

	Activity focus	Activities	Additional resources (if required)	Additional activities
Week 4	Reading Grammar, Punctuation and Spelling	1. The Magic Box 2. Task 1 & Task 2 3. Spellings – homophones and near homophones		https://www.thenational.academy/year-4/english/poetry-reading-comprehension-language-year-4-wk1-2#slide-2
	Reading Grammar, Punctuation and Spelling Writing	1. The Magic Box Comprehension Questions – Tuesday 2. Task 1 – simile or metaphor - Task 2 - Onomatopoeia 3. Task 3 - Write about a favourite animal		https://www.thenational.academy/year-4/english/features-of-poetry-year-4-wk1-3#slide-4
	Grammar, Punctuation and Spelling Writing	1. Expanded Noun Phrases Task 1 2. Task 2 3. Task 3		https://www.thenational.academy/year-4/english/spag-focus-expanded-noun-phrases-year-4-wk1-4#slide-4

THE MAGIC BOX

I will put in the box

The swish of a silk sari on a summer night,
Fire from the nostrils of a Chinese dragon,
The tip of a tongue touching a tooth.

I will put in the box

A snowman with a rumbling belly,
A sip of the bluest water from Lake Lucerne,
A leaping spark from an electric fish.

I will put into the box

Three violet wishes spoken in Gujarati,
The last joke of an ancient uncle,
And the first smile of a baby.

I will put into the box

A fifth season and a black sun,
A cowboy on a broomstick,
And a witch on a white horse.

My box is fashioned from ice and gold and steel,
With stars on the lid and secrets in the corners,
Its hinges are the toe joints of dinosaurs.

I shall surf in my box

On the great high-rolling breakers of the wild Atlantic,
Then wash ashore on a yellow beach,
The colour of the sun.

by Kit Wright

In verse 1, which word below is a synonym of 'swish'? *

☐ silk

☐ silence

☐ rustle

☐ piece

In the fifth verse, what is the meaning of the word 'fashioned'? *

☐ to destroy something.

☐ to take an item apart.

☐ to make or produce something.

☐ to decorate an item.

Find and copy one word, from the second verse, that means the same as grumbling. *

☐ spark

☐ rumbling

☐ electric

☐ sip

Which word, has the writer chosen, that means it is unknown or unseen by others? *

☐ season

☐ secrets

☐ wishes

☐ spoken

In verse 3, which word could the writer have used to replace ancient? *

☐ recent

☐ elderly

☐ favourite

☐ young

Task 1

Fill in the table with a noun for each adjective and an adjective for each noun.

Adjective	Noun
fluffy	feather
	bear
	grass
gently	
lazy	
fantastic	

Make sure they begin with the same letter. The first one has been done for you.

Spellings - homophones & near homophones

These are the words that you are trying to learn this week:

- accept
- except
- affect
- effect
- peace
- piece

Can you create an alliterative sentence using one of the character names below.

Characters:
Percy Penguin
Sammy Snake
Barney Bear
Freddy Frog
Rupert Rhino
Tony Tortoise

For example: Sammy the snake slithered slowly across the soft sand.

Alliteration is the repetition of identical or similar sounds at the beginning of words.



Which of the following is an example of alliteration? *

1 point

- ☐ a cowboy on a broomstick
- ☐ the first smile of a baby
- ☐ the tip of a tongue touching a tooth
- ☐ a snowman with a rumbling belly

Why does the author use alliteration in the first verse? *

1 point

- ☐ because it sounds good
- ☐ to make the poem rhyme
- ☐ to add detail to the items
- ☐ to create the rhythm of the poem

Why does repetition have impact in a poem? *

1 point

- ☐ it creates connections in the reader's mind and links ideas
- ☐ because it sounds the same
- ☐ by accident
- ☐ it makes the poem longer

Identify two poetic features used in verse two. *

2 points

- ☐ alliteration
- ☐ a simile
- ☐ onomatopoeia
- ☐ a metaphor

Each of these phrases contain onomatopoeia. True or false? *

2 points

	True	False
a numbling belly	☐	☐
the bluest water	☐	☐
the tip of a tongue	☐	☐
a leaping spark	☐	☐

Task 1

A **simile** is used to make a direct comparison. It is usually in a phrase that begins with the words 'as' or 'like'.
For example, yellow like the sun.

A **metaphor** is also a comparison. However, it states one thing is another thing. For example, the snow is a white blanket.

Identify from the following phrases, which is a simile or metaphor.

Example:	Simile or Metaphor?
I wandered as lonely as a cloud.	
The alligators' teeth are white daggers.	
The moon is a white balloon.	
His eyes shone like diamonds.	
The wind is a howling wolf.	
The ballerina is a swan.	



Task 2

Onomatopoeia is a word that imitates its sound.

Read the description and write an onomatopoeia for each one. The first one has been done for you.

Falling over in the playground	Ouch
A door closing abruptly	
Dropping a glass	
A bee collecting pollen	
The sound of a door bell	

Task 3

Choose one of your favourite animals. Try writing a simile, a metaphor and onomatopoeia about its appearance, how it moves or how it sounds.

For example: A tiger.

Simile: Teeth as sharp as knives.

Metaphor: Fur that burns bright in the jungle.

Onomatopoeia: Roar!

Expanded Noun Phrases

An **expanded noun phrase** is a phrase made up of a noun and at least one adjective. If one or more adjectives are listed to describe the noun, a comma should be added to separate the sentence.

Task 1

Identify the expanded noun phrase in each sentence.

Sentence:	Noun Phrase
Sarah read a fascinating book.	Fascinating book
The spider had eight, long, furry legs.	
James enjoyed looking at the bright stars in the night sky.	
Sally picked a pretty flower from the garden.	
The cat curled up next to the nice, warm fire.	

Task 2

Choose an adjective to expand these nouns. Can you add more than one?

The first one has been done for you.

Adjectives	Nouns
mysterious, haunted	house
	bun
	child
	garden
	gate

Task 3

Think about the poem: The Magic Box. What items would you like to put into your box?

Create some expanded noun phrases that you might like to include in a poem of your own.

For example: a glittering horn from a magical unicorn

Verse 1 - WAGOLL

I will put in the box,
The flaming orange feather from an exquisite phoenix,
mysterious footprints from an elusive yeti,
Magical wishes escaping from a fairy's wand.

Repetitive Poem Task 1

Create your own mystical, magical verse.

Repetitive Poem

Task 2

Create your own nature verse.

Verse 2 - WAGOLL

I will put in the box,
The rumble of thunder on a stormy night,
Sparkling ice crystals from a silver snowflake,
The tip of a fin from a great white shark.

Verse 3 - WAGOLL

I will put in the box,
A curly lock of hair from a new born baby,
An instant infectious smile,
And an abundance of love.

Repetitive Poem

Task 3

Create your own human characteristic verse.

The Secret Garden

by Frances Hodgson Burnett

One of the nice little gusts of wind rushed down the walk, and it was a stronger one than the rest. It was strong enough to wave the branches of the trees, and it was more than strong enough to sway the trailing sprays of untimmed ivy hanging from the wall. Mary had stepped close to the robin, and suddenly the gust of wind swung aside some loose ivy trails, and more suddenly still she jumped towards it and caught it in her hand. This she did because she had seen something under it – a round knob which had been covered by the leaves hanging over it. It was the knob of a door.

She put her hands under the leaves and began to pull and push them aside. Thick as the ivy hung, it nearly all was a loose and swinging curtain, though some had crept over wood and iron. Mary's heart began to thump and her hands to shake a little in her delight and excitement. The robin kept singing and twittering away and tilting his head on one side, as if he were as excited as she was. What was this under her hands which was square and made of iron and which her fingers found a hole in?

It was the lock of the door which had been closed ten years and she put her hand in her pocket, drew out the key and found it fitted the keyhole. She put the key in and turned it. It took two hands to do it, but it did turn.

And then she took a long breath and looked behind her up the long walk to see if anyone was coming. No one was coming. No one ever did come. It seemed, and she took another long breath, because she could not help it, and she held back the swinging curtain of ivy and pushed back the door which opened slowly – slowly.

Then she slipped through it, and shut it behind her, and stood with her back against it, looking about her and breathing quite fast with excitement, and wonder, and delight.

She was standing inside the secret garden.

- Do you think this passage is at the start, middle or end of the book? Why? [It ends chapter 8 of 27 chapters]
- Reread the final sentence. Why do you think Frances Hodgson Burnett finishes this chapter of her book with these words?
- What do you think Mary might find in the secret garden? What do you think might happen next?

