go at drawing a map of one of the places from the book you are currently reading. See how much detail you can include. If you can, discuss your map with somebody who has also read the book so you can compare and add more if necessary.

Take some time and effort to ensure your map is appealing to the same audience that the book is aimed at.

Mapping it all out



Have a go at drawing a map of one of the places from the story you have just read. See how much detail you can include and be sure to discuss your map with another reader so you can compare and add more if necessary.

You could draw it out like an old treasure map, or make it a more modern London Underground-inspired map like this Harry Potter one!



Lesson One - Possessive Apostrophes

Link to BBC Bitesize Lesson:

- [How to use possessive apostrophes](#)

How to use a possessive apostrophe:

An apostrophe can be used to show that one thing **belongs** to or is **connected** to something. This is called a **possessive apostrophe**.

Let's take a look at some examples.

Singular possession:

The cat's tail was fluffy.

Cat is a singular noun so you need to add an apostrophe and "s" to show that the tail belongs to the cat.

Charles' cat was naughty.

Charles is a singular noun that ends in an "s", so you need to add an apostrophe to show that the cat belongs to Charles.

Plural Possession:

The brothers' feet were muddy.

Brothers is a plural noun that ends in an "s" so you don't add another "s" after your apostrophe. You can just add an apostrophe to show the feet belongs to the brothers.

The children's toys were broken

Children is a plural noun but it doesn't end with an "s" so you need to add an apostrophe and "s" to show that the toys belong to the children.

Fronted Adverbials

Links to BBC Bitesize and The National Academy Lessons:

- [The National Academy: Fronted Adverbials](#)
- [BBC Bitesize: Fronted Adverbials](#)

A fronted adverbial is a word, phrase or clause that is placed at the start of a sentence. They are used to explain how (manner), when (time) or where (place) something happens. A fronted adverbial is separated from the main clause with a comma.

For example: Early one morning, Rohan went for a run in the park.

Activities:

1st Activity:

Find where the comma should go in each sentence and, using a coloured pen or pencil, add the comma to each one.

1. As the sun was setting an owl began to stir from its sleep.
2. With a mighty roar the lion leapt onto a rock and scared all the visitors at the zoo.
3. In a dark cave there lived a ferocious dragon.
4. In the summer of 2012 the London Olympic Games took place.
5. After a tiring night Mum finally got some sleep.
6. Nervously and anxiously Perseus entered the Gorgon's lair.
7. By the lamppost Lucy stood waiting for the faun to appear.
8. Into her cauldron the witch threw many horrid ingredients.
9. After the football match Rhianna went to the fish and chip shop with her dad.
10. With a huge smile on his face Peter received the gold medal for diving.

2nd Activity:

Where Did It Happen?

Add a fronted adverbial to each of these sentences to explain where they might happen.

1. , Phoebe ate a juicy burger.
2. , the gorilla beat his strong chest.
3. , the witch flew on her broomstick.

Possessive Apostrophes Activity:

Tick the sentence that uses the apostrophe correctly:

1. The bikes brake's were very squeaky.
The bikes' brake were very squeaky.
The bike's brakes were very squeaky.
2. The lions' habitat's are grassy and dry.
The lions' habitats are grassy and dry.
The lions habitat's are grassy and dry.
3. Jimmy's pizzas are the tastiest.
Jimmys pizza's are the tastiest.
Jimmys' pizzas are the tastiest.
4. Yorkshires' weather can be wet and cold.
Yorkshire's weather can be wet and cold.
Yorkshires weather's can be wet and cold.
5. The volcanoes' summits were covered in snow.
The volcanoes summit's were covered in snow.
The volcanoes summits' were covered in snow.
6. Mrs Walsh's lessons are always interesting.
Mrs Walshs lesson's are always interesting.
Mrs Walshs lessons are alway's interesting.
7. The childrens' toys were all over the room.
The childrens toy's were all over the room.
The children's toys were all over the room.
8. The shoes' sole had been eaten by mice.
The shoe's sole had been eaten by mice.
The shoes sole's had been eaten by mice.
9. In 2020, it will be Japans turn to host the Olympic's.
In 2020, it will be Japans turn's to host the Olympics.
In 2020, it will be Japan's turn to host the Olympics.
10. The knives' blades all need sharpening.
The knives blade's all need sharpening.
The knife's blades all need sharpening.

