



**Slaley First School**

Year 4 English

Home Learning

Please Check with your child's  
Teacher as to which page(s) you will  
be required to complete

CAPTAIN NELL AND FISHFACE FREDDIE

Here are some sentences with key words.



Not only did Captain Nell have lots of experience at sea, she was also a courageous pirate. Unfortunately, her crew included Fishface Freddie, who accidentally dropped a heavy cannonball on his big, clumsy feet.



- 1 Which word or phrase tells you that Captain Nell knew how to sail her ship?

\_\_\_\_\_ 

- 2 Which word tells you that Fishface Freddie didn't mean to drop the cannonball?

\_\_\_\_\_ 

- 3 Was Captain Nell brave? Write down the word that tells you.

\_\_\_\_\_ 

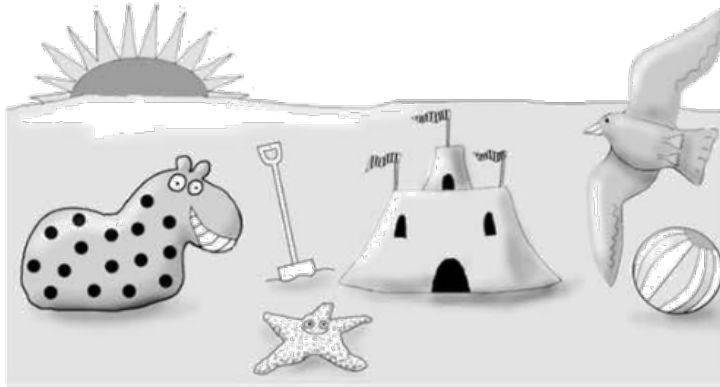
- 4 Use some of the words in the box to make sense of this paragraph.

After weeks at sea, they \_\_\_\_\_ reached the long-lost, treasure island, where they started digging \_\_\_\_\_. Nell and Freddie dug and dug until their hands were \_\_\_\_\_ and sore, but by sundown they had uncovered the buried treasure chest.

easily	sandy
now	eventually
basically	tried
well	frantically
blistered	first

HOW TO BE GOOD

The word **good** can mean all sorts of things. Here are some sentences that contain the word **good**. What does it mean in these sentences? Draw a line linking each one to its meaning. One has already been done for you.



- 1 If you are **good**, I'll take you to the seaside.
- 2 The baker's pies are really **good**.
- 3 The team needs to find some **good** players.
- 4 Hammers are very **good** for banging in nails.
- 5 It's important to have a **good** breakfast.
- 6 Is under the bed a **good** place to keep your money?
- 7 It's **good** of you to give money to charity.
- 8 Pudding is served with a **good** amount of cream.

safe

useful

well-behaved

kind

delicious

healthy

large

talented

**PETS**

Irena has come to the front of the class to talk about her pets. Some things she says are facts; some things are opinions. Write an **f** for fact or an **o** for opinion in the box under each speech bubble.

I have a cat, a dog and a tortoise.

They're all very cute.

Tortoises have a hard shell.

My cat, Spangle, has the softest fur.



Muggy, the dog, does tricks such as rolling over.

My tortoise, Arthur, can keep you amused for hours.

Grandad is going to buy me a chicken.

Then I'll have four pets altogether.

But I still won't have enough pets.

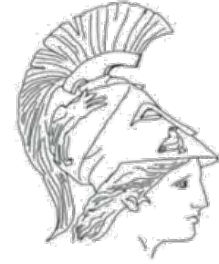


THE GODS OF ANCIENT GREECE

**Zeus** was the god of the sky and thunder. He was king of the gods, able to unleash his thunderbolt if he ever encountered a situation that angered or caused him annoyance.



**Hephaestus** was the god of blacksmiths, fire and volcanoes. He worked in his own palace on Mount Olympus, forging winged helmets, weapons, and chariots for other gods.



**Athena** was the goddess of wisdom, civilisation, art and justice. Because of her unique qualities, Greeks worshipped her as the protector of the ancient city of Athens.