Evaluative Questions

- Reread paragraph 4. Why do you think Mary 'looked behind her...to see if anyone was coming before opening the door? [It was *her* secret and *her* adventure, she didn't want to get into trouble or have anyone spoil it for her and tell her not to enter]
- | | | |
|-------|---------|---------|
| Small | Thick ✓ | Large ✓ |
| Light | Heavy ✓ | Thin |
- Look at the words in the table below. Choose 3 words you think best describe the door to the secret garden. Write them on your board. Now draw the door itself. Show your teacher. Why have you drawn the door to look this way?
 - On a scale of 1-5, how well hidden do you think the door had been? [Accept 3/4 - enough to be hidden for ten years but easily spotted following the [little gust of wind] Justify your answer.
 - If you were reading this sentence out loud, how would you stress this word? Practise with a partner. What effect would this have on the listener? Why?

Inferential Questions

- Was it easy or difficult for Mary to turn the key in the lock? [Difficult] What tells you this? [It took both hands to do it]
- How do we know that Mary was excited at finding the hidden door? [Mary's heart began to thump and her hands shook]
- On a scale of 1-10, how strong was the wind on that day? Justify your answer. [Accept 6/7 - strong enough to wave tree branches and the ivy but still described as 'nice little gusts']
- Highlight the phrase 'slowly - slowly' - why do you think this word is written twice? [The door was heavy and hadn't been opened for a long time, Mary was nervous and apprehensive about what she might find behind the door]
- Look at the final sentence on the page. Circle the word written in italics. [Inside] Why do you think this word has been written in this way? [To emphasise that this was the beginning of her adventure and where the excitement would be had]

Deductive Questions

- How long had the door been closed for? [Ten years]
- What type of plant has been hiding the doorway to the secret garden? [Ivy]
- What bird is with Mary when she finds the secret garden? [Robin]
- Draw and label your answer.
- Find the word 'untimmed' in paragraph 1. Write it on your board. Underline a word inside this word that means 'a neat little cut' [Trim] What does the use of the word 'untimmed' suggest about the ivy? [It was messy, thick and untidy]
- Highlight the phrase 'slowly - slowly' - why do you think this word is written twice? [The door was heavy and hadn't been opened for a long time, Mary was nervous and apprehensive about what she might find behind the door]

Literal Questions

Essential Vocabulary

The Secret Garden

Frances Hodgson Burnett

1911



Sentence challenge!

Can you use an ellipsis to create suspense in your writing?

Out of the teapot it came... A terrifying hissing sound and a loud clattering...

Tap...Tap...Tap... Something was trying to get out...

Story starter!

No one knew where they had come from. Nobody had even been there when they appeared.

Once word had spread about these mysterious objects, people had started to flock from far and wide.

Sophie loved a mystery, and she herself had journeyed a great way to see if the rumours she had heard were true. She stood on the makeshift stone path that had been hurriedly thrown down to guide the curious onlookers through the scorching desert, and gazed in amazement at the sight that greeted her bewildered eyes...



	Activity focus	Activities	Additional resources (if required)	Additional activities
Week 5	Reading Grammar, Punctuation and Spelling	1. Fantastic Beasts 2. Fantastic Beasts Fact Retrieval 3. Spellings – adding the prefix ‘in’ means ‘not’		https://www.thenational.academy/year-4/english/story-reading-comprehension-fact-retrieval-year-4-wk2-2#slide-2
	Reading Grammar, Punctuation and Spelling Writing	1. The Dreamgiver 2. SPaG focus: fronted adverbial 3. Story starter!		https://www.thenational.academy/year-4/english/story-identifying-the-features-of-a-text-year-4-wk2-3#slide-4 https://www.thenational.academy/year-4/english/story-spag-focus-fronted-adverbials-year-4-wk2-4#slide-4 https://pobble365.b-cdn.net/pdf-attachment/resource/attachment/236/236_Hatched.pdf
	Writing Grammar, Punctuation and Spelling	1. Continue the story – Fantastic Beasts 2. Independent Activity 3. SPaG	1. Ideas to think about 2. Sentence starter ideas 3. Fronted adverbial ideas] 4. To be successful...	https://www.thenational.academy/year-4/english/story-continue-a-story-year-4-wk2-5#slide-2

Reading Writing Grammar, Punctuation and Spelling	1. Charlie and the Chocolate Factory GLOOP GLOOP! 2. SPaG focus: inverted commas GRANDMA GROWS GIANT! 3. Around the world			https://www.thenational.academy/year-4/english/news-report-reading-comprehension-inference-year-4-wk3-2#lesson-complete https://www.thenational.academy/year-4/english/news-report-spag-focus-inverted-commas-year-4-wk3-4/#slide-4
Grammar, Punctuation and Spelling Writing	1. Write a news report 2. To include speech, adjectives, 3rd person.	1. Extract from Charlie and the Chocolate Factory Independent Activity First paragraph: think about the 5 W's Introduction examples using the 5 W's Quote examples Words to replace 'said' Useful phrases		https://www.thenational.academy/year-4/english/news-report-write-a-news-report-year-4-wk3-5#slide-4

Fantastic Beasts



Meanwhile, at the very top of the steps, a man exiting the bank, flipped a coin and whether it was the sound of it as it bounced down the steps, or the smell of the metal - who knows - but something caught the Niffler's attention! Razor-sharp, diminutive claws began to prise open the side of the case inside which he was concealed. Unable to resist anything shiny, the greedy Niffler escaped and scuttled behind a stone pillar from behind which, Newt caught a glimpse of a beggar's hat being dragged off into the distance...

One shiny, valuable coin was not enough to satisfy the cute yet extremely greedy Niffler. The whiff of freshly polished coins hung in the air luring the mischievous gold-digger. Scurrying furtively into the bank, the naughty Niffler spotted a trolley containing several bags of money. Seconds later, Newt, who was desperate to find the cunning little money thief, entered the building then suddenly, from out of nowhere, a deep voice bellowed across the room:

"Hey! Mr English guy, I think your egg is hatching!"

- Read the question - what information do you need to find?
- Skim and scan to find key

1. Write down two things Newt marvelled at as he explored New York City.

2. According to the text, what was the woman outside the bank talking about?

3. What did the Niffler use to open the suitcase that he was hidden inside?

4. Using information from the text, tick one box in each row to show whether each statement is true or false.

	True	False
The Niffler was hidden inside a leather suitcase		
The man flipped a coin		
Several bags of money were spotted on a large shelf		
The Niffler hid behind a giant statue		

5. Who owned the hat that Newt saw being dragged away into the distance?

Spellings - adding the prefix 'in' means 'not'

These are the words that you are trying to learn this week:

- inactive
- incorrect
- invisible
- insecure
- incurable
- inadequate

Fantastic Beasts



As Newt Scamander explored the streets of New York City, eager to discover which magical creatures awaited him, he marvelled at the sights: the skyscrapers peering down; the train passing overhead and the traffic honking its horns in angry protest. Suddenly, the hustle and bustle of a nearby crowd drew his attention towards the steep stone steps in front of the bank where a woman was delivering a peculiar speech - about the supernatural - to the crowd.

From out of nowhere, Jacob Kowolski, who had an important meeting at the bank, approached the vast crowd but, as he did so, lost his footing and tripped over Newt's identical leather suitcase, which had been placed on the ground adjacent to his feet. Kowolski, who then picked up the wrong suitcase, hurriedly made his way through the crowd, up the steps towards the bank.



The word 'overhead' is closest in meaning to which of the following? *

- ☐ Above
- ☐ Underneath
- ☐ Adjacent
- ☐ Beneath

What is the meaning of the word 'adjacent'? *

- ☐ Next to
- ☐ Opposite
- ☐ In front of
- ☐ Between

Which of these words means to make a loud noise? *

- ☐ Marvelled
- ☐ Peculiar
- ☐ Honking
- ☐ Identical

The skyscrapers peering down'. What does the word 'peering' mean in this phrase? *

- ☐ Falling
- ☐ Looking
- ☐ Jumping
- ☐ Moving

Which of these words is a synonym for large? *

- ☐ Identical
- ☐ Eager
- ☐ Vast
- ☐ Explored

Read the story: The Dreamgiver

It was a calm summer's night, washing hung still, but the dreamgiver moved as fast as lightning, heading for his first visit of the night - an orphanage. Silently and swiftly the Dreamgiver positioned with precision his long bony legs onto the wooden ledge of a closed wooden window. Above his legs, his skinny body was covered by just a tiny pair of green silk shorts, which hung limply from his narrow waist. From a pocket in his shorts the Dreamgiver slid out his notebook to check the address - he was correct, 2655 Kensington Avenue.

Carefully, he pushed the wooden frame open, so not to make a sound. The Dreamgiver scanned the room beneath his feet using his night goggles to view the sleeping children below. Balanced on a wooden stick hung his precious cargo - the dream eggs. The dream eggs glowed softly against the darkness of Lifting the bag of 7 glowing dream eggs off his wooden stick, the Dreamgiver carefully placed them onto the end of the bed, opened the bag and picked up the first of the eggs. With a sharp twist of his wrists the egg cracked open to reveal the mysterious magic hidden inside. A glowing gold liquid. With an expert hand the Dreamgiver poured the liquid into one of the pink ballet shoes resting on the bed, turning it a bright yellow. As if by magic a ballerina appeared spinning and leaping from the bed into the mind of a sleeping girl. The Dreamgiver repeated this again with a book about space which brought the space man on the page to life and again on to some baseball cards bringing all of the players life and again on to a music poster. Each time giving the sleeping children the most wonderful dreams. The Dreamgiver smiled contentedly.

