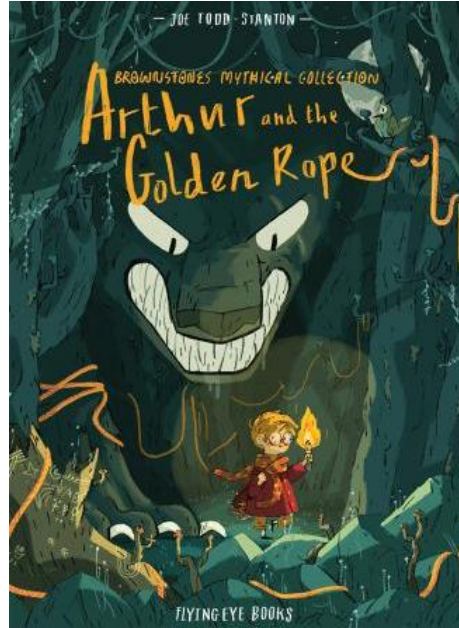


Year 4

In every piece of writing, I should be:

- ✓ Adapting my work depending on the audience;
- ✓ Proof-reading my writing for spelling and use of punctuation;
- ✓ Using the correct verb form e.g. we were instead of we was;
- ✓ Using an adverbial phrase at the start of some sentences e.g. Later that day, I completed my homework;
- ✓ Using paragraphs to organise my writing so that blocks of text flow and ideas are grouped together;
- ✓ Drafting and rewriting work that creates settings, characters and plots that excite the reader by using my best vocabulary;
- ✓ Using a mixture of pronouns and nouns (he, she, they, I, it) to aid continuity and avoid words being repeated;
- ✓ Using inverted commas and other punctuation to indicate direct speech e.g.: The teacher announced, "You are amazing!"

Focusing on these objectives will help you reach further and shine even brighter! 😊



Good luck, work hard and enjoy!

We look forward to seeing your work in school.



Arthur and the Golden Rope



Name _____

Class _____

To be handed in every Tuesday.

Homework will be returned & set on Thursday

Children should be encouraged to use the support or extension tasks as appropriate.

Arthur and the Golden Rope

Weekly Tasks

Take care of this leaflet as it contains all the English homework tasks between now and the half term holidays. Bring completed tasks into school every **Tuesday**. The different pieces of work may be displayed in school or even on our class webpage so **HIGH QUALITY** work is expected.

Your presentation is very important, but the content of your work is even more important. Internet research is fine to help you with tasks but always remember to record what you read **using your own words**. Use of ICT to complete tasks is fine but I am equally happy with hand written work.

Always give yourself enough time to produce a high quality piece of work and **check it through carefully** so that spellings you know are correct and use a dictionary to make corrections - just like in class.

Throughout this topic, there are frequent extension activities to offer challenge. Usually the level of challenge builds, so 2* tasks must include the 1* features as well as 2*.

Writing tasks and practical tasks are included to make the tasks fun and appealing to all. I hope you really enjoy these activities!

Mrs O'Neill ☺

for Tuesday 16th January

We are going to create a replica 'vault' in the corner of our classroom, similar to Professor Brownstone's. You can each provide your own artefact - these might be modern or aged, consisting of souvenirs, curiosities, 'heirlooms' and other items of interest. Produce a museum style plaque for your item, complete with real or invented origins of the object.

Either bring your artefact in with your parent's permission and with your name on, or draw a picture of your artefact for our museum ☺

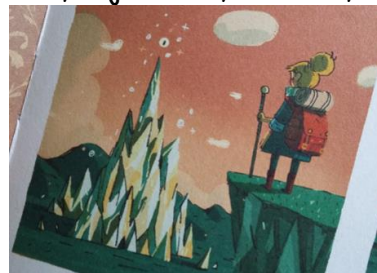
** Write an accompanying description of your artefact, it can be real or made up! Be creative
*** Write your own guide to our museum collection.

for Tuesday 23rd January (2 week project)

Professor Brownstone talked of two adventures from his family's past, Eleanor Brownstone's discovery of the Crystal Kingdom and her death-defying escape and his great-great-grandfather Eric Brownstone's epic battle with the hundred-headed snake king of Tuckernuck Island.

Create a comic book based on one of these adventure stories.

** Make use of interesting openers. Include powerful verbs, adjectives, adverbs, and similes



for Tuesday 30th January (week 2 of 2 week project)

You may also wish to present this as a book with its own cover and blurb!

for Tuesday 6th February

Earlier this term we created story maps for a Norse myth which we used to read to Class 2. Choose your favourite story of all time and create your own story map and retell it to your family.

Draw your story map in your Home Learning with an explanation of why this story is your favourite.

for Tuesday 13th February

Redesign the cover of Arthur and the Golden Rope.

** Include a suitably enticing blurb on the back cover to encourage others to read the book.

Remember not to give too much away.

*** As 2* Make full use of a range of punctuation including ellipses (...) and use a rhetorical question to hook the reader.

