

English Planning and Ideas



Week Commencing: 27th April 2020

Year Group: 4

	Monday	Tuesday	Wednesday	Thursday	Friday
Area of Learning	LC: Can you show understanding of a text?	LC: Can you begin to identify the key features of persuasion?	LC: Can you use expanded noun phrases?	LC: Can you plan an advert?	LC: Can you write an advert?
Activity	<p>Starter: Spelling Shed https://play.edshed.com/login</p> <p>Main: Reading Comprehension</p> <p>Complete the reading comprehension – It Couldn't Be Done.</p> <p>Read the text carefully and then answer the questions.</p> <p><i>Answers are included but make sure you do not look until after.</i></p>	<p>Starter: Spelling Shed https://play.edshed.com/login</p> <p>Main: Before you watch the video below, have a think about this question – what is persuasion? Jot down your ideas and watch the video. https://www.youtube.com/watch?v=hD9arWXliddM</p> <p>Task One – look at the different examples. What do you notice? What is the same? What is different?</p> <p>Task Two – look at the list of the key language features of persuasion – can you highlight them in the correct colour on the text Space Paste?</p>	<p>Starter: Time yourself – five minute – can you remember the key features of persuasive writing from yesterday? Can you come up with two examples for each feature? <i>Check your answers using your work from yesterday.</i></p> <p>Main: Expanded noun phrases are a key part of persuasive writing.</p> <p>Watch the videos and work through the three activities here: https://www.bbc.co.uk/bitesize/articles/znpgwvx</p> <p>You will be a pro at writing expanded noun phrases by the end of today.</p>	<p>Starter: Spelling Shed https://play.edshed.com/login</p> <p>Main: Over the next two days, you are going to use what you have learnt to write a short advert.</p> <p>For inspiration watch this video advertising a brussel sprout: https://www.bbc.co.uk/bitesize/clips/zw2d7ty</p> <p>Pick any object you like, be creative. Your job now is to plan how you are going to sell it to me in your advert tomorrow.</p> <p>Complete the planning grid.</p>	<p>Recap: Read the Space Paste advert and watch the brussel sprout video again to remind yourself of what makes a good advert.</p> <p>Main: Your task today is to write the advert and if you want to, perform it as well.</p> <p>Once you have written it, read it through to someone at home and ask them to make two stars and a wish on it for you.</p> <p>Then use their feedback to edit the work and produce your final advert.</p> <p><i>Extra Challenge – can you record a video of your advert and share with us?</i></p>

Monday 27th April

LC: Can you show understanding of a text?

It Couldn't Be Done

Somebody said that it couldn't be done,
But he with a chuckle replied
That "maybe it couldn't," but he would be one
Who wouldn't say so till he'd tried.
So he buckled right in with the trace of a grin
On his face. If he worried he hid it.
He started to sing as he tackled the thing
That couldn't be done, and he did it.

Somebody scoffed: "Oh, you'll never do that;
At least no one ever has done it;"
But he took off his coat and he took off his hat,
And the first thing we knew he'd begun it.
With a lift of his chin and a bit of a grin,
Without any doubting or quiddit,
He started to sing as he tackled the thing
That couldn't be done, and he did it.

There are thousands to tell you it cannot be done,
There are thousands to prophesy failure;
There are thousands to point out to you one by one,
The dangers that wait to assail you.
But just buckle in with a bit of a grin,
Just take off your coat and go to it;
Just start to sing as you tackle the thing
That "cannot be done," and you'll do it.

Edgar A. Guest



1. Is the poem about

a man

or

a woman

? Circle one.

1 mark

2. Find and copy **two** things that he took off before 'he'd begun it' (line 11)

1. _____

2. _____

2 marks

3. Which word means the same as 'prophesy' (line 18)? Circle one.

predict

sing

carry

1 mark

4. Look at line 7 of each verse.

Find and copy the words which show what he did 'as he tackled the thing'.

1 mark

5. Look at verse 1. Give two ways in which the author shows that 'he' was happy.

1. _____

2. _____

2 marks

6. Look at verse 3. Find and copy the repeated word which indicates how many people 'tell you it cannot be done'.

1 mark

7. Line 14 says 'Without any doubting or quiddit'.

What do you think *quiddit* means in this context? Circle one.

joy that it is being done

worry about whether it can be done

1 mark

8. How does the beginning of each verse in this poem differ in mood to the end of each verse?

2 marks

total for this page

9. What is the author trying to tell his audience through this poem?
Give at least 2 pieces of evidence from the text to support your answer.