**Aphrodite** was known as the goddess of love. But, fearing that her beauty might easily lead to war, Zeus had her married to Hephaestus, who was thought to be hideous.



**Apollo**, the son of Zeus, was the god of prophecy, music, poetry and truth, and was portrayed as an athletic youth. People turned to him for healing and protection from evil.




**Hermes** could fly quickly between the gods on Olympus and humans on Earth. Often sculpted with wings on his helmet or sandals, he was the messenger of the gods.

Now go to the next page and answer the questions. Remember you can come back and check the text for clues at any time.

1 Match each word to one that means the opposite. One has been done for you.

annoyance	ignorance
quickly	unfit
wisdom	slowly
justice	pleasure
athletic	unfairness



2 In the descriptions of the Greek gods, find words that mean the following:

Meaning	Word
met or came across	
only one of its kind	
creating something by heating and hammering	
very ugly	
a prediction of a future event	

3 Can you think of other words for these?

thunderbolt \_\_\_\_\_ 

ancient \_\_\_\_\_ 

fearing \_\_\_\_\_ 

DETECTIVE WORK



Look for the clues in this text and work on the answers:

Sam checked the calendar. "Tomorrow," she said, "it will be Monday 24<sup>th</sup> – my birthday. Hooray!" She clapped her hands. Opening the curtains, she grumbled. "I do hope the weather improves by then."



- 1 Is Sam a girl or a boy? \_\_\_\_\_
- 2 How do you know? \_\_\_\_\_
- 3 What day is it? \_\_\_\_\_
- 4 How does Sam feel before the curtains are opened? \_\_\_\_\_  
\_\_\_\_\_
- 5 How can you tell how Sam feels? \_\_\_\_\_  
\_\_\_\_\_
- 6 How does Sam feel after the curtains are opened? \_\_\_\_\_  
\_\_\_\_\_
- 7 What word tells you how Sam felt then? \_\_\_\_\_
- 8 What do you think the weather was like outside? \_\_\_\_\_  
\_\_\_\_\_

ON THE BOOK SHELVES

Here are some features of different types of writing. Draw lines linking the features to the book or pages you'd find them in. One has been done for you.

contents page  
subheadings  
glossary

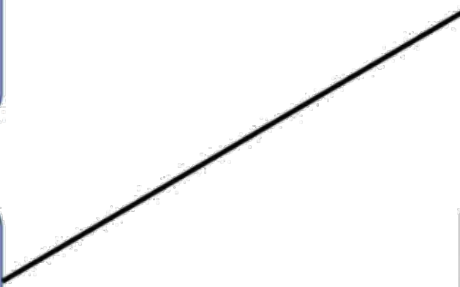
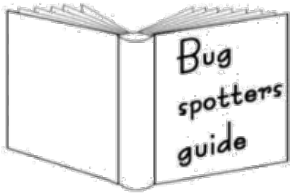
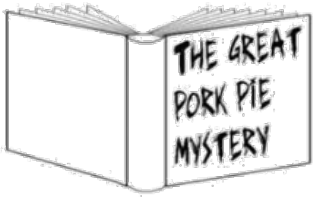
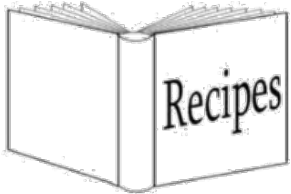
magic  
happy ending  
fairy godmother

knights  
round table  
daring deeds

equipment needed  
list of ingredients  
imperative verbs

address of writer  
date  
signature of writer

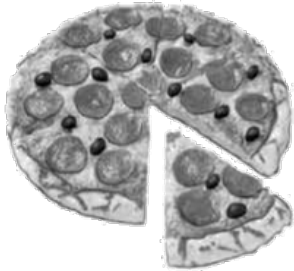
strange events  
an investigation  
clues





ON THE OTHER HAND

When we compare two different sports, pets, shops, bicycles or anything else, certain key words and phrases, such as **both**, **the same as**, **different from**, as well as others, make it clear what is similar and different about the two things. Underline those key words and phrases in the following texts.



