

**Long- word – Friday**

**Treacheraus**



# Word of the Day Activities

**Dictionary  
definition:**

**I think it means...**

**Create a mnemonic for the word.  
(Big elephants can't use  
small exits is a mnemonic for  
because)**

**Write a sentence with the  
word.**

**Synonym (words with a  
similar meaning)**

**Write it in a piece of speech.**

**Practise  
spelling the  
word using  
pyramid spell.  
T  
TR**

**Create a quick  
acrostic poem  
for the word.**

**T  
R  
E  
A  
C  
H  
E  
R  
O  
U  
S**

**How many words can you find  
within the word?**

**Antonym (words with  
opposite meaning)**

# Consolidate

You are a radio traffic reporter and need to prepare your script ready to use in your next live broadcast.

Include names of roads where the traffic is bad, mention any road closures and if there are any problems with public transport.

How many of the words of the week can you use?

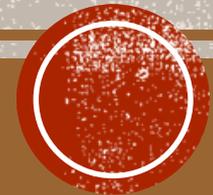
Word of the Week	Points
congestion	1
irate	3
severely	2
disrupt	1
treacherous	3



# WEEK 4 — DIARY WRITING

## LESSON 5

How can I write a diary entry from the perspective of someone celebrating VE day in London 1945?





## Learning Question:

How can I write a diary entry from the perspective of someone celebrating VE day in London 1945?

## Success Criteria:

- Identify features of a diary.
- Use features of a diary.
- Research what it was like on VE Day 1945.
- Plan diary entry using an appropriate format.
- Write a recount based on fictional first person experiences.
- Edit your work.
- Publish your work to your best ability.

## Vocabulary

- Diary
- First Person
- Recount
- VE Day
- Perspective

# Edit your work

- Read it to a parent or a sibling.
- Does it make sense?
- Edit your writing so that it flows.
- Use a dictionary to check your spelling.
- Ask an adult to help you use [dictionary.com](http://dictionary.com) and [thesaurus.com](http://thesaurus.com) to check spellings and to up level words.

## TASK 1.



# SUCCESS CRITERIA

Y4	Mostly (I am beginning to independently use)
1	I can consider the audience and alter my writing in response.
2	In narrative, I can describe settings.
3	In narratives, I can describe characters and plot.
4	In non-narrative, I can use headings and sub-headings.
5	I can use paragraphs to organise ideas.
6	I can use capital letters correctly.
7	I can use full stops correctly.
8	I can use question marks (Where did you do?) and exclamation points correctly. (“Help!” shouted Arthur)
9	I can use commas for lists correctly. (dazzling, picturesque and sensational)
10	I can use tenses correctly (past, present or future) (jumped, walked, strolled)
11	I can use standard English verb forms. (I were/was going to the shops)
12	I can use prepositions to express time and place. (After, behind, under, towards)
13	I can use apostrophes for possession (Arthur’s rope, the dogs’ tails) and contraction. (I’m, I’ll, don’t, haven’t)
14	I can use fronted adverbials punctuated with a comma. (All of a sudden,)
15	I can choose when to use a noun or a pronoun within and across sentences. (Varjak coiled his legs and jumped)
16	I can use expanded noun phrases. (the soft, comfortable orange pillow lay on the elegant sofa)
17	I can punctuate direct speech correctly with use of inverted commas. (“Where are you?” shouted Arthur.)
18	I can identify and use determiners. (the, five, many, an, a)
19	I can spell <u>most</u> words correctly (including those from the year 3 and 4 list).
20	I can write legibly, using my best handwriting.



# Publish your work

## TASK 2.

- Use your neatest handwriting to publish your work
- You could even type your work up
- Illustrate your work