3 marks

Answers

Year 4 Poetry Mark Scheme

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question	answer	marks	notes
1.	Is the poem about a man or a woman? Circle one.		
	a man	1	Content domain: 2b—retrieve and record information/identify key details from fiction and non-fiction Award 1 mark for answer as indicated.
2.	Find and copy two things that he took off before 'he'd begun it' (line 11).		
	1. Coat 2. Hat	up to 2 marks	Content domain: 2b—retrieve and record information/identify key details from fiction and non-fiction Award 1 mark for each answer as indicated up to a maximum of 2 .
3.	Which word means the same as 'prophesy' (line 18)? Circle one.		
	predict	1	Content domain: 2a—give / explain the meaning of words in context Award 1 mark for answer as indicated.
4.	Look at line 7 of each verse. Find and copy the words which show what he did 'as he tackled the thing'.		
	'he started to sing'	1	Content domain: 2b—retrieve and record information/identify key details from fiction and non-fiction Award 1 mark for 'he started to sing'.
5.	Look at Verse 1. Give two ways in which the author shows that 'he' was happy.		
	answers referencing the word 'chuckle' answers referencing 'the trace of a grin' answers referencing that 'he started to sing'	up to 2 marks	Content domain: 2b—retrieve and record information/identify key details from fiction and non-fiction Award 1 mark for each answer as indicated up to a maximum of 2 marks .
6.	Look at Verse 3. Find and copy the repeated word which indicates how many people 'tell you it cannot be done'.		
	'thousands'	1	Content domain: 2g—identify / explain how meaning is enhanced through choice of words and phrases Award 1 mark for 'thousands'.



Year 4 Poetry Mark Scheme


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7.	Line 14 says 'Without any doubting or quiddit'. What do you think quiddit means in this context? Circle one.		
	worry about if it can be done	1	Content domain: 2a—give / explain the meaning of words in context. Award 1 mark for answer as indicated.
8.	How does the beginning of each verse in this poem differ in mood to the end of each verse?		
	the first line/two lines of each verse are negative and discouraging the last two lines of each verse are positive and encouraging	up to 2 marks	Content domain: 2h—make comparisons within the text Award 2 marks for answers which reference both points.
9.	What is the author trying to tell his audience through this poem? Give at least 2 pieces of evidence from the text to support your answer.		
	<ul style="list-style-type: none"> the verses all repeat the same message 'that couldn't be done...and he did it' the man in the poem has a go even though he is not sure himself that it can be done ('maybe it couldn't but he would be one, who wouldn't say so till he'd tried') the author extends the idea of 'having a go' from just the story of the man to the audience of the poem, by giving advice (and using the pronoun you) in verse 3 – 'thousands to tell you it cannot be done', 'just buckle in with a bit of a grin, just take off your coat and go to it', 'just start to sing as you tackle the thing that "cannot be done" and you'll do it'. 	up to 3 marks	Content domain reference 2d—make inferences from the text / explain and justify inferences with evidence from the text Award 1 mark for answers surmising that the author is trying to tell us to have a go even when something seems too hard, and when everyone else is telling you it is impossible. 1 additional mark for each point, from the points given, up to a maximum of 2 marks .
		Total 14	

Tuesday 28th April

Task One: Analysing Different Types of Persuasion

<h3>Advert</h3> 	<h3>Persuasive Speech</h3> 
<p>The Zap-Tastic Silencer!</p> <p>Are your siblings giving you a rough time? Are your friends always bragging about winning at football? Is the neighbour's cat keeping you awake at night? You need the Zap-Tastic Silencer!</p> <p>With one press of the smooth-action trigger, you'll have peace and quiet in no time. Our Zap-Tastic Silencer is filled with astounding alien technology and is available for you to take home today. Say goodbye to irritating sounds and restless nights. Just aim at the irritant, fire the harmless rays and enjoy one hour of complete silence. Yes – it really is that easy!</p> <p>It's available for a limited time only so don't miss out: buy your Zap-Tastic Silencer now!</p>	<p>This is an extract from the speech given by Fluffles McSpice during the annual guinea pig meeting at 34 Garden Terrace.</p> <p>We must not allow ourselves to be treated like this. How many more guinea pigs have to suffer before we say that enough is enough? I have been into next door's garden and I have seen the food that is available there. Juicy pellets, dried strawberries and delicious dandelion leaves: the kind of food that we should be getting instead of the brown filth and mouldy hay that they try to feed us. No! We want what they're having. We deserve what they're having. Stand up for what you believe in, fellow guineas of 34 Garden Terrace, and demand better of our owners!</p>
<p>Which features did you manage to spot?</p>	<p>Which features did you manage to spot?</p>