*Sometimes, Mum makes her own pizzas. They're different from take-away pizzas, although both are tasty. On the one hand, Mum's have fresh tomatoes, while the ones we buy from PizzaPup don't. What they have in common is me ready to eat them.*

My friend, Charlie, has a cat, but I have a dog. I'd always have a dog instead of a cat. Both make excellent pets, but, unlike cats, dogs can learn to do what you tell them. The opposite is true for cats. They wander about doing what they feel like. Charlie says he likes that about them. That would drive me mad.



*While the Pound In Your Pocket shop sells everything at £1, our local supermarket, on the other hand, has a bigger range of things to buy. Its size is similar to the supermarket, even though it doesn't display so much stuff on the shelves. Although Pound In Your Pocket is a lot cheaper, the supermarket is better quality.*



While moths and butterflies both have six legs and powdery scales on their wings, usually, butterflies can be seen during the day, whereas, moths tend to come out at night. Unlike butterflies, moths don't have tiny club shapes on the end of their antennae. Another obvious difference is that butterflies are usually very colourful. The same cannot be said for moths, which are much duller. When they are resting, moths hold their wings flat. Butterflies, however, hold their wings together above the body.

DEAR DIARY

Diaries contain some reference to the date, are written in the 1<sup>st</sup> person (I and me not he or she) and are likely to be in an informal style – not perfect English. What writers write about can be their personal feelings, likes and dislikes, perhaps dreams they've remembered from the night before and hopes they might have for the future.

**DRAGON'S DIARY**

Thursday, 27<sup>th</sup> April 293 AD

Dear Diary,

Had the most awful dream last night. That pest, with the rusting, clanking suit – George something or other – crept up behind me and shouted BOO! Really gets on my nerves. I'm going to sort him out one of these days. You just can't trust knights nowadays. I haven't

forgotten what he said when we first met. If I toasted his bagels for him, then he would put on a show for the villagers of chasing me off. No harm done. Huh! Then Mr Puffycheeks got himself a new lance. Had to show off. Oh, yeah. Couldn't help himself he said. It'll take ages for this tail to get better. I do hope they send someone else soon. Somebody prepared to negotiate, have a chinwag, share a muffin. That'd be nice.

Write down some words and phrases that tells you this is a diary entry:

date of diary entry \_\_\_\_\_

written in 1<sup>st</sup> person \_\_\_\_\_

dreams \_\_\_\_\_

personal feelings \_\_\_\_\_

hopes for the future \_\_\_\_\_

**MYSTERY**

Mystery stories include **strange events** that need investigating, **secrets**, **clues**, **witnesses** who aren't believed at first, **suspects** and **someone to sort it all out**. Can you find any examples of these elements in the following investigation.

**THE HUMMING SHED**

Detective Sergeant Morris peered down at Harriet and Jake. They could see he wasn't writing anything in his notebook – more like doodling. What they didn't see was the new neighbour watching from an upstairs window.

"So, this is the shed, is it? The one that you said... what? It hums? Look, kids, I'm trying not to laugh, but really – a shed that hums!"

"Not just humming," insisted Harriet.

"Yesterday," said Jake, "it was at the bottom of the garden. Now it's here, next to the house. Grandad went in on Tuesday, then Dad, Gran and Mum, and they haven't been seen since."

Morris shook his head. "Kids! Too many computer games." He sighed. "Look, let's sort this out once and for all." He reached for the door handle.

"No!" yelled Harriet and Jake together as the weird humming started up and grew louder and louder. A twist of pain travelled across the policeman's face as he slowly disappeared.



Now write down examples of these themes:

strange event to be investigated \_\_\_\_\_

\_\_\_\_\_

clues \_\_\_\_\_

witnesses \_\_\_\_\_

suspect \_\_\_\_\_

## Using capital letters, full stops and commas

New sentences start with a capital letter. He always wanted to be a squire.

