

# English Plans

## Year 4

A



p



it ?

u

G  
i

R

D ! c S



# Contents

Introduction	1
Immerse, Analyse, Write Approach	4
Using the Plans	10
Genre Overview	12
Statutory Requirements	17
Block Plans Autumn	22
Block Plans Spring	36
Block Plans Summer	49
<u>Appendix</u>	
Immersion Strategies	63
Possible Cross-Curricular Links	68

# Introduction

The Liverpool English team have developed a medium term planning document to support effective implementation of the National Curriculum.

Children need to secure knowledge, understanding and skills in decoding and comprehension in reading and in composition, transcription, vocabulary, grammar and punctuation in writing.

There is a key focus on the 'Immerse, Analyse, Write' teaching sequence to ensure that children have opportunities to practise the key skills whilst building the understanding and knowledge to apply these skills across a range of genres.

Each year group has a list of suggested genres with 2 – 3 week block plans for each one. Each plan includes Statutory Requirements, previous knowledge, possible texts and suggested teaching sequence.





*“The greater part of writing is daydreaming,  
dreaming the dream of my story, until it  
hatches out. I love finishing it and then  
holding it in my hand and sharing my dream  
with my readers.”*

- Michael Morpurgo



Immerse,  
Analyse,  
Write





# Suggested Breakdown of Non-Fiction Text Blocks

**This is based on a 2 week block**

An initial write in the text type/ similar text type already covered and a quality mark of this against prior learning, will ensure that the work is focused on the identified gaps in learning and gives a rounded view to the block, with the opportunity for children to review and reflect on their work and understand how they have improved in this text type.

## **Immerse 3-4 days**

This is when the children get to see and engage with different examples of the text type.

They will be using a lot of Speaking and Listening skills, such as following instructions (verbal and written), verbally explaining how to do specific tasks, recounting about a trip or event in/out of school, looking at different texts to find out information on a topic (maybe one from their Science, History, Geography, DT or RE work).

Telling their partner/group/class interesting information they have found.

Role playing persuading another group/person to do something they want to do, or change their mind to come to agreement on a specific question.

It is important to capture their thoughts and ideas through daily incidental writing (post-its, brainstorms, mind maps etc.) both in their books/journals and for the teacher to model choosing most effective ones to go up on to a working wall.

## **Analyse 1-2 days**

This is the time to identify the key features of the text type through discussion and text marking.

Looking at lots of different examples and drawing up charts and tables to decide as a group/class which are the most effective layouts, giving considered reasons for this and talking about how to improve weaker examples.

This will lead to shared understanding of what a good one looks like and should be used to structure and assess the effectiveness of all their writing in this text type.





## Write 5 days

Teacher models how to plan an example of the text type, using all the elements captured in the Immerse and Analyse days and the children to then have a go at writing a plan for the different example they will be writing in the text type

Teacher models how to write the introduction for their example and the children to then have a go at writing their introductions

Teacher models how to improve their plan/introduction and then the children have a go at improving their own.

Teacher models the next couple of key features of the text type; children have a go for themselves.

Teacher models improving the text, children have a go for themselves.

Teacher models writing the ending for the text type and re-evaluates it against success criteria already agreed and shown on working wall.

Depending on the text type, there may be time to repeat this process again to produce 2 or 3 examples written by the children, with the amount of scaffolding being reduced each time.





# Suggested Breakdown of Fiction Text Blocks

**This is based on a 2 week block**

An initial write in the text type/ similar text type already covered and a quality mark of this against prior learning, will ensure that the work is focused on the identified gaps in learning and gives a rounded view to the block, with the opportunity for children to review and reflect on their work and understand how they have improved in this text type.

## **Immerse 3-4 days**

This is when the children get to engage with the text. This may be one longer text/ discussion of synopsis of different texts by the same author/different versions of the same story/different stories in the same text type to draw comparisons from. A film version of a longer text is also a good way to cover a whole novel in 3-4 sessions.

They will be using a lot of Speaking and Listening skills, such as role-play in character, role on the wall, boxing up the story, babble gabble to get to the key elements of the part/whole of the story, story mapping events in order.

Using storyboards before, during and after the retelling of the story.

Think/pair/share of events and /or actions. Conscience Alley to decide what they think character should do at particular point in the story.

Hot seating in-role, to answer and ask questions. Barrier games to describe the setting/character to a partner

It is important to capture their thoughts and ideas through daily incidental writing (post-its, brainstorms, mind maps, thought and speech bubbles etc.) both in their books/journals and for the teacher to model choosing most effective ones to go up on to a working wall.

## **Analyse 1-2 days**

This is the time to identify the key features of the text type through discussion and text marking.

Looking at the events in the story/stories shared.

Identifying interesting language/improving the text and the importance of word order to convey meaning/tension in the writing (as applicable).

How setting impacts on events.

This will lead to shared understanding of what a good one looks like and should be used to structure and assess the effectiveness of all their writing in this text type.





## Write 5 days

Teacher models how to plan an example of the text type, using all the elements captured in the Immerse and Analyse days and the children to then have a go at writing a plan for the different example they will be writing in the text type

Teacher models how to write the introduction for their example and the children to then have a go at writing their introductions

Teacher models how to improve their plan/introduction and then the children have a go at improving their own.

Teacher models the middle of the story with the problem main character has to overcome, children have a go for themselves.

Teacher models improving the middle and problem, children have a go for themselves.

Teacher models writing the ending and re-evaluates it against success criteria already agreed and shown on working wall.

Words and phrases identified in the Immerse and Analyse phases are highlighted if they have been used, and if not used, they can be used as part of the editing for improvement process before moving on to the next part of the story.





# Suggested Breakdown of Poetry Blocks

**This is based on a 2 week block**

If completing over 1 week, simply halve the number of suggested days, ensuring IAW covered.

An initial write in the text type/ similar text type already covered and a quality mark of this against prior learning, will ensure that the work is focused on the identified gaps in learning and gives a rounded view to the block, with the opportunity for children to review and reflect on their work and understand how they have improved in this text type.

## **Immerse 3-4 days**

This is when the children get to see and engage with different examples of the poems in a particular style. This may be one longer poem/ discussion of synopsis of different poems by the same author/different versions of the same poem/different poems in the same text type to draw comparisons from.

They will be using a lot of Speaking and Listening skills, such as role-play in character, role on the wall, babble gabble to get to the key elements of the part/whole of the poem, story mapping events in order.

Using storyboards before, during and after the retelling of the poem, (longer narrative poems especially).

Think/pair/share of events and /or actions. Conscience Alley to decide what they think character should do at particular point in the poem.

## **Rehearsal and performance of poem/s**

It is important to capture their thoughts and ideas through daily incidental writing (post-its, brainstorms, mind maps, speech, thought and emotion bubbles etc.) both in their books/journals and for the teacher to model choosing most effective ones to go up on to a working wall.

## **Analyse 1-2 days**

This is the time to identify the key features of the poems through discussion and text marking.

Looking at lots of different examples and drawing up charts and tables to decide as a group/class which are the most effective poems, giving considered reasons for this and talking about how to improve weaker examples.

Identifying the patterns/features/themes specific to the poem style.

This will lead to shared understanding of what a good one looks like and should be used to structure and assess the effectiveness of all their writing in this text type.





## Write 5 days

Teacher models how to plan an example of the poem, using all the elements captured in the Immerse and Analyse days and the children to then have a go at writing a plan for the different example they will be writing as a poem.

Teacher models how to write the first part for their example and the children to then have a go at writing their own starts to the poem.

Teacher models how to improve their first part and then the children have a go at improving their own.

Teacher models the next part/end of the poem; children have a go for themselves.

Teacher models improving the poem, children have a go for themselves.

Teacher re-evaluates and refines it against success criteria already agreed and shown on working wall.

Depending on the poem style, there may be time to repeat this process again to produce 2 or 3 examples written by the children, with the amount of scaffolding being reduced as appropriate.





# Using The Plans

This is not a scheme but it is more than a medium term plan

The programme of study has been split into:

## Reading

- Word Reading
- Comprehension

## Writing

- Transcription
- Handwriting
- Composition
- Vocabulary, Grammar and Punctuation

Year 4	
Autumn	<ul style="list-style-type: none"><li>• Stories with historical setting</li><li>• newspapers</li><li>• Stories in imaginary worlds</li><li>• magazines</li></ul>
Spring	<ul style="list-style-type: none"><li>• Stories from other cultures</li><li>• Explanation</li><li>• Information - advertisements</li><li>• Poetry – creating images</li></ul>
Summer	<ul style="list-style-type: none"><li>• issues and dilemmas</li><li>• plays</li><li>• formal persuasive texts</li><li>• poetry – exploring form</li></ul>

These allocations serve only as a guide for the organisation of the teaching. Other factors such as term length, organisation of the daily English lesson, prior knowledge and cross-curricular links may determine the way in which English is prioritised, taught and delivered in your school.

Each block has assigned Statutory Requirements which are repeated throughout the year or phase. Word Reading, Transcription, Spelling and Handwriting however, have not been allocated and need to be planned for. These will be continuous.

The teaching sequence is then outlined for each block using the ‘Immerse, Analyse, Write’ approach. As before, the timings allocated and the organisation and frequency of delivery is flexible and will vary from school to school.

There are 2 appendices attached:

**Appendix 1 – Immersion Strategies**

**Appendix 2 – Cross Curricular Links**

# Genre Overview





Genres		Possible Texts
Year 4 Autumn	<ul style="list-style-type: none"><li>• Stories with Historical Setting</li><li>• Newspapers</li><li>• Stories in Imaginary Worlds</li></ul>	<p><b>Stories with Historical Setting</b></p> <p>Journey to the River Sea – <b>Eva Ibbotson</b> The Time Travelling Cat series – <b>Julia Jarman</b> The Lion an the Unicorn – <b>Shirley Hughes</b> The Egyptian Cinderella – <b>Shirley Climo</b> The Butterfly Lion – <b>Michael Morpurgo</b> Street Child – <b>Berlie Doherty</b> Archie's War – <b>Marcia Williams</b> My Secret War Diary – <b>Marcia Williams</b></p> <p><b>Newspapers</b></p> <p><a href="http://www.first.news.co.uk">http://www.first.news.co.uk</a> <a href="http://www.bbc.co.uk/newsround">http://www.bbc.co.uk/newsround</a></p> <p><b>Stories in Imaginary Worlds</b></p> <p>The Lion, the Witch and the Wardrobe – <b>C.S. Lewis</b> Aquila – <b>Andrew Norriss</b> Dragon's Child – <b>Jenny Nimmo</b> The Widow's Broom – <b>Chris Van Allsburg</b> The Hobbit: Graphic Novel – <b>JRR Tolkien</b> Percy Jackson and the Lightning Thief – <b>Rick Riordan</b> Noah BarleyWater Runs Away – <b>John Boyne</b> The Snow Merchant – <b>Sam Gayton</b></p>



Spring	<ul style="list-style-type: none"><li>• Magazines</li><li>• Stories from Other Cultures</li></ul>	<p><b>Magazines</b></p> <p>You can subscribe to paper copies or on-line copies of most magazines, so go with your class' interests.</p> <p><a href="http://www.nationalgeographic-kids.co.uk">http://www.nationalgeographic-kids.co.uk</a></p> <p><a href="http://www.magazine.co.uk/kids-magazines/how-it-works">http://www.magazine.co.uk/kids-magazines/how-it-works</a></p> <p><a href="http://www.magazine.co.uk/kids-magazines/adventure-box">http://www.magazine.co.uk/kids-magazines/adventure-box</a></p> <p><a href="http://www.magazine.co.uk/kids-magazines/jacqueline-wilson">http://www.magazine.co.uk/kids-magazines/jacqueline-wilson</a></p> <p><b>Stories from Other Cultures</b></p> <p><a href="http://www.iboard.co.uk/activity/Rama-and-Sita-Storybook-Band-A-text-Listen-and-Read-1794">http://www.iboard.co.uk/activity/Rama-and-Sita-Storybook-Band-A-text-Listen-and-Read-1794</a></p> <p>Mufaro's Beautiful Daughters – <b>John Steptoe</b></p> <p>Grandpa Chatterji – <b>Jamila Gavin</b></p> <p>Stories from Around the World – <b>Heather Amery</b></p> <p>Gregory Cool – <b>Caroline Binch</b></p> <p>Grace and Family – <b>Mary Hoffman</b></p> <p>The No1 Car Spotter and the Firebird – <b>Atinuke</b></p> <p>The No1 Car Spotter – Best in the village-Maybe in the World – <b>Atinuke</b></p>
--------	---	---





