

YEAR 4

HOME LEARNING

Literacy Week 4

# Lesson 1 - WGLT: use conjunctions to add detail

Watch a clip from 'Monsters Inc'

<https://www.youtube.com/watch?v=GhFS3H2ejNA>

Make a list of some of the key things that happen in this clip.





Write a sentence for each of the pictures using a conjunction below:

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meanwhile, however, despite, so

# Lesson 1 - WGLT: use conjunctions to add detail



Some examples are below:

However hard he tried, Mike still couldn't get a job as a scarer.

It was the start of a new day at work however, this day would end like no other.

Everywhere, monsters waited at their stations so when the doors arrived, they could scare helpless children.

Despite being 3 hours late, the heroes of scaring had still not arrived.

# Lesson 1 - WGLT: use conjunctions to add detail

## Today's task

Using the 'Monster's Inc.' film as inspiration, write a sentence using a conjunction from each column.

### **Practise:**

Use the conjunction in the middle of the sentence

### **Stretch:**

Challenge yourself with the conjunctions you choose and write 2 sentences starting with a conjunction

### **Challenge:**

Write 6 sentences using **two** conjunctions in the sentences.

## Conjunctions and Other Connectives

### **When?**

afterwards  
as  
at that moment  
finally  
first  
just then  
last  
later  
meanwhile  
soon  
subsequently  
then  
until  
when  
while

### **Why?**

as a result  
because  
consequently  
for this reason  
so  
therefore

### **Opinion**

fortunately  
happily  
luckily  
sadly  
unfortunately

### **But...**

alternatively  
although  
anyway  
aside from  
besides  
but  
despite  
however  
in spite of  
nevertheless  
on the other hand  
since  
whereas  
yet

### **And...**

also  
and  
as well as  
in addition  
moreover  
with

# Lesson 2 - WGLT: use short sentences for effect

## The Bare Bones

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Use this space to note  
any key vocabulary



Watch the short section of the 'The Dreamgiver' between 3 min 20 secs and 4 min 09 secs.

Pick out the key parts of the clip and plot them on the 'Bare Bones' planning sheet.

# Which of the following extracts do you prefer and why?

## A

It was slowly going dark; it was never a good idea to be out in the woods in the darkness. She heard footsteps behind her. She stopped and listened for a moment. The moon shone brightly through the twisted limbs of the trees and an something scuttled behind her. She listened again, trying hard to see if someone was behind her in the darkness. They, whoever they were, had stopped too, was she imagining this? She continued on her journey, as she had done before a hundred times, to her grandmother's house with the basket of treats for the old lady. There it was again – footsteps behind her in the darkness of the forest. She hurried and her feet made little impression on the soft, leaf-littered ground. There was rustling to her left so she ran as fast as her little legs would carry her. Something followed her and was getting closer. All of a sudden she tripped over and landed on her face in the mud. The thing was on top of her snarling and growling. Can you guess what it was? It was a huge, grey mean wolf.

## B

It was slowly going dark; it was never a good idea to be out in the woods in the darkness. She heard footsteps behind her. She stopped. The moon shone brightly through the twisted limbs of the trees. She listened. The steps stopped too. She continued on her journey, as she had done before a hundred times, to her grandmother's house with the basket of treats for the old lady. There it was again... footsteps. She hurried. There was rustling to her left. She ran. Something followed. She tripped. It was on top of her. Snarling. Growling.

# This extract uses short sentences to build tension throughout the piece.

It was slowly going dark; it was never a good idea to be out in the woods in the darkness. She heard footsteps behind her. She stopped. The moon shone brightly through the twisted limbs of the trees. She listened. The steps stopped too. She continued on her journey, as she had done before a hundred times, to her grandmother's house with the basket of treats for the old lady. There it was again... footsteps. She hurried. There was rustling to her left. She ran. Something followed. She tripped. It was on top of her. Snarling. Growling.

Complex sentence (use of as) to create variety.

Notice at the end, the sentences become shorter to really increase the tension

Short and powerful description of the trees

Notice the use of an **ellipse** to keep us guessing.



# Today's task: To start to write our own fantasy story.

Practise	Stretch	Challenge
<ul style="list-style-type: none"><li>• Describe the forest using two or three detailed sentences.</li><li>• Then use a <b>two word</b> sentence to describe the eyes appearing</li><li>• Then your own sentence – be inventive</li></ul>	<ul style="list-style-type: none"><li>• As practise and then:</li><li>• Use three sentences to describe what the Dream Giver is doing and how he is feeling.</li><li>• Incorporate the opening sentence: 'Back in the orphanage.....'</li></ul>	<ul style="list-style-type: none"><li>• As practise and stretch and:</li><li>• End with a culmination of short sentences, that get shorter and short.</li><li>• Add in the phrase 'Closer and closer'</li></ul>

## Lesson 3- WGLT: use different points of view

We can write in first, second or third person — each of these gives us a different point of view.

