

English

Transition Tasks

Year 4



Name _____

First School _____

**Hello from all the English teachers at Perton
and Bilbrook Middle Schools.**

***We have put together this booklet of 10
English lessons for you to complete and there
are a variety of reading, writing and SPaG
activities.***

***Please complete as many tasks as you can.
They will give you an idea of the type of
things you might do when you join Middle
School.***

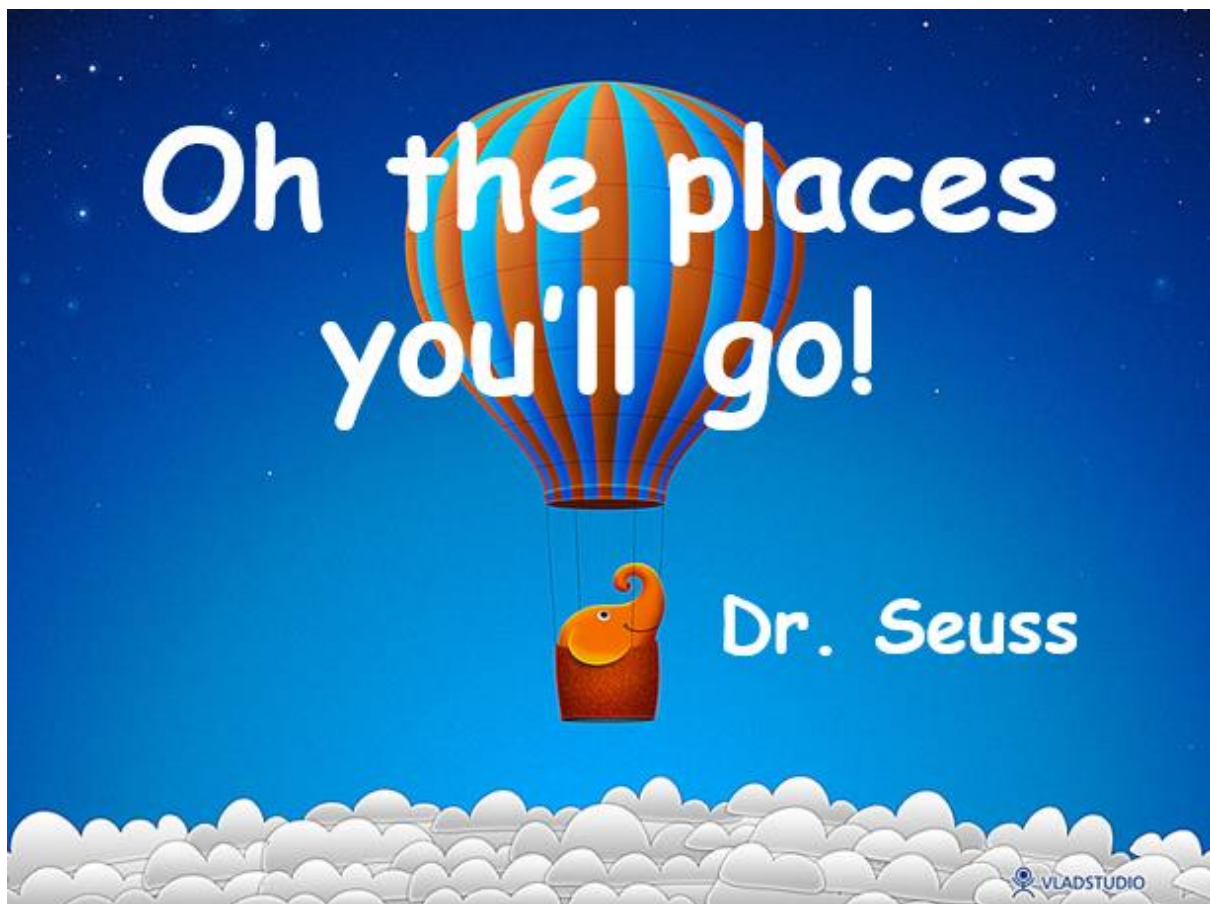
We look forward to meeting you soon.

