

# English Skills and Reading task pack

Welcome to your English Skills task pack for the week. In this pack you will find additional support and instructions for your daily English and Reading tasks that will be leading up to your next Big Write of the term in two weeks time!

If you need any further help or support, please let Mr Spencer know. Lets create some impressive writing!



- This week you will be creating a setting description where you use all of the key ingredients to amazing writing! The image below will be very important to study it carefully.



Monday 11<sup>th</sup> May, 2020

## Warhorse comprehension: chapter 2

Today you are going to be exploring the second chapter of our class text.

It will be important to remember to:

- Make sure you answer in full sentences
- Include the question in your answer
- Use the conjunction "because" at least once
- Use evidence from the text to support your answer
- If you can include all of this in each of your answers, your work will be fabulous!

Write the answers in full sentences to the questions on Chapter 2 of Warhorse. Make sure you use Point. Evidence. Explanation. Find it, prove it, show it!

1. How do you know that time has passed since the end of the first chapter?
2. How do you know that Joey trusts Albert?
3. Why was Joey never able to trust Albert's father?
4. Why did Albert try to stay with Joey on Tuesdays?
5. Describe the incident between Joey and Father.
6. Why was Albert's behaviour towards Joey different?
7. Describe how Albert behaved towards Joey.
8. Describe Albert's mother's reaction to hearing that war had been declared.
9. Why do you think she reacted in this way?
10. What do you think will happen next?

Tuesday 12<sup>th</sup> May, 2020

## Using expanded noun phrases

In order to create an amazing image poem for your next Big Write, our vocabulary and description needs to be on point to paint a picture in the reader's mind.

Today you are going to practise using expanded noun phrases to make similes more detailed!

Look at the example showing how expanded noun phrases work to help you.

Example:

as stopped as a **clock**

Clock is the  
**noun** in this  
simile

as stopped as a **long-forgotten clock**

An expanded noun phrases  
will generally use two or  
more **adjectives** to describe  
the **noun**.

Expanded noun  
phrases tell you  
more about the  
**noun**.

Tuesday 5<sup>th</sup> May, 2020

## Converting similes to metaphors

Task 1: Mr Spencer has written out some more similes. Some might say that Mr Spencer is obsessed with similes! He needs year 4 to tell him "no!" It is your job to change each simile into a metaphor.

1. **Simile:** She danced like she was floating on air.

**Metaphor:** \_\_\_\_\_

2. **Simile:** The waves crashed on to the beach like charging horses.

**Metaphor:** \_\_\_\_\_

3. **Simile:** He was eating like he was shovelling cement into a mixer.

**Metaphor:** \_\_\_\_\_

4. **Simile:** Katie was as powerful as a train when she crossed the finish line.

**Metaphor:** \_\_\_\_\_

5. **Simile:** James swam as gracefully as a dolphin.

**Metaphor:** \_\_\_\_\_

6. **Simile:** Mr. Jones sang like the sound of water going down a drain!

**Metaphor:** \_\_\_\_\_

Wednesday 13<sup>th</sup> May, 2020

## Warhorse Comprehension: Chapter 3

Today you are going to be exploring the third chapter of our class text.

It will be important to remember to:

-Make sure you answer in full sentences

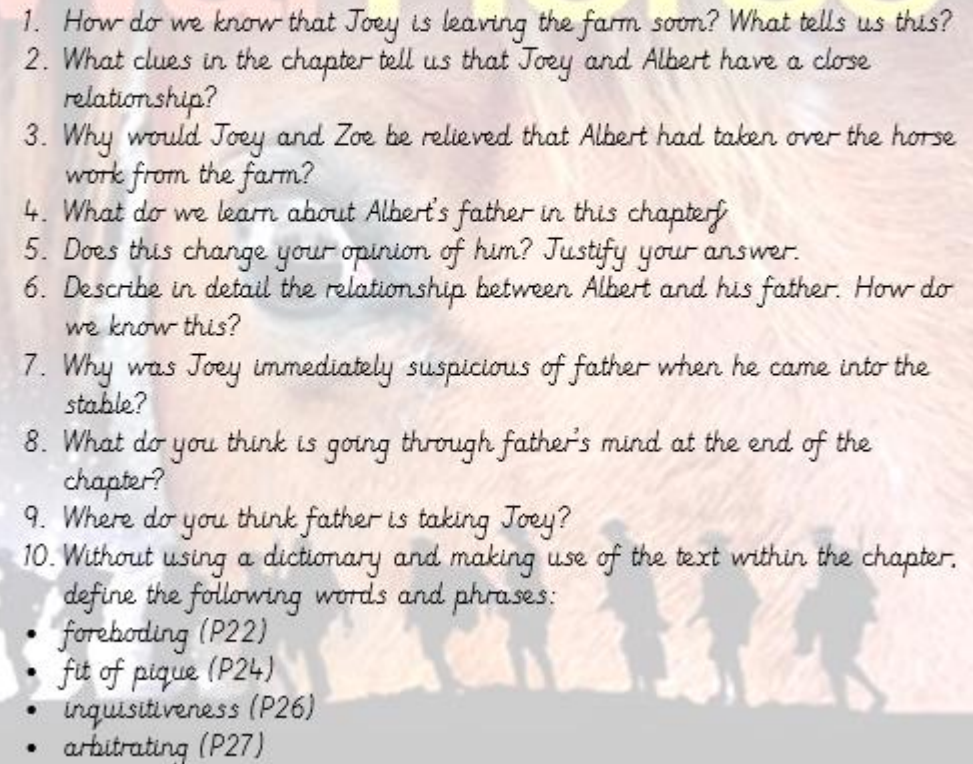
-Include the question in your answer

-Use the conjunction "because" at least once

-Use evidence from the text to support your answer

-If you can include all of this in each of your answers, your work will be fabulous!