3rd Activity:

Now, can you spot all of the fronted adverbials in this extract? Underline them and add in commas in the appropriate places.

For days now Kian had been praying there was still hope for his people. Through the bushes Kian searched and searched. Under rocks and inside caves he scoured although he just couldn't find the ever-life potion. With his head in his hands he sat down. Depressed and disheartened a drop of water rolled down his cheek. Reaching up to dry his eyes he realised the drop was not a tear. Feeling utterly confused he looked up and saw exactly what he was looking for...the ever-life potion! It was dangling from a tree in a potion bottle tied with a golden ribbon. Without delay Kian leapt up and grabbed the bottle. As Kian hurriedly ran back his feet hurt and his lungs felt like they might explode. Inside his hands he held the one thing that could save everyone in his village. Within a few minutes Kian was nearly at the village excited to tell everyone what he had found. Knowing what this could do to the villagers a small smile began to creep across Kian's face.

4th Activity:

Now, write five fronted adverbial sentences of your own, where the fronted adverbials describe the **time**, **place**, **frequency**, **possibility** or **manner** of the action in your main clauses.

Time _____

Place _____

Frequency _____

Possibility (e.g. Almost certainly) _____

Manner _____

Lesson Two – Homophones

Link to BBC Bitesize Lessons:

- [What are homophones](#)
- [How to use their, they're and there](#)
- [How to use to, too and two](#)

Homophones

Homophones are words that sound the same but have different meanings. They also have different spellings.

1st Activity:

Where, were, wear or we're?

That is _____ I used to live.

The children _____ very tired after their day out.

I like to _____ red.

Hurry up, _____ going to be late.

We _____ freezing cold.

She will always _____ her hair in pigtails.

_____ very excited.

Do you know _____ I can find the dinner hall?

I am going to _____ my new shoes.

Your or you're?

When is _____ birthday?

Is that _____ coat?

_____ welcome to share my colouring pencils.

Eat an apple if _____ hungry.

I saw _____ mum yesterday.

Do you know where _____ going on holiday?

Don't forget _____ manners.

Expanded Noun Phrases

Links to BBC Bitesize and The National Academy Lessons:

- [The National Academy: Expanded Noun Phrases](#)
- [BBC Bitesize: Expanded Noun Phrases](#)

What is an expanded noun phrase?

Expanded noun phrases tell you more about the noun. They make your writing more interesting and can help the reader to build a picture in their mind.

The scary monster rose from the sea.

Activities:

1st Activity:

Look at each sentence below. The noun phrases are very short. Can you improve the sentences by expanding the **noun phrase** to give the reader more detail? The first one has been done for you.

1. The car drove down the road.

The **impressive sports car with huge, black tyres** drove down the **winding country road**.

(**'with huge, black tyres'**: this is a prepositional phrase)

2. The woman climbed the mountain.
3. There was a spider climbing up the wall.
4. The children ate the picnic.
5. The cat chased the mouse.

2nd Activity:

Grown or Groan?

I could hear a _____ coming from the cage.
My, how you've _____!

Great or Grate?

Please _____ the cheese for the pizza.
I had a _____ time at the party!

Hear or Here?

I could _____ the sound of waves crashing.
Come over _____, right now!

Break or Brake?

Be careful not to _____ your new toy.
The driver had to _____ suddenly.

Heel or Heal?

Shameenah had a blister on her _____.
A doctor's job is to _____ people.

Mail or Male?