**Proper nouns** always start with a capital letter.

He was the squire to Sir Lancelot, who was one of King Arthur's knights.

**Full stops** finish sentences. He held the sword for the knight.

**Commas** can go between items in a list.

The squire carried the knight's helmet, armour, shield and sword.

**Commas** can be used with a connective to join two sentences together.

The squire liked polishing the armour, but he didn't like mucking out the horses.



Write out these sentences with the appropriate punctuation.

### The Squire

- 1 the young king arthur served as sir kay's squire in the story of the sword in the stone

.....

.....

- 2 squires had to develop strength speed agility and leadership skills

.....

.....

- 3 it was also his duty to learn about courtly etiquette jousting music and dancing

.....

.....

- 4 the squire not only had to serve the knight in times of peace but he also had to follow him on to the battlefield in times of war

.....

.....

- 5 sir lancelot sir percival sir galahad and sir kay were all knights of the round table

.....

.....

## Using full stops , question marks and exclamation marks

We use full stops to show where sentences end.

We use question marks to show the end of a question.

We use exclamation marks for: commands, shouting, strong feelings.

Punctuate the following sentences:

Where did you  
put my helmet



Saddle my  
horse now



Would you  
like me to  
accompany you  
to the feast



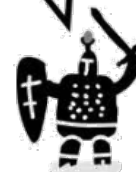
I've been hurt



Have  
you cleaned  
my armour



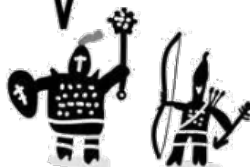
I am at your  
service, my lady



Forward into  
battle



This is my  
young squire



What have  
you done with  
my sword



## Identifying and using paired adjectives

*It is common to use more than one adjective before a noun.*

*When you use more than one adjective you have to put them in the right order.*

*It is correct to write: The page carried a **large red** flag. ✓*

*But it is not correct to write: The page carried a **red large** flag. ✗*

*Although there are some exceptions, the general order of adjectives in a pair is as follows:*

