


**4JB and 4CS- English Learning Letter - Week beginning Monday 15<sup>th</sup> June**

Hello 4JB & 4CS! Below shows your English for the week. For further models and explanations, you will need to go to Google Classroom. Try your best to complete as much as you can and remember that you should complete your tasks on paper. Good luck!

**\*Further helpsheets can be found on google classroom or at the end of this document.**

Lessons	Learning Objective and what to include	Teaching and Models	Task and expected outcomes (examples of work)
1	<p>LQ - Can you write a newspaper report?</p> <p>Success Criteria:</p> <p>I can identify and include all of the features of a newspaper report</p> <p>I can use a range of high level expanded noun phrases</p> <p>I can use a variety of sentence starters.</p>	<p>For the next TWO lessons, you will be writing and publishing your newspaper article.</p> <p>In the previous lessons, you have produced work for the different parts of a newspaper article.</p> <p>Now, it is time to piece all of those elements together.</p>  <p>The diagram shows a vertical stack of colored boxes representing the parts of a newspaper article. From top to bottom: a red box labeled 'HEADLINE!', a green box labeled 'Introduction', a blue box labeled 'The Event', a purple box labeled 'Picture' with a smaller purple box labeled 'CAPTION' below it, and a yellow box labeled 'Conclusion'. To the left of 'The Event' is another blue box labeled 'The Response'. Above the diagram is the text 'LQ: Can you write a newspaper article?'.</p>	<p>Using the newspaper article template- Write up:</p> <p>Headline</p> <p>Introduction</p> <p>The Event</p>  <p>The template shows a red box for 'HEADLINE!', a green box for 'Introduction', and a blue box for 'The Event'. To the right of 'The Event' is a list of questions: 'Section 1 - The event', 'What happened?', 'When?', 'Who?', 'Evidence!!!!', and 'What? What? What?'. Below these is a yellow box labeled 'Event openers' containing three pairs of phrases: 'It is believed... On the floor, There were signs of...', 'At first... As they entered the room, All over the room...', and 'Following this... Underneath the table, Strewn across the...'.</p>

2

LQ - Can you write a newspaper report?

Success Criteria:

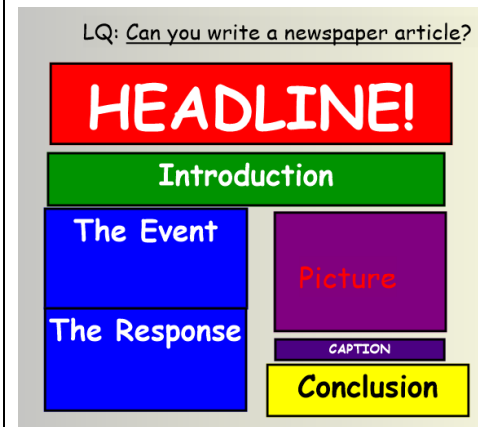
I can identify and include all of the features of a newspaper report

I can include speech

I can use punctuation correctly.

In the previous lessons, you have produced work for the different parts of a newspaper article.

Now, it is time to piece all of those elements together.



Using the same newspaper template from the previous lesson, continue writing the newspaper article.

~~Headline~~

~~Introduction~~

~~The Event~~

The Response

Picture with caption

Conclusions

**The Response**

Remember  
Speech punctuation!

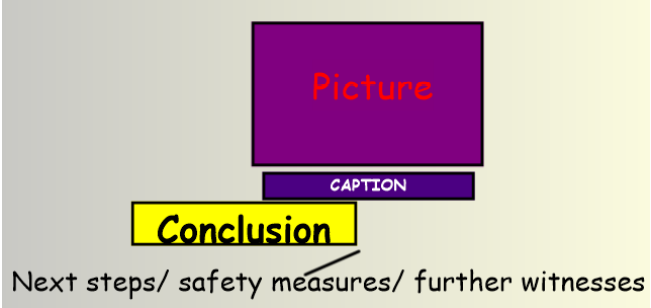
Section 2 - The response  
Who did it affect?  
**WHAT DID THEY SAY?**  
Detail, detail, detail!

## Response openers

Everybody was...      One pupil...

Screams could be heard...      Having seen the devastation,...

The whole school...      The atmosphere...