**Mrs Jones (Head of English at Perton Middle
School)**

**Miss Schubert (Head of English at Bilbrook
Middle School)**

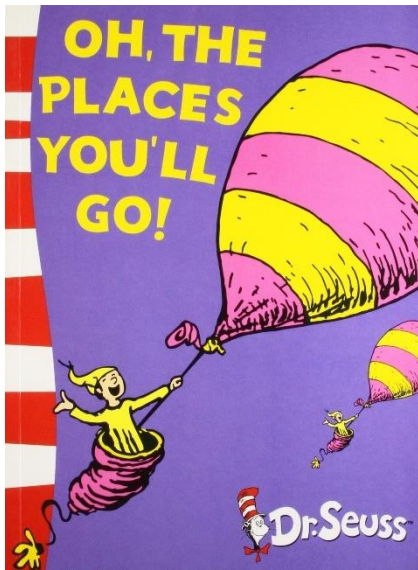
Lesson 1

To complete the first lesson, you will need to read 'Oh the Places You'll go' which you will find on the PowerPoint you were sent.



English Challenge: Read with ERIC:

Answer these questions using the picture to help you.



Explain: Explain the meaning of 'ambition'.

Retrieve: Who is the author of this story?

Interpret: How is the character dressed in yellow feeling? How do you know?

Choice: Why have they chosen to include hot air balloons on the cover?

Independent Task: Read with VIPERS:

Answer these questions using the PowerPoint to help you.

VIPERS Practice based on *Oh the Places You'll Go*

Vocabulary

1. Slide 3: "You can steer yourself in any direction you choose."

What does the word *steer* mean in this sentence?

2. Slide 6: "Don't stew."

The meaning of this sentence is (tick **one**)

To be happy and ecstatic about an event

To become angry or worried over something

To be sad and crying

To be shocked at something you have seen

VIPERS Practice (continued) based on *Oh the Places You'll Go*

Inference

3. Slide 9: "It's true that Bang-ups and Hang-ups can happen to you."

What is the poet telling you might happen in the future?

4. Slide 12: Why have they illustrated this slide in dark colours?

Prediction

5. What does the poet predict life will be like for you in the future?

Explain

6. Slides 15,16,17: Explain why the poet repeats the line "Everyone is just waiting."

Retrieval

7. Slide 3: What do you have in your head and shoes?

Head: _____

Shoes: _____

8. Slide 4: What are you too smart to do?

9. Slide 11: How will you land from the Lurch?

Summary

10. Choose one word to describe how the poet wants you to feel as you read the poem?

Explain why you chose this word.

Lesson 2

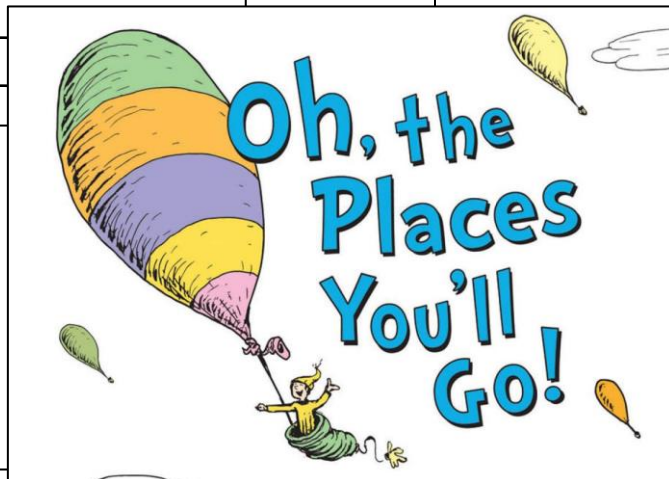
Independent Task 1: Complete the boxes:

Places you have visited:

Places you want to go:

People you have met:

People you want to meet:



Things you have done:

Things you want to learn:

When I am older:

Independent Task 2: Find images of places you want to go to and attach them to this page.