opinion    size    age    shape    colour    material

*So you would write:*

**A round metal shield.**

**A small white feather.**

**A lazy old donkey.**

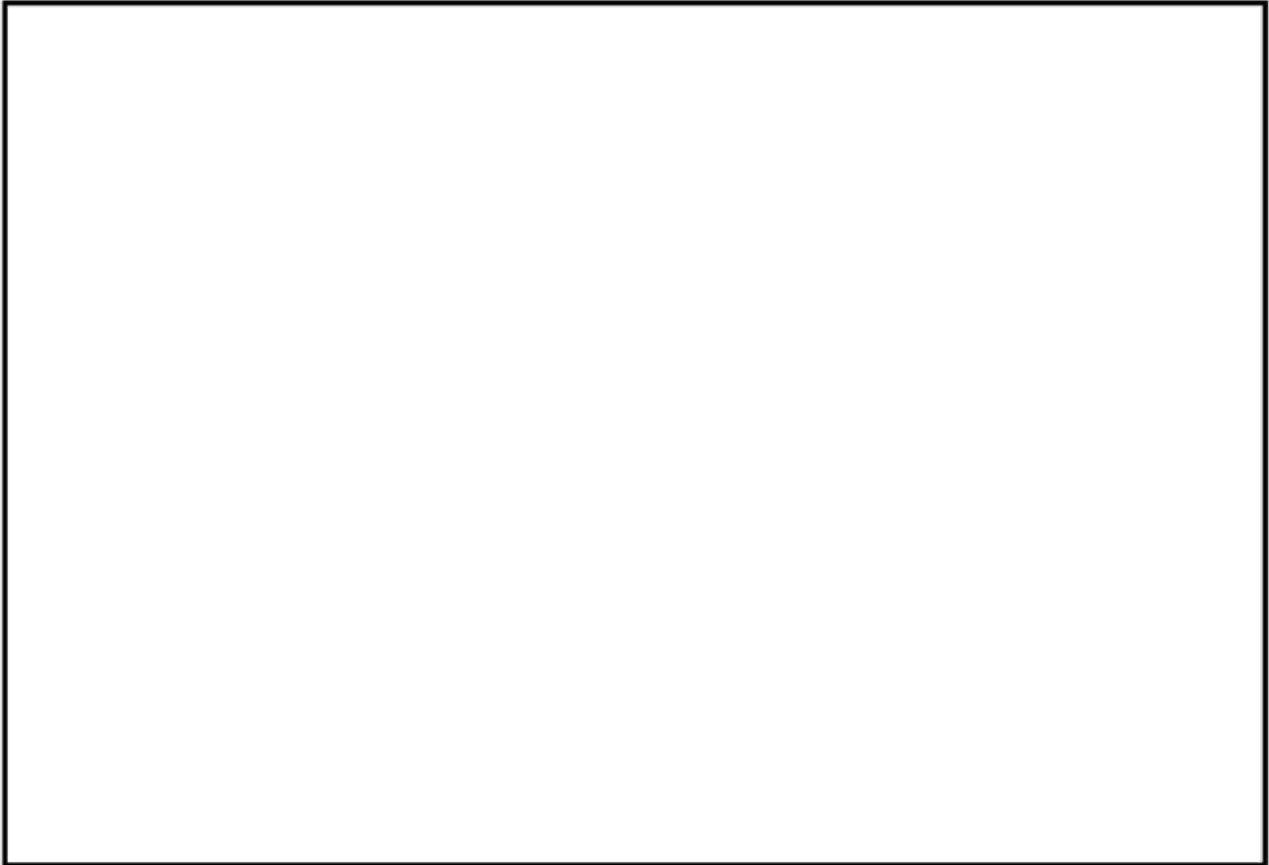
Draw a mythical monster of your own and then describe it using pairs of adjectives. Remember to put them in the right order according to type. Here is a list to get you started.

smooth	grey	scaly	fat	spotty	old
long	shiny	tiny		evil	red
hairy	skinny			gentle	young
	brown	large		frightening	sharp
short	black			huge	
wicked	grumpy			wild	scary
furry	leathery				pointy
round	vicious	wrinkly	fluffy	white	friendly
strong	glowing	enormous	skinny	puny	rough
				green	



## Identifying and using paired adjectives

1 Draw your mythical monster in the box.



2 Now describe your monster using paired adjectives.

.....

.....

.....

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.....

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.....

.....

.....

.....

## Using a range of prepositions

**Prepositions** tell you how things are related to one another.

**Prepositions of place** tell you where things are in relation to other things in the sentence.

The squire was found hiding **under** the bed.

The knight had to ride **on** Blaze the pony.

### 1 Underline the prepositions in the following sentences.

The court jester or fool could be found at court entertaining the king and queen.

He would wear brightly coloured clothes and a hat with bells upon it.

Queen Elizabeth I had a fool that often sat by her side.

Some would sing and play musical instruments. Others could juggle and walk on stilts.

As well as making jokes, they would often say things that came into their heads.

Henry VIII's fool would often give bad news to him, which no one else would dare.

### 2 Write the appropriate preposition in the box to show where the balls have landed..

between under beside in front of behind inside on top of through





## Identifying and using adverbs that do not end in 'ly'

Confusingly, not all adverbs end in **ly**.

**Late, hard, fast** and **always** are examples of adverbs that do not end in **ly**.

Then there are some adjectives that do end in **ly**.

**Elderly, friendly, lovely** and **ugly** are examples of adjectives that end in **ly**.

Identify and underline the adverbs in these sentences.

(Tip: first find the verbs!)



