

## **Year 4 English Home Learning Week 5**

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Thank you all for another super effort with your English work last week; it is consistently lovely to see you using things we have looked at before and awesome to watch the videos you are uploading! This week we will still be continuing with our project in English that will see us using a wide range of the writing skills that we have developed so far this year. We will be using them in some familiar and unfamiliar contexts and having some fun by filming ourselves reading and performing our work (if you are able to). The videos referred to can all be accessed through the following link - <https://litfilmfest.com/home-learning/daily-videos/>.



The image to the left is taken from the link shown above. In order to access the videos required, scroll down the page until you see this and click on the playlist symbol in the top right corner of the screen. Then, you can select the video that you require. Each video number is referenced whenever you need it in our instructions below.

### Useful links for English this week:

<https://www.theschoolrun.com/what-are-simple-compound-and-complex-sentences-0> - simple, compound and complex sentences

<https://www.theschoolrun.com/what-are-fronted-adverbials> - fronted adverbials

## Writing:

1	<p>Starter: We are going to be using fronted adverbials again this week. Take a few minutes to practise some in some fun sentences of your own – try to use at least one for when, one for how, and one for how often.</p> <p>Main activity: Having already watched or read chapter 3 of the story in your reading session, please watch the lesson 16 video from 7m 15s. It will talk about planning the next stages of your story and includes good ideas and an example to help you along the way. Remember what we say in class, make sure that you give yourself enough detail in your plan to be able to write a good quality story. The more you know about what will happen, how and why, then the better prepared you are. Complete the planning activity and share with someone at home – do they think these next steps are logical with your story and detailed enough?</p>
2	<p>Activity 1: Spend some time reading the script features resource attached in order to revise what makes an affective script. Once you have read it, complete the feature identifying activity and challenge.</p> <p>Activity 2: Watch the lesson 17 video that will recap the features and then introduce the emotion, comma use of fronted adverbials in stage directions. Once you've done that, take a look at the second script example I've given you. It is the same as the first but I have taken out all stage directions. Fill in the missing stage directions with your own ideas using our previous learning on powerful verbs and adverbs, alongside the emotion, comma sentence structure. DO NOT DO THE THREE SCENES CHALLENGE, PLEASE.</p>
3	<p>Starter: Fronted adverbials - In order to start to get more adventurous with your choices, recap the ISPACE acronym for fronted adverbials using the attached resource and then complete two of the challenge cards of your choice. However, please don't choose –ED ones as these will be our focus today. These cards are in a separate document that is available on the Class Story.</p> <p>Activity: Complete the first three scenes challenge from yesterday's video, using the sentence learning done previously.</p>
4	<p>Starter: Complete two more of the ISPACE challenge cards, choosing different types from the two completed previously. Today, at least one should be an –ED example.</p> <p>Activity: Watch the lesson 18 LitFilmFest video using the linked playlist before then drafting and completing your script.</p> <p><b>Remember to use:</b> Features of scripts Emotion, comma sentences and other fronted adverbials in stage directions Powerful verbs and adverbs for the stage directions</p> <p><b>Challenge</b> – think about how well you know your characters. Show us about their personalities through what they say and how they act.</p>
5	<p>Watch the lesson 19 video through the link given previously and perform your scenes as directed in the video – we'd love to see them on Class Dojo!</p>

## Features of scripts resource – lesson 2

### Features of a Play Script:

#### Character List



##### Characters

##### Alice In Wonderland

- Alice** The main character – A young girl who is lost in Wonderland. Has a great imagination.
- The Mad Hatter** As the name suggests, he is 'crazy'. He gives out riddles, dresses fashionably and likes tea.
- Hare** A friend of the Mad Hatter, thinks it is always time for afternoon tea, is also mad.
- Dormouse** Incredibly sleepy friend of the Mad Hatter.

At the beginning of a play script, you'll find a list of all the characters that are in the play.

Sometimes they will have a short description with them.

Why do you think this is?

**This helps anyone who wants to perform the play know how many actors they need.**

How might this help someone who wanted to perform the play?

**This tells people what the characters are like before reading the play.**

### Features of a Play Script:

#### Scene Number, Title and Setting Description



A bit like chapters in a book, the sections of a script are broken down into 'scenes'. A new scene usually means a new **setting**.