Lesson 3

English Challenge: Can you sort these words into their word classes:

beautiful	cooking	running	soon	adventurous	the
those	swiftly	under	blue	school	over
an	vivid	beneath	chair	frantically	tree

Adjectives

Prepositions

Adverbs

Verbs

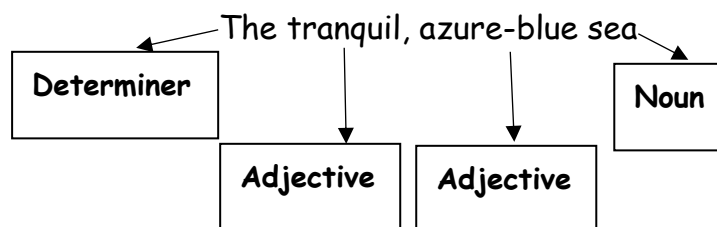
Common Nouns

Determiners

Independent Task: Have a look at the examples of an expanded noun phrase and similes I have used to describe my dream place.



Expanded Noun Phrases



Similes

The glistening sea was sparkling like a diamond.

The golden sand was as soft as cotton wool between my toes.

Alliteration

shining sun

cotton clouds

soft sand

Now it is your turn. Choose one of your images from last lesson and write 5 expanded noun phrases, 5 similes and 5 examples of alliteration to describe that picture.

My Chosen Picture:

Expanded Noun Phrases

1. _____
2. _____
3. _____
4. _____
5. _____

Similes

1. _____
2. _____
3. _____
4. _____
5. _____

Alliteration

1. _____
2. _____
3. _____
4. _____
5. _____

Lesson 4

English Challenge: Read this paragraph that describes my setting. Underline all the adjectives in blue, highlight the similes in yellow and underline the alliteration in red:

This place I found myself in had the most beautiful coastlines, the most hypnotic, coral-filled lagoons and the prettiest sunsets. I was so grateful I had made it to my dream destination. As I lay silently under the dazzling sun, not a single cloud could be seen in the sapphire-blue sky. The palm trees stood proudly along the shore and towered over the ground like sleeping giants gazing out at the horizon. Swinging my legs round, I could feel that the golden sand was as soft as cotton wool but as hot as fire and I had to hop across it quickly to get to the serene sea to avoid the soles of my feet burning.

Independent Task: For the main part of this lesson I would like you to write a paragraph to describe your chosen dream destination. In the table below, there is a mini success criteria to remind you of skills you should try to show in your writing.

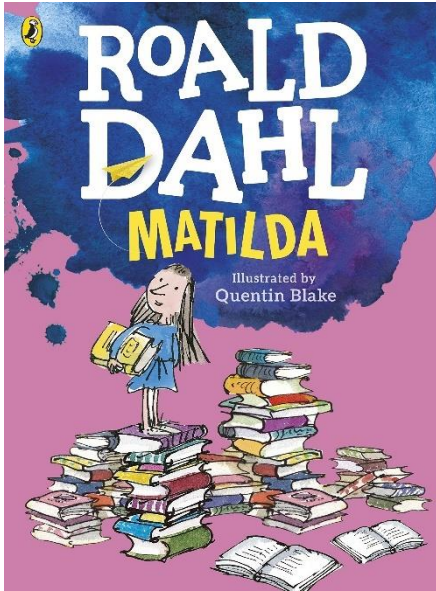
Skills to include:	Tick when you have included this skill:
Expanded Noun Phrases	
Similes	
Alliteration	
Adverbials (e.g. <i>within moments, all of a sudden, in the blink of an eye</i>)	
Subordinating Conjunctions (e.g. <i>although, despite, when, if</i>)	

Write your setting description here:

Lesson 5

English Challenge: Read with ERIC:

Answer these questions using the picture to help you.