Without warning, one of the unopened dream eggs began to roll towards the edge of the bed, unintentionally kicked by one of the boys dreaming about space. Crack! The dream egg landed and exploded onto a shadow serpent book resting on the floor. The Dreamgiver instantly knew that this was not good news. This was different. This was darker. A dark spirit was unleashed into the room.

"Stay back! Leave these children to sleep - you will do them no harm," he whispered loudly whilst waving his wooden stick.

1. Who is the main character in this extract?

2. Where is this extract set? Can you find the exact address?

3. Find and copy two examples of alliteration in the paragraph beginning 'Lifting the bag...'

4. Write down an example of onomatopoeia in the last paragraph.

5. Find and copy an example of a simile in the first paragraph.

6. Write a summary of the dilemma.

7. Read the dialogue. What do you think will happen next?

SPaG focus: fronted adverbial

What is a fronted adverbial?

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

For example:

Before sunrise, Newt fed his animals.

As fast as he could, Newt cast a spell.

Fronted adverbial examples:

Fronted adverbial phrases are useful in descriptive writing, as they can easily describe where, when and how an action occurred.

Time	Frequency	Place	Manner	Degree
After a while.	Often,	Above the clouds.	Bravely,	Almost unbelievably,
As soon as.	Sometimes,	Below the sea.	Like a...	Maybe,
Eventually,	Rarely,	In the distance,	As quick as a flash,	Perhaps,
In the morning,	Again,	Nearby	Without warning,	Completely confused,
Already.	Once,			

1. Tick all the sentences that contain a fronted adverbial?

Without warning, one of the unopened dream eggs began to roll towards the edge of the bed. ☐

The dream egg landed and exploded onto a shadow serpent book resting on the floor. ☐

Carefully, he pushed the wooden frame open, so not to make a sound. ☐

Above his legs, his skinny body was covered by just a tiny pair of green silk shorts, which hung limply from his narrow waist. ☐

2. Make your own 3 fronted adverbial sentences, using phrases from box A and box B. Check that your sentences make sense.

Box A:

As quickly as possible,	After that,	Behind the door,
Unexpectedly,	Silently,	Carefully,

Box B:

a shadow serpent appeared.	the Dreamgiver told the spirit to stay back.	he carried the glowing golden dream eggs.
he tiptoed out of the room.	he ran towards the exit.	the child hid shaking in fear.

3. Insert the comma in the correct place to demarcate the fronted adverbial.

Before the sun came up he stood and waited.

In the dead of night the Dreamgiver began his journey.

Positively trembling with excitement he entered the orphanage.

Unfortunately the egg fell to the floor and exploded.

In the blink of an eye the spirit was gone!

Continue the story – Fantastic Beasts

Story starter!



The crows had been gathering for some time, no doubt displeased by the girl's actions.

She could feel the cold, wet slime dripping slowly from her fingertips, but it didn't bother her. Her hands were still, steady, without fear: she had been eagerly awaiting this moment.

All she could think about was the creature in front of her, finally escaped from its cage. It had hatched. It was time...

Fantastic Beasts

As Newt Scamander explored the streets of New York City, eager to discover which magical creatures awaited him, he marvelled at the sights: the skyscrapers peering down; the train passing overhead and the traffic honking its horns in angry protest. Suddenly, the hustle and bustle of a nearby crowd drew his attention towards the steep stone steps in front of the bank where a woman was delivering a peculiar speech - about the supernatural - to the crowd.

From out of nowhere, Jacob Kowalski, who had an important meeting at the bank, approached the vast crowd but, as he did so, lost his footing and tripped over Newt's identical leather suitcase, which had been placed on the ground adjacent to his feet. Kowalski, who then picked up the wrong suitcase, hurriedly made his way through the crowd, up the steps towards the bank.

Jacob, who had realised the cases had been switched, had discovered the mysterious contents. What was going on? What was in the egg? Why had he become involved? Not wanting the whole world to know his secret, Newt quickly cast a spell and suddenly their bodies twisted, egg and cases in hand. They were both transported onto a deserted staircase. Transfixed by the cracking egg, they stared at what can only be described as a miniscule dragon who had begun to poke its curious head out of the shell.

Out of the corner of his eye, Newt then noticed the Niffler disappear into a nearby vault.

"Alohomora!" Newt commanded as he pointed his trusty wand in the direction of the vault.

In the blink of an eye, the vault started to open whilst Jacob, still speechless, stood motionless staring in disbelief. Suddenly, a voice from behind boomed:

"Oh, so you're going to steal the money, are you?"

Without a moment of hesitation, Newt knew what to do:

"Petrificus Totalus!" he shouted whilst, once again, pointing his wand.

And with that, the bank employee froze like a cat caught in the headlights of an oncoming vehicle. Thud! He hit the floor with an almighty force.

Newt entered the vault after the naughty Niffler, who was sat casually upon one of the safety deposit boxes as if he was sunbathing on a beach! Newt scooped him up into his hands, like a claw in an amusement machine game, shook the Niffler and out tipped the treasures hidden away in the Niffler's pouch.

Without warning, the security guards could be heard charging down the stairs like a herd of angry elephants..

Continue the story including
fronted adverbials.

Meanwhile, at the very top of the steps, a man exiting the bank, flipped a coin and whether it was the sound of it as it bounced down the steps, or the smell of the metal - who knows - but something caught the Niffler's attention! Razor-sharp, diminutive claws began to prise open the side of the case inside which he was concealed. Unable to resist anything shiny, the greedy Niffler escaped and scuttled behind a stone pillar from behind which, Newt caught a glimpse of a beggar's hat being dragged off into the distance...

One shiny, valuable coin was not enough to satisfy the cute yet extremely greedy Niffler. The whiff of freshly polished coins hung in the air luring the mischievous gold-digger. Scurrying furtively into the bank, the naughty Niffler spotted a trolley containing several bags of money. Seconds later, Newt, who was desperate to find the cunning little money thief, entered the building then suddenly, from out of nowhere, a deep voice bellowed across the room:

"Hey! Mr English guy, I think your egg is hatching!"

Independent Activity

Your task is to write the solution to the story:

"Without warning, the security guards could be heard charging down the stairs like a herd of angry elephants..."

What happens next? How do they **escape** the security guards?

You could always continue and write the next part of the adventure too!

Fronted adverbial examples:

From around the corner,	Perfectly confident,	Without a sound,
Almost unbelievably,	Positively trembling with excitement,	Without warning,
Quite understandably,	Feeling anxious,	Unexpectedly,
Really happily,	Utterly joyous,	Unfortunately,
Perhaps,	Totally overwhelmed,	Suddenly,
Obviously angry,	Slowly,	Mysteriously,
Definitely confused,	Bravely,	Frantically,
Completely exhausted,	Like a ... ,	Courageously,
Out of breath,	As quick as a flash,	Silently,
Decidedly unimpressed,	As fast as he could,	Curiously

Ideas to think about:



- What does Newt do when he sees the security guards? How does he avoid being arrested?
- What does he say to Jacob or the security guards?
- Do Newt and Jacob leave the bank go somewhere together? Or does Newt go off alone with the Niffler? Where do they go?
- Do they meet any other magical creatures? Where are these creatures? (Perhaps they live in a magical world inside the suitcase).
- What do these other creatures look like (Think about the expanded noun phrases from the last unit of work).
- Where do they go next?
- Is there a mystery to solve?
- What other dilemmas might Newt encounter? How does he solve these problems?

Sentence starter ideas:

"Stop what you're doing and put your hands up!" shouted the Head of Security.

As quick as a flash, Newt simultaneously reached for the mischievous Niffler and the stunned Jacob whilst muttering a transportation spell.

Babbling in disbelief, Jacob began to back away from the bizarre, abnormal events taking place in front of him.

To be successful...

Feature	Example
Capital letters and full stops	
3rd person	Newt, Jacob, Niffler
Adjectives	unusual, magical, marvellous
Fronted adverbials	From behind the... Unexpectedly...
Figurative language	As quick as a flash
Dialogue	"Imperio!" commanded Newt

SPaG

Fronted Adverbials

*Required

Which of these does not describe the manner in which something is done? *

- ☐ Bravely
- ☐ Quickly
- ☐ In the distance
- ☐ As fast as a bullet

Which of these does not contain a fronted adverbial? *

- ☐ At the bottom of the cliff, the people looked like small ants.
- ☐ Later that day, Newt discovered a magical porthole inside his leather suitcase.
- ☐ He grabbed his suitcase and raised his wand.
- ☐ Eventually, the greedy Niffler returned the golden coins and shiny jewels.