	<ul style="list-style-type: none"><li>• Explanation</li></ul>	<p><b>Explanation</b></p> <p>The Shirt Machine – <b>short film</b></p> <p>Understanding Your Muscles and Bones – <b>Rebecca Treays</b></p> <p>Until I Met Dudley – How everyday things really work – <b>Roger McGough &amp; Chris Riddell</b></p> <p>How we make stuff – <b>Christiane Dorian and Beverley Young</b></p> <p>How the world works – <b>Christiane Dorian and Beverley Young</b></p> <p><a href="http://www.howstuffworks.com">http://www.howstuffworks.com</a></p> <p><a href="http://www.totallyabsurd.com">http://www.totallyabsurd.com</a></p> <p><a href="http://www.iboard.co.uk/activity/Drought-Read-Alone-Information-Book-489">http://www.iboard.co.uk/activity/Drought-Read-Alone-Information-Book-489</a></p> <p><a href="http://www.iboard.co.uk/activity/Flooding-Read-Alone-Information-Book-491">http://www.iboard.co.uk/activity/Flooding-Read-Alone-Information-Book-491</a></p> <p><a href="http://www.iboard.co.uk/activity/Sunflower-Lifecycle-Cyclical-Sequencer-Complex-430">http://www.iboard.co.uk/activity/Sunflower-Lifecycle-Cyclical-Sequencer-Complex-430</a></p> <p><a href="http://www.iboard.co.uk/activity/Woodland-Food-Cycle-Cyclical-Sequencer-Complex-431">http://www.iboard.co.uk/activity/Woodland-Food-Cycle-Cyclical-Sequencer-Complex-431</a></p> <p><a href="http://www.iboard.co.uk/activity/Woodland-Food-Cycle-Read-Alone-Explanation-Book-339">http://www.iboard.co.uk/activity/Woodland-Food-Cycle-Read-Alone-Explanation-Book-339</a></p> <p><a href="http://www.bbc.co.uk/bitesize/ks2/english/writing/explanation/read/1/">http://www.bbc.co.uk/bitesize/ks2/english/writing/explanation/read/1/</a></p>
	<ul style="list-style-type: none"><li>• Information – Advertisements</li></ul>	<p><b>Information – advertisements</b></p> <p>Examples from everyday life</p>
	<ul style="list-style-type: none"><li>• Poetry – Creating Images</li></ul>	<p><b>Poetry – Creating Images</b></p> <p>The Works KS2 – <b>Pie Corbett</b></p> <p>The Works 2 – poems on every subject and for Every Occasion – <b>Brian Moses and Pie Corbett</b></p>





		<p>A Dazzling Display of Dogs – <b>Betsy Franco</b> Treasury for All Seasons: Poems and Songs to Celebrate the Year – <b>Julie Andrews, Emma Walton Hamilton</b> Where my wellies take me – <b>Michael and Clare Morpurgo</b> <a href="http://www.brianmoses.co.uk/my_poetry.html">http://www.brianmoses.co.uk/my_poetry.html</a></p>
<b>Summer</b>	<ul style="list-style-type: none"><li>• Issues and Dilemmas</li><li>• Plays</li></ul>	<p><b>Issues and Dilemmas</b></p> <p>Bill's New Frock – <b>Anne Fine</b> The Widow's Broom – <b>Chris Van Allsburg</b> Prosper's Mountain – <b>Henrietta Branford</b> Way Home – <b>Libby Hathorn</b> Secret Friends – <b>Elizabeth Laird</b> The Angel of Nitshill Road – <b>Anne Fine</b> Mr Stink – <b>David Walliams</b> A Dog Called Homeless – <b>Sarah Lean</b> The Forever Whale – <b>Sarah Lean</b> The Unforgotten Coat – <b>Frank Cottrell Boyce</b></p> <p><b>Plays</b></p> <p>Bill's New Frock – <b>Anne Fine</b> The Angel of Nitshill Road – <b>Anne Fine</b> Celebrity Chicken (the Chicken Gave it to me) – <b>Anne Fine</b> Play Time: Plays for all ages by the bestselling author of THE GRUFFALO – <b>Julia Donaldson</b> Bombs and Blackberries - A World War Two Play – <b>Julia Donaldson</b></p>





	<ul style="list-style-type: none"><li>• Formal Persuasive Texts</li><li>• Poetry – Exploring Form</li></ul>	<p><b>Formal Persuasive Texts</b> Examples from everyday life <a href="http://www.iboard.co.uk/iwb/Being-Healthy-Persuasive-Leaflet-Writer-519">http://www.iboard.co.uk/iwb/Being-Healthy-Persuasive-Leaflet-Writer-519</a> <a href="http://www.iboard.co.uk/activity/Drought-Persuasive-Leaflet-Writer-501">http://www.iboard.co.uk/activity/Drought-Persuasive-Leaflet-Writer-501</a> <a href="http://www.iboard.co.uk/activity/Flooding-Persuasive-Leaflet-Writer-502">http://www.iboard.co.uk/activity/Flooding-Persuasive-Leaflet-Writer-502</a> <a href="http://www.iboard.co.uk/activity/Flooding-Persuasive-Leaflet-Writer-502">http://www.iboard.co.uk/activity/Flooding-Persuasive-Leaflet-Writer-502</a> Stand Up, Speak Out – <b>Peace Child International</b></p> <p><b>Poetry – Exploring Form</b> The Works KS2 – <b>Pie Corbett</b> The Works 2 – poems on every subject and for Every Occasion – <b>Brian Moses and Pie Corbett</b></p>
--	---	--



# Statutory Requirements





## Year 4 Statutory Requirements

<b>Reading</b>	<b>Writing</b>	<b>Vocabulary, Grammar and punctuation</b>	<b>Spelling</b>	<b>Speaking and Listening</b>
<p><b>Word Reading</b> Pupils should be taught to: apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p><b>Comprehension</b> Pupils should be taught to: develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• reading books that are structured in different ways and reading for a range of purposes</li> <li>• using dictionaries to check the meaning of words that they have read</li> <li>• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>• identifying themes and conventions in a wide range of books</li> </ul>	<p><b>Transcription</b> Pupils should be taught to: use further prefixes and suffixes and understand how to add them (Appendix 1)</p> <p>spell further homophones spell words that are often misspelt (Appendix 1)</p> <p>use the first two or three letters of a word to check its spelling in a dictionary</p> <p>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p> <p><b>Handwriting</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>• increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</li> </ul>	<p>Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>• extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>• using the present perfect form of verbs in contrast to the past tense</li> <li>• choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>• using conjunctions, adverbs and prepositions to express time and cause</li> <li>• using fronted adverbials</li> <li>• learning the grammar for years 3 and 4 in English Appendix 2</li> </ul> <p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>• using commas after fronted adverbials</li> <li>• indicating possession by using the possessive apostrophe with plural nouns</li> <li>• using and punctuating direct speech</li> </ul> <p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading</p>	<p>Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian</p> <p>Words with the /k/ sound spelt ch (Greek in origin)</p> <p>Words with the /ʃ/ sound spelt ch (mostly French in origin)</p> <p>Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin)</p> <p>Words with the /s/ sound spelt sc (Latin in origin)</p> <p>Words with the /eɪ/ sound spelt ei, eigh, or ey</p> <p>Possessive apostrophe with plural words</p> <p>Homophones or near-homophones</p>	<p>Pupils should be taught to:</p> <p>listen and respond appropriately to adults and their peers</p> <p>ask relevant questions to extend their understanding and knowledge</p> <p>use relevant strategies to build their vocabulary</p> <p>articulate and justify answers, arguments and opinions</p> <p>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>speak audibly and fluently with an increasing command of Standard English</p> <p>participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>gain, maintain and monitor the interest of the listener(s)</p>





## Year 4 Statutory Requirements

Reading	Writing	Vocabulary, Grammar and punctuation	Spelling	Speaking and Listening
<ul style="list-style-type: none"> <li>• preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>• discussing words and phrases that capture the reader's interest and imagination</li> <li>• recognising some different forms of poetry (e.g. free verse, narrative poetry) understand what they read, in books they can read independently, by:</li> <li>• checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>• asking questions to improve their understanding of a text</li> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• predicting what might happen from details stated and implied</li> <li>• identifying main ideas drawn from more than one paragraph and summarising these</li> <li>• identifying how language, structure, and presentation contribute to meaning</li> </ul>	<p>Composition</p> <p>Pupils should be taught to: plan their writing by:</p> <ul style="list-style-type: none"> <li>• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• discussing and recording ideas draft and write by:</li> <li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2)</li> <li>• organising paragraphs around a theme</li> <li>• in narratives, creating settings, characters and plot</li> <li>• in non-narrative material, using simple organisational devices such as headings and sub-headings evaluate and edit by:</li> <li>• assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>• proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences</li> </ul>	<p>Word</p> <p>The grammatical difference between <b>plural</b> and <b>possessive – s</b></p> <p>Standard English forms for <b>verb inflections</b> instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>]</p> <p>Sentence</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>)</p> <p><b>Fronted adverbials</b> [for example, <i>Later that day, I heard the bad news.</i>]</p> <p>Text</p> <p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid cohesion and avoid repetition</p> <p>Punctuation</p> <p>Use of inverted commas and other <b>punctuation</b> to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>]</p>	<p>The /ɔ:/ sound spelt a before l and ll</p> <p>The /ʌ/ sound spelt o</p> <p>The /i:/ sound spelt –ey</p> <p>The /ɒ/ sound spelt a after w and qu</p> <p>The /ɜ:/ sound spelt or after w</p> <p>The /ɔ:/ sound spelt ar after w</p> <p>The /ʒ/ sound spelt s</p> <p>The suffixes –ment, –ness, –ful and –less</p> <p>Contractions</p> <p>The possessive apostrophe (singular nouns)</p> <p>Words ending in –tion</p> <p>Homophones and near-homophones</p> <p>Common exception words</p>	<p>consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>select and use appropriate registers for effective communication</p>



