

## Writing: Year 4 – Summer 1 Week 5

	Day 1 Activity	Day 2 Activity	Day 3 Activity	Day 4 Activity	Day 5 Activity
<b>Writing</b>	<p><a href="#">Watch Toy Story Escape</a> (First minute of the video)</p> <p>Read Toy Story Model (1A)</p> <p>Re-watch <a href="#">Street Child – Chapter 8</a>.</p> <p>This week you will be planning and writing your own version of Jim's escape.</p> <p><b>Brainstorm ideas</b> for Jim's escape</p> <ul style="list-style-type: none"> <li>• When in the day could he escape? What activity could he be doing?</li> <li>• How could he escape?</li> <li>• What problems might he face while trying to escape?</li> </ul> <p>Fill in table 1B with ideas.</p>	<p><b>Plan</b> your own version of Jim's escape from the workhouse (Resource 2A)</p> <p>Watch the <a href="#">planning video</a> to help you.</p> <p><b>Key events:</b></p> <ol style="list-style-type: none"> <li>1. Waits for the right time to escape (<i>middle of the night, during dinner time, whilst someone else is being punished</i>)</li> <li>2. Starts to creep away through the work house</li> <li>3. Problem, panics (almost gets caught)</li> <li>4. Escape out of the workhouse compound</li> </ol> <p>Add details: description, feelings, reasons, fronted adverbials</p> <p>See Resource 2B for exciting action verbs to help with your planning.</p>	<p>Recap your plan. Can you improve it by adding more details or improving the fronted adverbials?</p> <p>Read your plan out loud, turning your notes into your story to orally rehearse your writing.</p> <p><b>Write</b> the first 2 paragraphs for your narrative – Jim's Escape</p> <p><b>Remember to:</b></p> <ul style="list-style-type: none"> <li>- Use fronted adverbials</li> <li>- Use third person (Jim, he, the nervous boy)</li> <li>- Describe the events and action</li> <li>- Include feelings</li> <li>- Use exciting action verbs</li> </ul> <p>Challenge: Can you build suspense?</p>	<p><b>Write</b> the next two paragraphs for your narrative.</p> <p>See 'Remember to' list from Day 3.</p> <p>Read through your entire narrative.</p> <p><b>Revise and Edit</b> your work. Use the CUPS and ARMS poster to help you. (4A)</p> <p>Share your story with a member of your family or a friend.</p> <p>You can do this by reading it aloud in person or over a video/phone call.</p>	<p>Publish one of your favourite pieces of writing from this Street Child unit.</p> <p>You can either type up your work and illustrate it using pictures you copy and paste from Google or use the special Street Child publishing sheets below. (5A)</p> <p>Remember to:</p> <ul style="list-style-type: none"> <li>- Read back through your work for a final edit</li> <li>- Copy your edits</li> <li>- Take care in your presentation and handwriting</li> </ul>
<b>Resources</b>	<p>Resource 1A</p> <p>Resource 1B</p>	<p><a href="#">Planning Video</a></p> <p>Resource 2A</p> <p>Resource 2B</p>		<p>Resource 4A</p>	<p>Resource 5A</p>



