

Spelling and handwriting practice to take place daily

TEXT: Erik the Viking

National Curriculum	Week	NC - Coverage	Skills Taught	Activity outline
<p>Composition: <u>Pupils should be taught to:</u> 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 ♣ organising paragraphs around a theme ♣ in narratives, creating settings, characters and plot ♣ in non-narrative material, using simple organisational devices [for example, headings and sub-headings] 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, including 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:</p>	<p style="text-align: center;">1</p> <hr/> <p style="text-align: center;">2</p>	<p>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 - 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, including 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. - using the present perfect form of verbs in contrast to the past tense - using prepositions to express time and cause - give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p>	<p>I can use fronted adverbials.</p> <p>I can use commas for clarity after openers.</p> <p>I can use expanded noun phrases with post-modifiers.</p> <p>I can proof-read my work for spelling and grammar errors</p> <p>I can use verbs correctly to show past and present tense</p>	<p>Diary Entry</p> <p>Review and summarise events during given days in the life of Erik and his crew. List in chronological order. Elicit from pupils possible emotional responses characters may experience from each of these events. Use these responses to:</p> <ul style="list-style-type: none"> - Develop rich, selected vocabulary - Model ‘Show; don’t tell’ activities <p>T to lead a guided write, explicitly discussing the features expected (introduction, chronology, emotional responses, past tenses).</p> <p>T to demonstrate how using fronted adverbials will allow pupils to place action in time and place.</p> <p>T to demonstrate how expanded noun phrases with modifiers details action, setting and characters clearly for the reader.</p>

<p>Pupils should be taught to:</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> ♣ 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 <p>Learning the grammar for years 3 and 4 in English Appendix 2 and indicate grammatical and other features by:</p> <ul style="list-style-type: none"> ♣ 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. <p>S&L</p> <p>Pupils should be taught to: ☑ listen and respond appropriately to adults and their peers ☑ ask relevant questions to extend their understanding and knowledge ☑ use relevant strategies to build their vocabulary ☑ articulate and justify answers, arguments and opinions ☑ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings ☑ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments ☑ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas ☑ speak audibly and fluently with an increasing command of Standard English ☑ participate</p>	3	<p>Plan their writing by:</p> <ul style="list-style-type: none"> - 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 	<p>I can think about the use of vocabulary to enhance meaning.</p> <p>I can distinguish between language when I am speaking and writing.</p>	<p><u>Persuasive Letter</u></p> <p>Letters from the children to the Erik about why Erik should consider them to join his crew of Vikings. Present verbal arguments before writing, thinking about the difference between written and spoken language.</p>
4	<p>Draft and write by:</p> <ul style="list-style-type: none"> - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures - in narratives, creating settings, characters and plot <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> - assessing the effectiveness of their own and others' writing and suggesting improvements - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences - proof-read for spelling and punctuation errors - organising paragraphs around a theme - 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 - listen and respond appropriately to adults and their peers - give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings 		<p>Analysis of example; practise skills and use them in context; plan and shared ideas; draft writing using previously taught skills; proof-read and edit work using editing pens with support from teacher and peers; rewrite a finished version.</p> <p>Other curriculum links: Use Votes for Schools for interesting arguments that can be adapted to a persuasive letter. Use scenarios relevant to children and their lives.</p>	
5	<p>Plan their writing by:</p> <ul style="list-style-type: none"> - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 	<p>I can extend my sentences using a range of conjunctions.</p> <p>I can use expanded noun phrases with post-modifiers.</p>	<p><u>Narrative (Description)</u></p> <p>Discuss the structure of each chapter and how Eric Idle creates a short story for each one – each has the discovery of a geographical feature, a problem</p>	