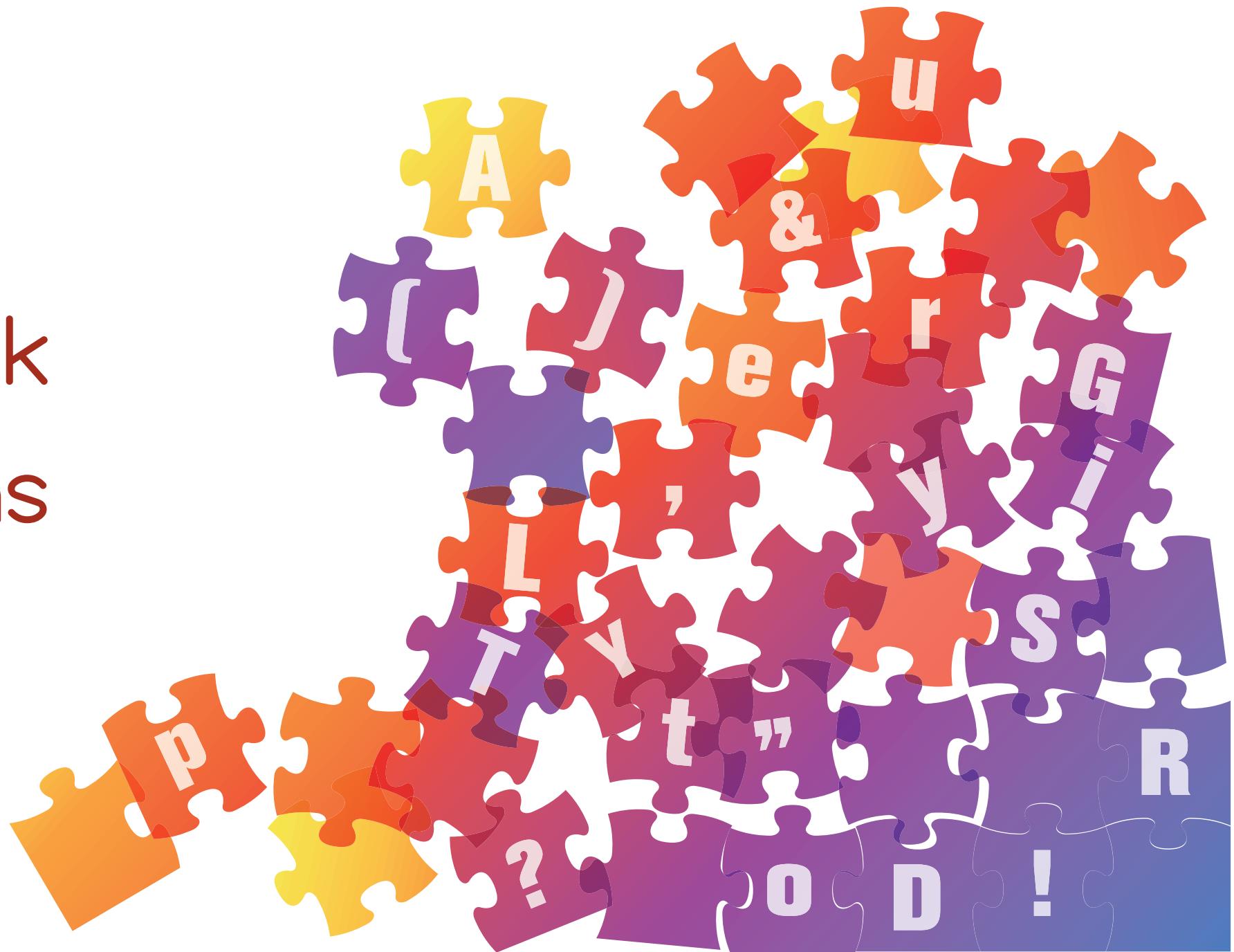


### Year 4 Statutory Requirements

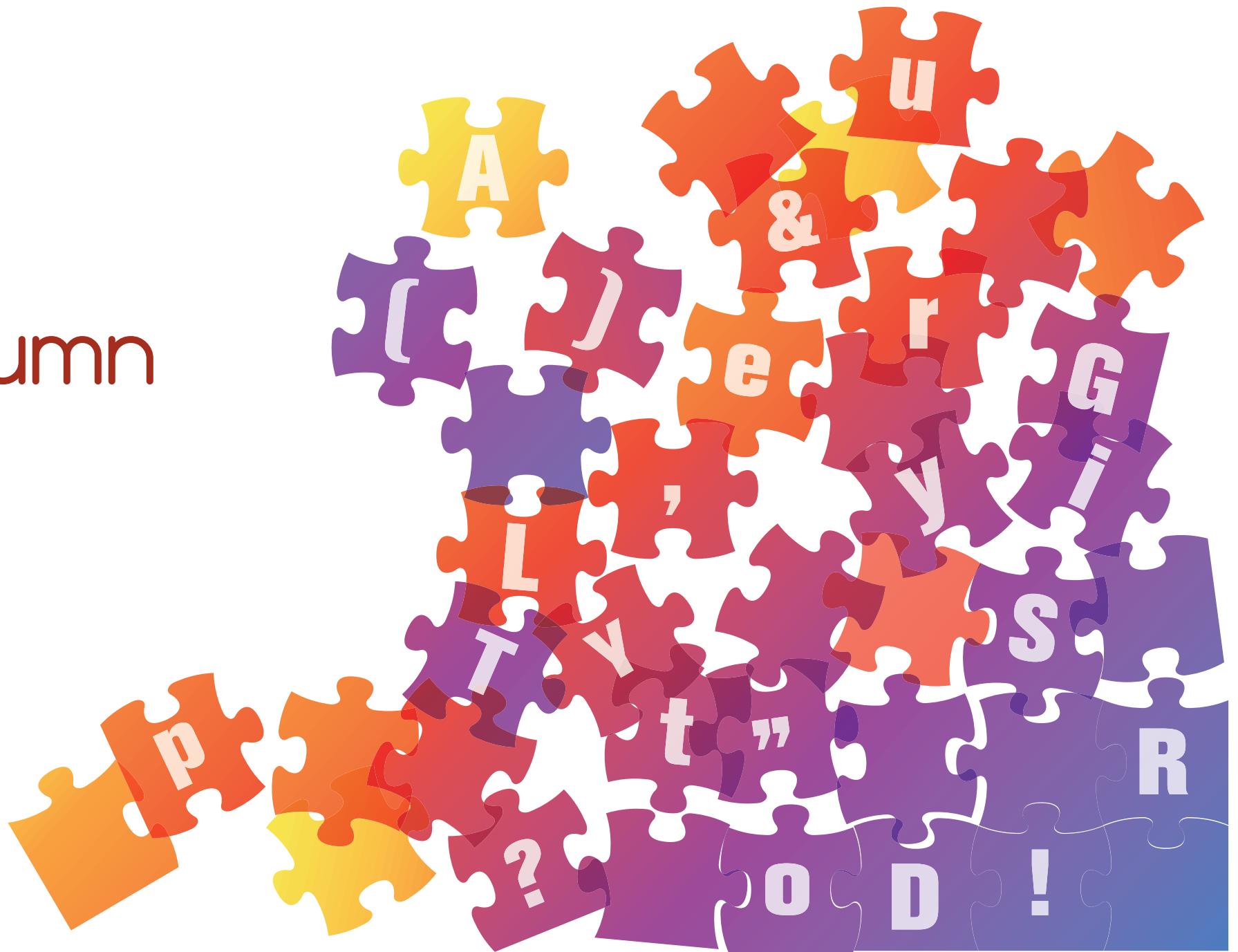
Reading	Writing	Vocabulary, Grammar and punctuation	Spelling	Speaking and Listening
retrieve and record information from non-fiction  participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say	proof-read for spelling and punctuation errors  read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	<b>Apostrophes</b> to mark <b>plural possession</b> [for example, the girl's name, the girls' names]  Use of commas after <b>fronted adverbials</b>  Terminology determiner, pronoun, possessive pronoun, adverbial		



# Block Plans



# Autumn





Stories with Historical Settings Statutory Requirements		
<p><b>Reading – comprehension</b></p> <p><b>develop positive attitudes to reading and understanding of what they read by:</b></p> <ul style="list-style-type: none"><li>• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li><li>• reading books that are structured in different ways and reading for a range of purposes</li><li>• using dictionaries to check the meaning of words that they have read</li><li>• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li><li>• identifying themes and conventions in a wide range of books</li><li>• discussing words and phrases that capture the reader's interest and imagination</li></ul> <p><b>understand what they read, in books they can read independently, by:</b></p> <ul style="list-style-type: none"><li>• checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li><li>• asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences</li></ul>	<p><b>Writing-Composition</b></p> <p><b>Pupils should be taught to plan their writing by:</b></p> <ul style="list-style-type: none"><li>• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li><li>• discussing and recording ideas</li></ul> <p><b>draft and write by:</b></p> <ul style="list-style-type: none"><li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2)</li><li>• organising paragraphs around a theme</li><li>• in narratives, creating settings, characters and plot</li></ul> <p><b>evaluate and edit by:</b></p> <ul style="list-style-type: none"><li>• assessing the effectiveness of their own and others' writing and suggesting improvements</li><li>• proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences</li><li>• proof-read for spelling and punctuation errors</li><li>• read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li></ul>	<p><b>Vocabulary, Grammar and Punctuation</b></p> <p><b>develop their understanding of the concepts set out in English Appendix 2 by:</b></p> <ul style="list-style-type: none"><li>• extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li><li>• using the present perfect form of verbs in contrast to the past tense</li><li>• choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li><li>• using conjunctions, adverbs and prepositions to express time and cause</li><li>• using fronted adverbials</li><li>• learning the grammar for years 3 and 4 in English Appendix 2</li></ul> <p><b>indicate grammatical and other features by:</b></p> <ul style="list-style-type: none"><li>• using commas after fronted adverbials</li><li>• indicating possession by using the possessive apostrophe with plural nouns</li><li>• using and punctuating direct speech</li></ul> <p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading</p> <p><b>Terminology</b></p> <p><b>adverbial, pronoun, possessive pronoun plus embedding terms from Year 3 preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech - inverted commas or speech marks (needs to be consistent across school), consonant letter, vowel letter</b></p>





## English Appendix 2:

### Word

- The grammatical difference between **plural** and **possessive – s**
- Standard English forms for **verb inflections** instead of local spoken forms [for example, *we were* instead of *we was*, or *I did* instead of *I done*]

### Sentence

- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to: *the strict maths teacher with curly hair*)
- **Fronted adverbials** [for example, *Later that day, I heard the bad news.*]

### Text

- Use of paragraphs to organise ideas around a theme
- Appropriate choice of **pronoun** or **noun** within and across **sentences** to aid cohesion and avoid repetition

### Punctuation

- Use of inverted commas and other **punctuation** to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: *The conductor shouted, "Sit down!"*]
- **Apostrophes** to mark **plural** possession [for example, *the girl's name, the girls' names*]
- Use of commas after **fronted adverbials**

### Previous Knowledge / Prior Learning

Check that children can already:

Recognise typical characters, settings and events in adventure stories.

Write an adventure story that has: a problem and resolution; paragraphs and/or chapters with connectives to signal time, sequence or place; descriptions of typical setting and characters; written dialogue that moves the plot on.

Tell a story for an audience with events in sequence, change voice for different characters and include story language.

### Suggested Texts

- Journey to the River Sea – **Eva Ibbotson**
- The Time Travelling Cat series – **Julia Jarman**
- The Lion an the Unicorn – **Shirley Hughes**
- The Egyptian Cinderella – **Shirley Climo**
- The Butterfly Lion – **Michael Morpurgo**
- Street Child – **Berlie Doherty**
- Archie's War – **Marcia Williams**
- My Secret War Diary – **Marcia Williams**





Phased Teaching (based on 2-3 weeks)		
<p><b>Immersion</b></p> <ul style="list-style-type: none"><li>▢ Display examples of stories with historical settings.</li><li>▢ Read several short stories set in the past and a longer story with a historical setting as a serial to run throughout the unit.</li><li>▢ Identify the details in the text that describe characters and setting. Select a character.</li><li>▢ Discuss their own response to the character and the way that an author achieves this.</li><li>▢ Write a character sketch using evidence from the text.</li><li>▢ Watch a short extract of a TV drama set in the past.</li><li>▢ Discuss how differences in time and place are represented.</li><li>▢ Read stories with a historical setting and find evidence about the period when the story is set.</li><li>▢ Write character sketches using evidence deduced from the text.</li><li>▢ Short incidental writing opportunities must be provided linked to reading development.</li></ul>	<p><b>Analysis</b></p> <ul style="list-style-type: none"><li>▢ Analyse features of stories with historical settings.</li><li>▢ Map the stages in stories read and discuss the passing of time.</li><li>▢ Relate this to the organisation of paragraphs and key phrases.</li><li>▢ Identify events that are skimmed and those told in more depth.</li><li>▢ Explore the use of powerful verbs and talk about their function..</li><li>▢ Recognise the stages in a story and the way that events are linked.</li><li>▢ Short incidental writing opportunities must be provided.</li></ul>	<p><b>Writing / Presentation</b></p> <ul style="list-style-type: none"><li>▢ Present a historical setting familiar to the children, for example linked with a period studied in history.</li><li>▢ Write their own short stories set in the past, using their oral stories to structure the written versions.</li><li>▢ Demonstrate and support as they add descriptive detail to make the setting more vivid for the reader.</li><li>▢ Plan a story with a clear structure including a build-up, climax or conflict, and resolution.</li><li>▢ Use connectives to show changes in time or place and the sequence of events.</li><li>▢ Plan, draft, edit and review a complete narrative with their ideas organised into paragraphs.</li></ul> <p><b>Produce a story with an historical setting, applying all the learning from this block.</b></p>





<b>Newspapers</b> Statutory Requirements		
<p><b>Reading – comprehension</b></p> <p><b>develop positive attitudes to reading and understanding of what they read by:</b></p> <ul style="list-style-type: none"> <li>• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• reading books that are structured in different ways and reading for a range of purposes</li> <li>• using dictionaries to check the meaning of words that they have read</li> <li>• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>• identifying themes and conventions in a wide range of books</li> <li>• discussing words and phrases that capture the reader's interest and imagination</li> </ul> <p><b>understand what they read, in books they can read independently, by:</b></p> <ul style="list-style-type: none"> <li>• checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>• asking questions to improve their understanding of a text</li> <li>• predicting what might happen from details stated and implied</li> <li>• identifying main ideas drawn from more than one paragraph and summarising these</li> <li>• identifying how language, structure, and presentation contribute to meaning</li> <li>• retrieve and record information from non-fiction</li> <li>• participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</li> </ul>	<p><b>Writing-Composition</b></p> <p><b>Pupils should be taught to plan their writing by:</b></p> <ul style="list-style-type: none"> <li>• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• discussing and recording ideas</li> </ul> <p><b>draft and write by:</b></p> <ul style="list-style-type: none"> <li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2)</li> <li>• organising paragraphs around a theme</li> <li>• in narratives, creating settings, characters and plot</li> <li>• in non-narrative material, using simple organisational devices such as headings and sub-headings</li> </ul> <p><b>evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>• proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences</li> <li>• proof-read for spelling and punctuation errors</li> <li>• read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul>	<p><b>Vocabulary, Grammar and Punctuation</b></p> <p><b>develop their understanding of the concepts set out in English Appendix 2 by:</b></p> <ul style="list-style-type: none"> <li>• extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>• using the present perfect form of verbs in contrast to the past tense</li> <li>• choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>• using conjunctions, adverbs and prepositions to express time and cause</li> <li>• using fronted adverbials</li> <li>• learning the grammar for years 3 and 4 in English Appendix 2</li> </ul> <p><b>indicate grammatical and other features by:</b></p> <ul style="list-style-type: none"> <li>• using commas after fronted adverbials</li> <li>• indicating possession by using the possessive apostrophe with plural nouns</li> <li>• using and punctuating direct speech</li> </ul> <p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading</p> <p><b>Terminology</b></p> <p><b>adverbial, pronoun, possessive pronoun plus embedding terms from Year 3 preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech - inverted commas or speech marks (needs to be consistent across school), consonant letter, vowel letter</b></p>





## English Appendix 2:

### Word

- The grammatical difference between **plural** and **possessive – s**
- Standard English forms for **verb inflections** instead of local spoken forms [for example, *we were* instead of *we was*, or *I did* instead of *I done*]

### Sentence

- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to: *the strict maths teacher with curly hair*)
- **Fronted adverbials** [for example, *Later that day, I heard the bad news.*]

### Text

- Use of paragraphs to organise ideas around a theme
- Appropriate choice of **pronoun** or **noun** within and across **sentences** to aid cohesion and avoid repetition

### Punctuation

- Use of inverted commas and other **punctuation** to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: *The conductor shouted, “Sit down!”*]
- **Apostrophes** to mark **plural** possession [for example, *the girl's name, the girls' names*]
- Use of commas after **fronted adverbials**

### Previous Knowledge / Prior Learning

Check that children can already:  
Identify past tense verb form.  
Recall and record simple events in chronological order.  
Identify time related vocabulary.  
Recognise first and third person forms.