What is the difference between them?

# Point of View

A story can be told from different points of view.

It can be written in the first, second or third person.

I was going to the funfair today. I was so excited!



Have you ever wondered what life would be like as a superhero?

The boys ran from the house screaming. Riley was terrified.

# FIRST PERSON

If writing a story in the first person, write as though you are a character inside the story.

Describe how you feel and what you are doing or have done.

Use the pronoun 'I'



For example:

Last year, I went to Spain with my family. I loved it!

Other pronouns used in the first person:

my

me

mine

we

our

ours

us

# SECOND PERSON

If writing in the second person, talk to the reader directly.



Use the pronoun 'you'.

The second person is used a lot non-fiction as well as in fiction texts.

For example:

Before **you** begin, make sure that **you** have all of the tools listed above.

Other pronouns used in the second person:

**your**  
**yours**

# THIRD PERSON

If you are writing in the third person, you write about other people or characters.

You use the **character's name** or pronouns such as 'he', 'she' and 'they'.



For example:

**Michelle** sped off at top speed and was soon in first place. **She** couldn't believe that **she** was going to win!

Other pronouns used  
in the third person:

her/hers

his

theirs

# FIRST, SECOND OR THIRD PERSON?

Task: Decide if the following sentences are in the first, second or third person.

Sophie was going to the cinema to meet her friends.

I couldn't believe what I was seeing – it was incredible!

"Where shall we go now?" wondered Tim and Holly as they sat in their car.

Do you believe in ghosts? Well after reading this story, you will!

As I walked into my new school, my stomach churned and my hands began to shake.

Are you an early bird or are you a night owl?

# ANSWERS

Decide if the following sentences are in the first, second or third person.

Sophie was going to the cinema to meet her friends.

Third person

I couldn't believe what I was seeing — it was incredible!

First person

"Where shall we go now?" wondered Tim and Holly as they sat in their car.

Third person

Do you believe in ghosts? Well after reading this story, you will!

Second person

As I walked into my new school, my stomach churned and my hands began to shake.

First person

Are you an early bird or are you a night owl?

Second person



# Lesson 4 – WGLT: use our reading comprehension skills

Reading  
Vipers

**V**ocabulary

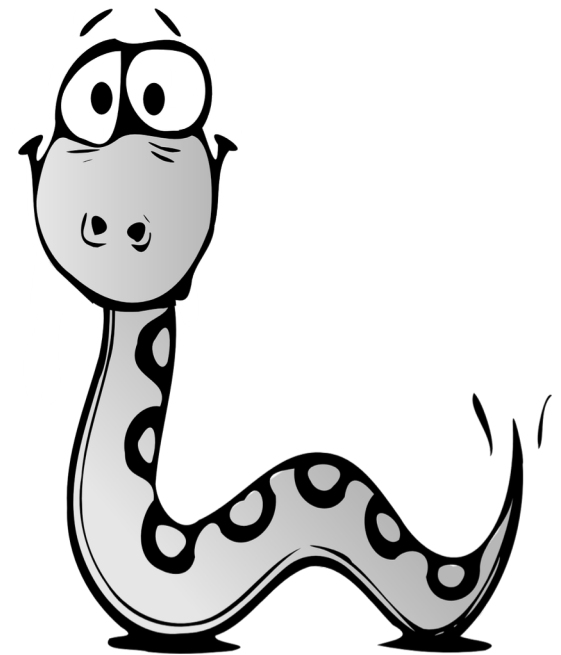
**I**nfer

**P**redict

**E**xplain

**R**etrieve

**S**ummarise





# THE TROY PLOY

By War Correspondent **Ares**

Yesterday, the brave Greek army finally gained entry into Troy in a daring act of subterfuge. An end to the war finally appears to be in sight after 10 years of endless fighting. A full-scale battle is currently being waged inside the walls of Troy, but our sources tell us that the Greek soldiers are on top.

Finding a way to breach the gates of Troy has been an aim for the Greek army for a long time. Unfortunately, the cowardly soldiers of Troy have hidden away behind their walls.

The leader of the Greek army is the mighty Agamemnon. He said last week, "Something needs to be done soon. Their scoundrel of a prince kidnapped my brother's wife, Helen. We've had to fight for nearly a decade to get her back. I want the people of Greece to know we have a cunning plan that I think will end this once and for all."

Keeping this plan a secret was a top priority for Agamemnon and his allies. There were concerns when the army retreated from Troy and sailed to Tenedos. Ultimately, this was all part of the scheme.