Tick the sentence that contains a fronted adverbial of place. *

- ☐ Suddenly, he saw it!
- ☐ Nearby, the children played happily.
- ☐ Nervously, Newt peered inside his suitcase
- ☐ After a while, he realised he had made a terrible mistake.

What does the fronted adverbial in this sentence describe: Under the sea, other mysterious creatures could be seen. *

- ☐ Time
- ☐ Manner
- ☐ Place
- ☐ Frequency

What does the fronted adverbial in this sentence describe: Rarely, had he seen anything so surprising! *

- ☐ Time
- ☐ Place
- ☐ Manner
- ☐ Frequency

GLOOP GLOOP!



Augustus last seen floundering in a river of chocolate.

This afternoon, a shocking report has revealed that 9 year old Augustus Gloop has tragically disappeared into what is claimed to be a huge river of chocolate, within the walls of a mysterious, closed chocolate factory.

Mr Wonka, who owns the chocolate factory, explained to us that he had decided to open his factory to five lucky children with golden tickets. "This is an important day. Years ago, I went out of business because my jealous competitors sent spies into the factory to learn all of my secrets."

One eye-witness recounts, that Mr Wonka informed the group of lucky

children entering the chocolate room, not to touch anything. Mr Wonka commented: "Augustus just didn't listen to my instructions – it's his own fault but I can assure you that he'll be fine."

Charlie Bucket, who is one of the lucky children, told our reporter, "When we first entered the chocolate room, I encountered an amazing sight - a gorgeous green valley cut by a brown river, which includes a waterfall. At the base of the waterfall, giant transparent pipes reach into the river, suck the bubbling liquid out of it and carry it away. On both sides of the river, a variety of trees and flowers grow – but everything is made entirely of chocolate! To begin with, I was too awestruck to speak."



Veruca Salt, who is another child visiting the factory, claimed that she saw peculiar, diminutive people (Oompa-Loompas) who could be involved in the disappearance. "I want one to take home," she told our reporter. Her mother, Mrs Salt, who is a geography teacher, told us, "Mr Wonka's tale, that these creatures were smuggled in from Loompaland, where the jungles are infested with

beasts that prey on Oompa-Loompas, is ridiculous! When they began dancing, beating drums, and singing a song about Augustus's greed on the far side of the river I was appalled!"

In a statement, Mr Gloop reported:



Mrs Gloop was distraught about the incident.



"Of course I didn't jump in after him! I was wearing my best suit!"

In an interview with Mrs Gloop, she stated: "I just couldn't believe my eyes when my little darling was sucked up viciously into a huge pipe and then shot out of it like a rocket!"

Currently, the race is now on to find Augustus before it's too late. Mrs. Gloop demands to know where her son is, fearing that he will end up as a marshmallow!

If you have any further information, please contact our reporting team.



Who owns the chocolate factory? "

- ☐ Charlie Bucket
- ☐ Veruca Salt
- ☐ Mr Wonka
- ☐ Augustus Gloop

According to the caption, Augustus was last seen floundering in a river of chocolate. True or False? "

☐ True

What can be found at the base of the waterfall? "

- ☐ Small chocolate rocks
- ☐ Chocolate fish
- ☐ Giant transparent pipes
- ☐ An Oompa Loompa swimming

Mrs Salt is a. "

- ☐ Science teacher
- ☐ Geography teacher

How did Mrs Gloop feel about the incident?

- ☐ Amazed
- ☐ Fascinated
- ☐ Delighted
- ☐ Distraught

Which simile is used to describe how Augustus was shot out of the pipe?

- ☐ Like a shooting star
- ☐ Like an explosion
- ☐ Like a rocket
- ☐ Like a firework

1. What evidence from the text in the first paragraph suggests that not everyone believes there is a chocolate river?

2. Why do you think the factory is said to be mysterious?
Give evidence from the text to support your answer.

3. How do you know that Mrs Gloop thinks her son, Augustus, never does anything wrong?

4. Currently, the race is now on to find Augustus before it's too late. This suggest that...

- a) The factory is about to close.
- b) Something bad might happen to him if they don't find him.
- c) M 5. Charlie Bucket said: "I was too awestruck to speak." Which of sup€ these do you think best reflects his thoughts?

Wow! I have never seen anything so amazing in my life!

What a complete waste of chocolate!

I wonder if I should jump into the chocolate waterfall.

SPaG focus: inverted commas

What are **inverted commas**?

Inverted commas, also known as quotation marks or speech marks, are used at the start and end of speech to show that someone is speaking.

For example:

“I warned him not to touch anything,” sighed Mr Wonka.
“I want an Oompa-Loompa!” screamed Veruca. “Now!”

Speech must be punctuated correctly - including punctuation before closing the inverted commas

“We have learnt so much today!” stated the delighted teacher.

Include **WHO** is speaking and even think about **HOW** they are speaking

“I’m ready for bed,” **murmured** the tired, little boy.

Inverted commas are used to highlight the words being spoken.

“I’m hungry,” complained Emma.

Direct speech begins with a capital letter.

“**W**hat an amazing day!” he announced.

Reported speech does **NOT** need inverted commas.

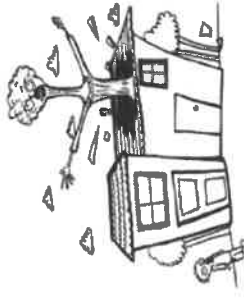
Emma explained that she was tired after her busy day.

A new speaker needs a new line.

“How are you today?” asked Ms Leonard.

“I’m great!” said Mrs Cooke

GRANDMA GROWS GIANT!



Yesterday afternoon, in the small, sleepy village of Dingleby, villagers were left shocked and amazed at the sight of Mrs Gurt exploding out of the roof of Kranky's farm. It has been reported that George

Kranky, who is the grandson of Mrs Gurt, had given his grandma a mysterious medicine which had resulted in her growing 10 foot tall.

It is alleged that George, aged 8, was due to give his grandma her regular dose of medicine while his mum, Mrs Kranky, was out shopping. However, instead of using her regular medicine, he decided to add a few extra ingredients.

Events took a turn for the worse when Mrs Gurt started to expand outwards then upwards and eventually out of the roof! According to the police, a pilot in a plane flying overhead was so distracted by the strange sight, he very nearly had to make

10

an emergency landing!

One eye witness recounts, "It was such a shock. I wondered if she might break out of the house and walk across my garden. Could you imagine? She'd have squashed all of my beautiful flowers!"

Mrs Kranky, George's mother, told our reporter, "I was only going shopping in the village and I told him be a good boy and not to get up to any mischief - I had no idea this was going to happen!"

Another local man, currently residing in an ancient caravan on the field next to the Kranky's farm, stated, "Tis very odd. Maybe she is a witch! Very strange, very strange indeed!"

When interviewed by the police, George Kranky stated, "I didn't realise my medicine would do this. I only wanted to make her a bit nicer so I added some extra ingredients into it! I hoped it would turn her into a sweet old lady but unfortunately she's now a gigantic, grizzly grandma!"

Currently, Mrs Gurt's head remains on the outside of her roof and despite their best efforts, local fire fighters are unable to find a solution to the problem. Police are blocking any access to the farm to prevent crowds gathering or any possible attempts to kidnap George and his mysterious medicine.

If you have any further evidence or eye witness accounts, please contact our reporting team.

Now have a go at answering the following questions:

1. What type of punctuation is used to show when someone is speaking?

?	!	" "	()
---	---	-----	-----

2. Which of these sentences is punctuated correctly?

- a) "Tis very odd. Maybe she is a witch! Very strange, very strange indeed!"I reported the local man.
- b) "Tis very odd. Maybe she is a witch! Very strange, very strange indeed! reported the local man."
- c) "Tis very odd. Maybe she is a witch! Very strange, very strange indeed!" reported the local man.

3. Which of the following words could be used instead of 'said' in a newspaper report?

- a) reported
- b) whispered
- c) mumbled

4. Change this sentence into dialogue:

Mrs Kranky reported that she'd only gone shopping into the village.

Around the World



"Hmmm. Where shall we go this time?" Jeremy asked his brother.

"How about there?" replied Max excitedly. "We've always talked about going there!"

The brothers both put their fingers on the part of the world they had chosen, and waited for the magic to happen.

"I wonder if it will be as fun as our last trip," mused Jeremy, as the globe began to glow...

Look at the way I have used dialogue in the story starter.

Can you think of things the boys might be saying to each other?

Can you write down the dialogue they have had?

Remember to use inverted commas/speech marks, and to start a new line for a new speaker.

Write a news report

Extract from *Charlie and the Chocolate Factory*:



"It isn't ready for eating! It isn't right! You mustn't do it!"

