

# Y4 Language and Structure

KS2 Y4 English · Follows the national curriculum

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

## 1. Worked example

### Text A: Why did the poet choose 'swallowed'?

Step 1 · What does swallowed usually mean?  
eating something whole so it disappears

Step 2 · What does it make you picture?  
the lamp posts vanishing into the fog one at a time

Step 3 · Why is it a good choice?  
It makes the fog seem alive and hungry, which is a little bit spooky.

**Answer: It makes the fog seem alive and shows the lamp posts disappearing completely.**

Check: Answer: the word means..., it makes me picture..., so it shows...

## 2. Now try one with the steps

### Text B: How should the actor playing Tommy say 'Cake? What cake?'

Step 1 · Read the stage direction

Step 2 · What does that tell us?

Step 3 · Choose tone, volume and action

**Answer:**

## 3. Practice

Have a go at each one. There is space underneath to work it out.

1. Text A: What colour is the fog?

---

---

2. Text A: Does 'Fog' rhyme?

---

---

3. Text A: Find a word that makes the fog sound alive.

---

---

4. Text B: Where is the scene set?

---

---

5. Text B: What are the words in brackets called?

---

---

6. Text B: Why are there no inverted commas in a play script?

---

---

7. Text C: In which season do puffins return to the cliffs?

---

---

8. Text C: A puffin can carry more than how many small fish at once? Write the number.

---

---

9. Text C: Why is the subheading written question?

---

---

10. Text D: How long has the door been closed? Write the number of years.

---

---

11. Text D: Why is 'Not until Tuesday.' on its own line?

---

---

12. Text A: Explain the metaphor 'a grey blanket'.

---

---

13. Which text, A, B, C or D, is written mostly to inform?

---

---

14. Text B: Write a new stage direction for Gran's last line, to show she is cross.

---

---

#### 4. Before you hand it in

##### 'The writer uses good words.'

Name the word, say what it makes you picture, and explain the effect.

**Feature-spotting without effect: 'There is personification.'**

Add why: 'Personification makes the fog seem alive, which feels spooky.'

**Reading stage directions aloud when performing.**

Do the action instead of saying it.

**Thinking all poems must rhyme.**

Look for other poetic features: line breaks, imagery, repetition, sound.