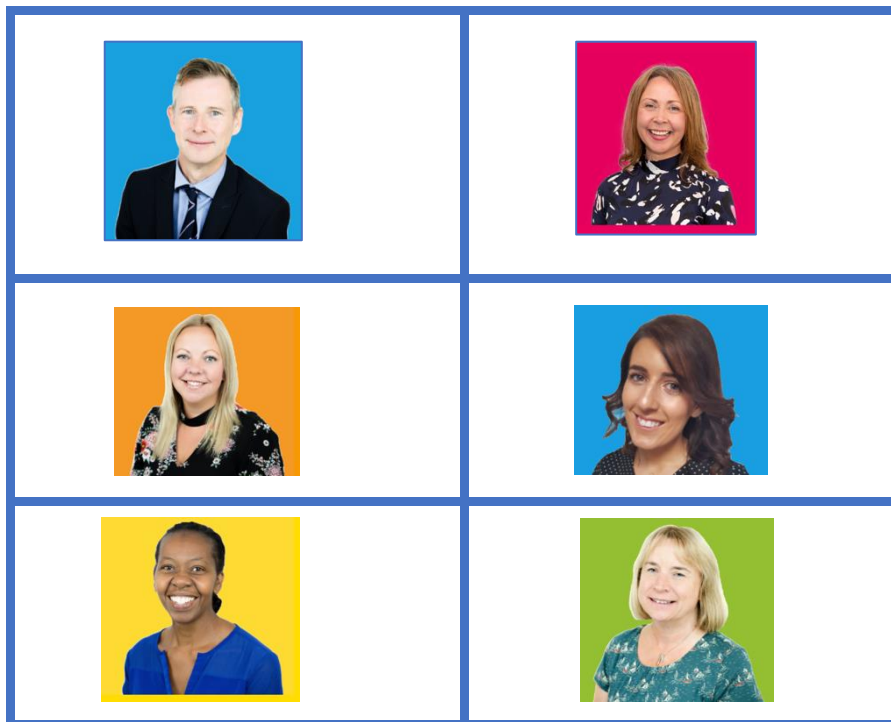


# Home Learning Support Counts

Year 4



At **Literacy Counts**, we have put together materials to support parents and teachers to continue learning at home. We are committed to supporting and helping you in the event of longer-term closures. Look out for weekly emails and support documents with some exciting activities to support your children from Reception all the way through to Year 6.



## The **Literacy Counts** team

# Content Counts

## Home Learning Timetable Counts







**A) Sentence Activity Counts**

**B) Reading Activity Counts**

**C) Writing Activity Counts**

**D) Spelling Activity Counts**

# Home Learning Timetable Counts

	Before 9am	9.00-10.00	10.00-11.00	11.00-12.00	Lunch	1.00-2.00	2.00-3.00	Bedtime
Monday	<p><b>Wake up!</b> Have a wash and get dressed, make your bed, brush your teeth and eat your breakfast.</p>	 <p><b>English time!</b> Read your reading book, use the Literacy Counts free resources to play phonics or spelling games <a href="http://www.literacycounts.co.uk">www.literacycounts.co.uk</a>, write or tell a story.</p>	 <p><b>Fresh air time!</b> Go for a walk, play in the garden, take the dog for a walk, ride your bike. Rainy day activities – yoga, orienteering around the house, treasure hunt.</p>	 <p><b>Number time!</b> Practise your number bonds, times tables, play number games. <a href="https://home.oxfordowl.co.uk/school-closure-resources/region-uk">https://home.oxfordowl.co.uk/school-closure-resources/region-uk</a></p>	<p><b>Lunchtime!</b> Tidy up after your lunch, clean all surfaces and wash your hands.</p>	 <p><b>Craft and creative time!</b> Build something with Lego, paint, draw, dance, bake, code, make a map, create a new game.</p>	 <p><b>Topic time!</b> Complete an activity based on your current topic, create a fact-file, research your local area.</p>	 <p><b>Story time!</b> Read your favourite bedtime story or try a new one. Keep checking our social media for our recommendations! <a href="https://facebook.com/literacycountsconsult">@literacycounts1</a> <a href="https://Instagram.com/literacycountsconsult">Instagram.com/literacycountsconsult</a></p>
Tuesday								
Wednesday								
Thursday								
Friday								