The _____ tabby cat had a long tail.
Mr Phillips, our postman, delivers our _____.

Main or Mane?

The lion had a long golden _____.
We drove down the _____ street of town.

Plane or Plain?

The _____ landed smoothly.
Trent preferred _____ tasting food.

Fair or Fare?

My family enjoyed a day at the _____.
Dad's daily train _____ is £8.

Scene or Seen?

Please do not make a _____!
Thomas did not want to be _____ sneaking out of bed.

2nd Activity:

Describe this spooky house.

Start with a list of nouns, then expand the nouns to create descriptive sentences.



List of nouns:

house,

Expansion before and after the noun:

The spooky house on the hill,

Lesson Three - How to write a sentence

Link to BBC Bitesize Lessons:

- [How to write a sentence](#)
- [How to write a complex sentence](#)

There are three types of sentence - **simple**, **compound** and **complex**. All three have an equally important role in writing.

Simple sentences

Simple sentences have just one **main verb**, for example:

'He **walked** quickly back to the house.'

Compound sentences

A compound sentence has more than one verb. The two, or more, clauses of the sentence still make sense on their own. Compound sentences often use **coordinating conjunctions**, such as 'but', 'and' and 'so':

'George realised he could hear voices, **so** he walked quickly back to the house.'

Complex sentences

Complex sentences have at least one **subordinate clause** that **adds more detail and information to the sentence**.

Subordinate clauses

Subordinate clauses are sometimes known as dependent clauses, because they **need the main part of the sentence** to make sense. They don't make complete sense on their own:

'George wanted to stay outside, **despite the driving rain and wind**.'

Exploring Synonyms and Antonyms

Link to BBC Bitesize Lesson:

<https://www.bbc.co.uk/bitesize/articles/zk23c7h>

Child-friendly online thesaurus:

<https://kidthesaurus.com/>

What are synonyms and antonyms?

Synonyms are words with the same or similar meaning.

Antonyms are words with opposite meanings.

Activities:

1st Activity:

Look at the words in the middle and then think of a synonym and an antonym of it and write it down. You can use the link to the online thesaurus to help you.

Synonym	Word	Antonym
halt	stop	go
	rich	
	dirty	
	near	
	hard	
	laugh	
	greeting	

'How to Write a Sentence' Activities:

1st Activity:

Join the following sentences together to make **compound sentences**. Choose a suitable conjunction.

I enjoy reading. I don't enjoy cooking.

Ben is thoughtful. He always plays with me when I'm lonely.

Kate walked home from school slowly. She was tired.

Babies cry all the time. They can get some attention.

Year Four is a great class. All of the children want to do well.

I can use simple sentences in my writing. I can use compound ones to make it more interesting.

2nd Activity:

Change these simple sentences to longer **complex sentences**:



The driver crashed into the house.



The mice needed a torch.



The boys built an enormous snowman.



The cat fell asleep.



The hunter was looking for deer.



The elephant tried to stand still.



King kitten prayed for someone to come home.



Super squirrel decided it was time for action.

After, although, because, before, as, even, if, since, though, that, unless, until, when, whenever, where, wherever, whether, which, while, who, why.

2nd Activity:

Read the text and replace the underlined words with either a suitable synonym or antonym.

"Excuse me waiter but this soup is excellent!" Harvey snorted. The waiter re-arranged his face into a smile and turned to regard the delightful Harvey, who was smirking cockily at his friends.

"I can assure you, young man, that the soup is quite stale," he said calmly.

"Perhaps," Harvey grinned. "But it still tastes divine!" With a smile the waiter scooped up the bowl of soup and placed it on his silver tray.

"I shall replace it at once," he said through clenched teeth. When he had gone Harvey leant back in his chair feeling smug.

"Told you I'd get another bowl," he laughed. "This is possibly the worst soup I've ever tasted."

Harvey's friends shifted around happily in their seats feeling very embarrassed about Harvey's behaviour.