### Suggested Texts

<http://www.firstnews.co.uk>  
<http://www.bbc.co.uk/newsround>





Phased Teaching (based on 2-3 weeks)		
<b>Immersion</b> <ul style="list-style-type: none"><li>Display and read different examples of newspapers.</li><li>Organise and sequence a recount, identifying key events.</li><li>Short incidental writing opportunities must be provided linked to reading development.</li></ul>	<b>Analysis</b> <ul style="list-style-type: none"><li>Analysis of the features of a simple recount based on a real event.</li><li>Write a draft recount in the correct verb tense.</li><li>Analysis of newspaper text, revising key organisational features and identifying language conventions.</li><li>Reading and discussion on the concepts of 'fact' and 'opinion' in both recounts and an example newspaper article.</li><li>Re-drafting recount into a newspaper article.</li><li>Orally distinguish between factual information and opinions based on factual information.</li><li>Write a simple commentary on a recount draft.</li><li>Identify and record factual information and opinions based on factual information.</li><li>Identify key language and presentational features of newspapers.</li><li>Draft a newspaper article based on a recount.</li><li>Short incidental writing opportunities must be provided.</li></ul>	<b>Writing / Presentation</b> <ul style="list-style-type: none"><li>Children study a visual text as the basis for a newspaper article.</li><li>Drama is used to study and record character opinions alongside factual evidence.</li><li>Record evidence for a newspaper article based on a range of evidence sources.</li><li>Develop an understanding of how an event can be perceived from different viewpoints.</li><li>Plan, draft, edit and review a newspaper article that contains both factual and opinion-based content using the appropriate language and presentational features.</li><li><b>Produce a newspaper, applying all the learning from this block.</b></li></ul>





## Stories With Imaginary Worlds

### Statutory Requirements

**Reading – comprehension  
develop positive attitudes to reading and understanding of what they read by:**

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- discussing words and phrases that capture the reader's interest and imagination

**understand what they read, in books they can read independently, by:**

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these

**Writing-Composition**

**Pupils should be taught to plan their writing by:**

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

**draft and write by:**

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2)
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot

**evaluate and edit by:**

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

**Vocabulary, Grammar and Punctuation**

**develop their understanding of the concepts set out in English Appendix 2 by:**

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- learning the grammar for years 3 and 4 in English Appendix 2

**indicate grammatical and other features by:**

- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with plural nouns
- using and punctuating direct speech

use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading



<ul style="list-style-type: none"><li>identifying how language, structure, and presentation contribute to meaning</li><li>participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</li></ul>		<p><b>Terminology</b> adverbial, pronoun, possessive pronoun plus embedding terms from Year 3 preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech - inverted commas or speech marks (needs to be consistent across school), consonant letter, vowel letter</p>
<p><b>English Appendix 2:</b></p> <p><b>Word</b></p> <ul style="list-style-type: none"><li>The grammatical difference between <b>plural</b> and <b>possessive – s</b></li><li>Standard English forms for <b>verb inflections</b> instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>]</li></ul> <p><b>Sentence</b></p> <ul style="list-style-type: none"><li>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>)</li><li><b>Fronted adverbials</b> [for example, <i>Later that day, I heard the bad news.</i>]</li></ul> <p><b>Text</b></p> <ul style="list-style-type: none"><li>Use of paragraphs to organise ideas around a theme</li><li>Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid cohesion and avoid repetition</li></ul> <p><b>Punctuation</b></p> <ul style="list-style-type: none"><li>Use of inverted commas and other <b>punctuation</b> to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>]</li><li><b>Apostrophes</b> to mark <b>plural</b> possession [for example, <i>the girl's name, the girls' names</i>]</li><li>Use of commas after <b>fronted adverbials</b></li></ul>		





### Previous Knowledge / Prior Learning

Check that children can already:

Identify a range of settings used by authors when discussing stories they have read.

Use simple connectives to connect ideas in using simple or compound sentences.

### Suggested Texts

The Lion, the Witch and the Wardrobe – **C.S. Lewis**

Aquila – **Andrew Norriss**

Dragon's Child – **Jenny Nimmo**

The Widow's Broom – **Chris Van Allsburg**

The Hobbit: Graphic Novel – **JRR Tolkien**

Percy Jackson and the Lightning Thief – **Rick Riordan**

Noah BarleyWater Runs Away – **John Boyne**

The Snow Merchant – **Sam Gayton**

Phased Teaching (based on 2-3 weeks)		
Immersion	Analysis	Writing / Presentation
<p><b>Immersion</b></p> <ul style="list-style-type: none"> <li>Display examples of fantasy texts.</li> <li>Read, compare and contrast a range of texts with fantasy settings.</li> <li>Discuss how settings influence the reactions of characters.</li> <li>Express opinions about the mood and atmospheres created by different authors of narratives with fantasy settings.</li> <li>Express opinions about an author's intended impact on a reader.</li> <li>Create fantasy settings using photo-editing software.</li> <li>Short incidental writing opportunities must be provided linked to reading development.</li> </ul>	<p><b>Analysis</b></p> <ul style="list-style-type: none"> <li>Identify common features and themes from the fantasy texts.</li> <li>Use images to discuss character responses to settings.</li> <li>Construct a narrative using the images, and drawing on common features and themes of stories set in fantasy settings.</li> <li>Organise the story into paragraphs and identify how cohesion is created within and across paragraphs.</li> <li>tell a story orally based on their role-play using the organisational and language features of the text-type.</li> <li>Short incidental writing opportunities must be provided</li> </ul>	<p><b>Writing / Presentation</b></p> <ul style="list-style-type: none"> <li>Demonstrate how to organise the narrative into paragraphs using cohesive devices to connect ideas.</li> <li>Write their own narratives arranged into paragraphs, ensuring that ideas are linked within and across paragraphs.</li> <li>Write a narrative using paragraphs to organise ideas maintaining cohesion within and between paragraphs.</li> <li>Plan, draft, edit and review.</li> <li><b>Produce a story in an imaginary world, applying all the learning from this block.</b></li> </ul>





<b>Magazines</b> <b>Statutory Requirements</b>		
<p><b>Reading – comprehension</b>  <b>develop positive attitudes to reading and understanding of what they read by:</b></p> <ul style="list-style-type: none"> <li>• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• reading books that are structured in different ways and reading for a range of purposes</li> <li>• using dictionaries to check the meaning of words that they have read</li> <li>• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>• identifying themes and conventions in a wide range of books</li> <li>• discussing words and phrases that capture the reader's interest and imagination</li> </ul> <p><b>understand what they read, in books they can read independently, by:</b></p> <ul style="list-style-type: none"> <li>• checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>• asking questions to improve their understanding of a text</li> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• predicting what might happen from details stated and implied</li> </ul>	<p><b>Writing-Composition</b>  <b>Pupils should be taught to plan their writing by:</b></p> <ul style="list-style-type: none"> <li>• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• discussing and recording ideas</li> </ul> <p><b>draft and write by:</b></p> <ul style="list-style-type: none"> <li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2)</li> <li>• organising paragraphs around a theme</li> <li>• in narratives, creating settings, characters and plot</li> <li>• in non-narrative material, using simple organisational devices such as headings and sub-headings</li> </ul> <p><b>evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>• proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences</li> <li>• proof-read for spelling and punctuation errors</li> <li>• read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul>	<p><b>Vocabulary, Grammar and Punctuation</b>  <b>develop their understanding of the concepts set out in English Appendix 2 by:</b></p> <ul style="list-style-type: none"> <li>• extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>• using the present perfect form of verbs in contrast to the past tense</li> <li>• choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>• using conjunctions, adverbs and prepositions to express time and cause</li> <li>• using fronted adverbials</li> <li>• learning the grammar for years 3 and 4 in English Appendix 2</li> </ul> <p><b>indicate grammatical and other features by:</b></p> <ul style="list-style-type: none"> <li>• using commas after fronted adverbials</li> <li>• indicating possession by using the possessive apostrophe with plural nouns</li> <li>• using and punctuating direct speech</li> </ul> <p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading</p>





<ul style="list-style-type: none"><li>identifying main ideas drawn from more than one paragraph and summarising these</li><li>identifying how language, structure, and presentation contribute to meaning</li><li>retrieve and record information from non-fiction</li><li>participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</li></ul>		<p><b>Terminology</b> adverbial, pronoun, possessive pronoun plus embedding terms from Year 3 preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech - inverted commas or speech marks (needs to be consistent across school), consonant letter, vowel letter</p>
---	--	---

## English Appendix 2:

### Word

- The grammatical difference between **plural** and **possessive – s**
- Standard English forms for **verb inflections** instead of local spoken forms [for example, *we were* instead of *we was*, or *I did* instead of *I done*]

### Sentence

- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to: *the strict maths teacher with curly hair*)
- **Fronted adverbials** [for example, *Later that day, I heard the bad news.*]

### Text

- Use of paragraphs to organise ideas around a theme
- Appropriate choice of **pronoun** or **noun** within and across **sentences** to aid cohesion and avoid repetition

### Punctuation

- Use of inverted commas and other **punctuation** to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: *The conductor shouted, "Sit down!"*]
- **Apostrophes** to mark **plural** possession [for example, *the girl's name, the girls' names*]
- Use of commas after **fronted adverbials**





### Previous Knowledge / Prior Learning

Check that children can already:

Identify past tense verb form.

Recall and record simple events in chronological order.

### Suggested Texts

You can subscribe to paper copies or on-line copies of most magazines, so go with your class' interests.

<http://www.nationalgeographic-kids.co.uk>

<http://www.magazine.co.uk/kids-magazines/how-it-works>

<http://www.magazine.co.uk/kids-magazines/adventure-box>

<http://www.magazine.co.uk/kids-magazines/jacqueline-wilson>

### Phased Teaching (based on 2-3 weeks)

#### Immersion

- Display examples of magazines.
- Analysis of the features of a simple recount based on a real event.
- Application of these features in draft form as a basis for later work.
- Organise and sequence a recount, identifying key events.
- Write a draft recount in the correct verb tense.
- Short incidental writing opportunities must be provided linked to reading development.

#### Analysis

- Analysis of magazine texts, revising key organisational features and identifying language conventions.
- Reading and discussion on the concepts of 'fact' and 'opinion' in both recounts and an example magazine article.
- Re-drafting recount into a magazine article.
- Orally distinguish between factual information and opinions based on factual information.
- Write a simple commentary on a recount draft.
- Identify and record factual information and opinions based on factual information.
- Identify key language and presentational features of magazines.
- Draft a magazine article based on a recount.
- Short incidental writing opportunities must be provided.

#### Writing / Presentation

- Study a visual text as the basis for a magazine article.
- Drama is used to study and record character opinions alongside factual evidence.
- Record evidence for a magazine article based on a range of evidence sources.
- Develop an understanding of how an event can be perceived from different viewpoints.
- Plan, draft, edit and review a magazine article that contains both factual and opinion-based content and appropriate language and presentational features.
- **Produce a magazine article, applying all the learning from this block.**



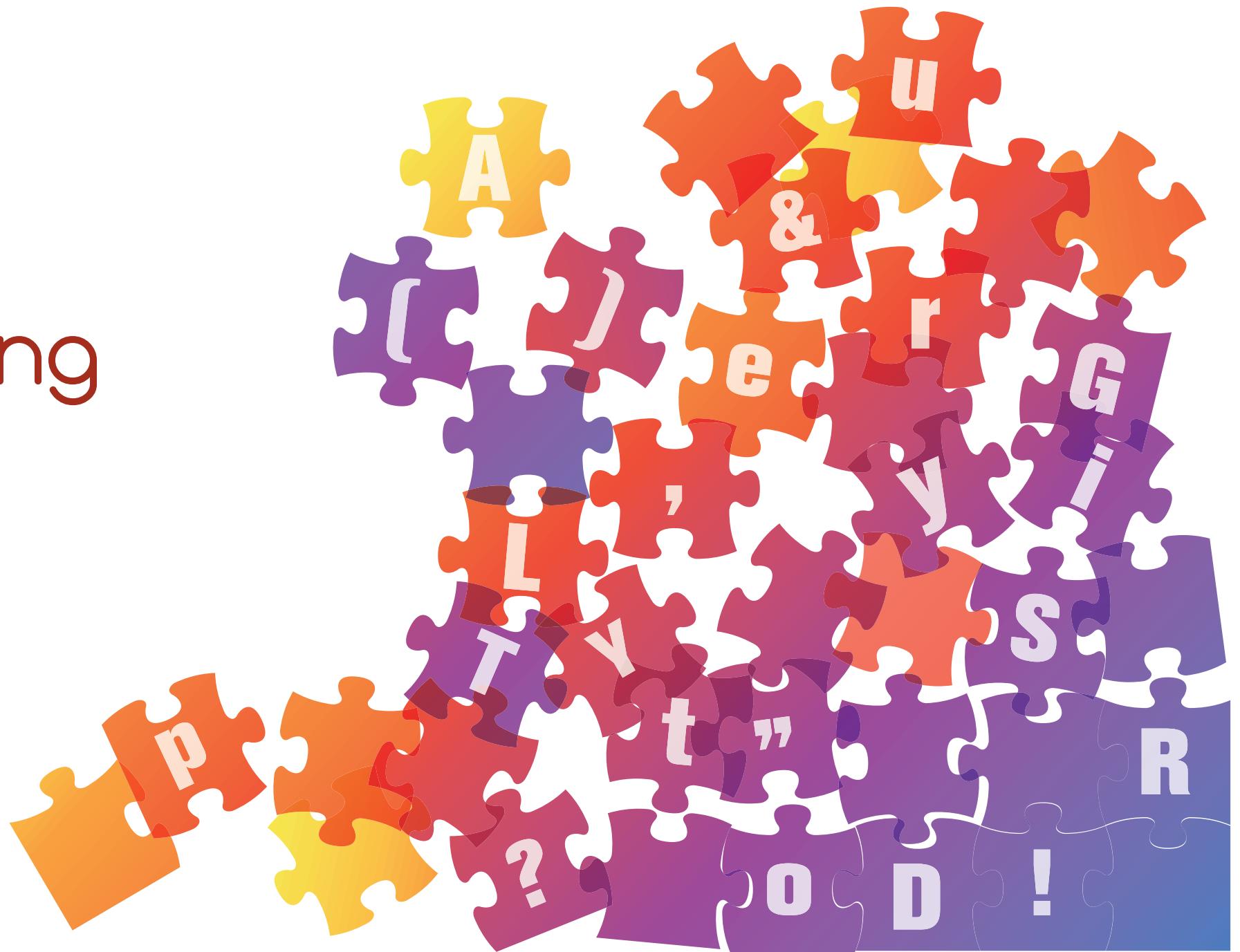


*“Reading widely and often feeds pupils’  
imagination and opens up a treasure-house of  
wonder and joy for curious minds”*

