



Year 4

Isolation Pack

English Week 2

Message

Welcome to your English learning isolation pack for Week 2.

This week, we are asking you to do a series of grammar lessons. We have linked some of these to the lessons produced by BBC Bitesize (which we think are really good and interactive) to help you with your learning. We understand that not all of you have your own computer or tablet though, so we've mixed in some lessons that don't require you to use a screen the whole time. If grammar isn't your thing, don't worry, there's a writing challenge at the end of the week which will hopefully allow you to put all of these grammar skills into practice!

As always, do as much as you can and don't worry if you're finding something tough – that's normal!

Good luck!

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

Daily Reading – Dear author...

This week, we would like you to write a letter to your favourite author. Think about what you might include in your letter – perhaps you could tell them which character you like the best in their books, or how their stories have inspired you to write your own. The more personal and interesting you make your letter, the better chance you have of getting a reply.

You need to send your letter 'care of' the publisher. You can find this address on one of the inside pages of the book. Your parents will be able to help you to find the right address. A formal letter should be laid out like this:

24, Bridge Road
Coventry
CV1 2AB



Your address

Mr A Smith
Chief Executive
Pretend Holdings Ltd
9, New Street
Brighton
BH1 2XZ



Their name and address

25th May, 2015

Dear Mr Smith,

Body of letter.

Yours sincerely,

John Brown

It might take a while but let us know if you get a response and keep reading!

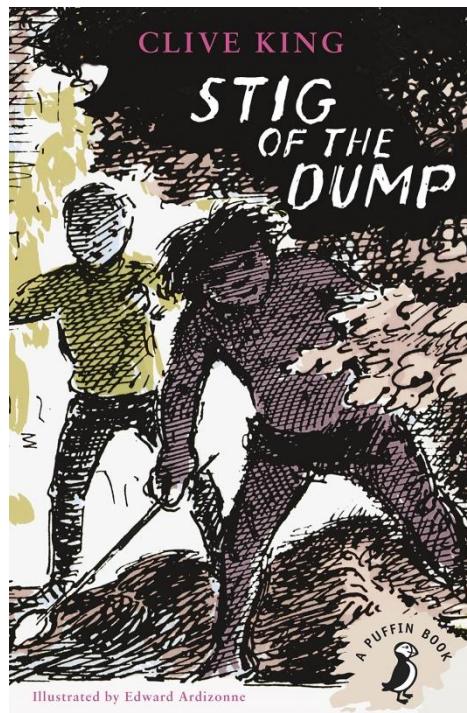
Reading Comprehension

We have been reading Stig of the Dump in class. Do you remember?

This week, you'll find the opening chapter in an attachment called '**Stig of the Dump text.**' Open this first and read it, either quietly to yourself or aloud if there is an adult available to listen.

Now open the '**Stig of the Dump 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

This week's spellings are below. There are two sets and you can choose the list of words that you would like to learn. We don't expect you to learn both sets! Please ask an adult to test you later in the week. Write each of these words in a sentence in your spelling book and copy them out in your neatest **joined up** handwriting.

Key words:

pressure
probably
promise
purpose
recent
regular
reign
sentence
separate
special

pressure

probably

promise

purpose

recent

regular

reign

sentence

separate

special

High Frequency Words

c j z b f o y n m o v u m i u	gave
j c n b x d k r h q i o u q n	ive
i a u q d j h w a b n c q t e	took
i q b b i g l y q u n o i v v	who
f t m q v h s v h b s z w o a	when
k o o t p u u e a w c q n k g	why
j x a w e f y e u s o b f x x	what
p g h j q q l s q u f k n p l	where
x l c y i c n q y m z x z n a	were
w a x g w h e r e v i b m m j	
e m k f h x j p s c u z f i r	
r w b g e d z o n e z g g l u	
e s m f n d c j v y r p n t m	
a u z x c g z g e a m g j r r	
v d r y n h a i i w h a t f q	

High frequency words:

gave
I've
head
took
who
when
why
what
where
were

regular

reign

sentence

separate

special

Website Links

<https://spellingframe.co.uk/> - A free spelling game using words from the KS2 National Curriculum for spelling.