Explain: Explain the meaning of 'maturity'.

Retrieve: Who is the illustrator of this book?

Interpret: What kind of a person do you think the character on the cover is? Why?

Choice: Why have they chosen a child-like font for the title and author's name?

Independent Task: Read with VIPERS:

Watch the video clip below. It is a performance of a song called 'When I Grow Up' from the musical performance of Matilda.



<https://www.youtube.com/watch?v=e0tRDhEmdO4>

Answer these questions using the video and song lyrics to help you.

VIPERS Practice based on *When I Grow Up*

Vocabulary

1. "I will be brave enough to fight the creatures"

Write an alternative word for 'brave' that could have been used instead in this line of the song.

2. "I will be smart enough to answer all..."

The meaning of smart in this line is (tick **one**)

To be clean and tidy

To be well dressed

To be intelligent

To feel a stinging pain

Inference

3. Why does Ms Honey sing "When I grow up..". What does this tell us about adults?

4. "Doesn't mean that you just have to grin and bear it."
What does Matilda mean when she says this?

Prediction

5. Read the last verse sung by Matilda. How do you think Matilda will now act after this song?

Explain

6. Explain why the poet repeats the line "When I grow up..."

VIPERS Practice (continued) based on *When I Grow Up*

Retrieval

7. When the children grow up, they will be tall enough and smart enough to what?

Tall enough to: _____

Smart enough to: _____

8. What will happen when they watch many cartoons?

9. What will they all be brave enough to do?

Summary

10. Choose one word to describe Matilda?

Explain why you chose this word.

Lesson 6

English Challenge: Conjunctions

Sort the conjunctions in the box into the correct clouds.

for	because	and	nor	when	but
or	although	yet	despite	if	after
while	so	as	until	since	before

Co-ordinating Conjunctions

(HINT: there are 7)

Subordinating Conjunctions

Independent Task 1: For the first part of today's lesson, I would like you to think about your hopes and dreams for Middle School. What do you want to learn? What new skills do you want to learn? What do you want to achieve? Complete the hot air balloon to show your ideas.



This is me.

Name: _____

My hopes for the year:

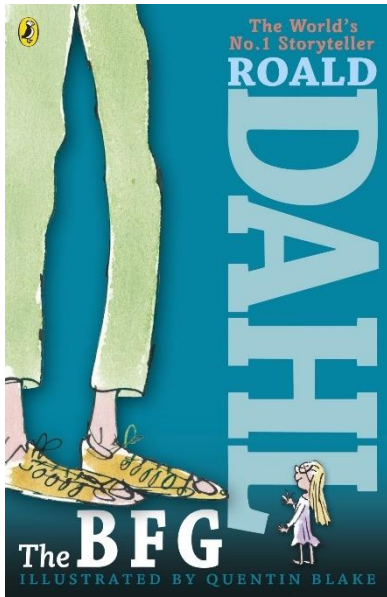
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Independent Task 2: Thinking about the song from Matilda yesterday, have a go at writing either a poem or sentences starting with **When I grow up...** or **At Middle School I...** Use the space below to write your ideas.

Lesson 7

English Challenge: Read with ERIC:

Answer these questions using the picture to help you.



Explain: Explain the meaning of 'warm-hearted'.

Retrieve: What is the title of this book?

Interpret: What does 'The World's No. 1 Storyteller' tell us about Roald Dahl?

Choice: Why have they chosen to only show the legs of the one character?

Independent Task: Read with VIPERS:

Answer these questions using the extract from the BFG.

VIPERS Practice based on The BFG

Vocabulary

1. "Anything you like," the BFG said proudly"

What is the meaning of *proudly* in this sentence?

2. "They is getting very lonesome all by themselves in those glassy bottles."

What is the meaning of *lonesome* in this sentence?

VIPERS Practice (continued) based on *When I Grow Up*

Inference

3. "...you is making the cake come out any way you want, sugary, splongy curranty, Christmassy or gobswitchy."