<p>in discussions, presentations, performances, role play, improvisations and debates ☑ gain, maintain and monitor the interest of the listener(s) ☑ consider and evaluate different viewpoints, attending to and building on the contributions of others ☑ select and use appropriate registers for effective communication.</p>	<p>6</p>	<p>- discussing and recording ideas</p> <p>Draft and write by:</p> <p>- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures, in narratives, creating settings, characters and plot</p> <p>Evaluate and edit by:</p> <p>- assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>- proof-read for spelling and punctuation errors</p> <p>- using a wider range of conjunctions, including when, if, because, although</p> <p>- indicating possession by using the possessive apostrophe with plural nouns</p> <p>- using commas after using fronted adverbials</p> <p>- varying the position of adverbial phrases</p> <p>- accurately using and punctuating direct speech</p> <p>- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>- consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>- articulate and justify answers, arguments and opinions</p> <p>participate in discussions, presentations, performances, role play, improvisations and debates</p>	<p>I can use past and present tense correctly.</p> <p>I can proof-read my work for spelling and grammar errors</p> <p>I can accurately use inverted commas for direct speech.</p>	<p>(monster or other character), the issue is then resolved by dint of a particular skill or trait one of the crew has. They all then make their escape to the next location.</p> <p>Fit chapters of the book into these categories.</p> <p>Provide pupils with their own outline based on these headings. They must then create their own:</p> <ul style="list-style-type: none"> - Geographical location: go into as much detail as possible (plants, animals, other features, weather). - Discovery of a problem: think carefully of how the location links to the problem which arises. Encourage children to think forwards. How could this problem be resolved? Which skills or traits will the crew member who comes to the rescue here need? - Resolution: How does the crew member save the day? Detail the action in a way which is clear to the reader. - Escape: does everyone escape unharmed? How? Where do they go to? <p>Break down the narrative, writing a short chunk each day and then editing / upleveling as they go.</p> <p>T to lead detailed SPaG on speech punctuation before main writing begins.</p>
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	<p style="text-align: center;">7</p> <p>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</p> <p>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 - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p> <p>Evaluate and edit by: - listen and respond appropriately to adults and their peers - ask relevant questions to extend their understanding and knowledge - use relevant strategies to build their vocabulary - articulate and justify answers, arguments and opinions - give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings - participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p>	<p>I can use simple organisational devices</p> <p>I can avoid repetition by using the correct nouns/pronouns.</p> <p>I can use the past tense consistently.</p> <p>I can participate in performances and reading of play scripts.</p>	<p>Book Report</p> <p>Provide pupils with a number of point for discussion:</p> <ul style="list-style-type: none"> - Favourite / least favourite character (provide at least three well-explained reasons) - Favourite / least favourite chapter (provide at least three well-explained reasons) - Scariest moment - Favourite / least favourite location (provide reasons) - Score for the whole book our of 5 (provide detailed reasons) <p>Ask children to prepare a short presentation in small groups about the book including information they have discussed above.</p> <p>T to lead guided write detailing how we can use pronouns to avoid repetition. Use subheadings to organise information:</p> <ul style="list-style-type: none"> - Characters - Chapters - Locations - Scariest Moments <p>Score</p>
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Vocabulary:	NC word list: accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy/business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight/eighth, enough, exercise, experience, experiment, extreme, famous, favourite, February, forward(s), fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women
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Spelling and handwriting practice to take place daily

TEXT: The Hobbit

National Curriculum	Week	NC - Coverage	Skills Taught	Activity outline
<p>Composition: Pupils should be taught to:</p> <p>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</p> <p>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 ♣ organising paragraphs around a theme ♣ in narratives, creating settings, characters and plot ♣ in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p> <p>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, including 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.</p>	<p>1</p> <hr/> <p>2</p>	<p>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</p> <p>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,</p> <p>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, including the accurate use of pronouns in sentences - proof-read for spelling and punctuation errors - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although - indicating possession by using the possessive apostrophe with plural nouns - using the present perfect form of verbs</p>	<p>I can vary openers, using fronted adverbials.</p> <p>I can use commas for clarity after openers.</p>	<p>Character Description</p> <p>Use a familiar character from The Hobbit to build vocabulary and ideas. Use a silhouette to separate personality traits and outward appearance and movement.</p> <p>Progress to introducing a character at the opening of a story.</p> <p>Analyse features from a WAGOLL and use them in context; draft writing using previously taught skills; proof-read and edit work using editing pens with support from teacher and peers; rewrite a finished version.</p>
<p>Vocabulary, grammar and punctuation: Pupils should be taught to: ♣ 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</p>	<p>3</p>	<p>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</p> <p>Draft and write by:</p>	<p>I can use adverbs to express time and cause.</p>	<p>Biography</p> <p>Discuss the etymology of the word 'Biography' – bio = life, graph to write or draw. Explain that a popular genre of books are biographies about famous or otherwise</p>