# A) Sentence Activity Counts

## Fronted adverbials Activity

Adverbials - words or phrases that give more information to a sentence. Fronted adverbials are moved to the start of a sentence, in front of the verb. They tell us where, when and how an action has taken place.

Fronted Adverbials		
Place (Where?)	Time (When?)	Manner (How?)
Above the clouds, Below the sea, Between the sea and the sky, In the distance, Behind them, Far away, Everywhere she looked, Down by the Inside the storm,	Afterwards, Immediately, After a while, As soon as she could, Before long, All of a sudden, Just then, Eventually,	Without warning, Awkwardly, Frantically, As fast as she could, Courageously, Anxiously, Unexpectedly, Bravely,

### Picture this!

Take pictures around your house. Can you write a sentence to go with each picture, using a fronted adverbial at the start?

*e.g. Through the window, jet-black birds swooped down from the gnarled branches.*

Choose a character from your favourite book. Can you write a sentence to describe how they acted or when they acted, using a fronted adverbial at the start? Remember a comma after the fronted adverbial!

*e.g. Courageously, Sophie stepped aboard the train.*

*As soon as she could, Sophie unravelled the string binding the mysterious scroll.*

# Prepositions Activity

Preposition - a word that tells you where or when something is in relation to something else.

about	before	during	on	since	until
above	behind	in	onto	through	up
across	below	in front	on top	to	upon
after	beneath	inside	out of	toward	via
against	besides	into	outside	towards	with
along	between	like	over	under	within
around	down	near	past	underneath	without

Choose a page of a setting from your favourite picture book. Roll a die onto the preposition board above. Using the preposition the die lands on, say a sentence to describe something in the setting you have chosen.

*e.g. The pale moon peered down at me. I hid against the cold mountain.*

**Challenge:** Use a fronted adverbial phrase which includes a preposition.

*e.g. 'Towards the mountain, I urged myself on...'*

# Pronouns Activity

Pronouns - take the place of a noun in a sentence e.g. he, she, they.  
This helps us to avoid repetition in our writing.

Choose two characters from your favourite book. Make a list of as many pronouns as you can think of for each character.

e.g.

<b>Queen</b>
Her Majesty
her
she
the deceitful royal
<b>Snow White</b>
her
she
innocent Snow


Can you use your pronouns to write a character description for your chosen characters?

# Word Builder

To make your writing as exciting as possible, you can use synonyms instead of using the same word all the time.

e.g.

*guard - defender, watchman, scout, keeper, lookout, security*

*forest - woods, dell, woodland, coppice, thicket, copse*

Write down as many nouns (naming words) as you can find in one of your books. For each noun, write as many synonyms as you can. You may want to use a thesaurus if you have one, or an online thesaurus. Make sure you understand the words you choose to write down!

Write a short story about your character. How many synonyms can you include?

Don't forget to share with Literacy Counts on  &  @LiteracyCounts1/. Prizes to be won!



# B) Reading Activity Counts

## Reading Questions Activity

When reading with your child, consider using the question starters below to explore the story further:

Who is...?	Who did ...?	Who can ...?
What is ...?	What did ...?	What can ...?
Where is ...?	Where did ...?	Where can ...?
Why is ...?	Why did ...?	Why can ...?
How is ...?	How did ...?	How can ...?
When is ...?	When did ...?	When can ...?

Challenge question starters:

Who would...?	Who will ...?	Who might ...?
What would ...?	What will ...?	What might ...?
Where would ...?	Where will ...?	Where might...?
Why would ...?	Why will ...?	Why might ...?
How would ...?	How will ...?	How might ...?
When would ...?	When will ...?	When might ...?