The BFG uses lots of made-up words. What do you think these words mean?

splongy-

curranty-

gobswitchy-

Prediction

4. Where do you think Sophie might go in her flying bathtub with silver wings?

Explain

5. Explain why Roald Dahl uses nonsense (made-up) words.

Retrieval

6. What is the title of chapter 15?

7. How many dreams does the BFG have?

Summary

8. Summarise the whole extract in exactly 50 words.

Lesson 8

English Challenge: Apostrophes

Add the apostrophes to these contractions:

couldnt	shouldnt	wouldnt
cant	wont	mustnt
shell	wed	Im

Add the apostrophes to show possession in these sentences (look carefully to see if they are singular or plural nouns):

1. The boys coat had fallen on the floor. (singular)
2. My sisters book was soaking wet. (singular)
3. Today, Alis brother will meet the queen. (singular)
4. The girls bathroom is out of order. (plural)
5. The childrens toy shop was magnificent. (plural)

Independent Task: *Creating a dream.*

Draw something in the jar that you might see in a happy dream. You might choose something fantasy, adventurous or true to life.



Lesson 9

English Challenge: Synonyms

Synonyms are words that have the same or similar meaning to another word. Can you think of synonyms for these adjectives?

<u>Cold</u>	<u>Beautiful</u>
<u>Green</u>	<u>Angry</u>

Independent Task 1: Figurative Language

Figurative language is when words and ideas are used to create mental images and give impressions. When we use figurative language in our poetry it gives our ideas strength and helps the reader to understand what we mean.

Personification is when we write about an object as if it is human, e.g. "*the tulips smiled as the sun rose*"

Similes are when we say one thing is like another, e.g. "*the snow was on the ground like a thick warm blanket.*" Similes contain the words 'like' or 'as'.

Metaphors say something is something else.

e.g. *Tony is a tower of strength.*

Wayne Rooney is a goal machine.

In the boxes next to each of the sentences below, either write:

P (personification), S (simile) or M (metaphor).



The Alarm clock went off like a bomb!

She was as quiet as a mouse



The ants marched home

The moon is a ghostly galleon tossed upon cloudy seas

She's as mad as a hatter!



The trees whispered to each other in the darkness

The sun went to bed.