<p>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 a range of conjunctions, adverbs and prepositions to express time and cause ♣ using fronted adverbials</p> <p>Learning the grammar for years 3 and 4 in English Appendix 2</p> <p>Indicate grammatical and other features by:</p> <p>♣ 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.</p> <p>S&L</p> <p>Pupils should be taught to: ☑ listen and respond appropriately to adults and their peers ☑ ask relevant questions to extend their understanding and knowledge ☑ use relevant strategies to build their vocabulary ☑ articulate and justify answers, arguments and opinions ☑ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings ☑ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments ☑ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas ☑ speak audibly and fluently with an increasing command of Standard English ☑ participate in discussions, presentations, performances, role play, improvisations and debates ☑ gain, maintain and monitor the interest of the listener(s) ☑ consider and evaluate different viewpoints, attending to and building on</p>	<p>4</p>	<p>- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>Evaluate and edit by:</p> <p>- assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>- proof-read for spelling and punctuation errors</p> <p>- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p> <p>- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>- using adverbs</p> <p>- using and punctuating direct speech</p>	<p>I can build and use a varied and rich vocabulary.</p> <p>I can use the present perfect form of verbs in contrast to the past tense.</p>	<p>interesting people. Pupils will begin by writing a biography about J. R. R. Tolkein. T to provide a range of facts about him. Pupils must organise them into categories in pairs.</p> <ul style="list-style-type: none"> - Early life - First work in Media / TV - Fame - Children's Author <p>Encourage pupils to consider a category of their own. Explain that these will become subheadings.</p>
	<p>5</p>	<p>Plan their writing by:</p> <p>- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>- discussing and recording ideas</p> <p>Draft and write by:</p>	<p>I can extend sentences to include more than one clause by using a wider range of conjunctions, including: when, if, because, although.</p>	<p><u>Narrative (Fantasy)</u></p> <p>Discuss appearance and personality of Bilbo Baggins. Discuss his character traits. Go into detail about clothe, facial features, hair, etc. Ask children to make their ideas as clear as possible.</p>
	<p>6</p>	<p>- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>Evaluate and edit by:</p> <p>- assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>- proof-read for spelling and punctuation errors</p>	<p>I can choose nouns or pronouns appropriately to avoid repetition.</p> <p>Using the possessive apostrophe with plural nouns.</p> <p>I can develop a wide range of vocabulary.</p> <p>I can write to describe character, plotting and set.</p>	<p>Children to write a character description of Bilbo Baggins with T to lead a guided write modelling how we will focus in detail on one feature per paragraph, linking into the next.</p> <p>Model use of conjunctions to extend sentences.</p> <p>Model use of possessive apostrophes when talking about things the characters have or own (Bilbo's fear of...the hobbit's *,* home...).</p>

<p>the contributions of others ☒ select and use appropriate registers for effective communication.</p>		<p>☒ listen and respond appropriately to adults and their peers ☒ use relevant strategies to build their vocabulary ☒ participate in discussions, presentations, performances, role play, improvisations and debates</p>		<p>Setting description: T to reveal a choice of three fantasy settings. Pupils to detail their features under given headings. T to provide vivid, descriptive vocabulary. T to lead guided write on a setting (LA to all use the same image – T to lead using this one).</p> <p>Provide pupils with a story mountain and explain its use. Ask chd to discuss their story mountain with a partner and then present to group. Audience to comment of sequence and plot.</p> <ul style="list-style-type: none"> - Pupils to write a narrative, stage by stage, led by T. Pupils to ensure they edit after reading one another's work.
	<p>7</p>		<p>I can use headings and subheadings.</p> <p>I can extend my sentences to include more than one clause by using a wider range of conjunctions, including: when, if, because, although.</p> <p>I can use adverbs to show when, how long or how often something has happened.</p> <p>I can use my knowledge of paragraphs to create verses. I can read aloud my poem using intonation, volume and rhythm.</p> <p>I can use a timeline to develop a chronological ballad (versed poem).</p>	<p>Poetry</p> <p>Discuss the use of poetry and song in The Hobbit – it is used for cultural / historical purposes, allowing the dwarves in particular to record and recall their heritage.</p> <p>Look at the structure of the rhyme in the dwarves' poems with rhyming words sitting at the end of each sentence. Ask pupils to review last half term's work where they wrote a fantasy narrative. Ask pupils to imagine that they are going to capture the achievements of the protagonist of their narratives in poetry.</p> <p>Pupils to list the achievements / adventures of their protagonists and begin to list vocabulary to describe these. T to model how we might list rhyming words and construct lines with paired rhyming words on the ends of every other sentence.</p> <p>Pupils to write their poems. Perform to an audience.</p>