- 1 People were punished hard for committing crimes in medieval times.
- 2 The accused didn't spend long in gaol.
- 3 They went straight to court and trial by jury.
- 4 For minor crimes, people were often placed in the stocks.
- 5 For more serious crimes, people would always end up losing a body part.
- 6 For very serious crimes, they would almost certainly end up losing their head.
- 7 The executioner had to strike the neck well.
- 8 Executioners often took several blows before the head was removed from the body.
- 9 Anne Boleyn decided she would rather die by the sword than the axe.
- 10 I imagine she slept little the night before her execution!



## Using the apostrophe for contractions

**Apostrophes** join two words together.

The apostrophe shows where you have missed out letters. When you make a new word by joining two words together it is called a contraction.

Some common contractions (There are too many to list them all here!):

<b>I'm</b>	<b>I'll</b>	<b>I'd</b>	<b>I've</b>	<b>I'd</b>
I am	I will	I would	I have	I had
<b>he's</b>	<b>he'll</b>	<b>he'd</b>	<b>he's</b>	<b>he'd</b>
he is	he will	he would	he has	he had



Some common contractions negating a verb:

<b>isn't</b>	<b>wasn't</b>	<b>hasn't</b>	<b>hadn't</b>	<b>don't</b>	<b>doesn't</b>
is not	was not	has not	had not	do not	does not

Some contractions are a bit different:

**won't** doesn't quite fit the missing letters from **will not**

**can't** is a shorter version of just one word **cannot**

**Rewrite the underlined words using the apostrophe for contraction.**

I have not been so humiliated in all my life! I have been outside this castle all night in the rain. I shouted to the guard, but I could not make myself heard and he did not let down the drawbridge. It has rained non-stop and now I am chilled to the bone. I do not care that I am supposed to be rescuing the princess from the dragon. I will not be fighting any dragons today. In fact I will not be fighting any dragons ever again if you do not help me soon. Where is my squire? He is going to be for it when I get my hands on him! I had told him quite clearly my suit of armour needed oiling, but he was not listening. He could not have cared less. Now the rain has rusted the armour and I cannot move! Somebody fetch a tin opener!

.....

.....

.....

.....

.....

.....

.....

.....

.....

## Identifying the different parts of a sentence

The **subject** of a sentence is a **noun** that performs the action.

The **object** of a sentence is a **noun** that receives the action.

The **knight** fought the dragon. (subject)      The knight fought the **dragon**. (object)

A **pronoun** (*he, she it*) can also serve as a subject or an object in a sentence.

**He** fought the dragon. (subject)      The knight fought **it**. (object)

In other words the subject is the person or thing doing something, and the object is the person or thing having something done to them.

State whether the **underlined** words are the subject or the object of the sentence.

### The Legend of Arthur



Arthur was the first born son of King Uther Pendragon. ....

He was heir to the throne. ....

Merlin was worried about the safety of the young prince. ....

He took the baby to a safe place where he was raised in secret. ....

When King Uther died, nobody could agree who would be the next king. ....

Merlin used his magic to set a sword into the stone. ....

He wrote on the stone in letters of gold. ....

"Whoso pulleth out this sword of this stone is the rightwise born king of all England." ....

Nobles came from far and wide to try to pull the sword from the stone. ....

Not even the strongest men could do it. ....

When Arthur was fifteen, Merlin took him to a tournament. ....

Sir Kay had lost his sword. ....

Arthur went to fetch him one. ....

Arthur saw the sword in the stone and pulled it out. ....

The crowd cheered for Arthur when he was crowned king. ....

## Using the apostrophe correctly

*Apostrophes used incorrectly are one of the most common punctuation mistakes.*

*There are two reasons to use the apostrophe.*

1. For contractions.
2. For possession.

*Don't get apostrophe happy and use it every time you write a plural or see an **s** at the end of a word.*

**Example:** The knight's ride the horse's into battle. **X**

*Does this make sense if this was a contraction? **The knight is ride the horse is into battle. NO!***

*Does **ride** belong to the knight or **into** belong to the horse? NO! So it's not used for possession either.*

Decide which words need apostrophes and which don't, and correct them accordingly.