She ate the mountain of food greedily



The frog's tongue moved like lightning

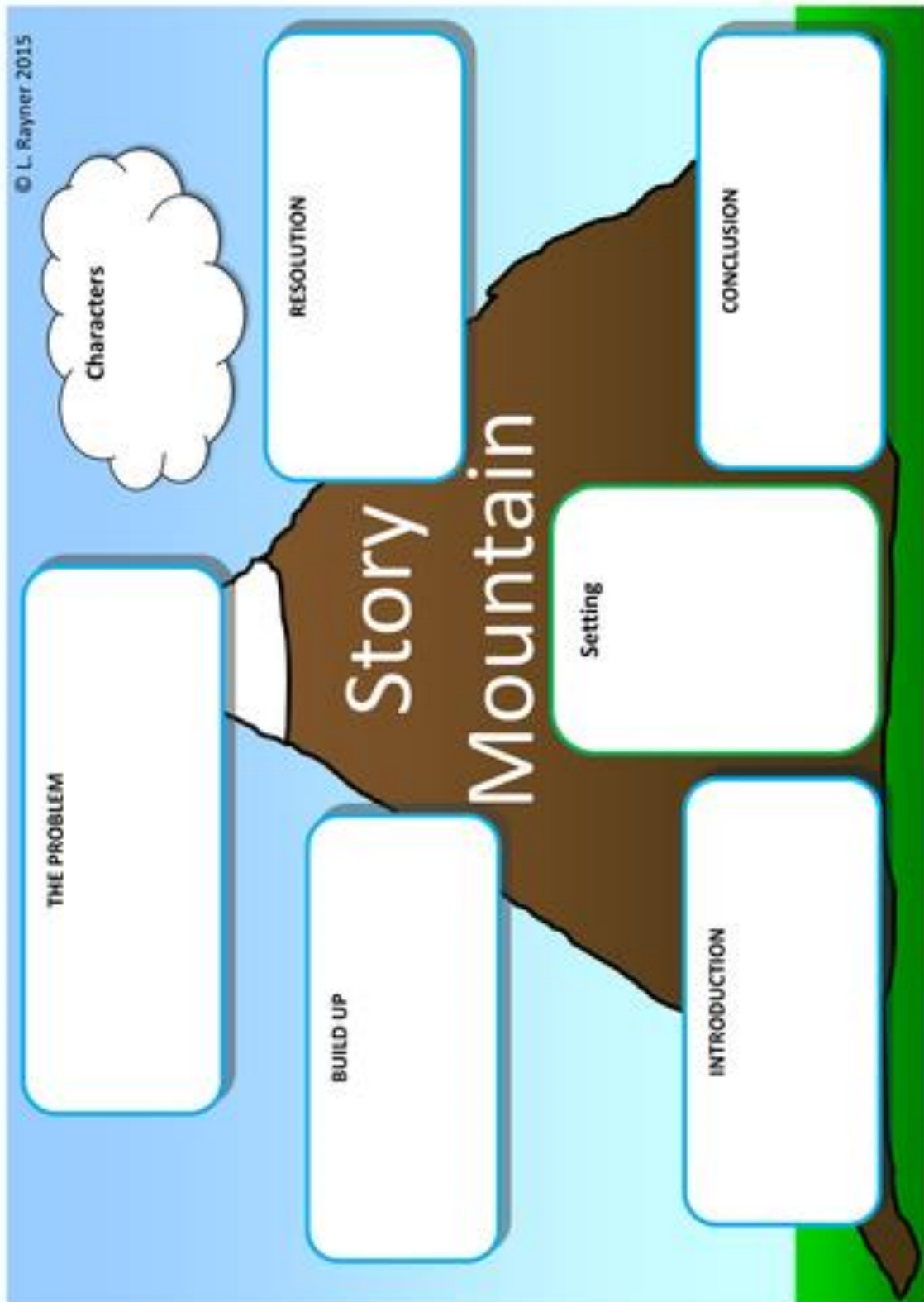
Independent Task 2: Figurative Language for your Dream.

Look back at the picture you created yesterday about a happy dream. Think about how you would describe that dream using figurative language. Write 2 examples of each skill in the grid below.

<p style="text-align: center;"><u>Simile</u></p> <p>1. _____ _____ _____ _____</p> <p>2. _____ _____ _____ _____</p>	<p style="text-align: center;"><u>Metaphor</u></p> <p>1. _____ _____ _____ _____</p> <p>2. _____ _____ _____ _____</p>
<p style="text-align: center;"><u>Personification</u></p> <p>1. _____ _____ _____ _____</p> <p>2. _____ _____ _____ _____</p>	<p style="text-align: center;"><u>Alliteration</u></p> <p>1. _____ _____ _____ _____</p> <p>2. _____ _____ _____ _____</p>

Lesson 10

English Challenge: Look back at the dream you designed in the jar. What would the story of that dream be? Use the space below to plan some ideas for the re-telling of your dream. There is a story mountain below to help you with your planning.



Independent Task: Story Writing

I would now like you to write the story of your dream. There is a success criteria below to remind you to include all of the things we have explored in this booklet. Your new English teachers look forward to reading your finished stories.

Skills to include:	Tick when you have included this skill:
Expanded Noun Phrases	
Similes	
Metaphors	
Personification	
Alliteration	
Synonyms	
Apostrophes for contraction and possession.	
Adverbials (<i>e.g. within moments, all of a sudden, in the blink of an eye</i>)	
Subordinating Conjunctions (<i>e.g. although, despite, when, if</i>)	