

Year 4 English Home Learning Term 6 week 6

Writing:

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Drawing upon work we did back before Christmas, as well as the superb Kennings work you have done, today you are going to have a go at writing a Tanka poem. A guide to writing a Tanka poem is on the link below. We have looked at these before, but below is a quick guide and the website linked gives more detail and explanation, as well as a really good example.

Key points about writing a Tanka: They are 5 lines long following the syllable pattern of 5-7-5-7-7. The middle line is called the 'pivot'. If you were to end your poem at line 3, the pivot would be the final line; if you were to begin your poem with line 3, it should be able to act as an effective opening line. Also, you don't need to include punctuation in a Tanka! Don't worry too much if you find writing a pivot line tricky; focus on getting the syllable counts correct- that's enough of a challenge when trying to write something high-quality too!

<https://www.poetry4kids.com/lessons/how-to-write-a-tankapoem/&~:text=The%20basic%20structure%20of%20a,in%20lines%204%20and%205.>

- **Main task:** Write a Tanka poem based on Beowulf and an event from the story. An extra challenge, that I would love to see, would be for you to also make use of some kennings within your tanka – e.g. Body = bone-house, Sword = battle-light, Ship = wave-floater, Sea = whale-road.

An example: This could describe a battle between Grendel and Beowulf.

Battle-light flailing

Brave hero's bone-house fading

A piercing of skin

Grim night-stalker falls in shock

Surprised by a weary hit.

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| <p>2</p> <p>Please do after the reading activity.</p> | <p>Using what you learned about tanka poetry yesterday, and the information you have read about the Vikings in this week's reading sessions, write a Viking-themed tanka poem. It could tell the story of the Lindisfarne raid, a Viking battle or simply describe what the Vikings were like.</p> |
| <p>3 and 4</p> | <p>We are now going to move on to looking at narrative poetry, with the finished product being our own poem version of the story of Beowulf.</p> <p>Spend a little time re-reading your story mountain/comic strip of the Beowulf story from last week, as well as some of the kenning descriptions you came up with for the characters. Once you have done that, head to the BBC link below to find out more about the narrative form of poetry and how it can be written well -</p> <p>https://www.bbc.co.uk/bitesize/topics/z4mmn39/articles/z3btrwx</p> <p>Key points about writing a Narrative poem: Narrative poems tell a story; they often rhyme but don't have to but they are likely to follow a rhythm that makes them easier to perform. In this case, a rhyme pattern would be great to read, so please do if you feel you can.</p> <p>You then have the rest of this session and the whole of tomorrow's to write your poetic version of Beowulf. I look forward to reading them!</p> |
| <p>5</p> | <p>This session is all about presenting your poetry work. Today I would like you to turn the kennings, tankas and narrative poem you have written into your own poetry anthology. This can be presented however you wish, though ideas could include: a booklet, a Powerpoint, a video of you performing them.</p> |

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










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| 1 | <p>This week we will look at the /s/ sound when it is spelled with a 'c'. This occurs generally when the 'c' comes before an 'i' or an 'e'.</p> <p>This week's list: circle, century, centaur, circus, princess, voice, medicine, celebrate, celery, pencil</p> <p>Activity: Practise each word using cursive handwriting and write the definition of the word neatly next to it. Use a dictionary to look these up if need be.</p> |
| 2 | <p>Activity: Using your definitions from yesterday as a cue, complete the 'spell the picture' activity attached below.</p> |
| 3 | <p>Activity: Complete the spelling correction activity and help Marvin achieve top marks!</p> |
| 4 | <p>Activity: Complete at least two of the activities from either the spelling activities grid or previously distributed activity pack.</p> |
| 5 | <p>Activity: Spend this session coming up with complex sentences that use the spellings for this week and then write them neatly using cursive handwriting.</p> |

Lesson 2 activity



Spelling Shed

Look at the images below, can you spell what they are?

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Reading:

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| 1 | <p>In this week's reading sessions, you will have the opportunity to find out more about the Vikings and the Anglo-Saxons. As an introduction to this, please read the attached Viking information page and complete the fact or opinion activity.</p> |
| 2 | <p>Now for a rather fun activity. Your task is to follow the Viking quest on the following link - http://www.bbc.co.uk/history/ancient/vikings/launch_gms_viking_quest.shtml - and to jot down any important observations you make along the way. The quest tells the story of a very famous event in Viking history: their raid on Lindisfarne. During the quest, think carefully about the choices you make as this will make a big difference as to how much treasure you take back to your chief.</p> <p>When you get to the page of "The Reckoning" write down the number of silver coins, religious artefacts and slaves you stole. At the end of the quest, write down your final score and after the final score write about what your chief thinks of your quest.</p> <p>Was your quest a success or a failure? How does it compare to the actual historical event?</p> |
| 3 | <p>Using what you found out during your quest yesterday, and through reading the attached information on the Lindisfarne raid, complete the comprehension questions below.</p> <p><u>Questions:</u></p> <ol style="list-style-type: none">1. Why did the Anglo-Saxons think something bad was going to happen in 793 AD?2. When did the Viking raid on Lindisfarne happen?3. Why were the Vikings able to beat the monks in the monastery so easily? (Give 2 reasons)4. Why did the Vikings have no respect for the monastery?5. Who did Alcuin blame for the attack? Why did he say this?6. Can you trust what Monk Simeon and Alcuin wrote as being the truth? Give reasons for yes and no. |