- 1 There are many magical legend's about Merlin the magician.
- 2 Its thought he came from a town in Wales' called Caer Myrddin, which means Merlins town.
- 3 He worked for four different king's including King Uther.
- 4 But he's best known as King Arthurs adviser.
- 5 However, Merlin had many adventure's before working for King Arthur.
- 6 There are many stories' about King Arthur and Merlin.
- 7 Merlin was responsible for Arthurs education when he was a boy.
- 8 If it wasnt for Merlins scheming, the crown wouldnt have been put on Arthurs head.
- 9 There are several version's of Merlin's death.
- 10 The most famous' one is where the Lady of the Lake use's Merlins own magic to entomb him in a rock.



Using regular and irregular adjectives to compare (Standard English)

Falconry

Falconry was a very popular sport in medieval times as well as now.



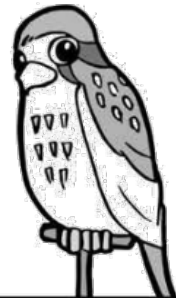
**Peregrine Falcon**

Fact File  
 Length: 15-21 inches  
 Wingspan: 42 inches  
 Weight: 2 lbs  
 Lifespan: 7-15 years  
 Speed: 200 mph  
 Clutch size: 3-4 eggs  
 Population: 1,400 pairs



**Harris Hawk**

Fact File  
 Length: 22 inches  
 Wingspan: 48 inches  
 Weight: 2½ lbs  
 Lifespan: 13-20 years  
 Speed: 150 mph  
 Clutch size: 2-4 eggs  
 Population: 430 pairs



**Common Kestrel**

Fact File  
 Length: 13-15 inches  
 Wingspan: 27-31 inches  
 Weight: ½ lb  
 Lifespan: 10 years  
 Speed: 100 mph  
 Clutch size: 3-6 eggs  
 Population: 38,600 pairs

Using your knowledge of adjectives to compare, write sentences about the various birds of prey that were used for falconry.

Adjectives you may want to use could include:

long short heavy light fast slow big small common rare

.....

.....

.....

.....

.....

.....

.....

.....

For most words of **two syllables** that have the stress on the last syllable, you need to **double the last letter** when you add a **suffix**.



**Add the suffix *-ed, -ing, -er* or *-en* to the following words. Don't forget to double the last consonant.**

- |             |             |
|-------------|-------------|
| regret..... | regret..... |
| commit..... | commit..... |
| begin.....  | begin.....  |
| admit.....  | admit.....  |
| refer.....  | refer.....  |
| prefer..... | prefer..... |
| forgot..... | forget..... |
| forbid..... | forbid..... |

**Complete the words in the sentences below.**

I'm begin..... to enjoy myself.

I'm surprised you've admit..... that!

I've forgot..... what to do!

I prefer..... it when you weren't all talking.

For words of **two syllables** where the last syllable is unstressed, you **don't double** the last consonant.



**Add the suffix *-ed*, *-ing*, *-er* or *-en* to the following words.**

limit.....

limit.....

fidget.....

fidget.....

fasten.....

fasten.....

happen.....

happen.....

offer.....

offer.....

benefit.....

benefit.....

budget.....

budget.....

target.....

target.....

**Complete the words in the sentences below.**

What's happen.....  
to my pencil?

I offer..... my pencil,  
but you wouldn't take it.

I benefit..... from  
listening carefully.

Would you please  
stop fidget..... ?



## Spud's Spelling Bingo

You will need a partner to play this game. Below is a list of the words you have been learning from Set 1.

regretted committing referred admitted forbidden  
 fidgeting fastened offered limited targeted  
 budgeted forgotten bicycle actually believe  
 accidentally breathe business caught century

Choose nine words and write them in the grid below.  
 (Your partner will write nine words in their grid.)

.....	.....	.....
.....	.....	.....
.....	.....	.....

Now try to guess which words your partner has written in their grid. Take it in turns. Remember to cross out the words you have said, so that you don't repeat them.