- The National Curriculum (2014)



# Spring





Stories From Other Cultures Statutory Requirements		
Reading – comprehension	Writing – Composition	Vocabulary, Grammar and Punctuation
<p><b>develop positive attitudes to reading and understanding of what they read by:</b></p> <ul style="list-style-type: none"> <li>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> <li>using dictionaries to check the meaning of words that they have read</li> <li>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>identifying themes and conventions in a wide range of books</li> <li>discussing words and phrases that capture the reader's interest and imagination</li> </ul> <p><b>understand what they read, in books they can read independently, by:</b></p> <ul style="list-style-type: none"> <li>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>asking questions to improve their understanding of a text</li> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>predicting what might happen from details stated and implied</li> </ul>	<p><b>Writing – Composition</b></p> <ul style="list-style-type: none"> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2)</li> <li>organising paragraphs around a theme</li> <li>in narratives, creating settings, characters and plot</li> <li>in non-narrative material, using simple organisational devices such as headings and sub-headings</li> </ul> <p><b>evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences</li> <li>proof-read for spelling and punctuation errors</li> <li>read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul>	<p><b>develop their understanding of the concepts set out in English Appendix 2 by:</b></p> <ul style="list-style-type: none"> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>using the present perfect form of verbs in contrast to the past tense</li> <li>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>using conjunctions, adverbs and prepositions to express time and cause</li> <li>using fronted adverbials</li> <li>learning the grammar for years 3 and 4 in English Appendix 2</li> </ul> <p><b>indicate grammatical and other features by:</b></p> <ul style="list-style-type: none"> <li>using commas after fronted adverbials</li> <li>indicating possession by using the possessive apostrophe with plural nouns</li> <li>using and punctuating direct speech</li> </ul> <p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading</p>





- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

#### Terminology

adverbial, pronoun, possessive pronoun plus embedding terms from Year 3 preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech - inverted commas or speech marks (needs to be consistent across school), consonant letter, vowel letter

#### English Appendix 2:

##### Word

- The grammatical difference between **plural** and **possessive – s**
- Standard English forms for **verb inflections** instead of local spoken forms [for example, *we were* instead of *we was*, or *I did* instead of *I done*]

##### Sentence

- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to: *the strict maths teacher with curly hair*)
- **Fronted adverbials** [for example, *Later that day, I heard the bad news.*]

##### Text

- Use of paragraphs to organise ideas around a theme
- Appropriate choice of **pronoun** or **noun** within and across **sentences** to aid cohesion and avoid repetition

##### Punctuation

- Use of inverted commas and other **punctuation** to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: *The conductor shouted, "Sit down!"*]
- **Apostrophes** to mark **plural** possession [for example, *the girl's name, the girls' names*]
- Use of commas after **fronted adverbials**





## Previous Knowledge / Prior Learning

Check that children can already:

- Identify a range of settings used by authors when discussing stories they have read.
- Use simple connectives to connect ideas in using simple or compound sentences.
- Identify the characters, settings and main events in a story.
- Write their own fiction and non-fiction texts.

## Suggested Texts

<http://www.iboard.co.uk/activity/Rama-and-Sita-Storybook-Band-A-text-Listen-and-Read-1794>

Mufaro's Beautiful Daughters – **John Steptoe**

Grandpa Chatterji – **Jamila Gavin**

Stories from Around the World – **Heather Amery**

Gregory Cool – **Caroline Binch**

Grace and Family – **Mary Hoffman**

The No1 Car Spotter and the Firebird – **Atinuke**

The No1 Car Spotter-Best in the village – Maybe in the World – **Atinuke**

## Phased Teaching (based on 2-3 weeks)

### Immersion

- Display examples of stories from other cultures.
- Read a story from another culture.
- Identify expressive and descriptive language to describe unfamiliar setting.
- Look at the organisation of the story and research background information, for example about the country where the story is set.
- Discuss characters: compare customs, beliefs, etc., with children's own.
- Record responses to story in a journal.
- Begin to read another story, for example from a different culture but with a similar theme.
- Pause at a key point in the story and discuss children's predictions about how the main characters will act.
- Do they think that the setting has an effect on their actions? Would they act in the same way?
- Read a range of stories from other cultures.
- Short incidental writing opportunities must be provided linked to reading development.

### Analysis

- Identify the features of stories from other cultures
- Note ideas in a journal.
- Demonstrate how to use evidence from the text to support a point of view.
- Finish reading the story and compare predictions.
- Note responses to whole story in journal and discuss ways in which their response has changed whilst reading the book.
- Select a character from one of the stories.
- Demonstrate how to devise questions to ask that character. Pairs work in role to interview characters, to explore their motives and behaviour.
- Talk about making deductions based on evidence from the text and responding imaginatively.
- Short incidental writing opportunities must be provided.

### Writing / Presentation

- Children devise interview questions and are interviewed in role by a partner.
- Explore different types of talk, for example differences between characters of different ages, formality of interview questions compared to chatting to a friend. Review what they have learnt about the characters.
- Write story or extend an existing story from another culture.
- Write a character description based on a character from one of the texts discussed.
- Plan, draft, edit and review.
- Produce a story based on another culture, applying all the learning from this block.**





Explanations Statutory Requirements		
<p><b>Reading – comprehension</b> <b>develop positive attitudes to reading and understanding of what they read by:</b></p> <ul style="list-style-type: none"> <li>• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• reading books that are structured in different ways and reading for a range of purposes</li> <li>• using dictionaries to check the meaning of words that they have read</li> <li>• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>• identifying themes and conventions in a wide range of books</li> <li>• discussing words and phrases that capture the reader's interest and imagination</li> </ul> <p><b>understand what they read, in books they can read independently, by:</b></p> <ul style="list-style-type: none"> <li>• checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>• asking questions to improve their understanding of a text</li> <li>• predicting what might happen from details stated and implied</li> <li>• identifying main ideas drawn from more than one paragraph and summarising these</li> </ul>	<p><b>Writing – Composition</b> <b>Pupils should be taught to plan their writing by:</b></p> <ul style="list-style-type: none"> <li>• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• discussing and recording ideas</li> </ul> <p><b>draft and write by:</b></p> <ul style="list-style-type: none"> <li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2)</li> <li>• organising paragraphs around a theme</li> <li>• in narratives, creating settings, characters and plot</li> <li>• in non-narrative material, using simple organisational devices such as headings and sub-headings</li> </ul> <p><b>evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>• proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences</li> <li>• proof-read for spelling and punctuation errors</li> <li>• read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul>	<p><b>Vocabulary, Grammar and Punctuation</b> <b>develop their understanding of the concepts set out in English Appendix 2 by:</b></p> <ul style="list-style-type: none"> <li>• extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>• using the present perfect form of verbs in contrast to the past tense</li> <li>• choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>• using conjunctions, adverbs and prepositions to express time and cause</li> <li>• using fronted adverbials</li> <li>• learning the grammar for years 3 and 4 in English Appendix 2</li> </ul> <p><b>indicate grammatical and other features by:</b></p> <ul style="list-style-type: none"> <li>• using commas after fronted adverbials</li> <li>• indicating possession by using the possessive apostrophe with plural nouns</li> <li>• using and punctuating direct speech</li> </ul> <p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading</p>





<ul style="list-style-type: none"><li>identifying how language, structure, and presentation contribute to meaning</li><li>retrieve and record information from non-fiction</li><li>participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</li></ul>		<p><b>Terminology</b></p> <p>adverbial, pronoun, possessive pronoun plus embedding terms from Year 3 preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech - inverted commas or speech marks (needs to be consistent across school), consonant letter, vowel letter</p>
---	--	--

## English Appendix 2:

### Word

- The grammatical difference between **plural** and **possessive – s**
- Standard English forms for **verb inflections** instead of local spoken forms [for example, *we were* instead of *we was*, or *I did* instead of *I done*]

### Sentence

- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to: *the strict maths teacher with curly hair*)
- **Fronted adverbials** [for example, *Later that day, I heard the bad news.*]

### Text

- Use of paragraphs to organise ideas around a theme
- Appropriate choice of **pronoun** or **noun** within and across **sentences** to aid cohesion and avoid repetition

### Punctuation

- Use of inverted commas and other **punctuation** to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: *The conductor shouted, "Sit down!"*]
- **Apostrophes** to mark **plural** possession [for example, *the girl's name, the girls' names*]
- Use of commas after **fronted adverbials**



## Previous Knowledge / Prior Learning

Check that children can already:

Identify the key features of simple recount and report texts.

Express clear opinions about characters' responses to a range of settings.

Navigate information texts on paper and on screen using knowledge of text-type and layout to identify facts and points of interest.

## Suggested Texts

The Shirt Machine – **short film**

Understanding Your Muscles and Bones – **Rebecca Treays**

Until I Met Dudley... **Roger McGough & Chris Riddell**

How we make stuff – **Christiane Dorian and Beverley Young**

How the world works – **Christiane Dorian and Beverley Young**

<http://www.howstuffworks.com>

<http://www.totallyabsurd.com>

<http://www.iboard.co.uk/activity/Drought-Read-Alone-Information-Book-489>

<http://www.iboard.co.uk/activity/Flooding-Read-Alone-Information-Book-491>

<http://www.iboard.co.uk/activity/Sunflower-Lifecycle-Cyclical-Sequencer-Complex-430>

<http://www.iboard.co.uk/activity/Woodland-Food-Cycle-Cyclical-Sequencer-Complex-431>

<http://www.iboard.co.uk/activity/Woodland-Food-Cycle-Read-Alone-Explanation-Book-339>

<http://www.bbc.co.uk/bitesize/ks2/english/writing/explanation/read/1/>

## Phased Teaching (based on 2-3 weeks)

### Immersion

- Display examples of explanation texts.
- Read and briefly investigate three different text-types so that children can distinguish between explanatory texts, reports and recounts. Capture ideas through talk and reading and use of different examples of the text-type - on-screen, oral, written and visual.
- Use their knowledge of the organisational features of explanation texts to find information quickly.
- Recognise the structure and language features of an explanation in oral explanations.
- Explain how ideas are developed in an explanation text.
- Short incidental writing opportunities must be provided linked to reading development.

### Analysis

- Use examples of explanation texts to identify key features: the purpose, structure, language features and presentational features.
- Work in pairs to orally explain a process or answer a question.
- Explore the short film and, through teacher scribing, shared composition and guided writing, develop awareness of the language features of an explanation text (sentence structure, connectives, passive voice).
- Introduce the writing task.
- Orally explain a process or answer to a question using language features of the text-type.
- Short incidental writing opportunities must be provided.

### Writing / Presentation

- Use a diagrammatic plan and oral rehearsal to support the writing of an explanation text.
- Use the conventions developed through modelled and shared writing and response partners and peer marking to develop skills of re-drafting and editing.
- Use information collected from reading more than one source and present it in the form of an explanation text.
- Write an explanation text from a diagrammatic plan, using the conventions of the text-type.
- Plan, draft, edit and review.
- **Produce an explanation text, applying all the learning from this block.**





Information - Advertisements Statutory Requirements		
Reading – comprehension <b>develop positive attitudes to reading and understanding of what they read by:</b>	Writing – Composition <b>Pupils should be taught to plan their writing by:</b>	Vocabulary, Grammar and Punctuation <b>develop their understanding of the concepts set out in English Appendix 2 by:</b>
<p><b>Reading – comprehension</b></p> <p><b>develop positive attitudes to reading and understanding of what they read by:</b></p> <ul style="list-style-type: none"> <li>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> <li>using dictionaries to check the meaning of words that they have read</li> <li>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>identifying themes and conventions in a wide range of books</li> <li>discussing words and phrases that capture the reader's interest and imagination</li> </ul> <p><b>understand what they read, in books they can read independently, by:</b></p> <ul style="list-style-type: none"> <li>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>asking questions to improve their understanding of a text</li> <li>identifying main ideas drawn from more than one paragraph and summarising these</li> <li>identifying how language, structure, and presentation contribute to meaning</li> <li>retrieve and record information from non-fiction</li> <li>participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</li> </ul>	<p><b>Writing – Composition</b></p> <p><b>Pupils should be taught to plan their writing by:</b></p> <ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas</li> </ul> <p><b>draft and write by:</b></p> <ul style="list-style-type: none"> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2)</li> <li>organising paragraphs around a theme</li> <li>in narratives, creating settings, characters and plot</li> <li>in non-narrative material, using simple organisational devices such as headings and sub-headings</li> </ul> <p><b>evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences</li> <li>proof-read for spelling and punctuation errors</li> <li>read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul>	<p><b>Vocabulary, Grammar and Punctuation</b></p> <p><b>develop their understanding of the concepts set out in English Appendix 2 by:</b></p> <ul style="list-style-type: none"> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>using the present perfect form of verbs in contrast to the past tense</li> <li>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>using conjunctions, adverbs and prepositions to express time and cause</li> <li>using fronted adverbials</li> <li>learning the grammar for years 3 and 4 in English Appendix 2</li> </ul> <p><b>indicate grammatical and other features by:</b></p> <ul style="list-style-type: none"> <li>using commas after fronted adverbials</li> <li>indicating possession by using the possessive apostrophe with plural nouns</li> <li>using and punctuating direct speech</li> </ul> <p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading</p> <p><b>Terminology</b>  <b>adverbial, pronoun, possessive pronoun plus embedding terms from Year 3 preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech - inverted commas or speech marks (needs to be consistent across school), consonant letter, vowel letter</b></p>





## English Appendix 2:

### Word

- The grammatical difference between **plural** and **possessive – s**
- Standard English forms for **verb inflections** instead of local spoken forms [for example, *we were* instead of *we was*, or *I did* instead of *I done*]

### Sentence

- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to: *the strict maths teacher with curly hair*)
- **Fronted adverbials** [for example, *Later that day, I heard the bad news.*]

### Text

- Use of paragraphs to organise ideas around a theme
- Appropriate choice of **pronoun** or **noun** within and across **sentences** to aid cohesion and avoid repetition

### Punctuation

- Use of inverted commas and other **punctuation** to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: *The conductor shouted, "Sit down!"*]
- **Apostrophes** to mark **plural** possession [for example, *the girl's name, the girls' names*]
- Use of commas after **fronted adverbials**

### Previous Knowledge / Prior Learning

Check that children can already:

Understand the difference between fiction and non-fiction texts.