##### Scene 7 – A Mad Tea Party

The Mad Hatter, Dormouse and Hare are sitting at a table having afternoon tea.

Just after the scene number and title is a short description of the **setting**. This tells you what the stage looks like.

## Features of a Play Script:

Speaker Name, Colon and Dialogue

A colon **always** comes after the name.

**Queen of Hearts:** Guards! Get her! Off with her head!  
Off with her head!



In a script, the name of the character who is speaking goes on the left.

After the colon is the dialogue (the words the character says).

How is this different to writing speech in a story?  
**No inverted commas!**

## Features of a Play Script:

Stage Directions

Words in brackets are stage directions. These are instructions to the actors so they know what their character should be doing.

**White Rabbit:** (anxiously, whilst rushing across the stage) I'm late! I'm late!

**Alice:** (confused) A talking rabbit? It can't be...

Sometimes they tell the actor how to say their words.

The actors don't **say** the stage directions.



## Features of a Play Script:

Stage Directions and Narrators

Some plays have a narrator to help set the scene for the audience, but lots of plays don't.

**Narrator:** Alice found herself in a strange room, inside was a small table. On top of it, sat a small, peculiar-looking bottle with a label on.

(Alice looks around, confused, then goes over to the table and studies the bottle.)

Stage directions can be given to any character, not just the ones speaking. They are always written in **present** tense.



## Identify script features activity – lesson 2

Can you find the play script features in the text here?

Scene  
number  
and title

Setting  
description

Speaker's  
name,  
followed by  
a colon (:)

Stage  
directions in  
brackets

Speech –  
without  
inverted  
commas!

### Scene 7 – A Mad Tea Party

The Mad Hatter, Dormouse and Hare are sitting at a table having afternoon tea.

**Narrator:** Lost and lonely, Alice continued towards the sound. She didn't know what to expect when she reached a clearing...

(Alice enters the scene, stage left)

**Mad Hatter:** (starts for a moment, pauses and a broad grin appears across his face. He gets up out of his chair and walks across the table towards Alice) It's you.

**Dormouse:** (exasperated) No it's not! Hare brought us the wrong Alice!

**Hare:** (gasps and throws his hands against his head) It's the wrong Alice!

**Mad hatter:** You're absolutely Alice, I'd know you anywhere.

(to the rest of the characters at the table)

I'd know him anywhere!

(Dormouse and Hare laugh manically)

Well, as you can see we're still having tea.  
You're terribly late you know... naughty.

**Alice:** I'm incredibly intrigued.

Challenge: Underline all present tense verbs in the setting descriptions and stage directions

## Fill in missing stage directions – lesson 2

### Scene 7 – A Mad Tea Party

The Mad Hatter, Dormouse and Hare are sitting at a table having afternoon tea.

**Narrator:** Lost and lonely, Alice continued towards the sound. She didn't know what to expect when she reached a clearing...

( )

**Mad Hatter:** ( ) It's you.

**Dormouse:** ( ) No it's not! Hare brought us the wrong Alice!

**Hare:** ( ) It's the wrong Alice!

**Mad Hatter:** You're absolutely Alice, I'd know you anywhere.

( )

I'd know him anywhere!

( )

Well, as you can see we're still having tea.

You're terribly late you know... naughty.

**Alice:** ( ) I'm incredibly intrigued.



Use **ISPACE** to help you remember six different ways to create fronted adverbials