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| 4 | Spend this session reading your current reading book aloud to an adult at home. They should use the attached reading questions to ask you about what you read to them and you need to take your time to consider your answer as well as the reasoning for your ideas. |
| 5 | Use this session as additional time to present and complete your own poetry anthology, as detailed in the writing plan. |

Lesson 3 reading resource

Viking Raid on Lindisfarne (793 AD)

On the 6th of June 793 AD, 'Northmen' (as the Anglo-Saxon Chronicle calls them) attacked the Christian **monastery** at Lindisfarne in Northumbria. The monastery was on a small island off the coast called **Holy Island**, making it an easy target for the Viking longships.

Northumbria was an English kingdom, and its unprotected monasteries were famous for **expensive books, art and treasures**. It was this attack that made people realise how dangerous the Vikings were.

The first few months of the year **793 AD** were worrying times. Anglo-Saxon writers in north England wrote about how 'immense whirlwinds, flashes of lightning and fiery dragons were seen flying in the air'. They thought this weather was a **sign of danger** to come.

This Viking raid on **Holy Island**, just off the Northumbrian coast, was not the first in England. But the raid on Lindisfarne monastery was different because it attacked '**the very place where the Christian religion began in our nation**'. It was where Saint Cuthbert had been bishop, and where his body was buried in 687 AD.

Alcuin, an Anglo-Saxon man in Northumbria, wrote that:

"The church of St Cuthbert is spattered with the blood of the priests of God, stripped of all its treasures, and left unprotected from these plundering pagans."

Alcuin calls the Vikings **pagans** because they were not Christian like the Anglo-Saxons were. The Vikings believed in many **different gods** who had different purposes, e.g. Thor was the god of war. The Vikings therefore had no respect for the Christian monastery or its monks.

The Vikings travelled to England on wooden longships. These were fast, streamlined boats that were powered by paddles. They were light enough to be carried over land, and could turn direction quickly.

They burned buildings, stole treasures, murdered monks, and terrified everyone. Some Anglo-Saxon Christian leaders said God had sent the Vikings, to punish people in England for their sins. Alcuin was particularly worried about why God had allowed such a holy place to be attacked: "**Is this the outcome of the sins of those who live there?**" he asked, wondering if the monks had disobeyed God.



The monastery at Lindisfarne

The Vikings did not send many ships on their first raids. They made **surprise attacks** on unprotected places, like Lindisfarne. They knew they would not have to fight a big Anglo-Saxon army. Saxon kings were too busy fighting each another to join forces against the Vikings. There was no English navy to guard the coasts, so it was easy for Vikings to land on a beach or sail up a river.

The Vikings fought using long **swords** and **axes**. Vikings did not wear much armour, though some wore chain mail coats, and most relied on a **round wooden shield** for protection. On their heads, they wore **helmets** made of leather or iron. The monks had no weapons and no warriors of their own to protect them against the Viking raiders.



Monk Simeon, an Anglo-Saxon monk in Durham, wrote that:

"On the sixth of June, they reached the church of Lindisfarne, where they miserably ravaged and pillaged everything; they trod the holy things under their polluted feet and plundered all the treasures of the church. Some of the monks they killed, some they carried off in chains, most of them they stripped naked, insulted, and cast out of the doors, and some they even drowned in the sea."

After raiding the monastery, the ships sailed home with their new treasures and slaves. The parts of the monastery that were made of wood were burned down before they left.



General reading questions – Lesson 5

Reading questions: Vocabulary and Inference

- What does this word/phrase/sentence tell you about the character/setting/mood? By writing..., what effect has the author created? Do you think they intended to?
- What other words/phrases could the author have used here? Why?
- How has the author made you feel by writing...? Why

- What do you think.... means? Why do you think that? Could it be anything else?
- I think....; do you agree? Why / why not?
- How do you think....?
- Can you explain why....?
- What do these words mean and why do you think that the author chose them?

Reading questions: Retrieval and Prediction

- Find the... in this text. Is it anywhere else?
- When/where is this story set? How do you know?
- Find the part of the story that best describes the setting.
- What do you think is happening here? Why?
- What might this mean?

- Can you think of another story with a similar theme? How do their plots differ?
- Which stories have openings like this? Do you think that this story will develop the same way?
- Why did the author choose this setting? Will that influence the story?

Reading questions: Summarising and Contrasting

- What is the main point in this paragraph? Is it mentioned anywhere else?
- Sum up what has happened so far in X words/seconds or less.
- Which is the most important point in these paragraphs? Why?
- Do any sections/paragraphs deal with the same themes?

- What is similar/different about two characters? Did the author intend that?
- Explain why... did that.
- Describe different characters' reactions to the same event.
- Is this as good as...?
- Which is better and why?