

Year 4 Writing Activities

Task 1

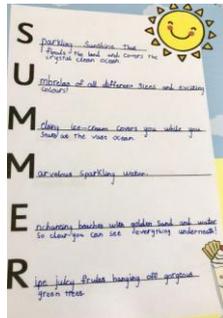
- **When I am famous...** "In the future, everyone will be famous for 15 minutes" - Andy Warhol
Discuss the above quote and talk about what it means to be famous. Would you like to be famous? What would you like to be famous for?

- Choose one of the activities below:

- An explanation of what you would like to be famous for, and why.
- A diary, written as if the you were famous in the future. How are you feeling? What things do you have to do?
- A newspaper interview, written as if in the future, with you, now you are famous.

Task 2

Write an acrostic poem about Summer.



S
U
M
M
E
R

Task 3

Watch 'Once in a lifetime' and choose some of the activities to try in your yellow book.

<https://www.literacysshedplus.com/en/resource/once-in-a-lifetime-ks2-activity-pack>



Task 4

Using Fronted Adverbials

1a. Match the adverbials to the most suitable main clause.

A. In the blink of an eye,	1. the footballer scored his first goal.
B. As the sun set over the mountains,	2. we were inspired by the beautiful landscape.
C. In the final minute of the game,	3. the eagle shot across the sky.

 VF

2a. Fill in the gaps with a fronted adverbial that shows where the main clause happened.

_____ the courageous soldiers were ready.

_____ the wicked witch cackled loudly.

 VF

3a. Choose the most appropriate fronted adverbial to complete the sentence below.

...I listened at the door.

A. Without a sound,
 B. With my jacket zipped tightly,
 C. Like a bullet from a gun,

 VF

4a. Write a main clause that could follow each of the fronted adverbials.

In the early morning mist, _____

Without looking, _____

 VF

1b. Match two suitable adverbials to each main clause to make sentences.

A. As the seconds ticked by,	D. among a blanket of stars,	1. Tia turned the handle.
B. On the horizon,	E. desperate for his autograph,	2. Rex reached his idol.
C. Pushing through the crowds,	F. with great trepidation,	3. the moon shone brilliantly.

 VF

2b. Fill in the gaps with two fronted adverbials that show where and how the main clause happened.

_____ the musicians played and the choir sang.

_____, the eagle soared through the evening sky.

 VF

3b. Choose the most appropriate fronted adverbial to complete the sentence below.

...the knight guarded the enormous castle.

A. Standing nobly like a statue,
 B. With tremendous courage,
 C. Right at that very second,

 VF

4b. Write an extended main clause that could follow each of the fronted adverbials below.

Disobeying his mother and deciding not to wait any longer...

In the ancient city on the horizon, beyond the mysterious pyramids...

 VF

Task 5

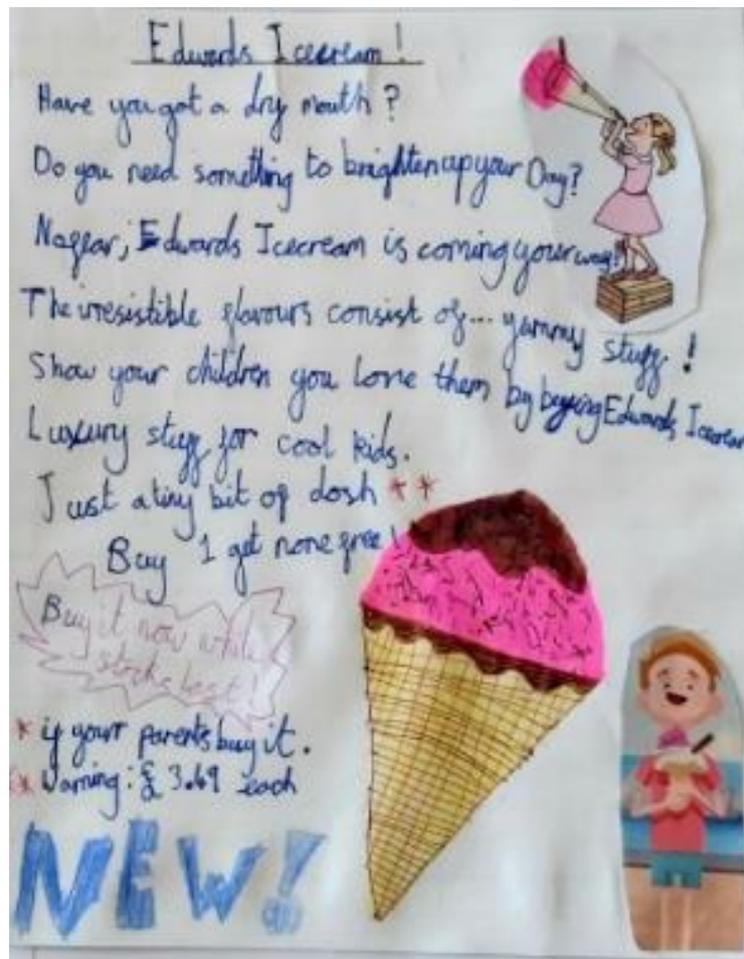
Advert for your ice cream

In your science home learning activities, you have the opportunity to make ice cream.

In this activity, I would like you to create an advert, advertising your ice cream to the wider community, persuading them to buy it.

You will need to include adverbs to capture the interest of the reader, to persuade them to buy your ice cream.

Your advert could look like this:



You will need to include:

- Eye-catching pictures
- Name of your ice cream
- Description of your ice cream, e.g. what flavour? Cup or cone? How many scoops? Price?
- Use adverbs to enhance your descriptions to make your advert more inviting.

Task 6 – Menu for your own ice cream parlour

Continuing with the ice cream theme, create a menu for your very own ice cream parlour.

You can make an A4 menu, or fold the paper in half and make a booklet style menu.

You will need to include ice cream items your parlour would serve, that has a small description under its title, explaining to the customer exactly what they will be getting if they order it.

For example:

Mint choc chip.....£2.00 (the item name and price)

2 scoops of minty freshness, with delicious chocolate chips on a scrumptious waffle cone. (The description)

You may want to include your amazing ice cream creation from the previous task.



Task 7 – My life as a window



Let's say **YOU** are a window. You can be a window anywhere in the world at any point in time. You are **not** looking through the window, you simply **are** window. You are the observer of everything that takes place on either side of you.

Think about where windows are: aeroplanes, cars, trains, ships, museums, stadiums, castles, shops, schools, home.

Choose where you will be placed as a window, then write a short story describing the happenings inside and outside of you – the window.

Try to include:

- Correct punctuation
- Fronted adverbials
- Adverbs
- Expanded noun phrase
- Correct spelling (use a dictionary or kiddle.co.uk if you aren't sure)

Task 8 – Continue to read 5 times a week

Write an exciting book review on the book you have just completed reading. I ask you to make it exciting as it would be lovely to share them with each other when we return to school, and recommend our favourite reads to each other.