**I** -Ing word e.g. Shaking with fear,...

**S** Simile e.g. Like a raging bull,...

**P** Preposition e.g. Behind the clouds,...

**A** Adverb e.g. Anxiously,...

**C** Conjunction e.g. After he opened his eyes,...

**E** -Ed word e.g. Exhausted,...



**Spelling:** Remember, keep practising your spellings on Spelling Shed.

1	<p><b>Spelling rule for this week:</b> The suffix '-ion' when the root word ends in 't' or 'te' then the suffix becomes '-tion'</p> <p><b>Word list:</b> invention, injection, action, hesitation, completion, stagnation, nomination, migration, conservation, selection.</p> <p>When the root word ends with t then the -tion sound is pronounced 'shun'.</p> <p>When the word ends with 'te' then the 'e' is dropped before 'ion' is added and the sound also becomes 'shun' – 'tion'.</p> <p>Using the resource for today, add the 'ion' suffix to each root word, using the spelling rules above. Whilst doing this, consider the meanings of the root words ready for tomorrow's session.</p>
2	<p>Today, we are going to do some dictionary work – remember, when we are using a dictionary it is important to use the first three letters of the word to help you find it in the dictionary.</p> <p>Write down each word in lovely cursive handwriting on a piece of paper and then use the dictionary to find the meaning – write down the meaning next to the word. If you can't find it, use the root word and remember that the -ion suffix results in a noun. Check with an adult once you are done.</p>
3	<p>Activity 1: Cursive practise of each of the spelling words for this week.</p> <p>Activity 2: Using your work from lesson 2, complete the missing words activity below.</p>
4	<p>Activity 1: Using the spelling list words, work to try and find two new words that you can make from each word. For example:</p> <p>invention – invent – vent stagnation – sing – tags migration – gram – tram</p> <p>Activity 2: Complete one of the multi-sensory spelling activities from the pack given out previously.</p>
5	<p>Today's activity is for you to use the spelling words for this week in sentences. Try to write two different sentences for each.</p> <p>Also, please ask an adult or older sibling to test you before you get new words on Monday.</p>

## Lesson 1 spelling resource

Add the 'ion' sound to each of these words. Remember the rules:

- \* If the word ends in 't' then add 'ion' on the end
- \* If the word ends in 'te' then remove the 'e' then add 'ion'

invent	inject	act	hesitate	complete
stagnate	nominate	migrate	conserve	select

### Lesson 3 spelling resource

Write the correct spelling into each sentence.

The scientist was ready to reveal his new \_\_\_\_\_ to the world.

The birds are currently starting their \_\_\_\_\_ to the South.

I was worried about having an \_\_\_\_\_ from the doctor.

There was a large \_\_\_\_\_ of sweets for sale.

The new school building was nearing \_\_\_\_\_.

After months of \_\_\_\_\_, the two armies marched into \_\_\_\_\_.

Three children each received a \_\_\_\_\_ for the school council.

Due to the \_\_\_\_\_ project there are now more Pandas in the wild.

## Reading:

1 Please do before writing	Read Chapter 3 of El Dorado <a href="https://bit.ly/LFF-El-Dorado-Book">https://bit.ly/LFF-El-Dorado-Book</a> (Or watch the lesson 16 El Dorado video to have it read to you, only go up to the 7m 15s mark).
2	Re-read chapter 3 of El Dorado ( <a href="https://bit.ly/LFF-El-Dorado-Book">https://bit.ly/LFF-El-Dorado-Book</a> ) and answer the following questions in full sentences, using part of the question in your answer. <b>For example: What is the title of the third chapter? The title of the third chapter is Amazon Adventures.</b> 1. What does the author compare the height of rainforest trees to? 2. What is Luis's secret weapon? 3. Why does Luis think that his secret weapon will help him win? 4. The author describes the Atlantic Ocean as 'immense'. Can you think of 3 more powerful adjectives that could be used instead of 'immense'? 5. 'Baniva smiled with joy and tears streaming down her face. She had waited many years for this moment and now it had finally come... or so she thought.' What do you think the author is trying to make you think here? You should give your reasons in your answer.
3	Re-read chapter 3 ( <a href="https://bit.ly/LFF-El-Dorado-Book">https://bit.ly/LFF-El-Dorado-Book</a> ) of El Dorado, focusing on the mysterious character of Baniva. Make notes or underline and annotate parts of the text where we are told about the character Baniva. Then, use your notes to create 5 questions that we could ask to find out more about this character that we are not told about in the text.
4	<b>Look carefully at this picture and consider the following questions: (You may just make notes for the answers)</b> What can you see? Look (closely) What/who is the figure in the mist? How did it get there? What does it do? Are there more of them? Where do you think this could be?  <b>Then answer this final question using the evidence you have collected:</b>  Who is the person standing on the cliff top and what are they doing? (Remember to use the notes you have made to explain your answer. Aim to write 3-5 sentences to full explain your answer.)



5

Spend this session watching the *guest author video on script writing – lesson 20*.