Understand the main features of an information text.

Write a simple non-fiction text. (Information texts in year 3)

### Suggested Texts

**Use examples from everyday life**





## Phased Teaching (based on 2-3 weeks)

### Immersion

- Display examples of advertisements.
- Prepare for factual research by reviewing what is known, what is needed, what is available and where one might search.
- Routinely use dictionaries and thesaurus and use third and fourth place letters to locate and sequence words in alphabetical order.
- Scan texts in print or on screen to locate key words or phrases, headings, lists, bullet points, captions and key sentences (and IT equivalents) to appraise their usefulness in supporting the reader to gain information effectively.
- Collect information from a variety of sources.
- Read and discuss a range of information texts.
- Short incidental writing opportunities must be provided linked to reading development.

### Analysis

- Identify the features of information texts.
- Identify how paragraphs are used to organise and sequence information.
- Mark and annotate headings, key sentences and words in printed text or on screen.
- Make short notes, for example by abbreviating ideas, selecting key words, listing or in diagrammatic form.
- Fill out brief notes into connected prose.
- Begin to scan texts for information.
- Short incidental writing opportunities must be provided.

### Writing / Presentation

- Present information from a variety of sources in one simple format, for example chart, labelled diagram, graph, matrix.
- Develop and refine ideas in writing using planning and problem-solving strategies.
- Edit down and reword a sentence or paragraph by deleting the less important elements, for example repetitions, asides, secondary considerations, and explain the reasons for the editorial choices.
- Write advertisements.
- Plan, draft, edit and review.
- **Produce an advertisement, applying all the learning from this block.**



Poetry – Creating Images Statutory Requirements		
<p><b>Reading – comprehension</b></p> <p><b>develop positive attitudes to reading and understanding of what they read by:</b></p> <ul style="list-style-type: none"><li>• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li><li>• reading books that are structured in different ways and reading for a range of purposes</li><li>• using dictionaries to check the meaning of words that they have read</li><li>• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li><li>• identifying themes and conventions in a wide range of books</li><li>• preparing poems and play scripts to read aloud and to perform, showing understanding</li><li>• discussing words and phrases that capture the reader's interest and imagination</li><li>• recognising some different forms of poetry (e.g. free verse, narrative poetry)</li></ul> <p><b>understand what they read, in books they can read independently, by:</b></p> <ul style="list-style-type: none"><li>• checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li><li>• asking questions to improve their understanding of a text</li><li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li></ul>	<p><b>Writing – Composition</b></p> <p><b>Pupils should be taught to plan their writing by:</b></p> <ul style="list-style-type: none"><li>• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li><li>• discussing and recording ideas</li></ul> <p><b>draft and write by:</b></p> <ul style="list-style-type: none"><li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2)</li><li>• organising around a theme</li></ul> <p><b>evaluate and edit by:</b></p> <ul style="list-style-type: none"><li>• assessing the effectiveness of their own and others' writing and suggesting improvements</li><li>• proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences</li><li>• proof-read for spelling and punctuation errors</li><li>• read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li></ul>	<p><b>Vocabulary, Grammar and Punctuation</b></p> <p><b>develop their understanding of the concepts set out in English Appendix 2 by:</b></p> <ul style="list-style-type: none"><li>• extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li><li>• using the present perfect form of verbs in contrast to the past tense</li><li>• choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li><li>• using conjunctions, adverbs and prepositions to express time and cause</li><li>• using fronted adverbials</li><li>• learning the grammar for years 3 and 4 in English Appendix 2</li></ul> <p><b>indicate grammatical and other features by:</b></p> <ul style="list-style-type: none"><li>• using commas after fronted adverbials</li><li>• indicating possession by using the possessive apostrophe with plural nouns</li><li>• using and punctuating direct speech</li></ul> <p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading</p>





<ul style="list-style-type: none"><li>predicting what might happen from details stated and implied</li><li>identifying how language, structure, and presentation contribute to meaning</li><li>participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</li></ul>		<p><b>Terminology</b> adverbial, pronoun, possessive pronoun plus embedding terms from Year 3 preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech - inverted commas or speech marks (needs to be consistent across school), consonant letter, vowel letter</p>
---	--	---

## English Appendix 2:

### Word

- The grammatical difference between **plural** and **possessive – s**
- Standard English forms for **verb inflections** instead of local spoken forms [for example, *we were* instead of *we was*, or *I did* instead of *I done*]

### Sentence

- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to: *the strict maths teacher with curly hair*)
- **Fronted adverbials** [for example, *Later that day, I heard the bad news.*]

### Text

- Use of paragraphs to organise ideas around a theme
- Appropriate choice of **pronoun** or **noun** within and across **sentences** to aid cohesion and avoid repetition

### Punctuation

- Use of inverted commas and other **punctuation** to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: *The conductor shouted, "Sit down!"*]
- **Apostrophes** to mark **plural** possession [for example, *the girl's name, the girls' names*]
- Use of commas after **fronted adverbials**



## Previous Knowledge / Prior Learning

Check that children can already:

Describe the effect a poem has and suggest possible interpretations.

Discuss the choice of words and their impact, noticing how the poet creates 'sound effects' by using alliteration, rhythm and rhyme and creates 'pictures' using similes.

Perform individually or chorally; vary volume, experimenting with expression and use pauses for effect.

Experiment with wordplay.

Use powerful nouns, adjectives and verbs, experimenting with alliteration.

Write simple free verse; borrow or create a repeating pattern.

## Suggested Texts

The Works KS2 – **Pie Corbett**

The Works 2 – poems on every subject and for Every Occasion – **Brian Moses and Pie Corbett**

A Dazzling Display of Dogs – **Betsy Franco**

Treasury for All Seasons: Poems and Songs to Celebrate the Year – **Julie Andrews, Emma Walton Hamilton**

Where my wellies take me – **Michael and Clare Morpurgo**

[http://www.brianmoses.co.uk/my\\_poetry.html](http://www.brianmoses.co.uk/my_poetry.html)

## Phased Teaching (based on 2-3 weeks)

### Immersion

- ▢ Display examples of imagery poems.
- ▢ Read a number of poems that use similes and other simple images to create a vivid picture.
- ▢ Perform poems, individually or in groups, using actions and sound effects where appropriate to heighten awareness of the language and imagery used. Respond to the poems in a variety of ways, for example through dance, drama and art.
- ▢ Consider what the poems are about and discuss the poet's use of language, identifying distinctive features, such as similes and other devices.
- ▢ Consider why poets might have chosen to use language in the way they have.
- ▢ Recognise and discuss how poets use language (including similes and other simple images) to create a vivid picture in words.
- ▢ Increased range of poetry of which they are aware and can discuss likes and dislikes, with reasons.
- ▢ Short incidental writing opportunities must be provided linked to reading development.

### Analysis

- ▢ Analyse key features of imagery poems
- ▢ Explore what a simile is through various games.
- ▢ Model planning and writing a new poem based upon those read in previous sessions.
- ▢ Write own poem using similes and other devices to create imagery.
- ▢ Recognise and discuss how poets use language (including similes and other simple images) to create a vivid picture in words.
- ▢ Increased range of poetry of which they are aware and can discuss likes and dislikes, with reasons.
- ▢ Short incidental writing opportunities must be provided.

### Writing / Presentation

- ▢ Children write a poem, using similes and other devices to create imagery.
- ▢ Outcomes are shared, discussed and performed or published as a class book, using presentation software or online as a podcast.
- ▢ Write simple poem based on one previously read and analysed.
- ▢ Paint a vivid word picture using similes and other simple images.
- ▢ Plan, draft, edit and review.
- ▢ **Produce poems, applying all the learning from this block.**





*“Imagination is more important than knowledge.”*

- Albert Einstein

# Summer





Issues and Dilemmas Statutory Requirements		
<p><b>Reading – comprehension</b>  <b>develop positive attitudes to reading and understanding of what they read by:</b></p> <ul style="list-style-type: none"> <li>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> <li>using dictionaries to check the meaning of words that they have read</li> <li>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>identifying themes and conventions in a wide range of books</li> <li>preparing poems and play scripts to read aloud and to perform, showing understanding</li> <li>discussing words and phrases that capture the reader's interest and imagination</li> <li>recognising some different forms of poetry (e.g. free verse, narrative poetry)</li> </ul> <p><b>understand what they read, in books they can read independently, by:</b></p> <ul style="list-style-type: none"> <li>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>asking questions to improve their understanding of a text</li> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>	<p><b>Writing – Composition</b>  <b>Pupils should be taught to plan their writing by:</b></p> <ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas</li> </ul> <p><b>draft and write by:</b></p> <ul style="list-style-type: none"> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2)</li> <li>organising paragraphs around a theme</li> <li>in narratives, creating settings, characters and plot</li> <li>in non-narrative material, using simple organisational devices such as headings and sub-headings</li> </ul> <p><b>evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences</li> <li>proof-read for spelling and punctuation errors</li> <li>read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul>	<p><b>Vocabulary, Grammar and Punctuation</b>  <b>develop their understanding of the concepts set out in English Appendix 2 by:</b></p> <ul style="list-style-type: none"> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>using the present perfect form of verbs in contrast to the past tense</li> <li>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>using conjunctions, adverbs and prepositions to express time and cause</li> <li>using fronted adverbials</li> <li>learning the grammar for years 3 and 4 in English Appendix 2</li> </ul> <p><b>indicate grammatical and other features by:</b></p> <ul style="list-style-type: none"> <li>using commas after fronted adverbials</li> <li>indicating possession by using the possessive apostrophe with plural nouns</li> <li>using and punctuating direct speech</li> </ul> <p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading</p>





- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

### Terminology

adverbial, pronoun, possessive pronoun plus embedding terms from Year 3 preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech - inverted commas or speech marks (needs to be consistent across school), consonant letter, vowel letter

## English Appendix 2:

### Word

- The grammatical difference between **plural** and **possessive – s**
- Standard English forms for **verb inflections** instead of local spoken forms [for example, *we were* instead of *we was*, or *I did* instead of *I done*]

### Sentence

- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to: *the strict maths teacher with curly hair*)
- **Fronted adverbials** [for example, *Later that day, I heard the bad news.*]

### Text

- Use of paragraphs to organise ideas around a theme
- Appropriate choice of **pronoun** or **noun** within and across **sentences** to aid cohesion and avoid repetition

### Punctuation

- Use of inverted commas and other **punctuation** to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: *The conductor shouted, "Sit down!"*]
- **Apostrophes** to mark **plural** possession [for example, *the girl's name, the girls' names*]
- Use of commas after **fronted adverbials**





## Previous Knowledge / Prior Learning

Check that children can already:

Recognise typical characters, settings and events in adventure stories.

Write an adventure story that has: a problem and resolution; paragraphs and/or chapters with connectives to signal time, sequence or place; descriptions of typical setting and characters; written dialogue that moves the plot on.

Tell a story for an audience with events in sequence, change voice for different characters and include story language.

## Suggested Texts

Bill's New Frock – **Anne Fine**

The Widow's Broom – **Chris Van Allsburg**

Prosper's Mountain – **Henrietta Branford**

Way Home – **Libby Hathorn**

Secret Friends – **Elizabeth Laird**

The Angel of Nitshill Road – **Anne Fine**

Mr Stink – **David Walliams**

A Dog Called Homeless – **Sarah Lean**

The Forever Whale – **Sarah Lean**

The Unforgotten Coat – **Frank Cottrell Boyce**

## Phased Teaching (based on 2-3 weeks)

### Immersion

- ▢ Display examples of stories which raise issues and dilemmas.
- ▢ Begin to read a short story that raises an issue or dilemma.
- ▢ Summarise the key points in each paragraph to produce an outline of the story structure.
- ▢ Stop to predict the outcome of an issue or dilemma.
- ▢ Explore possible courses of action using improvisation. Children write own endings based on drama and discussion.
- ▢ Compare these endings with the original story ending and evaluate it.
- ▢ Read, compare and contrast stories with issues and dilemmas.
- ▢ Begin reading a longer story as a serial and continue through the unit.
- ▢ Use a journal to record the issues/dilemmas faced by the main character(s) and predict what they will do.
- ▢ Short incidental writing opportunities must be provided linked to reading development.