Reading: Year 4 – Summer 1 **Week 5**

		Day 1 Activity	Day 2 Activity	Day 3 Activity	Day 4 Activity	Day 5 Activity	
<b>Reading</b>	Whole class	<a href="#">The One and Only Ivan – Part 21</a>	<a href="#">The One and Only Ivan – Part 22</a>	<a href="#">The One and Only Ivan – Part 23</a>	<a href="#">The One and Only Ivan – Part 24</a>	<a href="#">Ears by Max Fatchen and Be Glad Your Nose is On Your Face by Jake Prelutsky</a>	
	Independent	*	<a href="#">Sorting Fur, Feathers, Tails and Scales</a>	<a href="#">Animal Stories: Writing Stories</a>	<a href="#">Rocky and Daisy Go Home</a>	<a href="#">Buzz Beaker and the Putt-Putt Contest</a>	<a href="#">Buzz Beaker and the Outer Space Trip</a>
	**	<a href="#">What if there were no Gray Wolves?</a>	<a href="#">Dogs: Animal Family Albums</a>	<a href="#">Mighty Murphy 1 - 21</a>	<a href="#">Mighty Murphy 22 - 42</a>	<a href="#">Mighty Murphy 43 – 58</a>	
	***	<a href="#">The Life Cycle of Reptiles 1 - 21</a>	<a href="#">The Life Cycle of Reptiles 22 - 40</a>	<a href="#">The Day Mom Finally Snapped</a>	<a href="#">The Boy Who Cried Vampire</a>	<a href="#">The Ugly Dino Hatchling</a>	
<b>Spelling</b>		<p>Words to learn – <b>version, excursion, mission, confession, aggression, discussion, heel, heal, he'll</b></p> <p>Some of these week's words end with '-ssion'. Is there a rule for when to use '-sion' or '-ssion'? Can you think of any other words that end with '-ssion'?</p> <p>Practise spelling these using the school strategies.</p> <p>Challenge! Choose 5 more words that you find tricky from the spelling list and practise spelling those too.</p>					



## **Resource 1A – Model Text – Toy Story Escape**

In the early hours of the morning, Woody knew this was his only likely chance of a successful escape. Craning his head left and right, the brave cowboy surveyed the hallway from behind a yellow sign, keeping a watchful eye on the women gossiping at the end of the corridor. Woody's heart pounded heavily as he took a large gulp of air and commenced his getaway. It was now or never and he had to take this opportunity.

Milliseconds after he started tiptoeing to safety, a vast, noisy rubbish bin rolled right across his path. Without hesitation, the bold cowboy rolled beneath the bin and expertly propelled his body upwards, grabbing hold of the sticky base of the wheelie bin. As they approached the bright exit door, Woody, still clinging stealthily in the shadows that hung over him, hoped and prayed that this would be his chance for a swift exit.

As the cleaner took a sharp turn to the left, the hopeful hero's heart sank into the pit of his stomach when he found himself surrounded by the unpleasant odours of a public restroom. Legs quivering, Woody darted his slender body behind a bathroom stall and paused briefly to scan the room for a new escape route. Eyes gleaming, Woody spotted a high, opened window and a new plan began hatching in the cowboy's mind.

Expertly, Woody mounted the toilet seat and lurched his body higher onto the toilet roll. Managing to stay balanced, Woody projected himself even higher to the top of the stall's narrow wall and carefully tightrope walked closer and closer to the window. With one final leap, he was free.

## Resource 1B – Ideas Planning

Fill the table with multiple ideas for each section, then choose which ideas would fit together best for your own version of Jim's escape.

<b>When in the day could he escape?</b>	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>
<b>What activity could he be doing?</b>	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>
<b>How could he escape?</b>	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>
<b>What problems might he face while trying to escape?</b>	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>

**Resource 2A – Jim’s Escape - Planning Format**

Audience –

Purpose –

Details: description (*expanded noun phrases, similes*), feelings (*adjectives, show not tell*), reasons, fronted adverbials

First,

- 
- 
- 

Then,

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- 
- 

Next,

- 
- 
- 

Finally,

-

## Resource 2B – Word Bank

### Exciting action verbs

Before	During	Problem
surveyed monitored scanned observed inspected planned prepared waited	crept paused clung darted quivered lurched crouched rushed dashed tiptoed skirted catapulted bolted edged squirmed wriggled	pleaded signalled whispered bargained negotiated hushed begged claimed alerted warned

## Resource 4A – Revising and Editing Poster – CUPS and ARMS

# REVISING

The 'content' checking

**A.R.M.S.**

## Add

Add interesting or precise sentences and words

## Remove

Remove sentences you don't need

## Move

Move words or sentences to a more suitable place

## Substitute

Change words and sentences for new ones to avoid repetition or use of boring words

# EDITING

The SPAG checking

**C.U.P.S**

## Capitalise

First word in a sentence and proper nouns: names, places, titles, days, months

## Usage

Inflection of nouns and verbs.

E.g. we was were / One dogs

## Punctuation

. ! ? , - ; '

## Spelling

Check words you are not sure how to spell, including homophones