Vocabulary:	<p>NC word list: accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy/business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight/eighth, enough, exercise, experience, experiment, extreme, famous, favourite, February, forward(s), fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women</p>			

Subject English – Year 4 Spring 1 MTP Covered once / Covered twice / Revisited / S&LY4

Spelling and handwriting practice to take place daily

TEXT: The Demon Dentist

National Curriculum	Week	NC – Coverage	Skills Taught	Activity outline
<p>Composition: Pupils should be taught to:</p> <p>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</p> <p>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 ♣ organising paragraphs around a theme ♣ in narratives, creating settings, characters and plot ♣ in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p> <p>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, including 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.</p> <p>Vocabulary, grammar and punctuation:</p>	<p>1</p> <p>2</p>	<p>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</p> <p>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</p> <p>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, including 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.</p> <p>- organising paragraphs around a theme - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition ☑ listen and respond appropriately to adults and their peers consider and evaluate different viewpoints, attending to and building on the contributions of others</p>	<p>I can vary openers, using fronted adverbials.</p> <p>I can use commas for clarity after openers.</p> <p>I can proof-read my work for spelling and grammar errors.</p>	<p>Character Description</p> <p>Use a familiar character from The Demon Dentist to build vocabulary and ideas. Use a silhouette to separate personality traits and outward appearance and movement.</p> <p>Progress to introducing a character at the opening of a story.</p> <p>Analyse features from a WAGOLL and use them in context; draft writing using previously taught skills; proof-read and edit work using editing pens with support from teacher and peers; rewrite a finished version.</p>

<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ 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. <p>S&L</p> <p>Pupils should be taught to: ☑ listen and respond appropriately to adults and their peers ☑ ask relevant questions to extend their understanding and knowledge ☑ use relevant strategies to build their vocabulary ☑ articulate and justify answers, arguments and opinions ☑ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings ☑ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments ☑ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas ☑ speak audibly and fluently with an increasing command of Standard English ☑</p>	<p>3</p> <hr/> <p>4</p> <hr/> <p>5</p>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> - 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 <p>Draft and write by:</p> <ul style="list-style-type: none"> - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures, <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> - assessing the effectiveness of their own and others' writing and suggesting improvements - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences - proof-read for spelling and punctuation errors - using and punctuating direct speech - in narratives, creating settings, characters and plot - using adverbs to express time and cause - using fronted adverbials - using commas after fronted adverbials ☑ articulate and justify answers, arguments and opinions ☑ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings <p>☑ speak audibly and fluently with an increasing command of Standard English ☑ participate in discussions, presentations, performances, role</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> - 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 	<p>I can use fronted adverbials and adverbial phrases.</p> <hr/> <p>I can use fronted adverbials.</p> <p>I can use commas for clarity after openers.</p>	<p><u>Non-Chronological Reports</u></p> <p>T to provide a range of reports for children to review. Elicit the features which make reports:</p> <ul style="list-style-type: none"> - Headings - Subheadings - Scientific facts - Bullet points - Image with caption - Annotated diagram <p>Explain that we will write a report about teeth. Elicit 5 possible subheadings. Add facts under each bullet point.</p> <p>T to lead guided write, expanding on each bullet point with detailed sentences. Model use of fronted adverbials to aid explanation – ‘At the back of the mouth..., First thing in the morning,...’ T to provide sentence stems and model the use of these.</p> <p><u>Diary Entry</u></p> <p>Review and summarise events during given days in the life of Alfie Griffith. List in chronological order. Elicit from pupils possible emotional responses characters</p>
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<p>participate in discussions, presentations, performances, role play, improvisations and debates ☑ gain, maintain and monitor the interest of the listener(s) ☑ consider and evaluate different viewpoints, attending to and building on the contributions of others ☑ select and use appropriate registers for effective communication.</p>	<p>6</p>	<p>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. 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, including the accurate use of pronouns in sentences - proof-read for spelling and punctuation errors using adverbs to express time and cause. - using the present perfect form of verbs</p>	<p>I can use expanded noun phrases with post-modifiers. I can proof-read my work for spelling and grammar errors I can use verbs correctly to show past and present tense</p>	<p>may experience from each of these events. Use these responses to:</p> <ul style="list-style-type: none"> - Develop rich, selected vocabulary - Model 'Show; don't tell' activities <p>T to lead a guided write, explicitly discussing the features expected (introduction, chronology, emotional responses, past tenses).</p> <p>T to demonstrate how using fronted adverbials will allow pupils to place action in time and place.</p> <p>T to demonstrate how expanded noun phrases with modifiers details action, setting and characters clearly for the reader.</p>
	<p>7</p>	<p>consider and evaluate different viewpoints, attending to and building on the contributions of others</p>		<p>Book Report</p> <p>Provide pupils with a number of point for discussion:</p> <ul style="list-style-type: none"> - Favourite / least favourite character (provide at least three well-explained reasons) - Favourite / least favourite chapter (provide at least three well-explained reasons) - Scariest moment - Funniest moment

