
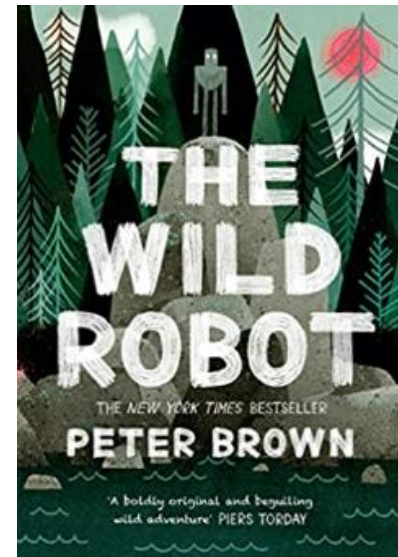


Year 4 English Week beginning Monday 29th March 2021

<p><u>Our Year 4 Learning Journey</u></p> 
<p>Text - 'The Wild Robot' by Peter Brown</p>
<p><u>Our writing</u></p> <p>Purpose - To entertain Audience - Year 4 children Form - An adventure story</p>
<p><u>Our skills</u></p> <ul style="list-style-type: none">• To write expanded noun phrases• To correctly punctuate speech• To include fronted adverbials in our sentences• To use commas in lists and sentences correctly• To write complex sentences• To plan a narrative using paragraphs

This is the final week of our 3 week narrative unit based on the text 'The Wild Robot'.

It's time for you to write your own adventure stories!



English: Lesson 1

Can I write an opening to an adventure story?

Starter: Have a look at the class island setting. In pairs, can you write an expanded noun phrase to explain an element for it, for example, **blinding, bright rays of sunlight shone through the jungle canopy.**

Input: Look at the last sentence from chapter 10: **As far as Roz knew, she was home.** This is the starting point to our stories. Today, you will be writing your opening paragraph. Look at the WAGOLL below and the success criteria on the next slide. Can you spot which parts of the success criteria have been included?

Stumbling across the moss covered, slippery rocks, the robot moved towards the dense forest. Grass, flowers and shrubs sprouted from every pocket of soil. The robot turned her head slowly and surveyed the island. Underneath the dense canopy, Roz could see a glistening, rapid waterfall gushing down into a stream. Green, tangled monkey bush vines hung safely above the water. Silently, the stream meandered through the grasslands and flowed past wildflowers, boulders and water lilies.

Can you add to the WAGOLL applying a skill that hasn't been used yet?

Task: Your task is to now write the opening for your adventure story. You will need your plan, a copy of the success criteria and your setting picture.

Plenary: Using the success criteria, peer mark a partner's work. Can you give it 1 star and a wish?

Success Criteria	
Have you included;	Prove it!
expanded noun phrases? <i>The green, knotted liana vines hung above the hidden pathway.</i>	
speech that is correctly punctuated? <i>"My face! My beautiful face! Somebody help!" queried Fink desperately scratching at his wounds.</i>	
fronted adverbials to give more details to the reader? <i>Underneath the sleeping tree, the robot heard something in the underbrush and saw weeds rustling in the moonlight.</i>	
a range of subordinating conjunctions? <i>When, if, although and because</i>	
commas in a list? <i>Roz and Brightbill had chicken, rice and berries for dinner.</i>	

English: Lesson 2

Can I write an adventure story?

Input:

Look at the sentences below. You need to add a fronted adverbials to each. Remember, a fronted adverbial is a word or phrase at the beginning of a sentence which describes the action that follows (time, frequency, place, manner or degree).

The clouds rumbled and the sky continued to turn a dark grey.

Roz clambered up the rock face and eventually pulled herself over the ridge.

She noticed that the fire had burnt out and a thin trail of black smoke was rising upwards.

Task: Your task today is to continue writing your adventure story using your plan. Remember to look at the wish set for you yesterday by your peer.

Plenary: Using the fronted adverbial mat, can you highlight any you have used in your writing today? If you can't spot one, could you edit one of your sentences to include one? Could you add a sentence with a fronted adverbial?

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>Sadly, 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>

English: Lesson 3

Can I write an adventure story?