"Blueberry pie and cream!" shouted Violet. "Here it comes! Oh my, it's perfect! It's beautiful! It's ... it's exactly as though I'm swallowing it! It's as though I'm chewing and swallowing great big spoonfuls of the most marvellous blueberry pie in the world!"

"Good heavens, girl!" shrieked Mrs Beauregarde suddenly, staring at Violet, "what's happening to your nose!"

"Oh, be quiet, mother, and let me finish!" said Violet.

"It's turning blue!" screamed Mrs Beauregarde. "Your nose is turning blue as a blueberry!"

"Your mother is right!" shouted Mr Beauregarde. "Your whole nose has gone purple!"

"What do you mean?" said Violet, still chewing away.

"Your cheeks!" screamed Mrs Beauregarde. "They're turning blue as well! So is your chin! Your whole face is turning blue!"

"Spit that gum out at once!" ordered Mr Beauregarde.

"Mercy! Save us!" yelled Mrs Beauregarde. "The girl's going blue and purple all over! Even her hair is changing colour! Violet, you're turning violet, Violet! What is happening to you?"

"I told you I hadn't got it quite right," sighed Mr Wonka, shaking his head sadly.

"I'll say you haven't!" cried Mrs Beauregarde. "Just look at the girl now!"



Everybody was staring at Violet. And what a terrible, peculiar sight she was! Her face and hands and legs and neck, in fact the skin all over her body, as well as her great big mop of curly hair, had turned a brilliant, purplish-blue, the colour of blueberry juice!

"It always goes wrong when we come to the dessert," sighed Mr Wonka. "It's the blueberry pie that does it. But I'll get it right one day, you wait and see."

"Violet," screamed Mrs Beauregarde, "you're swelling up!"

"I feel sick," Violet

"Great heavens, girl!" screeched Mrs Beauregarde. "You're blowing up like a balloon!"

"Like a blueberry," said Mr Wonka.

"Call a doctor!" shouted Mr Beauregarde.

"Prick her with a pin!" said one of the other fathers.

"Save her!" cried Mrs Beauregarde, wringing her hands.

But there was no saving her now. Her body was swelling up and changing shape at such a rate that within a minute it had turned into nothing less than an enormous round blue ball — a gigantic blueberry, in fact — and all that remained of Violet Beauregarde herself was a tiny pair of legs and a tiny pair of arms sticking out of the great, round fruit and a little head on top.

Independent Activity

Your task is to turn the extract on Violet Beauregarde into a news report:

Structure

Write in 3rd person.

First paragraph - 5 W's (Who, What, Where, When, Why)

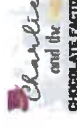
Second paragraph - Mr Wonka and his views

Third / fourth paragraph - Other eye witness accounts

Last paragraph - Parent quotes.

Don't forget to think about:

- Headline, captions, columns
- Formal register
- Emotive language
- Expanded noun phrases to add detail
- Adverbs
- Correct use of inverted commas for quotes



Introduction examples using the 5 W's:



E.g 1: This afternoon, a shocking report has revealed that 9 year old Augustus Gloop has tragically disappeared into what is claimed to be a huge river of chocolate, within the walls of a mysterious, closed chocolate factory.

E.g 2: Yesterday afternoon, in the small, sleepy village of Dingleby, villagers were left shocked and amazed at the sight of Mrs Gurt exploding out of the roof of Kranky's farm. It has been reported that George Kranky, who is the grandson of Mrs Gurt, had given his grandma a mysterious medicine which had resulted in her growing 10 foot tall.



Who: Violet Beauregarde

What: Ate blueberry pie chewing gum and turned into a gigantic blueberry

Where: Inside Mr Wonka's chocolate factory

When: During the visit for the five golden ticket winners.

Why: She chewed the gum despite Mr Wonka's warning that it wasn't yet ready for eating.

Quote examples:



Direct speech: Mrs Beauregarde told our reporter, "I can't believe that my little girl has turned purple like a blueberry! Mr Wonka has a lot to answer for!"

Reported speech: One eyewitness recounted that Violet was just a tiny pair of legs and a tiny pair of arms sticking out of the great, round fruit.

Useful phrases:



Words to replace 'said':

commented

claimed

reported

stated

exclaimed

declared

Eyewitnesses say...
It appears that...
It has been reported...
According to...
Despite this..
It was discovered that...
... explained to us...
... told our reporter...
In a statement...
In an interview with...
If you have any further information...

	Activity focus	Activities	Additional resources (if required)	Additional activities
Week 6	Reading Grammar, Punctuation and Spelling Writing	1. One Small Change 2. WAGOLL Answer the following questions 3. Sentence challenge!		https://www.thenational.academy/year-4/english/persuasion-reading-comprehension-summary-year-4-wk4-2#slide-4 https://www.thenational.academy/year-4/english/persuasion-identifying-the-features-of-a-text-year-4-wk4-3#slide-4
	Grammar, Punctuation and Spelling Writing	1. SPaG focus: imperative and modal verbs 2. SPaG Quiz 3. Write a persuasive rap	One Small Change WAGOLL from Monday Ideas to include Modal verbs / Imperative verbs Rhyming examples	https://www.thenational.academy/year-4/english/persuasion-spag-focus-imperative-and-modal-verbs-year-4-wk4-4#slide-4 https://www.thenational.academy/year-4/english/persuasion-write-a-persuasive-rap-year-4-wk4-5#slide-4
	Grammar, Punctuation and Spelling Reading Writing	1. Grammar –The Substitution Game 2. Heidi 3. Animal Town		

Reading Grammar, Punctuation and Spelling Writing	1. Little Red Cap 2. Year 4 Spellings 3. Greta and the Giants			
Reading Grammar, Punctuation and Spelling Writing	1. What is Pink? 2. Year 4 Spellings 2 3. Write a poem			

One Small Change



We can make a difference in our own small way.
It's one small change: we can do that today.
Our mind's getting bigger while the world's getting smaller,
but saving the Earth's becoming a tall order.

From the minute you wake from your nightly nap,
you can make little changes, like turning off the tap
while brushing your teeth in the bathroom.
You can cycle or walk your way to the classroom.

Spread the word, get vocal. Make it go global.
When buying food stay local.
Never mind the dishwasher, do it by hand.
But I hate washing up.
Ah, come on, it's grand.

Just one small change in the little things we do:
we'll show you how, and now it's up to you.
It's our future. It's our Earth. We need to protect it for what it's worth.
It's our future. It's our Earth. We need to protect it for what it's worth.



Since we found out the Earth was sick,
we knew we had to do something quick.
The Earth is our family and our friend,
we need to mend it before it ends.

This is our home, so don't destroy it.
Everyone should do their bit.
Ice caps melting, seas getting high.
Homes will be flooded, polar bears will die.

The sun's getting hotter, the rain won't fall.
I'm afraid we won't survive at all.
Recycle the plastic, please - it's free -
you don't want that ending up in the sea.

It's like people use this planet as a bin.
Pick up your trash: that's where you begin.
Temperatures are rising, we are realising
we must act now. There's no compromising...

Just one small change in the little things we do:
we'll show you how, and now it's up to you.
It's our future. It's our Earth. We need to protect it for what it's worth.
It's our future. It's our Earth. We need to protect it for what it's worth.

If you cut down flowers and trees you contribute
to the mass extinction of the bees.
Think of the creatures that don't have a say.
There has to be a better way.

There's no higher being to save the Earth.
We've got to do something before we get cut.
At school we know what to do. But my question is, Do you?

Just one small change in the little things we do:
we'll show you how, and now it's up to you.
It's our future. It's our Earth. We need to protect it for what it's worth.
It's our future. It's our Earth. We need to protect it for what it's worth...

Answer the following questions:

- Which of the following best summarises the main message of the rap?
 - As long as some of us do the right thing, the rest of us don't have to bother.
 - If we all do nothing, everything will be ok.
 - If we all make one small change we can help protect the future of planet Earth.
- Put the following lines in order as they appear in the rap?

	Homes will be flooded, polar bears will die.
	It's like people use this planet as a bin.
	Spread the word, get vocal. Make it go global.
	You can cycle or walk your way to the classroom,

3. What is the main message of this verse?

*If you cut down flowers and trees you contribute
to the mass extinction of the bees.
Think of the creatures that don't have a say.
There has to be a better way.
There's no higher being to save the Earth.
We've got to do something before we get cut.*

4. How can this verse be summarised?

*You can cycle or walk your way to the classroom,
cut down the fuel you use to get to school...
In your lunch box cut down the plastic.
See? These things aren't too drastic.*

5. Write an alternative title for this rap.

WAGOLL

Remember the slogan: Reduce, reuse, recycle
We must ensure our planet's survival
Only buy seafood that is sustainable
Don't you realise our planet is incredible?