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# Book Review Activity

Name of the book	Author	Genre
<b>What is the plot of the story?</b>		
<b>Favourite words/phrases?</b>		
<b>Would you recommend this book? Why/why not?</b>		
<b>Write a description of one of the characters.</b>		

# Letter to a Character

Choose a character from a book you have just read and write a letter to them. You could introduce yourself and ask them some questions.

Use the grid below to gather your ideas before writing your letter.

Introduce yourself	Why are you writing to them?
Tell them what you like about them/their story	Questions to ask them

When writing your letter, remember to:

- Include your address at the top
- Write 'Dear ....'
- Finish with 'Yours faithfully,'
- Sign your name

# C) Writing Activity Counts

## Postcard Activity

Write a postcard to a friend from a setting in one of your favourite books. Try to bring the setting to life for the reader, describing what it is like and what sorts of things you can do there. Once you have written the postcard, add the address, cut it out and draw a picture on the other side of your postcard.

The image shows a blank postcard template. It is enclosed in a double-line border, with the outer line being orange and the inner line being grey. A vertical line runs down the center of the postcard, dividing it into two sections. On the right side, there are four horizontal lines for an address. In the top right corner of the right section, there is a small rectangular box with the text "Place Stamp Here" inside.

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# Setting Description Challenge

## Activity

Use the illustration below or choose an illustration of a setting from a picture book. With someone else, write a short description each of the setting. Can you use fronted adverbials, expanded noun phrases and similes to add description? Read your descriptions aloud to each other!



Don't forget to share with Literacy Counts on [Facebook](#) & [Twitter](#) @LiteracyCounts1/. Prizes to be won!

# Alternative Endings Activity

Write an alternative ending to a well-known story.

Think of your own ideas or you can use the ideas below:

- **Cliff hanger ending** – make the reader wait until the final moment to find out what happens
- **The twist** – everything changes at the very last minute!
- **The unfinished ending** – leave the reader wondering
- **Unhappy ending** – maybe everyone doesn't live happily ever after!
- **Narrator talks directly to the reader**
- **Introduce a new mystery** – to make the reader want to read the next story!

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# Haiku Poetry

Haiku poems consist of 3 lines. The first and last lines of a Haiku have 5 syllables and the middle line has 7 syllables. The lines rarely rhyme.

Choose a character from one of your books and write a Haiku about them. Use the ideas grid below to plan what you would like to write about them. There is an example below.

Actions	Appearance

e.g.

*Her fears well hidden  
She masks concerns with a smile  
Struggling onward.*

Don't forget to share with Literacy Counts on  &  @LiteracyCounts1/. Prizes to be won!

# D) Spelling Activity Counts

The word list for Year 3/4 is statutory. The list is a mixture of words children use a lot in their writing and those which they often misspell. In this section, you will find the Year 3/4 spelling list and ideas for activities to help you learn these words.

Don't forget to share with Literacy Counts on  &  @LiteracyCounts1/. Prizes to be won!



# Year 3/4 Spelling List Counts

accident	century	experiment	interest	particular	remember
accidentally	certain	extreme	island	peculiar	sentence
actual	circle	famous	knowledge	perhaps	separate
actually	complete	favourite	learn	popular	special
address	consider	February	length	position	straight
answer	continue	forwards	library	possess	strength
appear	decide	fruit	material	possession	suppose
arrive	describe	grammar	medicine	possible	surprise
believe	different	group	mention	potatoes	therefore
bicycle	difficult	guard	minute	pressure	though
breath	disappear	guide	natural	probably	although
breathe	early	heard	naughty	promise	thought
build	earth	heart	notice	purpose	through
busy	eight	height	occasion	quarter	various
business	eighth	history	occasionally	question	weight
calendar	enough	imagine	often	recent	woman
caught	exercise	increase	opposite	regular	women
centre	experience	important	ordinary	reign	

