

Monday 1st June
English

For a couple of weeks, we are going to be exploring the idea of suspense stories and building suspense! But first, today we're going to think about different ways you can start a sentence. By starting sentences with varied sentence starters, you can make your writing sound much more interesting and exciting! If you start your sentences with the same type of starter then your writing will begin to sound boring and your reader will not want to carry on reading.

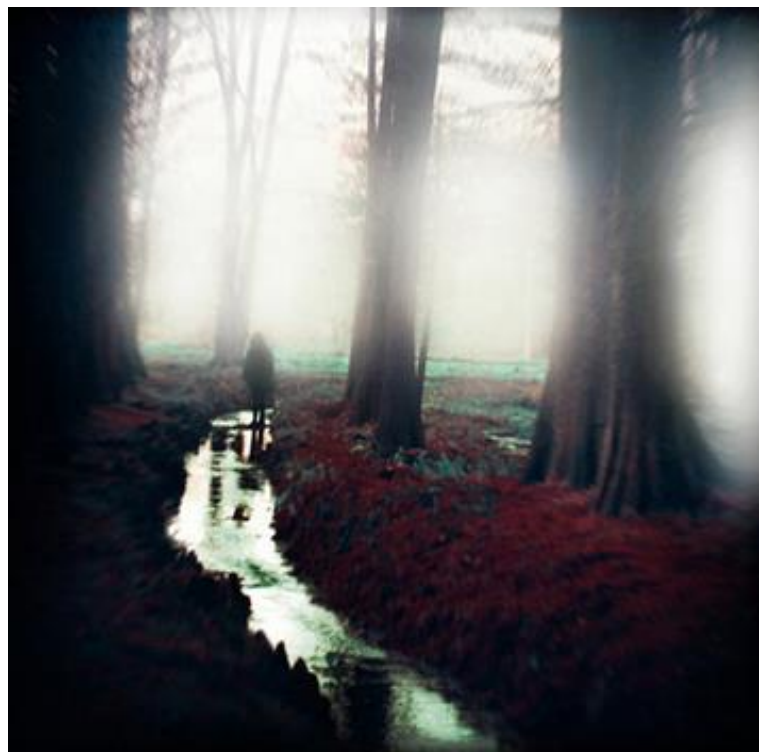
Here are different ways you can start a sentence:

Simile	As quick as a flash, she rode through the fields.
Conjunction	However, the moon began to fade away.
Adverbial of time	At midnight, a rustling could be heard in the depths of the deep, dark forest.
Adverbial of place	On top of the mountain, a crow called loudly into the distance.
Adverbial of manner	Silently, he crawled through the fallen leaves of the forest.
-ing starter	Running as fast as her legs could carry her, she sped over the bridge of the freezing river.

TASKS:

Using a die (if you don't have one, you could just pick from the list at random), play the sentence openers game! Roll the die and the number you roll will choose what sentence starter to use for your sentence. Keep playing until you have a paragraph **about this picture**.

If you have someone at home who would like to join in, take it in turns to write a sentence and write your paragraph together!





Use a conjunction

While Dad cooked, Sarah watched television.



Use a noun or adjective

Toys covered the floor.



Use a verb- an 'ing' clause

Watching her step, Lucy climbed over the rocks.



Use an adverb- an 'ed' or a 'ly' clause

Scared by the sound, Ben screamed.

Gently, she stroked the baby rabbit.



Use a feeling

Happily, she danced down the street.



Use a simile or metaphor

Like a swan, she glided across the room.

An elegant swan, she glided across the room.

Extension:

Use what you have learned today about different sentence starters to write at least one paragraph (you could write more!) about how this boy discovered this creature.

Remember: the more varied the sentence starters, the more interested your reader will be!



Tuesday 2nd June

English

Today we're going to think about how writing about our five senses helps our reader to understand and experience what we're imagining in our heads when we write.

Our five senses are **see**, **smell**, **hear**, **taste** and **touch**.

Read this paragraph and underneath, explain how it makes you feel or what it makes you think about as a reader.

I stood in the centre of the deep, dark forest and slowly took in my surroundings. The stench of damp wood was unbearable so I stepped closer to the vibrant, sweet-smelling flowers on my left. I kneeled down to brush my fingers against their silky petals and felt freezing, soggy mud squish onto my knees. I didn't care though. The flowers were as white as snow and stood out as the only things that weren't green or brown as far as I could see. Above me, the birds tweeted and whistled to each other against the gentle breeze which made me feel lonelier than ever.

1. How does this writing make you feel / what does it make you think of?

2. Can you highlight / underline the text to show where the writer has used the five different senses? (Use a different colour for each sense).

3. Which word that the writer has used do you like the most? Why?

TASK:

Have a go at filling in the boxes and writing at least two sentences for each sense about the setting in the picture.

Extension: Write a setting description paragraph about the picture.



Wednesday 3rd June
English

Today we're going to start thinking about how we can put all of the skills we've learned so far together. Have a look at [The Lighthouse clip](#). Watch the video once through, thinking about the character(s) you meet and what you think might happen next. Then watch it again. Is there a beginning, middle and end? Are there problem and resolution moments? Is there a change of atmosphere?

ACTIVITY 1:

If you were going to create a storyboard of the six key moments from the story, what would they be?

ACTIVITY 2: Have a go at ‘boxing up’ the video. Where does the opening start? The build up? The problem? The resolution? Imagine you are going to write a story using the video to help you. How would you plan it out? Use the prompts in the first box to help you. Think about what we have practised this week. Can you include what sentence starters you will use? Vocabulary?

Opening (setting description)	<p>He could</p> <ul style="list-style-type: none"> • Hear: • See: • Smell: • Touch: • Taste: <p>What is he doing?</p>
Build up (tension)	
Problem	
Resolution/Ending	

Thursday 4th June
English

Today we're going to start to write up our own version of the story. This will hopefully be a longer piece of writing than you have done so far at home, so take your time and use all your skills you've learned in Year 4. First, as always, we need to complete a box plan so that we know what we should include in our writing today. Our audience is **our families** at home and our purpose is to write **a story with suspense**. This means that the action should build up slowly and your readers should want to keep reading to find out what happens next...

How we will do this:

How we want the audience to feel:

Purpose:

Audience:

Here is a word bank to help you with your writing today:

<u>Spellings</u>	<u>Descriptive verbs</u>	<u>Adjectives</u>	<u>Sentence starters</u>
lighthouse towering cliff lanterns keeper toolbox ship village villagers cogs bulb fragments spiral lamp gust distance people sailing	engulfed exploding pounded oozing fetched moaned dropped dimming tripped smashed shattered distressed concerned spinning sped belted clambering twisting echoed	gloomy dagger-like piercing greasy shimmering dazzling towering gleaming wispy elderly clumsy powerful low-pitched booming alarming concerning creepy pitch-black	Suddenly, Unfortunately, As quick as a flash, As fast as lightning, Inside the lighthouse, Less than a second later, As worried as a child, Eyes as wide as the moon, Rushing down the spiral staircase, Grabbing his toolbox, Under the light of the moon, In the distance, Across the town, In the blink of an eye, On the edge of the cliff, At the side of the water,

[illegible]

[illegible]

Friday 5th June
English

Today we're going finish writing what we started yesterday. Remember to rewatch the video if you need to, check your plan and use the word bank to help you. You should write up your problem first on one page and then your resolution and ending on another. Take your time, think about your vocabulary and sentence starters and produce something your teachers will love to read!

Problem:

[illegible]

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