			
3	<p>MINI TESTS 😊</p> <p>Fronted adverbials</p> <p>Apostrophes</p>	<p>Today, you will be completing two mini tests.</p> <p>One test will be about fronted adverbials</p> <p>Adverbials are words or phrases that give more information to the sentence.</p> <p>One test will be about using apostrophes (punctuation) correctly.</p>	<p>The tests can be found at the end of this document.</p> <p>The answers will be uploaded to Google Classroom for you to self-assess</p>

<p>4</p>	<p>MINI TESTS 😊</p> <p>Inverted commas</p> <p>Plural and possessive -s</p>	<p>Today, you will be completing two mini tests.</p> <p>One test will be about inverted commas (speech marks).</p> <p>One test will be about making words plural (more than one) by adding -s</p> <p>'s is added for possessions (belonging to someone/something)</p>	<p>The tests can be found at the end of this document.</p> <p>The answers will be uploaded to Google Classroom for you to self assess</p>
<p>5</p> <p>(Guided Reading)</p>	<p>Can I answer literal/ inferential/ evaluative questions?</p>	<p>Before we begin, lets recap on the different questions we could be asked.</p> <p>Yellow questions are _____ and the answer can be found in the _____.</p> <p>Blue questions are _____. To find the answers you need to look for _____.</p> <p>Green questions are _____. You need to evaluate why a writer has used a writing feature. e.g. the writer has used first person to share their own opinion.</p> <hr/>	<p>First, read the text through</p> <p>Then, read the questions and go through the text again.</p> <p>For literal questions, take the answer STRAIGHT FROM THE TEXT.</p> <p>For inferential questions, include as much information from the text as you can to explain your answer.</p> <p>For evaluative questions, explain your answer in as much detail as possible.</p>

- \*It is believed that...
- \*A dangerous, croc-like creature caused havoc in...
- \*This creature has left a trail of ...
- \*It is unknown...
- \*It is known that...
- \*Unfortunately...



- \*A team of forensics...
- \*It has been reported that ...
- \*The caretaker claimed ...
- \*He went on to state ...
- \*The police officer confirmed ...
- \*The head teacher stated ...
- \*The police are appealing...



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# Newspaper Quotes

Isatu, a pupil from Keyworth Primary School worriedly moaned, “hopefully, the community will come together and get through this horrendous problem.”

“The school is going to remain closed, until this mystery is solved,” stated the headteacher.

## Split Speech

“I’ve never seen such a humungous mess,” groaned the caretaker, “I am in total shock.”

“I wont send my child back to this school, until this horrid beast has been captured,” irately exclaimed a parent, from Keyworth Primary School.

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## Mini Test - Fronted Adverbial

### Fronted Adverbials Mini Test

1. Tick **all** the sentences that contain a **fronted adverbial**.

Walking across the field, the children became very muddy.

It was great fun doing the washing up.

Her mum works in an office.

Standing by Emma, Jack hopped on one leg.

2. Make three fronted adverbial sentences from the blue and orange tiles. Your sentences must make sense.

After that,	As quickly as possible,	Without reason,
In the morning,	Back at the house,	Unexpectedly,
Fortunately,	Once a year,	While I was waiting,
I tried again.	we are going to the seaside.	my computer screen turned off.
Dad was cleaning the kitchen.	we celebrate Christmas.	she reappeared right in front of us.
I checked my coat pocket and my lunch money was there.	she ran back from school.	I drew a picture in my journal.

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

3. Underline the adverbials, circle the verbs.

Before the sun came up, he ate his breakfast.

All night long, she danced.

As fast as he could, the rabbit hopped.

Under the clock, he stood.

4. Insert the comma in the correct place to demarcate the fronted adverbial.

Before the sun came up she stood and waited.

In the dead of night the black cat began to wake.

Throughout the film my sister talked on her phone.

Positively trembling with excitement he accepted the award.

Unfortunately they arrived after the film had started.

In the blink of an eye the magician was gone.



## Mini test - Apostrophes

### Apostrophes Mini Test

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1. **Tick** the sentence that uses an apostrophe correctly.

The citys' lights were twinkling brightly.

The citie's lights were twinkling brightly.

The city's lights were twinkling brightly.

The citys light's were twinkling brightly.

.....

2. **Write** a sentence using an apostrophe for plural possession.

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.....

3. **Tick** the option that shows how the apostrophe is used in the sentence.

The **boy's** trousers were ripped.

As an apostrophe for plural possession.

As an apostrophe for singular possession.

As an apostrophe for contraction.

As an apostrophe for omission.

.....

4. **Circle** all of the sentences that use an apostrophe for possession.

That's the correct nail for the picture.

The children's work is excellent.

She shouldn't need any help.

Her skirt's pretty.

The dog's tail was damaged.

.....

5. **Draw a line** from the singular possessive word to the plural equivalent.

child's

dragons'

pony's

children's

baby's

ponies'

dragon's

churches'

church's

babies'

## Mini Test - Inverted commas

### **Inverted Commas Mini Test**

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1. Which **punctuation mark** is missing from the sentence? Tick the correct box.

"Can I have more chocolate now" Molly asked.

.	,	!	?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Put the missing **inverted commas** in each sentence.

- a) The girl said, I'm very tired of eating all this chocolate.
- b) I'm very tired of eating all this chocolate, the girl said.
- c) I'm very tired, the girl said, of eating all this chocolate.

3. Re-write the text in the speech bubbles as lines in a story using **direct speech**.



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