

## Idiom of the Week!

'You can say that again!'

I agree, that's true.



## Poem of the Week!

*You do not have to complete any work on this week's poem but please let us know what you think? What does it mean?*

**What Are Heavy?** by Christina Rossetti

*What are heavy? Sea-sand and sorrow:  
 What are brief? Today and tomorrow:  
 What are frail? Spring blossoms and youth:  
 What are deep? The ocean and truth.*

## This Week's Spellings



You are expected to learn these through the week.  
You can use a variety of methods.

|                 |          |
|-----------------|----------|
| although        | question |
| <b>B</b> eowulf | mention  |
| surprise        | heart    |
| didn't          | strange  |
| we're           | caught   |



Focus on the parts of the words that you are finding difficult and let us know if you need any help.

## Extra Spellings!



If the previous spellings are too difficult, or if you don't know any of these words, please also learn these.

|       |        |
|-------|--------|
| after |        |
| climb | friend |
| only  | move   |
| mainy | kind   |
| house |        |

## Handwriting!

Please write the joins and words below and try to write your own sentence that contains these.

ba

we

badly

weather

## Pre-Teach Words

*Please become confident in these words and use them within your writing.*

**Grendel** (n) - the monster

**Beowulf** (n) - the main character/protagonist

**Hrothgar** (n) - the King

**gruesome** (adj) - nasty/ugly

**Heorot** (n) - the great hall

**monumental** (adj) - huge

**warrior** (n) - experienced fighter

**callous** (adj) - insensitive and cruel

## SPAG Review

### Adverbs



A few weeks ago, we learnt that adverbs don't just end in -ly. To start, let's review some of the simplest adverbs that do end in -ly.

Adverbs give information about verbs:

He ran *quickly*.

She climbed the tree *carefully*.

They often end in *-ly*.

e.g: slowly, gently, reluctantly, rapidly,



## SPAG Review

### Adverbs



Can you identify the adverbs below?

Adverbs give information about verbs:

He ran *quickly*.

She climbed the tree *carefully*.

They often end in *-ly*.

e.g: slowly, gently, reluctantly, rapidly,



*Carefully and reluctantly, Beowulf began to head towards Heorot.*

*As the grey, dense mist slowly rose from the hall, lights flickered sporadically.*

# SPAG Review

## Adverbs



Can you identify the adverbs below?

My leg was hurting badly so I limped slowly down the lane, desperately wishing that I was home. An owl hooted loudly nearby and I jumped unexpectedly, suddenly realising how late it was. There were no streetlights here and I hoped that the moon would shine as brightly as it had the night before.



# SPAG

## Using Adjectives



In Year 4, we should not only be able to describe the meaning and purpose of adjectives but should also be able to come up with complex adjectives that support quality description.

### Ad, same ad

This sentence has two identical adjectives, one repeated shortly after the other.



He was a **fast** runner, **fast** because he needed to be.

It was a **silent** town, **silent** because all the residents had fled.

Complete this short activity if you can but don't if you find it too easy. This is simply a 'refresher'.

# SPAG

## Using Adjectives



In Year 4, we should not only be able to find adjectives but to also use them for a specific purpose in our writing. This creates emphasis, impact and imagery. Quality writing must show this or a reader cannot 'picture' a scene in their head.

### The Rule of Three

- When writing, try using **3 adjectives** to add more **impact**.

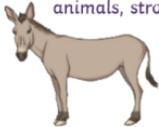
e.g. The haunted house was **dark**, **cold** and **mysterious**.



*Complete this short activity if you can but don't if you find it too easy. This is simply a 'refresher'.*

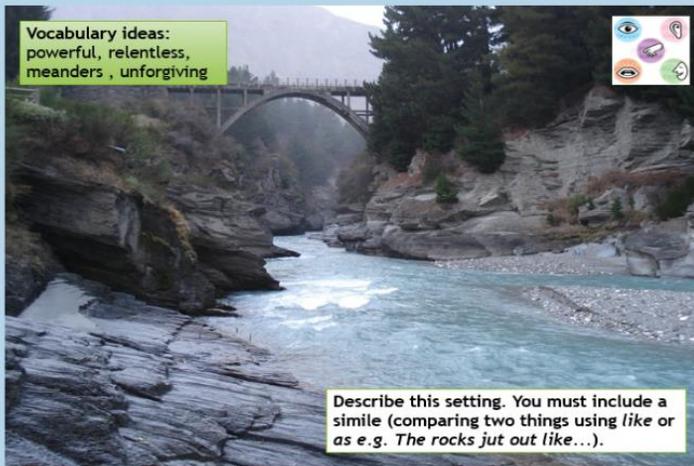
- 
- Using a list of **3 facts** is more **persuasive**.

e.g. Come to my amazing animal birthday party; **see real life animals**, **stroke some adorable pets** and **ride on a donkey!**



# Talking Pictures!

Vocabulary ideas:  
powerful, relentless,  
meanders, unforgiving



Describe this setting. You must include a simile (comparing two things using *like* or *as* e.g. *The rocks jut out like...*).

## Learning Objective

Today we are learning to compare and contrast settings.

## To be successful...

- I will be able to identify a good setting description.
- I can identify the features of a quality setting description.
- I can comment on an example setting description.
- I can begin to gather words and phrases for my own description of Heorot.