				<p>- Score for the whole book out of 5 (provide detailed reasons)</p> <p>Ask children to prepare a short presentation in small groups about the book including information they have discussed above.</p> <p>T to lead guided write detailing how we can use pronouns to avoid repetition. Use subheadings to organise information:</p> <ul style="list-style-type: none"> - Characters - Chapters - Scariest Moments - Funniest moment <p>Score</p>
<p>Vocabulary:</p>	<p>NC word list: accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy/business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight/eighth, enough, exercise, experience, experiment, extreme, famous, favourite, February, forward(s), fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women</p> <p>.Text specific: soliloquy, standard English</p>			

Spelling and handwriting practice to take place daily

TEXT: Five on a Treasure Island

National Curriculum	Week	NC - Coverage	Skills Taught	Activity outline
<p>Composition: Pupils should be taught to:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> ♣ 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 <p>Draft and write by:</p> <ul style="list-style-type: none"> ♣ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures ♣ organising paragraphs around a theme ♣ in narratives creating settings, characters and plot ♣ in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> ♣ assessing the effectiveness of their own and others' writing and suggesting improvements ♣ proposing changes to grammar and vocabulary to improve consistency, including 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. 	<p>1</p> <hr/> <p>2</p>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> - 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 <p>Draft and write by:</p> <ul style="list-style-type: none"> - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> - assessing the effectiveness of their own and others' writing and suggesting improvements - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences - proof-read for spelling and punctuation errors using the present perfect form of verbs in contrast to the past tense - organising paragraphs around a theme - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although - indicating possession by using the possessive apostrophe with plural nouns 	<p>I am use a comma after fronted adverbials.</p> <p>I use expanded noun phrases and post modifiers.</p> <p>I am beginning to use paragraphs to organise my ideas when writing a setting description.</p>	<p>Setting Description</p> <p>Setting descriptions of scenes from the Five on a Treasure Island, eg: the setting of Kirrin Island/the storm and what the storm did, etc. What might the children see, hear, smell, taste and touch?</p> <p>Analysis of example; practise skills and use them in context; plan ideas and share them with others; draft ideas using previous taught skills; proof read and edit using green editing pens with support from the teacher and children then write published version.</p>
<p>Vocabulary, grammar and punctuation: Pupils should be taught to: Develop their understanding of the concepts set out in English Appendix 2 by:</p>	<p>3</p>	<p>Plan their writing by:</p> <p>Draft and write by:</p> <ul style="list-style-type: none"> - composing and rehearsing sentences orally (including dialogue), progressively building a 	<p>I can use commas after fronted adverbials for when and where</p>	<p>Instructions</p> <p>T to provide examples of instruction – recipes, self-help guides, user manuals. Ask pupils what are the ingredients</p>