Don't send chemicals into our waterways
Use paper straws because - they shall decay!
Plastic is everywhere- even on Mount Everest
Many people state- it's making us stressed!

Just one small change in the little things we do:
we'll show you how, and now it's up to you.
It's our future. It's our Earth. We need to protect it for what it's worth.
It's our future. It's our Earth. We need to protect it for what it's worth.

Volunteer for clean-ups in your community
It might be our last opportunity
Join together and educate others:
Friends, neighbours, our sisters and brothers

Energy-efficient light bulbs use less electricity
We could make recycling compulsory
Together we can ban deforestation
Every day should be an Earth Day celebration

Just one small change in the little things we do:
we'll show you how, and now it's up to you.
It's our future. It's our Earth. We need to protect it for what it's worth.
It's our future. It's our Earth. We need to protect it for what it's worth.



Answer the following questions:

1. Identify the modal verbs that appear in this verse:

Energy-efficient light bulbs use less electricity
We could make recycling compulsory
Together we can ban deforestation
Every day should be an Earth Day celebration

2. Which of these is a rhetorical question?

- a) Remember the slogan: Reduce, reuse, recycle
- b) Don't you realise our planet is incredible?
- c) Plastic is everywhere- even on Mount Everest

3. Which of these are imperative (bossy) verbs? Choose three.

ban	
send	
straws	
can	
buy	

4. Which of these is an opinion?

- a) Plastic is everywhere- even on Mount Everest
- b) It might be our last opportunity
- c) Use paper straws because - they shall decay!

5. In the chorus, identify the pronouns.

Just one small change in the little things we do:

we'll show you how, and now it's up to you.

it's our future. It's our Earth. We need to protect it for what it's worth.

It's our future. It's our Earth. We need to protect it for what it's worth.

Sentence challenge!

Can you write a paragraph to persuade humans to treat animals with respect?

You could start with:

- ▶ It is important that...
- ▶ It is appalling that...

You could include a rhetorical question:

- ▶ Did you know that... ?
- ▶ How can we... ?
- ▶ Will you...?



SPaG focus: imperative & modal verbs

What are imperative verbs?

Imperative verbs (also known as 'bossy' verbs) tells someone to do something, so that the sentence it is in becomes an order or command.

SPaG focus: imperative & modal verbs

What are modal verbs?

Modal verbs indicate possibility, obligation or ability. Will, would, can, could, should, may, might, must.

For example: We **might** go to the shop later.

3. Can you think of some imperative (bossy) verbs to make these into commands?

_____ all your rubbish in the bin.

_____ off your taps when brushing your teeth.

_____ the dishes by hand.

_____ to school to save fuel and prevent pollution

4. Identify which of these are imperative verbs and which are modal verbs:

	Imperative Verbs	Modal Verbs
might		
ban		
could		
switch		

5. Sort the words below into the correct place in the table

	can	may	think	should	did	try	finish	do	might	went

1. Choose the modal verb from the table that you think fits best into the sentences below.

Many people think plastic _____ be banned.

I think polar bears _____ become extinct if we do not stop climate change.

We _____ all make one small change today.

You _____ make a difference and protect our wonderful planet Earth.

should
must
can
might

2. What is the best definition of an imperative verb?

a) An action word that tells what someone is doing in the present

b) An action word that commands you to do something

c) A describing word that tells someone how to do something

We 'must' do our bit to save our planet. 'Must' is an example of:

- ☐ A modal verb.
- ☐ An imperative verb.

'Switch' off the lights - save on electricity. 'Switch' is an example of:

- ☐ A modal verb.
- ☐ An imperative verb.

Find the modal verb in the following sentence: 'You can cycle or walk your way to school...'

- ☐ school
- ☐ cycle
- ☐ way
- ☐ can

Find the imperative verb in the following sentence: 'cut down the fuel you use to get to school...'

- ☐ fuel
- ☐ down
- ☐ cut
- ☐ get

Identify whether the verb in the sentence is modal or imperative. *

	Modal	Imperative
We can go to the shop this afternoon.	☐	☐
Shut the door quietly.	☐	☐
We will have ice cream after tea.	☐	☐
We might go swimming at the weekend.	☐	☐
Turn off the tap.	☐	☐

Write a persuasive rap

Your task is to write your own rap verses about saving planet Earth. You could use the chorus from the rap by Cappabue school or write your own.

Ideas to include:

- Deforestation (removing forests from our planet)
- Using alternatives other than plastic e.g paper straws
- Saving water by turning off taps / washing dishes by hand
- Saving electricity by using energy-efficient lightbulbs / turning off light switches
- Cycle / walk to school rather than use a car to reduce pollution
- Educate other people to spread the word about the importance of looking after our planet
- Share the slogan: reduce, reuse, recycle
- Icebergs melting / polar bears becoming extinct
- Ban aeroplanes to reduce pollution
- Everyone can make a difference / make one small change
- Volunteer to help clean up your community



Modal verbs:

can
must
may
should
could
might
shall
would

Imperative verbs:

Turn (off taps)
Ban (plastic)
Use (paper straws)
Throw (away rubbish)
Switch (off lights)
Educate (other people)
Volunteer (to clean up communities)
Tell (your friends to save our Earth)
Cycle (to school to reduce pollution)

Rhyming examples:

Plastic – drastic, fantastic

e.g getting rid of plastic
wouldn't be too drastic

Recycle – recycle / miracle / survival / essential

e.g to ensure our planet's survival
we must all recycle

opportunity – community

e.g We must all seize this opportunity
volunteer and help- clean up your community

Pollution – solution

E.g Let's come up with a solution
To reduce our planet's pollution

Decay – way / day

e.g Don't use plastic-it doesn't decay
-there has to be a better way

No doubt – out

E.g many of our animal species are dying out
Of that we are all in no doubt

Grammar

* Let's work on our sentences!

* You will need a piece of paper or a note pad, and something to write with, or a computer.



The Substitution Game

a) in this sentence from The King of the Fishes, the writer has picked three parts of the fish to describe in detail.

It had silver scales that glittered in the sunlight
blood-red fins and a golden crown.

b) The nouns have adjectives before them.

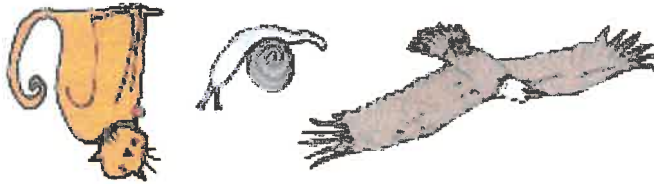
The writer has added extra detail about the scales by using 'that' to add on a relative clause: 'that glittered in the sunlight'.

c) Can you see that my sentence is the same but it is about a lion? I am substituting the words in the sentence for new ones.
Don't forget your comma!



It had silver paws that thundered across the earth
sandy fur and a fearsome roar.

d) Make up your own sentences by substituting! You can use the pictures below for some ideas



by Johanna Spyri

Heidi

The room was lit by two candelabra, each holding three candles. Herr Sesemann had no intention of waiting for a ghost in the dark, but the door was shut so that no light should penetrate into the corridor to give warning to the ghost. The men settled themselves comfortably in their armchairs, for a good chat and a drink. Time passed quickly and they were quite surprised when the clock struck midnight.

"The ghost's got wind of us and isn't coming," said the doctor.

"We must wait a while yet," replied Herr Sesemann.

"It isn't supposed to appear till about one o'clock."

So they chatted on, for another hour. In the street outside everything was quiet, when suddenly the doctor raised a warning finger.

"Did you hear anything, Sesemann?" he asked.

They listened and heard distinctly the sound of a bolt being pushed back, and a key turned, then the door opened.

Herr Sesemann reached for his revolver.

"You're not afraid, are you?" asked the doctor quietly.

"It's better to be careful," the other whispered back.

They each took a light in one hand and a revolver in the other and went out into the corridor. There they saw a pale streak of moonlight coming through the open door, and shining on a white figure which stood motionless on the threshold.

"Who's there?" shouted the doctor so loudly that his voice echoed down the corridor. They both moved towards the front door. The figure turned and gave a little cry. It was Heidi who stood there, barefooted, in her white nightgown, staring in bewilderment at the weapons and the lights. She began to tremble and her lips quivered. The men looked at each other in astonishment.

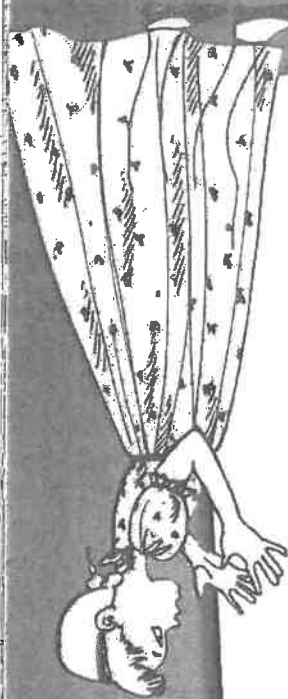
"Why, I believe it's your little water-carrier!" said the doctor.