# Beowulf

*Here are the main characters from the story. There are many different versions of the story and you may have heard it before!*

*As well as our printed book, there is an animated version of the story on BBC Teach. Please only watch the first episode via the link.*



## Settings A Good One!

How many senses have I included? You don't need to force them all in but they can be a good guide to help you.

**Fronted adverbial**

**noun, which sentence**

**simile**

**conjunction**

**Rule of three adjectives/phrases**

**Short sentence - 'feel'**

**One morning**, there was an empty, dead smell in the air and the ship was moving oddly, with a brisk rocking from side to side instead of plunging and soaring. Lyra was on deck a minute after she woke up, gazing **greedily** at the **land, which was such a strange sight**. Although they had only been at sea a few days, Lyra felt as if they'd been on the ocean for months. Directly ahead of the ship, a mountain rose **like a giant**, green-flanked and snow capped and a little town and harbour lay below it. **There were wooden houses with steep roofs, cranes in the harbour, and clouds of gulls wheeling and crying**. The smell was of fish, but mixed with it came land smells too (such as trees and wild flowers). **The air felt empty and lifeless**.

## Settings!

What a 'bad' one looks like!

*Outside of Herot was the misty Danish moors...*

There was green grass and mist. It was dark and scary. The grass moved in the wind and there was birds tweeting. Nothing was there apart from tress and mountains. it were cold and misty.

**Why is this not a Y4 piece of writing? What are the errors and what does it lack?**



# Settings!

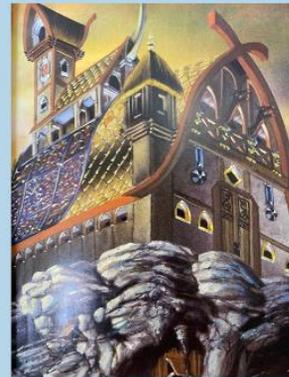
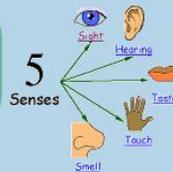
What a good one looks like!

*Outside of Herot was the misty Danish moors...*

As the cold mist, wet, green grass and swaying trees, filled the moors, all that could be heard was empty silence. The dense mist covered the desolate moor like a tight blanket. The sound of intermittent bird's tweets and the roar of the wind seemed to be the only signs of life.



# Settings!



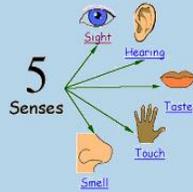
Good

'Bad'

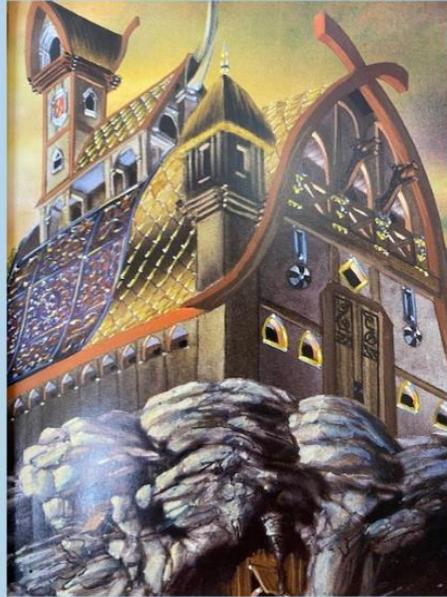
## Main Tasks

Let's look at both settings of the moors to compare a quality setting description to a poor one. Think of as many examples as you can using the settings provided.

# Settings!



Today, we will begin to plan and gather ideas for our setting description. To begin we are going to focus on what the hall might look like and build sentences that we could use tomorrow based on our focus features.



# 'Shared' Writing!

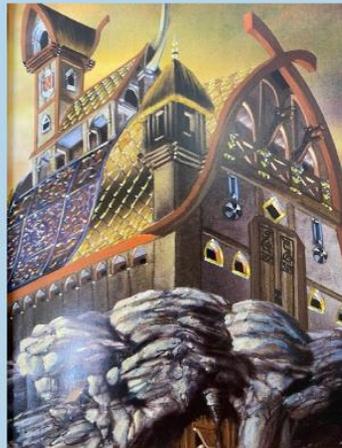
exquisite

majestic, grand  
and powerful

as bright as a  
cluster of stars

rising towers  
like wooden  
giants

magnificent,  
impressive,  
formidable



arched, wooden  
sides

perched on a  
precarious cliff edge

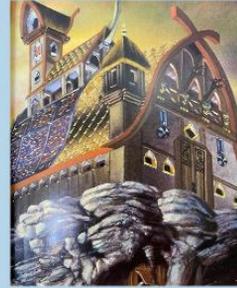
acid smell of fires  
and cooked food

thousands of footsteps

*I will add some of my ideas here. How many more can you think of?*

# Sentence Focus

*To help you plan, can you write THREE sentences containing the features below? These can be used in your full setting description below.*



## **Ad, same ad**

Intense noise filled the hall, intense because of the thousands of voices within it.

## **Noun, which**

Thick, stone walls were carved from the stone, which sat below the great, formidable hall.

## **Fronted Adverbial**

During the night, light quickly filled the horizon and reflected upon the wet, green grass of the moors.

# Review!

*Please share your ideas. We will share them with the class and vice versa.*

*You can use the planning sheets to help you but can also plan in your own way!*

