


Day	Learning Objective	Teaching and Models	Tasks and Expected Outcomes
1	<p>I can write descriptive sentences</p> <p>Look at the bottom of this letter to find extra help sheets, skeleton plans and examples</p>	<p>Hello Year 4! Welcome to your first week of English lessons <b>online!</b> The year 4 teachers all hope you are doing well at home and are continuing with your daily reading. On Google Classroom, you will find the powerpoint presentations and videos for these lessons, so take a look. You will also find useful resources at the bottom of this letter.</p> <p>Your first task will be to read the short story, Lions, which can be found on Google Classroom or at this link: <a href="https://www.shortkidstories.com/story/lions/">https://www.shortkidstories.com/story/lions/</a></p> <p>At the end of the week, your task will be to write your <b>own version</b> of Lions. You might want to read it more than once.</p> <p>First though, we are going to practice some of the skills we have been using throughout year 4.</p> <p><b>Today</b>, we are going to write descriptive sentences about lions!</p> <p><b>Adventurous Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Make adjective choices which paint a picture for your reader.</li> <li>• Adjectives are describing words eg. Large, old, hairy.</li> <li>• You may want to use a thesaurus to find some truly impressive adjectives.</li> </ul> <p><a href="https://www.thesaurus.com/">https://www.thesaurus.com/</a> is a free online thesaurus which I use a lot.</p>	<p><b>Task one:</b> Build up a list of adventurous adjectives to describe lions.</p> <p>Examples to get you started:</p> <p><b>Fierce, proud, majestic, impressive, grand, ferocious, elegant, royal.</b></p> <p><b>Can you pick 5 more?</b></p>  <p><b>Task two:</b> Write your own sentences about lions.</p> <p>You do not have to write a complete paragraph, although you may do so if you wish.</p> <p>Focus on the features of the lions. Their fur, their teeth, their eyes and their personality.</p> <p>Try writing five sentences.</p> <p><b>Success Criteria:</b></p> <p>I can include: <b>Adventurous vocabulary</b>  <b>Commas in lists</b>  <b>Expanded noun phrases</b>  <b>Challenge: Relative clause</b></p>

		<p><b>Expanded Noun Phrases</b></p> <p>An <b>expanded noun phrase</b> is a <b>phrase</b> made up of a <b>noun</b> and at least one adjective. If one or more adjectives are listed to describe the <b>noun</b>, a comma should be added to separate the sentence.</p> <p>Examples:</p> <p>The lions were proud, majestic creatures.</p> <p>All around the town, huge, bulky lions had replaced the pet dogs.</p> <p>Only the young children seemed to notice the wise, mysterious lions which had appeared.</p> <p><b>Challenge: Relative Clause</b></p> <p>As an extra challenge, try including a relative clause.</p> <p>Relative clauses are clauses starting with the relative pronouns <b>who, that, which, whose, where, when</b>. They are most often used to define or identify the noun that precedes them.</p> <p>Example:</p> <p>The lions, which were proud, majestic creatures, seemed to have replaced dogs.</p> <p>The highlighted part of the sentence is the relative clause because it starts with which. We use it to add more detail about the lions.</p>	<p>Some sentence starters:</p> <p>The lions were _____, _____ creatures.</p> <p>The _____, _____ lions mysteriously appeared all over the town!</p> <p>The lions, which had _____, _____ manes, seemed to be invisible to grown-ups.</p>
2	I can write a	Today we will use all of the same skills we looked at	<b>Task one:</b> Our task is to write our own version of the introduction.