<https://www.bbc.co.uk/bitesize/topics/zt62mnb> - Lots of great quizzes and games

<https://www.spellingcity.com/spelling-games-vocabulary-games.html#> - A website with some free games and a 'test me' option. Click on 'FREE' first.

Starter Activity – Hink Pink

- 1) What do you call a bird that doesn't go fast?
- 2) What do you call a tune that goes on and on?
- 3) What do you call a tight carpet?
- 4) What do you call a cloudy 24 hours?
- 5) What do you call a 50% giggle?
- 6) What do you call a rabbit who tells jokes?

Can you make up some of your own?

- 6) Funny bunny
- 5) Half laugh
- 4) Grey day
- 3) Sung rug
- 2) Long song
- 1) Slow crow

ANSWERS:

Lesson One – Identifying when to use Pronouns

Start by watching the first short clip on this website to revise what **nouns** are. This is important, as **pronouns replace nouns**:

<https://www.bbc.co.uk/bitesize/articles/z64q7nb>

There are two types of nouns.

Common nouns

These are the names of things (places or objects).

Proper nouns

These are the names of a particular person, place or thing.
They always begin with a capital letter.

For example: A monster called Leroy lives in that tree.

Leroy is a proper noun and monster and tree are common nouns.

Now watch the second clip on the same web page to understand what pronouns are and when we use them. You'll have to scroll down a bit to see it:

<https://www.bbc.co.uk/bitesize/articles/z64q7nb>

Now we'd like you to work your way through the activities on the website above one by one. They are interactive and you can check your answers as you go. At the end there are some activity sheets for you to do. If you can't print them off, just write your answers down on a piece of paper. The answers are also provided, so you can mark your own work at the end. Do as much as you can manage.



Starter Activity – Poetry

Cinquain poems define words, so help to improve vocabulary.

The 'rules' for the poem are:

Line 1: A noun (could be a general topic/category)

Line 2: Two adjectives about the noun

Line 3: Three verbs about the noun ending in -ing

Line 4: A phrase

Line 5: A synonym for the original noun (or a specific thing). A synonym is a different word with the same meaning.

For example:

Traffic

Noisy, busy

Beeping, rushing, stopping

Not going anywhere

Cars



Make up your own cinquain poem about one of the following:

dragon, dog, ice-cream, flowers, spider, river, cake, winter, spring, granny, grandad, mum, dad, oak tree.

Lesson Two – Apostrophes for Possession (and plural possession)

Apostrophes look a bit like commas, but they go at the top of a letter, like this:

Mr Shiel's plants were growing.

Mr Goddard's car broke down.

The rules for using apostrophes can be confusing. They don't just go before an 's' like some people think. Have a look at these photos of real signs. They have all made mistakes with apostrophes, but why? Can you explain what is wrong with them?



When something belongs to someone or something, it is a **possession**. Apostrophes are used to show **possession**, for example, Maisie's bag, Jimmy's shoe, Carl's pencil. But what if a person's name ends with an 's'? For example, something belonging to Ms Davies? In this case, you can put the apostrophe **after** the **s**, e.g. Ms Davies' pen. If it's just a normal word ending with an 's' like 'Fridays', then you don't need an apostrophe at all.

Task:

Click on the attachment called '**Apostrophe Task 1**' and complete the questions. You can copy the questions out if you don't have a printer.

If you are talking about a plural noun (where there is more than one of them), such as kittens, then you would add the apostrophe at the end, just like you did with Ms Davies' pen. For example, the kittens' owner loved them all.

Starter Activity – Finish the sentence...

Copy these sentence openers, then finish the sentence in the most interesting way you can think of. Remember, amazing sentences don't always have to be long ones!

Email us your finished sentences so that we can choose our favourites!

As if by magic, ...

With a lazy, crooked smile, he ...

In the far distance they could just make out ...

With a heavy sigh, she ...

Like clockwork, ...

Lesson Three - Apostrophes for contractions

Sometimes we **contract** words to make them easier to say or write. This means that we **combine them** together and make them **smaller**.

For example: She will = she'll

We use an **apostrophe for contraction** to show when we have done this.