Once the citizens of Troy were convinced that the Greeks had retreated, a courageous Greek named Sinon delivered a giant wooden horse. The horse had been carved by the esteemed carpenter Epeius and was presented as a gift honouring Athena.



The horse was wheeled into the city just before dusk. It wasn't until later that the real plan revealed itself. A dozen Greek soldiers had been carefully hidden inside the horse's belly ready to escape.

While all this had been taking place, the Greek army had surreptitiously returned to Troy. The hidden soldiers then unlocked the city gates from the inside. The Greek army had finally gained entry into Troy.

Our reporters managed to catch up with some of the fleeing Trojans. One said that he was sorry for the trouble they'd caused. He added that the plan had been rather good. However, he'd have preferred not to be woken up in the middle of the night by a raging horde.

Helen was rescued just after midnight and returned safely to her husband. The happy couple has said that they will issue a statement at a later date.

We have reached out to the King of Troy for comment, but so far he hasn't responded. There are rumours that this is because he is dead. We will bring you news of any changes as soon as we get it.

# This week's questions

Remind yourself what the letter means - this will help you answer the question.

## INFERENCE FOCUS

1. How does the reporter feel about the Greek army? How do you know this?
2. How does the reporter feel about the Trojan army? How do you know this?
3. Why were there concerns when the army retreated to Tenedos?
4. Why was Sinon "courageous"?
5. When the fleeing Trojan was interviewed, he said he was sorry for the trouble the caused. What did he mean?

## VIPERS QUESTIONS

**V**

What does the word "surreptitiously" tell you about how the Greeks returned?

**S**

What happened after the horse had been wheeled into the town?

**V**

Write a definition for "subterfuge".

**R**

What relation was Helen to Agamemnon?

**R**

What was Epeius's job?

# Answers

Answers:

1. The reporter thinks they are "brave"
2. The reporter thinks that the Trojans are "cowardly"
3. People would have thought the Greeks were leaving the battle and the Trojans had won
4. He had to deliver the horse to enemy alone. They might have killed him
5. He was sorry that they had kidnapped Helen and started the war

V: They did it secretly without anybody noticing

S: The soldiers left the horse and opened the gate for the army

V: To trick somebody or use a sneaky method (or similar)

R: His brother's wife (or sister-in-law)

R: A carpenter

# Lesson 5- WQLT: Write a recount

Think about the section with the monster and the boy.

How would he be feeling?

Try to put yourself in his shoes.



# Lesson 5- WGLT: write a recount

Today you are going to write a recount of what happened in the dream sequence from the boy's point of view – this is called writing in first person.

Which of the sentences below are in first person?

It moved! I am sure I saw it move- a huge figure wandering down the alleyway between the shadows.

She was in bed the first time she heard it and she sat up wondering what it could be.

The boy peeked through the curtains searching for the source of the noise. He saw nothing in the darkness.

I closed my eyes tightly. I could hear it trying to open the door as I lay as still as possible.

I saw something moving behind the dustbins and I hid beneath the bed sheets until it had gone.

# ANSWERS

Today you are going to write a recount of what happened in the dream sequence from the boy's point of view – this is called writing in first person.

Which of the sentences below are in first person?

First

It moved! I am sure I saw it move- a huge figure wandering down the alleyway between the shadows.

Second

She was in bed the first time she heard it and she sat up wondering what it could be.

Second

The boy peeked through the curtains searching for the source of the noise. He saw nothing in the darkness.

First

I closed my eyes tightly. I could hear it trying to open the door as I lay as still as possible.

First

I saw something moving behind the dustbins and I hid beneath the bed sheets until it had gone.

## Lesson 5- WGLT: write a recount

Watch the film from 4.09 until the end of the film

Below is the bare bones of the extract

The monster scares the boy

Dreamgiver drops the egg and it lands in front of the monster

The egg hatches into vines, which wrap around the monster

The monster collapses – a tree has grown on top of the monster

The boy wakes up and looks in his book and sees his dream in it



# Lesson 5- WGLT: write a recount

Use the bare bones of the story to write 3 paragraphs of the dream sequence

## Below is your toolkit

Practise	Stretch	Challenge
<ul style="list-style-type: none"><li>• Perfect punctuation</li><li>• Consistent use of first person pronouns – I, we, ours me</li><li>• Include feelings to describe how you are feeling</li></ul>	<ul style="list-style-type: none"><li>• Variety of adverbials – commas perfectly used<ul style="list-style-type: none"><li>• Use a variety of pronouns</li></ul></li><li>• Include feelings</li></ul>	<ul style="list-style-type: none"><li>• Short sentences to build tension<ul style="list-style-type: none"><li>• Use a variety of pronouns Include feelings and conjunctions</li></ul></li><li>• Start with a rhetorical question</li></ul>