

Year 4

Literacy at Home



THE LITERACY
COMPANY

Please choose a daily writing activity from the list below.

- Read the task carefully and make sure you think about the skills you will need to use to write successfully.
- When you have finished your task, read over your work and make sure you are happy with it. Then read your work aloud to your family.

Picture play



Look at the image.

What do you think this place is?

A museum of delightful things, a factory, a hot-air balloon station?

If you were approaching this building, what could you see? Write a **description** that tells your reader about the approach, the sights and sounds, what is in front of your, above you, in the sky? Think about how you can use your senses in your description.

Think about how you will divide the description into paragraphs. Think carefully about vocabulary you can use. Use online thesaurus to help (if you have access).

Sweet shop of dreams



Imagine you have visited the most wonderful sweet and chocolate shop in the world. What would be on the shelves?

Design and draw 5

wonderful sweets or chocolates – consider shapes, sizes, colours and ingredients so that you have a variety. Create

informative labels about the sweets explaining what is inside, what they are coated in, the flavours, the shape and size, the ingredients e.g. *the most luxurious creamy caramel you have ever tasted*.



Dear Diary

Imagine you have visited the most wonderful sweet and chocolate shop in the world.

How did you feel on the approach to the shop?

What sights did you see?

What could you smell?

What have you bought?

How did you feel when you were in the shop?

Did something happen while you were inside?

Write a **diary entry** for the day. Make sure that you use a mixture of description and feelings.

Creature feature

Select an animal that lives in Europe. San Diego Zoo have a great website you might want to use.

Do some research online and make some notes about your chosen creature. Think about dividing your notes into sections, such as appearance, habitat, diet.



Write a **non-chronological report** (information text) about your animal.

Think about:

- What sections you need to have
- How you are going to set it out
- How you are going to make your information interesting to read
- Who the text will be written for (children, adults, a zoo or wildlife park)

Synonym swap

The best writers use the best verbs! Have a look at these boring verbs below:

walk, said, look, went, took, got

Can you think of better **verbs** that mean the same thing e.g.

Walk – stroll, wander, amble, tiptoe, shuffle, march, meander, pace.

If you can use a thesaurus or an online thesaurus, this will help.

Once you have made a list you should try to order them e.g.

shuffle	wander	stroll	pace	march



Research

Can you find out about a range of natural disasters?

Volcanoes, earthquakes, tsunamis?

What happens to Earth when these disasters occur?

Where have they happened across the world? Are there any famous examples that you can find out about?

Write **definitions** for each natural disaster. Think about using a range of **sentence types**. Use the following conjunctions – when, because, after, while, as, although e.g. *When the volcano erupts, a giant ash cloud can be seen for miles.* Think about where to put the comma!

Picture play

Imagine you were on a boat in a harbour looking back at an erupting volcano. You are safe but the sights and sounds you can hear are spectacular.



- Write a **description** of what is happening in first person explaining what you saw, heard, and felt as you watched what was happening.
- Think about the stages of the volcano – rumbling and smoking, the eruption, the lava flow and ash cloud...
- Use fronted adverbials to introduce each stage e.g. In the beginning, suddenly, within minutes, after the first signs of eruption etc

Your history

Think about a period of history you have been studying in school – Egyptians, Anglo-Saxons, Romans? Complete further research about life in these times (on a computer or tablet if you have access to one) or make notes about what you have already learnt in school. There are two options for this piece of learning. You could either:

a) Write a day in the life of – based on someone who lived in that time period. Consider everyday life, homes, food, jobs, warfare. You could create a labelled timeline to help you then write a first-person **recount** of your day. Use fronted adverbials to link it.

b) Create an **informative quiz** about life in those times. Use your facts and knowledge to write **questions** (and answers!). Test it out on a family member!



European countries

Use a piece of A4 paper or card. Fold into quarters and cut to make four cards. Choose four countries in Europe to research. These could be linked to your topics e.g. Italy/Romans or just ones that you want to find out more about.

Use an atlas or online atlas/information pages. Practise using the contents and index pages to find places.

Write **facts** in full sentences about the countries you have chosen. Aim to fill the cards with facts. Consider finding out:

- capital cities
- population numbers
- important towns or cities
- rivers
- mountain ranges
- animals and wildlife in that country
- flag

This is a good opportunity for you to practise using a range of sentence types and conjunctions (and, but, because, when, if, as, while).

Games to play

Write a set of **instructions** so that everyone in your family knows how to play your favourite game. This could be a board game, a computer game or a game you play in the garden.



What do you need for this game? Make this clear.

Write clear steps that everyone can follow with appropriate verbs and adverbs.

Make a poster to show the benefits and positive features of your game. Use persuasive features to encourage people to play your game with you.