<p>descriptive paragraph</p>	<p>yesterday – but we will look at one new skill (don't worry, we've done it a thousand times at school).</p> <p><b>Fronted Adverbials</b></p> <p>Fronted adverbials are a writer's best friend! They let you describe when, where or how something is happening. We call them <b>fronted</b> adverbials because they go at the start of a sentence and are <b>always</b> followed by a <b>comma</b>.</p> <p>Here are some examples:  A long time ago,  In the dead of night,  Before I was born,  While the sun was setting,</p> <p>I have included a list of fronted adverbials on the slideshow and on the Help Sheet on Google Classroom.</p> <p>Today, we will use our sentences we worked on yesterday to create a paragraph about the day the lions arrived. Let's re-read the introduction to the story and look for fronted adverbials.</p> <p><b>One day</b>, as Leo was walking to the park to meet his friends, he stopped to pet a dog. <b>But as Leo reached out his hand</b>, he realised that, despite being tied up outside a shop with a leash and a collar, this was not a dog. It was a Lion. A full-sized Lion with a magnificent mane, a huge Lion's snout, and great paws full of fierce claws.  <b>As Leo stroked the Lion's head</b>, he thought that this Lion seemed very serious. Gravely serious, in a way that was not</p>	<p>You can use some of the same sentences you used yesterday, except now we will string them together as a paragraph.</p> <p>Here is my version of the introduction. Yours should be about the same length. Spend around 20 – 30 minutes writing.</p> <p>In the early afternoon, Leo walked excitedly to the local park to meet up with his friends. Kneeling down, he went to pet a large, friendly-looking dog. Suddenly, he stopped in disbelief. He realised that the dog was not a dog. No. This dog was a lion! A massive, golden-maned lion which looked far more suited to a zoo than the local park. While he stroked the lion's mane, Leo looked around for some kind of sign that this was a dream. The lion, which seemed to be enjoying the strokes, looked at Leo with a gravely serious expression. Far more serious than any dog he'd ever met.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>I can include: Fronted adverbials</li> <li>Commas in lists</li> <li>Expanded noun phrases</li> <li><b>Challenge: Relative clause</b></li> </ul>
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		like any dog he had ever met.	
3	Can I use correct speech punctuation?	<p>Using speech in your writing allows you to create characters that feel <i>alive</i>. While the speech itself can be informal, the punctuation is very important so that your sentences make sense.</p> <p>Let's look at an example:  <b>"I think we need to ask the Lions what they are doing here. It must be something very important,"</b> he said.</p> <p>Key points to writing good speech:</p> <ol style="list-style-type: none"> <li>1. Speech marks go at the beginning and at the end of the words which the character is saying.</li> <li>2. The first letter inside the speech marks will always be a capital.</li> <li>3. A comma (or ! ?) comes before the second set of speech marks.</li> <li>4. The reporting clause lets us know who is speaking.</li> <li>5. A full stop comes at the end of the sentence.</li> </ol>	<p><b>Task 1:</b> Can you rewrite the speech, including the correct punctuation?</p> <p>We would like to know why you are here said each child to his Lion.</p> <p><b>Task two:</b> Can you rewrite this conversation, including correct speech punctuation?</p> <p>LIONS was all Leo said when he reached them. They all nodded, but no one said anything. Did you tell the bigger kids? asked Leo. Yes said Tommy. But they don't believe it. They say they are just dogs And the grown-ups? They don't believe it either. But they ARE Lions! Yes said Tommy. This isn't normal said Leo. No, it isn't said Tommy.</p>
4	I can plan a story with a	Today, we are going to plan out our own retelling of Lions.	<b>Task 1:</b> Reread Lions. Can you summarise what happens in the middle and at the end of the story? Write a sentence for each part.

	<p>beginning, middle and end</p>	<p>You can use pen and paper or write it on a computer. Whatever works best for you at home.</p> <p><b>At the bottom of this document, you will find a skeleton plan which you can use or copy.</b></p> <p>Tomorrow, we will be writing a paragraph for each section of the story, so we need to think about what happens, and what we will include.</p> <p><b>What is a summary?</b> A summary is a short version of a story or article, which states the main points. Here is my summary for the beginning of Lions:</p> <p>Leo is on the way to the park and he and the other children are surprised when they realise that instead of dogs, the town is full of lions.</p>	<p><b>Task 2:</b> Using your ideas and writing from earlier this week, write a plan for your retelling of Lions. The purpose of the plan is so that you have all of your ideas collected in one place when you write your story tomorrow.</p> <ul style="list-style-type: none"> <li>• Choose fronted adverbials which fit the beginning, middle and end of the story.</li> <li>• Build a collection of vocabulary which you think you would like to use.</li> <li>• Write down some of your favourite sentences from Monday and Tuesday, making sure they fit the section of the story.</li> <li>• Write down any speech which fits the story. Remember, the lions can talk!</li> </ul>
5	<p>I can retell a known story</p>	<p>Today is an independent writing task. Now is the chance to practice everything we've looked at this week and write your own version of the story. You might want to listen to some calm, relaxing music if that helps you focus.</p> <p>Guidance for parents: During our independent writing tasks, the children are given very minimal guidance. It is an opportunity for them to focus on applying the skills they have been working on. If you have access to a dictionary or</p>	<p><b>Task one:</b> Just like in school, you will now have 40 minutes to focus on writing without help. Use your plan if you get stuck (that's why you made it!). The minimum to aim for is three paragraphs, one for each section we have planned. If inspiration strikes, do not stop at one paragraph! You can add your own ideas as much as you like.</p> <p><b>Task two:</b> Spend 5-10 minutes reading your own work and editing when you see areas to improve.</p>