<h3>Persuasive Letter</h3>	
<p>Dear Sir/Madam,</p> <p>I am writing to ask you to please reduce your extensive garden gnome collection so that I may deliver your letters without fear of injury.</p> <p>For the past few years, I have found it increasingly difficult to work my way through your garden without treading on an unsuspecting gnome. Last week, when I arrived home and found a miniature fishing rod stuck in my shoe, I realised that this had gone on for too long. Surely you don't want me to be injured, do you?</p> <p>I enjoy gnomes and I think that a small collection can brighten up the garden substantially but the situation has become ridiculous. From now on, I will leave your letters beneath Goswald the Great until you significantly reduce your collection.</p>	
<p>Yours sincerely, Postal Worker Patricia</p>	<p>Which features did you manage to spot?</p>

Task Two - Can you begin to understand what features are included in persuasive writing?

Features of Writing to Persuade

Imperative Verbs
Imperative verbs tell the reader what to do. They help to get your message across really clearly.
Buy this spaghetti stretcher today!
Improve our school and our community.

Repetition
At the end of your persuasive text, the reader needs to be really clear about the main points. Ensure this by occasionally repeating key words throughout your writing.

Expanded Noun Phrases
Whatever you're persuading your reader about, you need to make it seem like the best idea ever.
Do this by including plenty of expanded noun phrases with amazing, incredible adjectives and modifying nouns.

Rhetorical Questions
Rhetorical questions are questions which don't need to be answered. They can help your reader to feel like you are talking specifically to them.
How could you live without it?

Writing to Persuade

Read through this persuasive advert for Space Paste and underline the features in the colours shown.

Imperative Verbs	Repetition	Expanded Noun Phrases	Rhetorical Questions
These tell your reader what to do. They help to get the message across clearly.	How many times has the product name been mentioned in this advert?	These help to persuade your reader by making your idea seem like the best idea ever.	These are questions which make your reader feel like you're talking directly to them.

Space Paste!

Are you fed up of the weird smell that the newly-discovered Earth animals leave hanging around? Do you wish that you could smell something fresh and delicious all day? Well, look no further than Space Paste!

Space Paste incorporates new Earth technologies and packs them into one convenient tube, ensuring that you can go all day long without sniffing those horrible smells. Here's how it works: simply start by squeezing a small amount of the amazing, mint-flavoured Space Paste onto your finger. Then, rub it around the outside of your nostrils. That's all there is to it! Now, you can spend the rest of your day smelling delicious minty freshness instead of the damp stench of Earth animals.

Each tube of Space Paste is guaranteed to provide at least two weeks' worth of incredible minty freshness and protection from offensive odours. Due to this being brand-new technology all the way from Earth, we're expecting to sell out fast. With this in mind, why not buy yours today? A steal at the incredibly reasonable price of only gribteen shnorklows!



What are you waiting for? Say goodbye to smelly Earth animals and hello to sweet-smelling Space Paste!



Warning: only suitable for alien use. This product has not been tested on humans.

Thursday 30th April

LC: Can you plan an advert?

What object are you advertising? Why?

Which imperative verbs are you going to use?

Draw and label your object

Remember to label with any interesting and persuasive facts – feel free to be a little creative!

Which key words are you going to be repeating?

Can you list some expanded noun phrases to use in your advert?

Can you think of some rhetorical questions to hook the reader?

Where can I complete further work?

[Twinkl](#) – Subscription service used by schools is offering a free premium service for teachers, parents and children to use whilst schools are closed. Enter the code **UKTWINKLHELPS** for access to worksheets, PowerPoints and interactive games to support all areas of learning.

[Classroom Secrets](#) – Free Maths, Reading and Grammar home learning packs and interactive resources for all ages.

[BBC Bitesize Primary](#) – Free learning resources available for KS1 and KS2 across all subjects.

[Oxford Owl](#) – Free eBooks and reading resources available when you create a free login.

[Phonics Play](#) – Subscription service is offering free access to their learning resources during this period. Follow the link for details on how to gain free access.

[Top Marks](#) – Free educational resources and games for English and Maths.

[ICT Games](#) – Free educational resources and games for English and Maths.