LPDS

Lancashire Professional Development Service

English and Literacy
Home Learning Read and Respond Units
Year 4

Lancashire County Council

Provided with our
compliments by the English and Literacy LPDS Team

Week 1					
Year 4 **Focus text:** **The Train to Impossible Places by P.G. Bell** This week is all about the first two chapters of this magical story. You have five sessions linked to the book.	Day 1	Day 2	Day 3	Day 4	Day 5
	Read and enjoy ***Chapter 1*** of the text together https://www.lovereading4kids.co.uk/book/16259/The-Train-to-Impossible-Places-by-P-G-Bell.html (You will need to become a member of the LoveReading4Kids community. Membership is free). This could be by reading the text to your child or by reading a paragraph, or page, to each other or independent reading. Look at the vocabulary in the chapter. Find these words and discuss the meaning: ***sprawled, stifle, unruly, enthusiasm, rare, affliction, sparked, forming, oblivious.*** Are there any other words that you can find that are exciting words or any new words? Discuss meanings of these words. Look up some of the new	Re-read ***Chapter 1*** together https://www.lovereading4kids.co.uk/book/16259/The-Train-to-Impossible-Places-by-P-G-Bell.html Print this if you can so your child can use a highlighter pen. Highlight all the information you read about Suzy. Now create a fact file or top trumps card about Suzy using the information you have read. Check spelling and punctuation in each sentence together.	Read ***Chapter 2*** together https://www.lovereading4kids.co.uk/book/16259/The-Train-to-Impossible-Places-by-P-G-Bell.html Discuss any new/interesting vocabulary that you encounter. Look at the character Fletch. Draw a picture of what you think Fletch might look like. Annotate the picture using words from the text to describe his appearance and any that describe his personality. Write a short character description of Fletch.	Re-read ***Chapter 2 and the starting page of Chapter 3*** https://www.lovereading4kids.co.uk/book/16259/The-Train-to-Impossible-Places-by-P-G-Bell.html Plan the next chapter for the story. Use a method for planning that you have used at school. (Story map, story mountain, story board etc.) Think about the following: What do you think has happened to Suzy? What will Suzy see when she wakes? Will Fletch be there? Where do you think the train is going? Is it to an imaginary place? (Think about the title of the book).	Orally retell the story so far. Write your own chapter of what you think will happen next. Think about all the writing techniques that you have been taught and see how many you can use in your chapter. Can you include any of the new words that you have explored this week? Read back your chapter out loud and check back over your spelling and punctuation.

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	words you have found in a dictionary or by using Word Hippo (A free app) https://www.wordhippo.com/ Can you find synonyms for your words and write these as a word bank that you might use later in the week? Create a wordsearch or a crossword using the new words that you have explored. See if someone in your family can solve either your wordsearch or crossword.			Will Suzy's parents wake up? Will Suzy and Fletch become friends? Think about their personalities that you have looked at on Tuesday and Wednesday. What do you think will happen next?	

Additional activities:

- If you enjoyed the opening of 'The Train to Impossible Places' you might also enjoy the opening extract from 'A Pinch of Magic'

https://www.lovereading4kids.co.uk/book/15945/A-Pinch-of-Magic-by-Michelle-Harrison.html

Or the book 'Nevermoor' by Jessica Townsend.

- Draw a picture of your own imaginary place/world. Google 'Imaginary Worlds' for some inspiration.
- Write a description of your imaginary world through the eyes of Suzy.
- Create a graphic novel/story board of the story so far.

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