

Year 4 ~ English – Summer 2 Week 3



	Day 1 Activity	Day 2 Activity	Day 3 Activity	Day 4 Activity	Day 5 Activity
Reading for pleasure	Make sure you have some quiet time for daily reading of something you've chosen. Try to complete your reading record to show your daily reading. See First News on the St Joseph's website. A newspaper that has been written especially for young people. This week you have the CGP booklet to complete some varied activities.				
CGP English books	You can choose which day you complete these exercises. <i>It is really important that you read each question carefully. Some might confuse you if you don't!</i> After each day, mark your work and complete the progress chart on p74. Please let me know how you are doing at the end of the week.				
	CGP p8&9 - Autumn Workout 4		CGP p10&11 - Autumn Workout 5		CGP p12&13 - Autumn Workout 6
	Read through each question carefully before you answer.		Read through each question carefully before you answer.		Read through each question carefully before you answer.
Writing	<p>This week you will be using an extract from a book called; Oliver and the Seawigs by Philip Reeve and Sarah McIntyre (from CLPE)</p> <p>It is below and I've read the story for you all to listen to. Click here to follow the story as I read aloud for you.</p> <p>Then find the words that you don't know the meanings of like albatross, driftwood, festoons. Highlight these words and up to 3 others that you are not sure of their meanings. Look them up.</p> <p><u>Comprehension</u></p> <ol style="list-style-type: none"> 1) What is happening in the extract? 2) What do you think an Albatross is? 3) How do you know? 4) Where do you think this island is? Why? 	<p>Listen to/read the extract again.</p> <p>Write down any questions you have about the characters, making sure you use the correct punctuation.</p> <p>Write in full sentences responses to the following:</p> <p>How does this extract makes you feel? What do you like or dislike about it? Does it remind you of anything you know in stories or real life? Do any parts of the extract really stick in your mind?</p>	<p>Think about yesterday's activity. Lots of our imagination comes from the way we feel about something.</p> <p>Take a pencil and a plain piece of paper. Draw what you imagine the island looks like. Label the picture you draw with description (adjectives, nouns, prepositional language, expanded noun phrases)</p> <p><i>Do you have a sibling in year 3 who has also read this extract? What did their illustration look like? Compare them and talk about what you both saw. Did you both draw the island, Oliver, Mr Culpeper, or maybe the two talking to each other?</i></p> <p>Remember, everyone has their own ideas and imagines things their own way. This is a good thing!</p>	<p>Consider these questions and write your response.</p> <p>Why do you think Oliver is on this island? What in the text tells you this? Underline and copy the part you chose.</p> <p>What words best describe what the island was like?</p> <p>When you have found them, use them to add to and annotate the drawing that you did yesterday. Are any of the words you found and wrote yesterday the same?</p> <p>Do you think this is an island that is visited often? Explain why?</p> <p>Why did Oliver's family go there?</p> <p>Would you want to visit this island? Why?</p> <p>Do you think an island can really move? What</p>	<p>In this extract and in the book, Oliver is looking for his missing parents. They are a family of explorers.</p> <p>Just before the extract below, the author writes that Oliver '<i>ran back to the explorer mobile (a travelling vehicle) and packed a rucksack with Useful Things</i>'.</p> <p>What do you think might be in this rucksack? What would he need for this adventure?</p> <p>What might you pack if you were about to set off on an expedition to this island, especially at short notice?</p> <p>Make a list of everything you would take for this kind of adventure and explain WHY you would take it.</p> <p>Make sure your list is written correctly. ITEM – ILLUSTRATION – WHY you would take it?</p> <p>Cast your mind back to the work on Ernest Shackleton the explorer and the things we learnt about what he needed for his trip. You have the description of the island, so use this to carefully decide what you would need before you make your list.</p>

				does this detail tell you about the kind of story this might be?	You could look around your own room now and see what stands out that might be useful or comforting to have with you, but remember: you'll have to carry it!
Spelling	Practise this week's spellings every day (see below). Remember to: read, look, cover, write, check Say and write each word in a sentence.				Test someone at home with your spellings then ask them to test you.

Spellings

Group 1	Group 2 and 3
began	ladies
these	fruits
animal	dangerous
never	enormous
next	previous
first	treasure
work	adventure
baby	furniture
something	stomach
still	character

Day 1- Extract from Oliver and the Seawigs by Philip Reeve and Sarah McIntyre

The island was just as small as it had looked from the beach. Clumps of greyish grass sighed softly as the sea wind stirred them. There were snaggles of driftwood, festoons of weed, a length of old tarred rope. There was a ramshackle heap of twigs balanced on the pile of boulders which were the highest place on the island. That was all. It took Oliver less than a minute to walk right across the island to the far shore, where he stood looking out to sea. All his hopes of finding clues faded, like the foam which kept washing around his toes and melting into the wet sand. ‘Mum!’ he shouted. ‘Dad!’ The echoes came back at him from the cliffs around the bay. Echoes, but no reply. ‘Mum!’ he shouted, louder still. ‘Dad!’ ‘Oh, put a sock in it, won't you?’ grumbled a creaky voice behind him. ‘Some of us are trying to sleep!’ A pair of beady blue eyes were glaring at Oliver over the brim of that twig-heap on the island's crown. The heap was a nest, and the eyes belonged to the bird who owned it. But birds don't talk. protested Oliver. ‘Parrots do,’ the bird said. ‘Not really, not properly,’ Oliver protested. ‘And anyway, you're not a parrot.’

‘Indeed I'm not,’ the bird sniffed. It stood up in its nest and spread its enormous, dirty-white wings. ‘I am a Wandering Albatross. *Diomedea exulans*. Though you may call me Mr Culpeper. And now you had best get back to shore, or you will be a wanderer too.’ ‘What does that mean?’ wondered Oliver. ‘Tsk,’ the bird said, ‘don't they teach you youngsters anything these days? Not all islands stay where you put them. Some move about. Here one minute, gone the next. This is one of them. That's why I nested on it, of course. I'm not stupid. Why go flapping about the world when I can just roost here and let the island do the wandering?’ Oliver looked down at the island. Between his feet he saw rock, sand, grit, dune-grass and ground-down seashells. It didn't look as if it were going anywhere. ‘How do they move?’ he asked. ‘Who cares?’ said Mr Culpeper, shrugging his wings. ‘Where are they going?’ ‘Who knows?’ said Mr Culpeper. ‘But all the others have gone already, so this One won't stay much longer.’