### Analysis

- ▢ Identify the features of a story with issues and dilemmas.
- ▢ Watch an extract from TV or video which shows a character facing a dilemma; talk about how the mood and atmosphere are achieved with music, images and words.
- ▢ Read another story (or link with the serial story) and focus on a problem faced by the main character. Identify and discuss evidence in the text that suggests the character's point of view and their possible actions.
- ▢ Discuss different characters and alternative views on the problem. In drama, children create scenes from the story and then explore characters' thoughts and motives using freeze-frame.
- ▢ Short incidental writing opportunities must be provided.

### Writing / Presentation

- ▢ Write in role as a character from the story, advising the main character about what they should do.
- ▢ Present the children with a setting and characters and an issue or dilemma.
- ▢ They discuss the problem and possible solutions. This is used to plan a longer story arranged into chapters.
- ▢ Demonstrate how to write the opening part of the story to set the scene and consider ways to draw the reader in.
- ▢ Write their own stories independently using the plans.
- ▢ Write their own stories with issues and dilemmas.
- ▢ Plan, draft, edit and review.
- ▢ Produce a story with issues and dilemmas, applying all the learning from this block.





<b>Plays</b> <b>Statutory Requirements</b>		
<p><b>Reading – comprehension</b></p> <p><b>develop positive attitudes to reading and understanding of what they read by:</b></p> <ul style="list-style-type: none"> <li>• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• reading books that are structured in different ways and reading for a range of purposes</li> <li>• using dictionaries to check the meaning of words that they have read</li> <li>• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>• identifying themes and conventions in a wide range of books</li> <li>• preparing poems and play scripts to read aloud and to perform, showing understanding</li> <li>• discussing words and phrases that capture the reader's interest and imagination</li> </ul> <p><b>understand what they read, in books they can read independently, by:</b></p> <ul style="list-style-type: none"> <li>• checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>• asking questions to improve their understanding of a text</li> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>	<p><b>Writing – Composition</b></p> <p><b>Pupils should be taught to plan their writing by:</b></p> <ul style="list-style-type: none"> <li>• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• discussing and recording ideas</li> </ul> <p><b>draft and write by:</b></p> <ul style="list-style-type: none"> <li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2)</li> <li>• organising paragraphs around a theme</li> <li>• in narratives, creating settings, characters and plot</li> <li>• in non-narrative material, using simple organisational devices such as headings and sub-headings</li> </ul> <p><b>evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>• proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences</li> <li>• proof-read for spelling and punctuation errors</li> <li>• read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul>	<p><b>Vocabulary, Grammar and Punctuation</b></p> <p><b>develop their understanding of the concepts set out in English Appendix 2 by:</b></p> <ul style="list-style-type: none"> <li>• extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>• using the present perfect form of verbs in contrast to the past tense</li> <li>• choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>• using conjunctions, adverbs and prepositions to express time and cause</li> <li>• using fronted adverbials</li> <li>• learning the grammar for years 3 and 4 in English Appendix 2</li> </ul> <p><b>indicate grammatical and other features by:</b></p> <ul style="list-style-type: none"> <li>• using commas after fronted adverbials</li> <li>• indicating possession by using the possessive apostrophe with plural nouns</li> <li>• using and punctuating direct speech</li> </ul> <p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading</p>





<ul style="list-style-type: none"><li>predicting what might happen from details stated and implied</li><li>identifying main ideas drawn from more than one paragraph and summarising these</li><li>identifying how language, structure, and presentation contribute to meaning</li><li>participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</li></ul>		<p><b>Terminology</b></p> <p>adverbial, pronoun, possessive pronoun plus embedding terms from Year 3 preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech - inverted commas or speech marks (needs to be consistent across school), consonant letter, vowel letter</p>
---	--	--

## English Appendix 2:

### Word

- The grammatical difference between **plural** and **possessive – s**
- Standard English forms for **verb inflections** instead of local spoken forms [for example, *we were* instead of *we was*, or *I did* instead of *I done*]

### Sentence

- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to: *the strict maths teacher with curly hair*)
- **Fronted adverbials** [for example, *Later that day, I heard the bad news.*]

### Text

- Use of paragraphs to organise ideas around a theme
- Appropriate choice of **pronoun** or **noun** within and across **sentences** to aid cohesion and avoid repetition

### Punctuation

- Use of inverted commas and other **punctuation** to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: *The conductor shouted, "Sit down!"*]
- **Apostrophes** to mark **plural** possession [for example, *the girl's name, the girls' names*]
- Use of commas after **fronted adverbials**



### Previous Knowledge / Prior Learning

Check that children can already:

Demonstrate understanding of the features of particular types of text by talking about similarities and differences in characters, settings and events.

Write a complete story with: sequence of events in paragraphs for the opening, problem, resolution, ending; descriptions of new characters or settings; complete sentences in third person and past tense; examples of patterned story language and dialogue with speech marks.

Express an opinion and explain a point of view, for example, by using evidence from the text.

### Suggested Texts

Bill's New Frock – **Anne Fine**

The Angel of Nitshill Road – **Anne Fine**

Celebrity Chicken (the Chicken Gave it to me) – **Anne Fine**

Play Time: Plays for all ages by the bestselling author of The Gruffalo – **Julia Donaldson**

Bombs and Blackberries – A World War Two Play – **Julia Donaldson**

### Phased Teaching (based on 2-3 weeks)

#### Immersion

- Display examples of plays.
- Read and explore characteristics of playscripts related to one of more of previous narrative units. (Possibly play versions of known or previously studied narratives, comparing the two.)
- Read and discuss a range of playscripts.
- Explore characters, issues and dilemmas.
- Short incidental writing opportunities must be provided linked to reading development.

#### Analysis

- Identify the features of a playscript.
- Use extracts or scenes from a range of narratives covered in other units.
- Short incidental writing opportunities must be provided.

#### Writing / Presentation

- Improvise dialogue between key characters and use this as the basis for writing own short playscripts, using features explored earlier. Perform (possibly using ICT to record) and evaluate.
- Write and perform own playscript.
- Plan, draft, edit and review.
- **Produce a play, applying all the learning from this block.**





Formal Persuasive Texts Statutory Requirements		
Reading – comprehension <b>develop positive attitudes to reading and understanding of what they read by:</b>	Writing – Composition <b>Pupils should be taught to plan their writing by:</b>	Vocabulary, Grammar and Punctuation <b>develop their understanding of the concepts set out in English Appendix 2 by:</b>
<p><b>Reading – comprehension</b></p> <p><b>develop positive attitudes to reading and understanding of what they read by:</b></p> <ul style="list-style-type: none"> <li>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> <li>using dictionaries to check the meaning of words that they have read</li> <li>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>identifying themes and conventions in a wide range of books</li> <li>discussing words and phrases that capture the reader's interest and imagination</li> </ul> <p><b>understand what they read, in books they can read independently, by:</b></p> <ul style="list-style-type: none"> <li>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>asking questions to improve their understanding of a text</li> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>identifying main ideas drawn from more than one paragraph and summarising these</li> </ul>	<p><b>Writing – Composition</b></p> <p><b>Pupils should be taught to plan their writing by:</b></p> <ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas</li> </ul> <p><b>draft and write by:</b></p> <ul style="list-style-type: none"> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2)</li> <li>organising paragraphs around a theme</li> <li>in narratives, creating settings, characters and plot</li> <li>in non-narrative material, using simple organisational devices such as headings and sub-headings</li> </ul> <p><b>evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences</li> <li>proof-read for spelling and punctuation errors</li> <li>read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul>	<p><b>Vocabulary, Grammar and Punctuation</b></p> <p><b>develop their understanding of the concepts set out in English Appendix 2 by:</b></p> <ul style="list-style-type: none"> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>using the present perfect form of verbs in contrast to the past tense</li> <li>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>using conjunctions, adverbs and prepositions to express time and cause</li> <li>using fronted adverbials</li> <li>learning the grammar for years 3 and 4 in English Appendix 2</li> </ul> <p><b>indicate grammatical and other features by:</b></p> <ul style="list-style-type: none"> <li>using commas after fronted adverbials</li> <li>indicating possession by using the possessive apostrophe with plural nouns</li> <li>using and punctuating direct speech</li> </ul> <p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading</p>





<ul style="list-style-type: none"><li>identifying how language, structure, and presentation contribute to meaning</li><li>retrieve and record information from non-fiction</li><li>participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</li></ul>		<p><b>Terminology</b></p> <p>adverbial, pronoun, possessive pronoun plus embedding terms from Year 3 preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech - inverted commas or speech marks (needs to be consistent across school), consonant letter, vowel letter</p>
---	--	--

## English Appendix 2:

### Word

- The grammatical difference between **plural** and **possessive – s**
- Standard English forms for **verb inflections** instead of local spoken forms [for example, *we were* instead of *we was*, or *I did* instead of *I done*]

### Sentence

- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to: *the strict maths teacher with curly hair*)
- **Fronted adverbials** [for example, *Later that day, I heard the bad news.*]

### Text

- Use of paragraphs to organise ideas around a theme
- Appropriate choice of **pronoun** or **noun** within and across **sentences** to aid cohesion and avoid repetition

### Punctuation

- Use of inverted commas and other **punctuation** to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: *The conductor shouted, "Sit down!"*]
- **Apostrophes** to mark **plural** possession [for example, *the girl's name, the girls' names*]
- Use of commas after **fronted adverbials**



### Previous Knowledge / Prior Learning

Check that children can already:

Express opinions about a text supported with evidence from the text.

Write a simple sentence correctly demarcated by a capital letter and full stop.

### Suggested Texts

Examples from everyday life

<http://www.iboard.co.uk/iwb/Being-Healthy-Persuasive-Leaflet-Writer-519>

<http://www.iboard.co.uk/activity/Drought-Persuasive-Leaflet-Writer-501>

<http://www.iboard.co.uk/activity/Flooding-Persuasive-Leaflet-Writer-502>

[http://www.iboard.co.uk/activity/Flooding-Persuasive-Leaflet-Writer-502](#)  
Stand Up, Speak Out – **Peace Child International**

### Phased Teaching (based on 2-3 weeks)

#### Immersion

- ▢ Display examples of formal persuasive texts.
- ▢ Read, compare and contrast a range of persuasive texts.
- ▢ Discuss and record common features of the text-types. Express views about the persuasive nature of different texts.
- ▢ Express personal opinions to compare and contrast a range of texts using evidence from the text to support their opinion.
- ▢ Short incidental writing opportunities must be provided linked to reading development.

#### Analysis

- ▢ Identify key language features in persuasive texts.
- ▢ Identify elements of a trailer that would persuade a reader to see a film.
- ▢ Plan a trailer to promote a film using key moments from the film.
- ▢ Short incidental writing opportunities must be provided.

#### Writing / Presentation

- ▢ Write a written voice-over script to persuade a reader to see a film.
- ▢ Demonstrate how to combine words, music and images to convince the reader.
- ▢ Write a persuasive voice-over text using informal language and a range of simple connectives.
- ▢ Plan, draft, edit and review.
- ▢ **Produce a persuasive text, applying all the learning from this block.**



Poetry – Creating Images Statutory Requirements		
<p><b>Reading – comprehension</b></p> <p><b>develop positive attitudes to reading and understanding of what they read by:</b></p> <ul style="list-style-type: none"><li>• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li><li>• reading books that are structured in different ways and reading for a range of purposes</li><li>• using dictionaries to check the meaning of words that they have read</li><li>• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li><li>• identifying themes and conventions in a wide range of books</li><li>• preparing poems and play scripts to read aloud and to perform, showing understanding</li><li>• discussing words and phrases that capture the reader's interest and imagination</li><li>• recognising some different forms of poetry (e.g. free verse, narrative poetry)</li></ul> <p><b>understand what they read, in books they can read independently, by:</b></p> <ul style="list-style-type: none"><li>• checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li><li>• asking questions to improve their understanding of a text</li><li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li></ul>	<p><b>Writing – Composition</b></p> <p><b>Pupils should be taught to plan their writing by:</b></p> <ul style="list-style-type: none"><li>• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li><li>• discussing and recording ideas</li></ul> <p><b>draft and write by:</b></p> <ul style="list-style-type: none"><li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See Appendix 2)</li><li>• organising paragraphs around a theme</li><li>• in narratives, creating settings, characters and plot</li><li>• in non-narrative material, using simple organisational devices such as headings and sub-headings</li></ul> <p><b>evaluate and edit by:</b></p> <ul style="list-style-type: none"><li>• assessing the effectiveness of their own and others' writing and suggesting improvements</li><li>• proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences</li><li>• proof-read for spelling and punctuation errors</li><li>• read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li></ul>	<p><b>Vocabulary, Grammar and Punctuation</b></p> <p><b>develop their understanding of the concepts set out in English Appendix 2 by:</b></p> <ul style="list-style-type: none"><li>• extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li><li>• using the present perfect form of verbs in contrast to the past tense</li><li>• choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li><li>• using conjunctions, adverbs and prepositions to express time and cause</li><li>• using fronted adverbials</li><li>• learning the grammar for years 3 and 4 in English Appendix 2</li></ul> <p><b>indicate grammatical and other features by:</b></p> <ul style="list-style-type: none"><li>• using commas after fronted adverbials</li><li>• indicating possession by using the possessive apostrophe with plural nouns</li><li>• using and punctuating direct speech</li></ul> <p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading</p>