Input: Have a look at the speech below. Can you be the teacher and mark it? What has the child done correctly? What corrections does the child need to make?

Oh I'm sorry! Did I step on your foot?" asked Roz praying for a kind response.

The tiger lifted his head and brought his face closer to her. His pitch black eyes did not even blink.

"yes you did and I don't take kindly to people being this close" replied the tiger.

"Now, move!

Task: Your task today is to continue writing your adventure story using your plan. If you haven't included speech yet, now would be a good time! Remember, you only need to include a small bit of speech to show off your skills. If you use too much, you will lose the flow of your story.

Plenary: Have a look at the speech you have included in your story (it may be in today's work or yesterday's work). Have you punctuated it correctly. Use the success criteria on the next slide to help you spot any corrections needed.

Success Criteria

1. Open the speech marks "
2. Write the spoken words starting with a capital **"My face! My beautiful face! Somebody help**
3. Finish the spoken words with either a comma, exclamation mark or question mark **"My face! My beautiful face! Somebody help!**
4. Close the speech marks after the punctuation
"My face! My beautiful face! Somebody help!"
5. How are the words spoken and by whom **"My face! My beautiful face! Somebody help!" howled Fink**
6. Can you use an adverb to give more detail? **"My face! My beautiful face! Somebody help!" howled Fink desperately scratching at his wounds.**
7. Remember, new speaker, new line.

English: Lesson 4

Can I evaluate and edit my story?

Starter: Read your story out loud to either a partner or an adult. The listener's job is to put their hand up when a sentence doesn't make sense. As the reader, you need to start these sentences to help you later on.


Input: Have a look at the following sentence:

Marching through the thick, overgrown bushes. What is wrong with this sentence? It only has a subordinate clause, not a main clause. How could this be improved? By telling the reader what happens when the person walks through the bushes, for example, **Marching through the thick, overgrown bushes, Roz heard birds chattering to each other and animals waking from their deep sleeps.**


Now, evaluate those sentences your partner highlighted. Can you improve them so that they make sense?

Task: Using the 'Prove it' grid on the next page, pick out the evidence and examples to prove you have included each part of the success criteria.

Plenary: Which skills from the success criteria have you not included in your adventure stories? Can you edit your work to include the skill?


Success Criteria	
Have you included:	Prove it!
expanded noun phrases? <i>The green, knotted liana vines hung above the hidden pathway.</i>	
speech that is correctly punctuated? <i>"My face! My beautiful face! Somebody help!" queried Fink desperately scratching at his wounds.</i>	
fronted adverbials to give more details to the reader? <i>Underneath the sleeping tree, the robot heard something in the underbrush and saw weeds rustling in the moonlight.</i>	
a range of subordinating conjunctions? <i>When, if, although and because</i> 	
commas in a list? <i>Roz and Brightbill had chicken, rice and berries for dinner.</i>	

Main
Success
Criteria

Success Criteria	
Have you included:	Prove it!
expanded noun phrases? <i>The green, knotted liana vines hung above the hidden pathway.</i>	
speech that is correctly punctuated? <i>"My face! My beautiful face! Somebody help!" queried Fink desperately scratching at his wounds.</i>	
fronted adverbials to give more details to the reader? <i>Underneath the sleeping tree, the robot heard something in the underbrush and saw weeds rustling in the moonlight.</i>	
Complex sentences with the conjunction either in the middle of the sentence or at the beginning? <i>When, if, although and because</i> 	
commas in a list? <i>Roz and Brightbill had chicken, rice and berries for dinner.</i>	

GDS Success Criteria

Support Success Criteria

Success Criteria	
Have you included:	Prove it!
expanded noun phrases? <i>The jagged, grey rocks beside the river</i>	
speech that is correctly punctuated? <i>"My face! My beautiful face! Somebody help!" shouted Fink.</i>	
fronted adverbials to give more details to the reader? <i>Underneath the sleeping tree, the robot heard something in the underbrush and saw weeds rustling in the moonlight.</i>	
a range of subordinating conjunctions? <i>When, if, although and because</i> 	
commas in a list? <i>Roz and Brightbill had chicken, rice and berries for dinner.</i>	