# Look, Say, Cover, Write, Check Activity

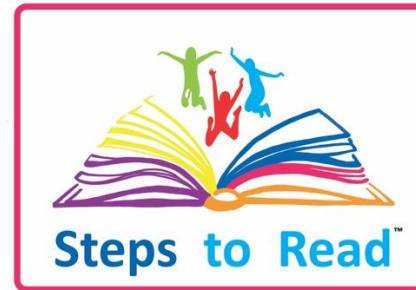
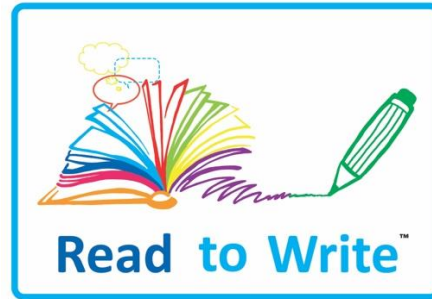
	Look ✓	Say ✓	Cover ✓	Write	Check ✓	Corrections
accident						
accidentally						
actual						
actually						
address						
answer						
appear						
arrive						
believe						
bicycle						
breath						
breathe						



# Look, Say, Cover, Write, Check Activity 2

	Look ✓	Say ✓	Cover ✓	Write	Check ✓	Corrections
build						
busy						
business						
calendar						
caught						
centre						
century						
certain						
circle						
complete						
consider						
continue						

Beautiful units of  
work for your  
classroom



**Read to Write** empowers teachers to provide high-quality teaching of writing through high-quality literature. These detailed units of work centre on engaging, vocabulary-rich texts, with a wealth of writing opportunities within and across the curriculum and they also signpost wider curriculum enrichments.







These units are being implemented with great success because they *also* provide:

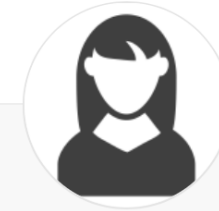
- Clear sequential Episodes of Learning
- Model Texts linked to writing outcomes within the unit
- Vocabulary learning and contextualised spelling, grammar and punctuation
- Wider reading for the wider curriculum
- Curriculum Enrichments
- A wealth of resources
- Explicit links to the national curriculum

**Read to Write** is evidence-based teaching of writing. These units have been carefully mapped out so the entire statutory curriculum for English is covered for each year group. They also enable schools to draw upon the wider curriculum, which supports schools to build rich curriculums.



### Year 4 Suggested Progressive Sequence

A	B	C	D	E	F
Leaf	The Whale	Arthur and the Golden Rope	Manfish	The Lost Happy Endings	The Journey
					
Writing Outcome & Writing Purpose					
<b>Narrative:</b> Outsider Narrative <b>Purpose:</b> To narrate	<b>Narrative:</b> Setting Narrative <b>Purpose:</b> To narrate	<b>Narrative:</b> Myth Narrative <b>Purpose:</b> To narrate	<b>Narrative:</b> Invention Narrative <b>Purpose:</b> To narrate	<b>Narrative:</b> Twisted Narrative <b>Purpose:</b> To narrate	<b>Narrative:</b> Refugee Narrative <b>Purpose:</b> To narrate
<b>Information:</b> Polar Bears <b>Purpose:</b> To inform	<b>Recount:</b> Newspaper Report <b>Purpose:</b> To recount	<b>Information:</b> Defeating a Viking monster <b>Purpose:</b> To inform	<b>Recount:</b> Jacques Cousteau Biography <b>Purpose:</b> To recount	<b>Persuasion:</b> Letter <b>Purpose:</b> To persuade	<b>Recount:</b> Diary <b>Purpose:</b> To recount



**K. HANWOOD**

St Alban's RC School, Year 3 Teacher, 2020

'The impact on writing access abilities has been amazing! The ideas and model text gives children the tools to become a 'writer' – making thoughtful choices.'

Don't forget to share with Literacy Counts on  &  @LiteracyCounts1/. Prizes to be won!