<ul style="list-style-type: none"><li>predicting what might happen from details stated and implied</li><li>identifying main ideas drawn from more than one paragraph and summarising these</li><li>identifying how language, structure, and presentation contribute to meaning</li><li>participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</li></ul>		<p><b>Terminology</b> adverbial, pronoun, possessive pronoun plus embedding terms from Year 3 preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech - inverted commas or speech marks (needs to be consistent across school), consonant letter, vowel letter</p>
---	--	---

## English Appendix 2:

### Word

- The grammatical difference between **plural** and **possessive – s**
- Standard English forms for **verb inflections** instead of local spoken forms [for example, *we were* instead of *we was*, or *I did* instead of *I done*]

### Sentence

- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. *the teacher* expanded to: *the strict maths teacher with curly hair*)
- **Fronted adverbials** [for example, *Later that day, I heard the bad news.*]

### Text

- Use of paragraphs to organise ideas around a theme
- Appropriate choice of **pronoun** or **noun** within and across **sentences** to aid cohesion and avoid repetition

### Punctuation

- Use of inverted commas and other **punctuation** to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: *The conductor shouted, "Sit down!"*]
- **Apostrophes** to mark **plural** possession [for example, *the girl's name, the girls' names*]
- Use of commas after **fronted adverbials**



Previous Knowledge / Prior Learning	Suggested Texts
<p>Check that children can already:</p> <p>Describe the effect a poem has and suggest possible interpretations.</p> <p>Discuss the choice of words and their impact, noticing how the poet creates 'sound effects' by using alliteration, rhythm or rhyme and creates 'pictures' using similes.</p> <p>Use actions, voices, sound effects and simple musical patterns to add to a performance.</p>	<p>The Works KS2 – <b>Pie Corbett</b></p> <p>The Works 2 – poems on every subject and for Every Occasion – <b>Brian Moses and Pie Corbett</b></p>

Phased Teaching (based on 2-3 weeks)		
<p><b>Immersion</b></p> <ul style="list-style-type: none"> <li>❑ Display examples of performance poems.</li> <li>❑ Study poems that can be performed and identify performance techniques.</li> <li>❑ Read and recite poems discussing vocabulary, structure and language features used to create effects.</li> <li>❑ Listen for and use some technical terms in discussion of poems.</li> <li>❑ Understand how the use of expressive and descriptive language can create effects or generate emotional responses.</li> <li>❑ Experiment orally with phrases and words to create different effects and responses.</li> <li>❑ Short incidental writing opportunities must be provided linked to reading development.</li> </ul>	<p><b>Analysis</b></p> <ul style="list-style-type: none"> <li>❑ Work collaboratively to organise, rehearse and present their own poetry presentations created through presentation software for a chosen audience.</li> <li>❑ Plan, organise and create an ICT-based poetry presentation that involves each member of the group.</li> <li>❑ Short incidental writing opportunities must be provided.</li> </ul>	<p><b>Writing / Presentation</b></p> <ul style="list-style-type: none"> <li>❑ Showcase and then evaluate their poetry presentations as an effective way of conveying the theme and style of a published poem.</li> <li>❑ Reflect on and evaluate the quality of own and their peers' poetry presentations.</li> <li>❑ Plan, draft, edit and review.</li> <li>❑ <b>Produce poems, applying all the learning from this block.</b></li> </ul>

# Appendix



# Immersion Strategies





# Strategies to Immerse Children in a Text Type

The following approaches are really effective in developing children's responses to a text type through developing their vocabulary, drama skills, speaking and listening, rehearsal and oral retelling. If captured, this will lead to application of these skills in their written presentation at the end of the text type block.

## Storyboards

Put 6-8 pictures from a story onto A3 landscape format (3x2 or 4x2). If these are laminated they can be re-used throughout the block/by another class or year group. Try to build these up over the year/school so they can become a resource for colleagues to dip into or use for blocks of work. They can also be used in reading for pleasure sessions as a visual text.

Pre-telling the story is using the storyboard before having read the story. This can be a quick or longer strategy depending on how you want to use it. The children can orally tell the story, add notes on post-its to stick onto their storyboard or develop sentences/paragraphs to write their own version of the story. If a complete story is written it is really good to compare this to the original text.

Re-telling the story is using the storyboard to prompt after reading story to the children.

Storyboards are an effective and efficient way of using the same resource to differentiate. When the children are using the storyboard, they can have challenging prompts focusing on language structure, vocabulary or punctuation appropriate to their next steps e.g. one group focuses on using conjunctions and, then, because; another group has adverbs to include; another group has to use fronted adverbial phrases.

## Role on the Wall

A character outline is shared with the children (A4, A3 or life-size-draw round one of your children on wallpaper). The children then describe what the character looks like on the outside of the outline and what the character feels on the inside. This can be used at different points in a story to allow the children to consider how feelings of characters can change during a story.

## Barrier Game

Before seeing a setting or character the teacher describes what it or they look like and the children have to draw their interpretation. The focus is on the accuracy of the words used by the describer and the listening skills of the drawer, rather than the drawing ability of the children. This can also be done in pairs with one child being the describer and the other the drawer.

## Babble Gabble

This is a fun, frenetic way of getting the children to summarise the key points of a story/section of a story. After hearing part or all of a story the children work in pairs. First child has 1 minute to retell the story. Second child then retells story in 30 seconds. First child then retells in 15 seconds. Second child then has 10 seconds. As the time shortens you will notice a speeding up of talking and more use of gestures in the retelling.





## Phone Conversation

On the carpet get the children to sit back to back and hold their hands to their mouth and ear as if holding an invisible phone so they can have a conversation in-role. Good for getting the children to think like a character and respond to questions from another character in a story or a reporter. The children can swap characters and repeat, adding to what their partner has started with, or going in a different direction completely.

## Snowstorm

This is a great way to help children recall events or facts and learn from each other. Having already heard a story or part the children write down one thing they remember about the story/character/setting/feature (non-fiction/poetry) on a piece of paper (scrap is fine). Next they scrunch it up into a snowball and throw into the middle of the carpet or table (depending on space available). Each child picks up a snowball, unfolds, reads information and adds to it. This can be repeated as long as the children can think of other things to write down. This is a good strategy to use when reviewing any learning e.g. Science, Geography, History, RE, DT.

## Conscience Alley

When reading a text, stop at a point when one of the characters has a decision to make. Discuss what that choice is and get the children to decide whether they want to be on the side for or against doing something. Make two lines (one for and one against) with a gap in the middle and then walk down the middle listening to the children's reasons. At the end of the line make your decision, based on how persuasive the lines were and give reasons for how you reached your decision. The children can have a go at being the character next time. This supports all abilities, as less confident children can use/develop ideas already heard and you can challenge more able children to come up with more ideas or better ways of putting the idea.

## Freeze Frame

First, model with one group, in front of the class. Choose children to be characters at a specific point in the story, get them to position themselves and then freeze in position. Teacher then goes into the frame and asks each character how they are feeling/ what they are going to do next. All the children can work in character in groups to do this- they can all be at the same point, or allocated different key points in the story. Teacher then goes around the groups asking them questions in-role.

## Jigsaw

Each group is given a specific aspect to research e.g. in an author study might be home life, growing up, influences, books written etc. Each group produces a poster/info sheet. Once this is complete, one person stays with the poster and the rest of the group move round to another group to make notes and learn about a different aspect. The person left behind is the 'expert' who has to answer questions/explain anything the other groups ask as they move around. This is repeated until they have been around all the groups. Then each group has to produce a range of posters, using the notes they have taken, on all the different aspects covered, thus learning from each other. These can be evaluated and the most effective ones displayed. This is also a really useful cross-curricular strategy.





## Spies and Envoys

This is a good way to review learning. In groups of 4-6 children create a poster on all they have learned/know about a text type or focus e.g. Non-fiction texts or Michael Morpurgo author study. The group chooses one person to be a spy, who has to go and steal information from other group posters and then bring it back to add to their own poster, thus learning from each other and recognising gaps in their own information, which they can use to improve.

Envoy use higher-order skills, as when they go to another group they have to look at the poster, decide what they want to take back and use. Then they have to think of something on their poster that they will trade for this new information. This has to be agreed with the other group and then they can take it back and use it on their own poster. If there is nothing they want off the other group's poster, they move on to the next group and don't offer any information to that group.

## Pyramid Game

This is a way of getting the children to consider the importance of events, features or facts. Children are given/write down 10 events/features or facts (depending on text type). They then have to order them with the most important at the top of the pyramid and the least important on the bottom row e.g.

```

      X
      X X
    X X   X
    X X X X
  
```

They can then discuss their reasons for putting cards in particular order, with a view to being able to change their mind if they think their partner/group has a better reason for putting them in different order. The children don't have to reach full agreement on every point, as with stories they can interpret them differently and with non-chronological reports the order is down to the writer too. This can be done in pairs, groups or whole class and leads to really good discussion and development of their reasoning skills to justify choices.

## Mind Maps

These can be used to capture ideas around a story, for research in non-fiction and for looking at different aspects of a poem. The block title goes in the centre, then different aspects such as setting, characters, build up, problem, resolution, vocab- own and magpie words and phrases. This is a good way to capture the learning in the immersion phase and can be added to in the plenary. This can then be added to with the analysis phase of the block and, in essence becomes the plan for writing in the text type during the writing and presentation phase. It can also be used as an assessment tool for the children, with an expectation that they look back at it and use some of the words and phrases within the features of the text type.

## Magpies

All writers are magpies who steal words and phrases they hear, to use in their own writing. This is a great chance to share ideas in the plenaries throughout the session and to record their own ideas for vocabulary and phrases and then magpie-ing one or two from others. Teachers can model this when discussing ideas that they are putting up on to their working wall, then stealing some from the children to put up too and then modelling how to use these when they come to the writing/presentation phase of the block.

## KWL Grids

These are a good way of starting with what the children already **know** about a new text type for the teacher to decide what the gaps in learning are and what they need to focus on. They are an opportunity for the children to help direct the learning through thinking about **what they want to learn** which can be discussed and agreed with the teacher at the beginning of the block. Then at the end of the block to review what they have **learned** e.g.

K	W	L





*“The more that you read, the more things you will know. The more that you learn, the more places you’ll go.”*

- Dr Seuss



# Possible Cross Curricular links





## Opportunities for applying the skills in writing across the curriculum

	English	Maths	Maths (Continuous)	Science	History	Geography	Computing	Art and Design	Design and Technology	Modern Foreign Languages	Music	Physical education	
<b>Year 4</b>	Stories with historical setting  Stories with imaginary worlds  Recounts – newspapers  Magazines	Number and place value  Addition and subtraction  Multiplication and division	Problem Solving, reasoning and communication	All living things  Animals including humans	Britain's settlement by Anglo-Saxons and Scots  This could include:  Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire  Scots invasions from Ireland to north Britain (now Scotland)  Anglo-Saxon invasions, settlements and kingdoms: place names and village life  Anglo-Saxon art and culture  Christian conversion – Canterbury, Iona and Lindisfarne	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	To create sketch books to improve their mastery of techniques used by greatest artists, architects and designers in history.	<b>Design</b>  Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups  <b>Make</b>  Select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately  <b>Evaluate</b>  Investigate and analyse a range of existing products	Speak in sentences, using familiar vocabulary, phrases and basic language structures	Listen with attention to detail and recall sounds with increasing aural memory	Use running, jumping, throwing and catching in isolation and in combination  Play competitive games, modified where appropriate, such as badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending  Swimming (any time of year)  Swim competently use a range of strokes perform self rescue	



	English	Maths	Maths (Continuous)	Science	History	Geography	Computing	Art and Design	Design and Technology	Modern Foreign Languages	Music	Physical education
Spring	Stories from other cultures	Decimals and fractions	Problem Solving, reasoning and communication	States of matter	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	<p>This could include:</p> <ul style="list-style-type: none"> <li>Viking raids and invasion</li> <li>Resistance by Alfred the Great and Athelstan, first king of England</li> <li>Further Viking invasions and Danegeld</li> <li>Anglo-Saxon laws and justice</li> <li>Edward the Confessor and his death in 1066</li> </ul>	Understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration		<b>Technical knowledge</b> Apply their understanding of how to strengthen, stiffen and reinforce more complex structures	Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*	Use and understand staff and other musical notations	Develop flexibility, strength, technique, control and balance, for example through athletics and gymnastics
	Explanation	Measures							Understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages			
	Information	Geometry										
	Poetry – creating images	Properties of shapes										
		Position, direction, motion										
		Calculation										



	English	Maths	Maths (Continuous)	Science	History	Geography	Computing	Art and Design	Design and Technology	Modern Foreign Languages	Music	Physical education
Summer	Issues and dilemmas  Plays  Persuasive texts  Poetry – exploring form	Data Calculation	Problem Solving, reasoning and communication	Sound  Electricity		Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America	Recognise common uses of information technology beyond school			Present ideas and information orally to a range of audiences*		Perform dances using a range of movement patterns  Take part in outdoor and adventurous activity challenges both individually and within a team  Compare their performances with previous ones and demonstrate improvement to achieve their personal best.



**With special thanks to:**

John Ardrey (Roscoe Primary School)  
Anne Marie Berry (Gwladys Street Primary School)  
Justine Clovis (Rice Lane Junior School)  
Karen Crichton (Middlefield Primary School)  
Emma Hartley (St Gregory's Primary School)  
Val Hodgson (Monksdown Primary school)  
Simon Lineton (St Anne's Primary School)  
Alaine Sanders (Moss pits Lane Primary School)

for trialling the formats and their valuable feedback.

For more information please contact:

School Improvement Liverpool  
E-mail: [SIL@liverpool.gov.uk](mailto:SIL@liverpool.gov.uk)  
Telephone: 0151 233 3901