You get:

**1 point** for the first horizontal line.

**1 point** for the first vertical line.

**1 point** for the first diagonal line.

**3 points** for a full house.



Now test each other on the words in the grid. (Don't peek!)

You get **1 point** for each correct spelling. Who's got the most points?



You can give some words the opposite meaning by adding a prefix.

Add **il-** to my words.



- .....legal
- .....logical
- .....legible
- .....literate
- .....legitimate
- .....limitable



Add **im-** to my words.



- .....mature
- .....possible
- .....patient
- .....polite
- .....probable
- .....precise

Add **ir-** to my words.



- .....regular
- .....responsible
- .....relevant
- .....replaceable
- .....rational
- .....refutable

Complete the sentences below using the words above.

You can be very ..... at times!

Oops! Sorry! That was very ..... of me!

That is very ..... behaviour.

You've made me laugh so much my writing is .....



Add the correct prefixes to the words below.

legible    patient    replaceable    mature    literate    rational  
 possible    legitimate    regular    responsible    polite    legal  
 relevant    logical    probable    refutable    precise    limitable

I'm collecting all words that use the prefix **il-**.



.....  
 .....  
 .....  
 .....  
 .....  
 .....

I'm collecting all words that use the prefix **im-**.



.....  
 .....  
 .....  
 .....  
 .....  
 .....

I'm collecting all words that use the prefix **ir-**.



.....  
 .....  
 .....  
 .....  
 .....  
 .....

Add the correct prefix to the words in the speech bubble.

Don't be .....patient, children. You must not act in an .....rational or .....responsible manner. It is .....logical to come to that conclusion based on the facts.



**Match the words in the box to the children's definitions.**



length    library    medicine    natural  
 occasion    occasionally    notice    opposite

A drug for the treatment of disease is .....



To see or pay attention to something is to .....

A building where books are kept is a .....



Something that is situated on the other side is .....



The measurement of the longest sides is the .....



A particular event can be called an .....

Anything not artificially made by man is .....



When something happens now and then we say it happens .....

What do you think the children would say if they had to use the words in the boxes?



impression

.....  
.....



omission

.....  
.....



submission

.....  
.....



situation

.....  
.....



expression

.....  
.....



confession

.....  
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Spud's Spelling Scrabble

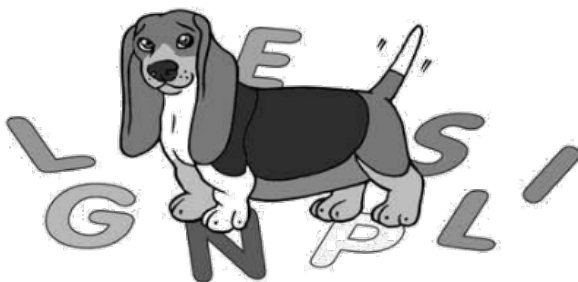
- |           |         |            |         |           |
|-----------|---------|------------|---------|-----------|
| veil      | beige   | reign      | sleigh  | eighteen  |
| neigh     | survey  | surveyor   | convey  | conveyor  |
| league    | plague  | rogue      | tongue  | catalogue |
| antique   | unique  | cheque     | mosque  | plaque    |
| scientist | scenery | discipline | muscle  | fascinate |
| through   | though  | thought    | various | variety   |

**How many words can you make from the twelve letters below. You can use the letters twice. Try to fill the grid.**



**s r l n e t i o g u h q**

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.....	.....	.....



Words spelt with a **ch** sometimes have a **k** sound or even a **sh** sound.

- |         |           |           |            |
|---------|-----------|-----------|------------|
| scheme  | chalet    | ache      | chemist    |
| chic    | choir     | charade   | chaos      |
| echo    | parachute | mechanic  | quiche     |
| machete | stomach   | champagne | moustache  |
| monarch | orchestra | chauffeur | chandelier |



I'm collecting all **ch** words that sound like they have been spelt with a **k**.



I'm collecting all **ch** words that sound like they have been spelt with a **sh**.



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