"What are you doing here, child?" asked Herr Sesemann.

"Why have you come downstairs?"

Heidi stood before him, white as her nightgown, and answered faintly,

"I don't know."



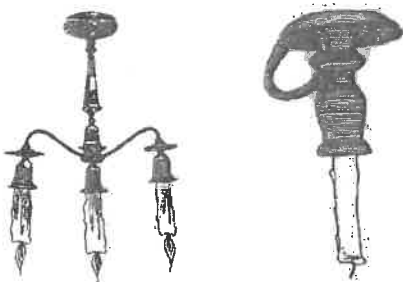
Johanna Spyri

Heidi

1881

Essential Vocabulary

- Look at the 2 pictures.



Which picture shows a candelabra?
Draw your answer.

- Highlight the word 'bewilderment'. Do you think this word means: a) shocked and confused or b) angry and wild? [A] Show your teacher how you would 'stare in bewilderment' at something.
- Find an old fashioned word for 'gun'. [Revolver] Underline it.

- There are several compound words used in this text. Circle the following three and answer the question that follows:
Armchair: Does this word suggest the two men are waiting in the kitchen, the lounge or the cellar? [The lounge – comfortably seated]
Nightgown: When would you wear this item of clothing? [When going to bed, it is an old-fashioned word so helps set this scene in the past]
Barefooted: Has Heidi had time to put on her slippers or shoes? [No, although she may have been sleep walking some time and not be aware she has nothing on her feet]

Deductive Questions

- What are the two men waiting for? [A ghost]
- What time is the ghost supposed to appear? [About 1am]
- How many candles are lit while the two men are waiting for the ghost? [Six – two candelabra, each holding 3 candles]

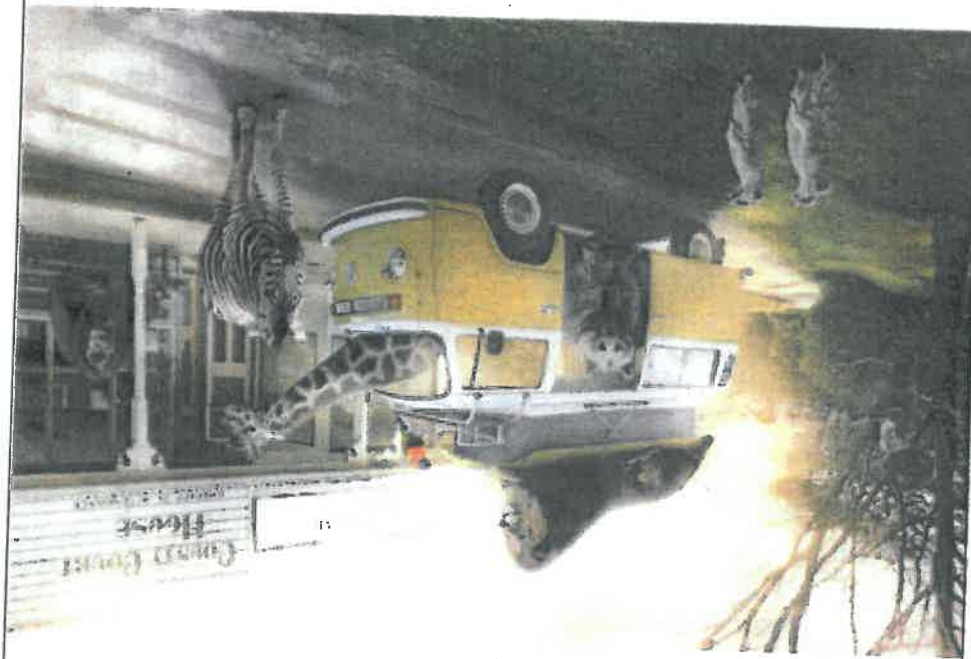
Inferential Questions

- With a partner, make a list of things that tell us that this part of the story is set during the night. [Candles are lit, clock struck midnight, moonlight, nightgown] Share your ideas with your group.
- Do you think Herr Sesemann is afraid when he first hears the ghost, yes or no? Why do you think this? [Yes – he reaches for his revolver]
- When the two men find Heidi, what does she do to show us that she is scared and upset? [She trembles and her lips quiver, she is pale and gives out a little bewildered cry, answers 'faintly']

Evaluative Questions

- Do you think Heidi knows why she has come downstairs?
- What could the fact that Heidi is sleep-walking tell us about her?
- What should you do if you find somebody sleep-walking? Why do you think the Doctor and Herr Sesemann did not take this advice?

Animal Town



Write a story using this picture.

Can you use relative clauses to add extra information to a sentence using who, which, where, when, whose or that?

Little Red Cap

by The Brothers Grimm

There lay her grandmother with her cap pulled far over her face, and looking very strange.

"Oh grandmother," she said, "what big ears you have."

"The better to hear you with, my child," was the reply.

"But grandmother, what big eyes you have," she said.

"The better to see you with, my dear."

"But grandmother, what large hands you have."

"The better to hug you with."

"Oh, but, grandmother, what a terrible big mouth you have!"

"The better to eat you with!"

And scarcely had the wolf said this, than with one bound he was out of bed and swallowed up Red-cap.

When the wolf had appeased his appetite, he lay down again in the bed, fell asleep and began to snore very loud. The huntsman was just passing the house, and thought to himself, how the old woman is snoring. I must just see if

she wants anything.

So he went into the room, and when he came to the bed,

he saw that the wolf was lying in it.

"Do I find you here, you old sinner," said he. "I have long sought you!"

Then just as he was going to fire at him, it occurred to him that the wolf might have devoured the grandmother, and that she might still be saved, so he did

not fire, but took a pair of scissors, and began to cut open the stomach of the sleeping wolf. When he had made two snips, he saw the little red-cap shining,

and then he made two snips more, and the little girl sprang out, crying, "Ah, how frightened I have been! How dark it was inside the wolf!" And after that the aged grandmother came out alive also, but scarcely able to breathe. Red-cap, however,

quickly fetched great stones with which they filled the wolf's belly, and when he awoke, he wanted to run away, but the stones were so heavy that he collapsed at

once, and fell dead.

Then all three were delighted. The huntsman drew off the wolf's skin and went home with it. The grandmother ate the cake and drank the wine which Red-cap had brought, and revived, but Red-cap thought to herself, as long as I live, I

will never by myself leave the path, to run into the wood, when my mother has forbidden me to do so.

Little Red Cap

The Brothers Grimm

1812



Literal Questions

- What 4 parts of 'grandma' does Little Red Cap notice? Put them in the right order: Ears [1st] Eyes [2nd] Hands [3rd] Mouth [4th]
- What does the huntsman use to cut open the wolf's stomach? [Scissors]
- Draw and label your answer.
- How many snips does he make before Little Red Cap escapes the wolf's belly? [4]

Deductive Questions

- Write down the more common name for this children's fairy tale. [Little Red Riding Hood] With a partner, make a list of clues that helped you make your decision. Share your ideas with your group.
- Do you think the wolf expected the huntsman to be passing by, yes or no? What does the wolf do to show us this? [No - he went to bed instead of escaping, fell asleep so felt safe and snored loudly so didn't think anyone was close by]
- What does the huntsman do to the wolf at the end of this tale that proves he is a hunter? [Takes the wolf's skin - presumably to use as a rug or something to wear]

Inferential Questions

- Are we meant to feel sorry for the wolf? Why not? [No - in fairy tales good always triumphs over evil and evil gets its just deserts]
- What suggests the huntsman is clever? [It occurred to him that should he fire, he might harm Little Red and Grandma inside the wolf so thinks of a quick alternative to solve this problem]
- Reread the last paragraph. What lesson do you think this story is trying to teach children? Is this a good message? Why? [Listen to your parents and stick to the 'good' path in life]

Evaluative Questions

- Do you think this tale was written for younger or older children? Why do you think this?
- Who do you think would most likely read you this fairy tale? Where might they read you this story and why?
- How does Grimm's original version compare to the version you know? Which do you like better? Why do you think it has changed over the years? Which do you prefer?

Essential Vocabulary

- How many times is the word 'big' used in the conversation between Little Red Cap and the wolf? [3]
- Does the use of this word suggest this tale was written for infants or juniors? Why? [Infants - juniors would use better synonyms]
- What synonym for 'big' is also used in this conversation? Write it on your wipe board. [Large] What better synonyms could have been used here? Make a list with your teacher. Use a thesaurus to help you.
- Highlight the word 'bound'. Do you think this is a hop, skip or a jump? [Jump] Is this a fast or slow word? [Fast] Show your teacher how the wolf would have done this?
- There is another fast word used to describe how Little Red Cap escapes the wolf's belly. Can you find it? [Sprang]
- Circle the word 'devoured'. Does this suggest the wolf was a little hungry or very hungry, ate quickly or slowly, ate a little or all that was before him? [Very hungry, ate quickly, ate all]

Greta and The Giants

There was once a girl who lived at the heart of a beautiful forest. Her name was Greta. One morning, things weren't quite as they should be. Greta stepped out into her garden and there, huddled together in the shadows of the trees, were all the animals of the forest. A wolf, shrewy-brown wolf stepped forward, with his tail low to the ground.