Write the answers in full sentences to the questions on Chapter 3 of Warhorse.  
Make sure you use Point. Evidence. Explanation. Find it, prove it, show it!

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1. How do we know that Joey is leaving the farm soon? What tells us this?
  2. What clues in the chapter tell us that Joey and Albert have a close relationship?
  3. Why would Joey and Zoe be relieved that Albert had taken over the horse work from the farm?
  4. What do we learn about Albert's father in this chapter?
  5. Does this change your opinion of him? Justify your answer.
  6. Describe in detail the relationship between Albert and his father. How do we know this?
  7. Why was Joey immediately suspicious of father when he came into the stable?
  8. What do you think is going through father's mind at the end of the chapter?
  9. Where do you think father is taking Joey?
  10. Without using a dictionary and making use of the text within the chapter, define the following words and phrases:
    - foreboding (P22)
    - fit of pique (P24)
    - inquisitiveness (P26)
    - arbitrating (P27)

Thursday 4<sup>th</sup> May, 2020

## Using relative clauses

A **relative clause** is a special type of subordinate clause that is used to describe a noun. It is a clause so it *must* contain a verb. It will often start with *who* or *which*, and this first word links the clause to the noun it is describing e.g. the boy *who walks to school*.



Most relative clauses start with a **relative pronoun**. The most common relative pronouns are *who* and *whose* (usually for people) and *which* and *that* (usually for other things).



Thursday 4<sup>th</sup> May, 2020

## Using relative clauses

A relative clause can also start with a **relative adverb**. The relative adverbs are *where*, *when* and *why*. They describe a noun by linking it to a time, a place or a reason, e.g. the place *where...*; the day *when...*; the reason *why...*



You can make a **noun phrase** longer by adding a relative clause to it, e.g. *the boy* can be expanded to *the boy who likes tennis*. The relative clause *who likes tennis* is important because it tells you exactly which boy the noun phrase is referring to.



Thursday 4<sup>th</sup> May, 2020

## Using relative clauses

Look at the image. Stick the image into your books. Once you have done this, I would like you to write a sentence describing each "noun" in the image and use a relative clause to add detail. An example is below for you.

Remember a relative clause:

Usually comes in the middle of a sentence,  
Is framed by a comma at the beginning and the end

The trees, which were trapped between the machines of war, stood defiant against the oncoming carnage.



Friday 15<sup>th</sup> May, 2020

# Grammar Hammer

Today you are going to be putting all of your knowledge of spelling, punctuation and grammar to the test today!

Answer each of the questions and then get an adult to mark your work to check your score to see whether you are in Red, Yellow or Green!

Remember, check through your answers once you have finished! I'm sure you will all be able to hear Mr Spencer and Mrs Fenton in your ear when you read this!

1. Underline the <b>prefix</b> which means 'against'.			2. Underline the <b>suffix</b> which, when added, forms a <b>noun</b> .		
auto-	anti-	non-	<u>garden</u>	<u>er</u>	<u>ing</u>
3. Underline the correct <b>homophone</b> to use in this sentence.			4. Underline the correct <b>homophone</b> to use in this sentence.		
The king sat on his ( <u>thrown</u> / throne ).			I ( <u>might</u> / mite ) be able to help.		
5. Underline the word with the correct spelling.			6. Underline the word with the correct spelling.		
<u>dangerus</u>	<u>dangeros</u>	dangerous	<u>invenshun</u>	invention	<u>invention</u>
7-8. Number these words to show their alphabetical order.					
direction		digger		duty	
				diamond	
9. Underline the <b>words</b> which have a similar meaning to the word in <b>bold</b> (synonyms).					
<b>big</b>	huge	weird	enormous	tiny	
10. Underline the <b>adverb</b> in the sentence below.			11. Circle the <b>preposition</b> in the sentence below.		
Mum <u>gently</u> put the glass on the table.					
12-13. Underline two <b>connectives</b> that can be used to signal <b>addition</b> (or are synonymous with the word 'and').					
furthermore	however	afterwards	as well as	suddenly	
14-15. Underline the <b>proper nouns</b> or <b>pronouns</b> in this sentence to avoid repetition.					
(Emma / She) picked up (Emma's / her) books and then (Emma / she) left for school.					
16-17. Underline two <b>fronted adverbials</b> that might help signal <b>time and sequence</b> .					
Earlier, ...	It is likely, ...	Possibly, ...	Later that day ...		
18. Underline the correct word to complete the sentence.			19. Underline the correct word to complete the sentence.		
<u>We</u> ( were / was ) watching TV.			I have ( <u>done</u> / did ) it.		

Task 1: Listen to the audio recording that using the link below. While you do this, look at the images below. Imagine that you are in this scene, witnessing the battle. Think about what you could hear, see, smell and taste. Write a list so you don't forget!

<https://www.youtube.com/watch?v=dv4DrUEy1IA>



- Task 2: Once you have done this, write a setting description to describe the scene. Remember, this is a setting description so you won't be using the pronoun "I" and you will be writing in the third person.
- Also remember, there is no direct speech in a setting description, so just concentrate on your amazing description.
- I would love to see some amazing examples of these setting descriptions sent to me by email.
- If you need anything else, let me know. Good luck year 4, make myself and Mrs Fenton proud!