For today's lesson, we'd like you to use the BBC Bitesize website again. Start by watching the first video clip:

<https://www.bbc.co.uk/bitesize/articles/zhgfy9q>

You can use apostrophes to show that you have **omitted** (left out) some letters when you are joining words together.

For example: You + are = you're

The apostrophe takes the place of the letters that have been removed. In the example above, that's the letter **a** from 'are'.

Sometimes you need to **rearrange** the letters a bit when you join them together.

For example: Will + not = won't

Joining words together like this makes your writing easier to read and more friendly.

Now watch the second learning video on the same web page. Scroll down a bit to see it: <https://www.bbc.co.uk/bitesize/articles/zhgfy9q>

There are 4 activities for you to work through now on this website. Some are interactive and some ask you to copy things down onto paper. Do as much as you can manage!



Starter Activity – Words within a word

Take a look at these words. Can you find any other, shorter words hidden within them? You can move the letters around as much as you like, but you can only use the letters that appear in the word.

For example, the word COMPUTER includes:
put, cot, term, core, mop, top, pet.

- 1) Australia
- 2) snowy
- 3) mermaid
- 4) England
- 5) worried
- 6) Saturn

Lesson Four – Speech Punctuation

In school, we learnt all about writing dialogue (this is where characters are speaking to each other). We learnt that there are certain rules for using speech punctuation. Watch this short video to remind you about those rules:

<https://www.youtube.com/watch?v=6-YFmLctwDY>

Task:

We all know the nursery rhyme about Jack and Jill, right?

Jack and Jill went up the hill
To fetch a pail of water
Jack fell down and broke his crown
And Jill came tumbling after



But the most important question here is, what *really* happened between Jack and Jill up on that hill? Why did Jack fall down? Was Jill to blame? Who was responsible for Jill's tumble?

Using all of the rules of speech punctuation, we would like you to write the conversation between Jack and Jill as it really happened on that hill! If they were having an argument, that needs to be made clear in your dialogue. Don't forget to say **who** is saying it, and **how** they are saying it. Most importantly, remember the rule:

New speaker, new line.

So, whenever the person speaking swaps over, you need to start a new line.

Starter Activity – Fortunately/Unfortunately

This is a game for the whole family.

Decide who is going to start. They must begin by saying the opening sentence of a made-up story. This could be anything you like. Then each person takes a turn to carry on with the story, however, they must start their sentence with 'fortunately' or 'unfortunately.' Each person can only add one sentence at a time, and you must alternate between 'fortunately' and 'unfortunately.' For example:

Early one morning, a pilot decided to fly his small aeroplane over some fields.

Unfortunately, the plane's engines failed.

Fortunately, the pilot had a parachute.

Unfortunately, the parachute would not open.

Fortunately, there was a haystack underneath. Etc.

How long can you keep your story going for?

Lesson Five – Writing task

Today, we'd like you to really enjoy some creative writing, hopefully using all of the grammar learning you have already done this week.

The best stories always grip the reader from the very first sentence. Not many great novels start with 'One sunny day.' In fact, many begin right in the middle of the action!

For your writing task, we'd like you to choose one of the story openers from the list below or make up your own 'in the action' story starter. Then find a quiet space to work in your house (if you can), set yourself up with some paper, a sharp pencil and a rubber, and begin. You could light a candle (sometimes this can help to inspire you – but ask an adult first) or put on some calm music if it helps.

1. A shrill cry echoed in the mist.
2. Icy wind slashed at his face and the rain danced its evil dance upon his head as he tried to get his bearings on the isolated beach.
3. Footsteps slowly creaked on every step of the stairs. The bedroom door handle turned slowly.
4. Bleary-eyed, I went downstairs for breakfast, the house was empty, even the furniture had gone...
5. The lights flickered and then went off, then the sirens started, it was coming, we knew it wouldn't be the last time...
6. "Follow me!" she whispered.
7. The clock stopped... 74 minutes past 18...it was time to get up.
8. The car screamed to a halt, four men wearing masks jumped out and ran into the nearest building, I looked around. The street was deserted except for me.
9. He opened the safe and it had gone. No one had the code, who could have opened it?

Grey and foreboding, the castle stood atop the hill looking down across the small town, in the topmost window of the highest tower stood a small boy called...