"Please help us," he whispered. "The forest is broken and we don't know where to go. The Giants are ruining our home."

The Giants had always been there, but as long as Greta could remember, but now they were worse than ever. They were huge, lumbering oafs and they were always busy. They chopped down trees to build homes. Then they chopped down more trees and bigger homes. The houses grew into towns and the towns grew into cities. They built factories and shops and cars and planes. They worked all day and all night, until eventually...there was hardly any forest left. But the greedy Giants had forgotten how wonderful the forest was. They didn't see all the little birds and bugs and butterflies and bees that tumbled in the shadows. And no one told them to stop because everyone was scared of them. Everyone except Greta.

"Will you help us?" asked the wolf. Greta looked around her. The animals looked tired, and sad. She had to help them - but how? Then Greta had an idea. The next morning, Greta went to the middle of the forest and waited for the Giants to come. She stood alone, holding a big sign. The sign said STOP! She waited... and waited...

On the first day, the Giants didn't see her, and lumbered on by. And on the second and third too. But on the fourth day something strange happened. A little boy who had been watching Greta made a sign, and came and sat down next to her. He didn't say much, but Greta knew he felt like she did. Soon more people and animals saw what they were doing and joined in too. Before long, a huge crowd filled the forest, stretching out to the city and the roads beyond. They stood together and waited. The crowd was so huge, that the Giants were stopped in their tracks!

"Please STOP!" Greta cried. "Your greedy behaviour is spoiling our home. You've broken the trees and trampled the flowers and now the bees and birds have flown away. These animals are homeless and our forest is dying." After Greta had spoken, everything was silent. But then, everyone in the crowd began to shout.

"The smoke from your fires is choking the air!"

"And please stop cutting down the trees."

"You can help plant some new ones!"

"We need to take care of our forest and live together. Will you please try?" they all said.

The Giants shuffled... and fidgeted... and stomped their feet on the ground. They were embarrassed and a little bit sad. You see, the Giants were so busy building, they didn't see what they were doing to the forest or the animals who lived there.

The Giants felt terrible. "We're sorry," they said. And they promised to try harder. So from that day on, the greedy Giants weren't so greedy! They slowed down and learned to sit quietly. They stopped cutting down trees and learned to sit quietly. They stopped building and living in the forest. They cooked, repaired, tidied and shared and before long...the forest became more beautiful than they could ever have imagined.

CONSIDER
DISAPPEAR
EXPERIENCE
FORWARD
GUARD
IMAGINE
LENGTH
NATURAL
ORDINARY

CIRCLE
DIFFERENT
ENOUGH
FAVOURITE
GRAYMAR
HEIGHT
KNOWLEDGE
MENTION
OFTEN

DECIDE
EARTH
EXTREME
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ES TH TE G DE CH MF BK
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What is Pink?

by Christina Georgina Rossetti

What is pink? a rose is pink

By the fountain's brink.

What is red? a poppy's red

In its barley bed.

What is blue? the sky is blue

Where the clouds float thro'.

What is white? a swan is white

Sailing in the light.

What is yellow? pears are yellow

Rich and ripe and mellow.

What is green? the grass is green,

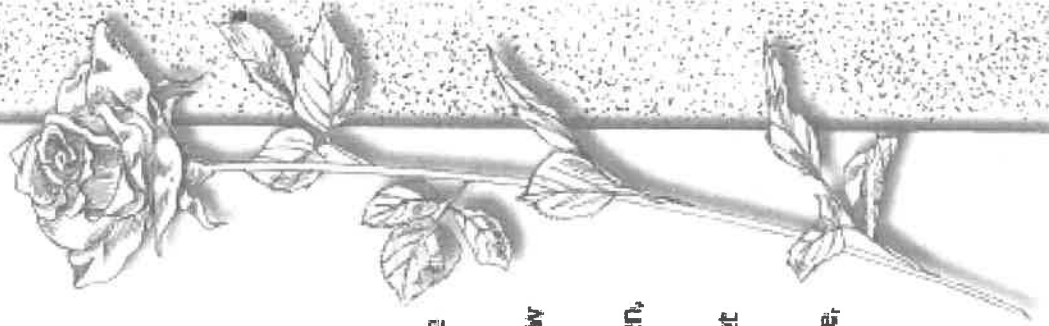
With small flowers between.

What is violet? clouds are violet

In the summer twilight.

What is orange? why, an orange,

Just an orange!



Literal Questions

- Match the following colours with the nouns from the poem.

Red	White	Violet	Yellow
Clouds	Pears	Swan	Poppy

- Where would you find Rossetti's pink rose? (By the fountain's brink).
- Which fruit is described as being rich, ripe and mellow? (Pears) Draw your answer.

Deductive Questions

- Is the poppy growing in a) a country park or b) a farmer's field? (b) What tells us this in line 4? (It is growing amongst the farmer's barley)
- Would you eat the pear in line 9, yes or no? Why? (Yes - It is ripe and therefore ready to eat)
- At what time might Christina Rossetti have seen the violet clouds in line 13? (Early evenings, just after sun set) What word indicates this in line 14? (Twilight)

Inferential Questions

- Do you think Christina Rossetti is colour-blind? Justify your answer. (No - she is aware of both the beauty and majesty colour can offer us)
- On a scale of 1-10, how much of a nature lover do you think she is? Why do you think this? (High - she associates each colour with one of God's creations)
- Reread the last two lines. Do you think the poet has a sense of humour? How do you know? (Yes - nothing rhymes with 'orange' so she plays with the word as being both a noun and an adjective)

Evaluative Questions

- Do you think the poet wrote this poem for younger or older children? Why do you think this?
- Your teacher will now give you a new colour to extend Christina Rossetti's poem. With a partner, write a rhyming couplet that begins 'What is...?' Share this with your group.
- What would it be like if you could not see colours and were colour blind? How do you think visually impaired people describe colours or know what colour clothes they are wearing?

Essential Vocabulary

- This poem uses lots of rhyming couplets. Write the word 'couplet' on your wipe board. Now underline the word 'couplet' at the start of this word.
- What does the word 'couplet' mean? For example: How many sugars do I have if I have a couple? When might you see a married couple? Go and get a couple of pencil crayons.
- What are the rhyming couplets to the following words in the poem?

Red	
White	
Blue	
Green	
Orange	

- What do you notice about the final colour? (It can be a noun as well as an adjective) Can you think of any more words where this can be the case?
- What word does Rossetti use to describe how the clouds move? (Float)
- Is this word fast or slow, peaceful or noisy, graceful or angry? (Slow, peaceful, graceful)
- Rossetti's pink rose is by the 'brink' of the fountain. Do you think this word means a) the rose is very near to the fountain's edge or b) very far away from the fountain's edge? (a) Draw your answer.

Write a letter

Your task is to write a letter from Greta and the animals to the Giants persuading them to stop destroying the forest.

Try to include the spellings that you have learned from the wordsearch.

Year 4 Spellings 2

L

U	S	M	V	A	R	T	J	N	R	P	Y	S	U	T
S	V	E	J	S	H	E	O	V	O	M	L	T	R	H
I	E	J	P	O	T	I	G	S	M	S	B	R	A	R
I	O	O	U	A	T	S	U	T	A	A	A	L	O	
I	V	G	T	S	R	E	H	R	L	G	B	I	U	U
P	H	N	E	A	S	A	E	G	Z	A	O	G	P	G
C	Q	U	A	S	T	N	T	V	U	R	R	H	O	H
Q	Q	W	I	O	G	O	R	E	L	O	P	T	P	I
X	V	O	Q	T	C	Y	P	A	K	E	H	X	O	S
M	N	W	H	E	S	I	R	P	R	U	S	T	S	J
R	A	I	L	U	C	E	P	X	M	V	P	E	L	H
T	H	G	I	E	W	P	U	R	P	O	S	E	M	A
P	E	Z	O	K	Y	K	B	W	F	S	Z	P	L	W
R	F	M	E	M	F	R	U	O	X	U	L	Q	G	
	ALTHOUGH				PECULIAR			POPULAR						
	POSSESS				POSSESSION			POTATOES						
	PROBABLY		T		PURPOSE		P	QUESTION		2	V	R	U	
	REGULAR				REMEMBER			SEPARATE						
	STRAIGHT				STRENGTH			SURPRISE						
	THOUGH				THROUGH			WEIGHT						

Write a poem

Write a poem using the 'What is Pink?' structure.