		<p>thesaurus at home (online is fine!) then that can be useful, although I usually encourage the children to worry less about the spelling and more on completing the task.</p>	<p>Areas to check: Spelling Full stops and capitals Commas in lists and after fronted adverbials Speech punctuation</p> <p>Well done year 4! Great work this week.</p>
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Skeleton Plan for Independent Writing Task:

	Summary	Fronted Adverbials	Expanded Noun Phrases	Speech
Beginning	Leo is on the way to the park and he and the other children are surprised when they realise that instead of dogs, the town is full of lions.	One morning, On the way to the park,	Enormous, majestic lion Warm, soft fur Long, razor-sharp fangs	"I've never seen a lion in London!" said Leo, surprised.
Middle				
End				

<p>Adventurous Vocabulary</p>	<p>Make adjective choices which paint a picture for your reader. Adjectives are describing words eg. Large, old, hairy. You may want to use a thesaurus. <a href="https://www.thesaurus.com/">https://www.thesaurus.com/</a> is a free online thesaurus.</p> <p>Examples for our lion descriptions:  <b>Fierce, proud, majestic, impressive, grand, ferocious, elegant, royal</b></p>
<p>Commas in lists</p>	<p>As you can see above, I had placed a comma between each of my adjectives. This is because they are in a list! This is important to remember, especially when writing an expanded noun phrase. See below.</p>
<p>Expanded noun phrases</p>	<p>An <b>expanded noun phrase</b> is a <b>phrase</b> made up of a <b>noun</b> and at least one adjective. If one or more adjectives are listed to describe the <b>noun</b>, a comma should be added to separate the sentence.</p> <p>Example: The lions were proud, majestic creatures.</p>
<p>Relative clause</p>	<p>As an extra challenge, try including a <b>relative clause</b>.</p> <p><b>Relative clauses</b> are <b>clauses</b> starting with the <b>relative</b> pronouns who*, that, which, whose, where, when. They are most often used to define or identify the noun that precedes them.</p> <p>Example:  The lions, which were proud, majestic creatures, seemed to have replaced dogs.</p> <p>The highlighted part of the sentence is the <b>relative clause</b> because it starts with <b>which</b>. We use it to add more detail about the lions.</p>



**Fronted adverbials** are words or phrases at the beginning of a sentence which are used to describe the action that follows.

Time	Frequency	Place	Manner	Degree
<p>Afterwards, Already, Always, Immediately, Last month, Now, Soon, Yesterday, Today, Tomorrow, Next year, In January, On Tuesday, In the morning, After a while, As soon as she could, Before long, All of a sudden, In the blink of an eye, Just then, Eventually, Later,</p>	<p>Often, Again, Daily, Weekly, Fortnightly, Yearly, Sometimes, Rarely, Every second, Twice a year, Once a minute, Once, Once or twice, Three times, Constantly, Regularly, Frequently, Infrequently, Occasionally, Rarely, Never in my life, Never before,</p>	<p>Above the clouds, Below the sea, Here, Outside, Over there, There, Under the ground, Upstairs, In the distance, Between the sea and the sky, Everywhere she looked, Around the tent, Back at the house, Nearby, Down by the cliffs, Behind the shed, In the wooden box, Over my bed, Somewhere near here, Far away, Wherever they went, North of here,</p>	<p>Badly, Slowly, Happily, Awkwardly, Bravely, Like a ... , As quick as a flash, As fast as he could, Without a sound, Without warning, Unexpectedly, Unfortunately, Suddenly, Mysteriously, Frantically, Anxiously, Courageously, Silently, Curiously, Nervously, Rapidly, Carefully,</p>	<p>Almost unbelievably, Much admired, Nearly asleep, Quite understandably, Really happily, Perhaps, Maybe, Just arrived, Certainly amused, Obviously angry, Definitely confused, Completely exhausted, Barely alive, Hardly out of breath, Decidedly unimpressed, Perfectly confident, Positively trembling with excitement, Purely practically, Somewhat flustered, Utterly joyous, Totally overwhelmed,</p>