<p>♣ 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 a range of conjunctions, adverbs and prepositions to express time and cause ♣ using adverbials in varying places in sentences ♣ 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.</p>	4	<p>varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> - assessing the effectiveness of their own and others' writing and suggesting improvements - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences - proof-read for spelling and punctuation errors - 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 	<p>I can use prepositions to express time and cause.</p> <p>I can accurately use inverted commas for direct speech</p>	<p>which make instruction instructions. Elicit and correct any responses.</p> <ul style="list-style-type: none"> - Overview - Things you need / Ingredients - Method - Numbered points - Imperative verbs - Adverbial (time) phrases. <p>Pupils will be writing instruction:</p> <ul style="list-style-type: none"> - How to get to Kirrin Island - How to use a map
<p>S&L</p> <p>Pupils should be taught to: ☐ listen and respond appropriately to adults and their peers ☐ ask relevant questions to extend their understanding and knowledge ☐ use relevant strategies to build their vocabulary ☐ articulate and justify answers, arguments and opinions ☐ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings ☐ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments ☐ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas ☐ speak audibly and fluently with an increasing command of Standard English ☐ participate in discussions, presentations, performances, role play, improvisations and debates ☐ gain, maintain and monitor the interest of the listener(s) ☐ consider and evaluate different viewpoints, attending to and building on</p>	5	<p>Plan their writing by:</p> <ul style="list-style-type: none"> - 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 	<p>I can use simple organisational devices.</p> <p>I can use a range of conjunctions, adverbs and prepositions.</p>	<p><u>Narrative (Dilemma)</u></p> <p>Unpack the meaning of the word 'Dilemma'. Elicit the key choices the main characters have to make in Five on a Treasure Island. Discuss what they are thinking / feeling during these moments when they are choosing – this is what we need to try and capture (tension, drama, agonising) in our writing.</p>
	6	<p>Draft and write by:</p> <ul style="list-style-type: none"> - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures 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, including the accurate use of pronouns in sentences - proof-read for spelling and punctuation errors in non-narrative material, using simple organisational devices [for example, headings and sub-headings] - extending the range of sentences with more than one clause by using a wider range of 	<p>I can use and punctuate direct speech.</p> <p>I can edit work to improve content.</p>	<p>Take pupils back to a key moment in the chapter they are reading. Pupils must rewrite these moments from the perspective of the character who is making the choices.</p> <p>T to lead guided write which captures the drama of the moment of decision. Work backwards from the point of decision in order to create three prior paragraphs.</p>

<p>the contributions of others ☑ select and use appropriate registers for effective communication.</p>		<p>conjunctions, including when, if, because, although</p> <p>- using and punctuating direct speech</p> <p>- using conjunctions, adverbs and prepositions to express time and cause</p>	<p>I can use headings and subheadings.</p> <p>I can extend my sentences to include more than one clause by using a wider range of conjunctions, including: when, if, because, although.</p> <p>I can use adverbs to show when, how long or how often something has happened.</p> <p>I can use my knowledge of paragraphs to create verses. I can read aloud my poem using intonation, volume and rhythm.</p> <p>I can use a timeline to develop a chronological ballad (versed poem).</p>	<p>Poetry</p> <p>Look at the structure of the rhyme in poems about the beach, with rhyming words sitting at the end of each sentence. Ask pupils to imagine that they are going to capture the achievements of the protagonist of their narratives in poetry.</p> <p>Pupils to list the achievements / adventures of their protagonists and begin to list vocabulary to describe these. T to model how we might list rhyming words and construct lines with paired rhyming words on the ends of every other sentence.</p> <p>Pupils to write their poems. Perform to an audience.</p>
<p>Vocabulary:</p>	<p>NC word list: accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy/business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight/eighth, enough, exercise, experience, experiment, extreme, famous, favourite, February, forward(s), fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women</p> <p>Text specific:</p>			

Spelling and handwriting practice to take place daily

TEXT: The Indian in the Cupboard

National Curriculum	Week	NC – Coverage	Skills Taught	Activity outline
<p>Composition: Pupils should be taught to:</p> <p>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</p> <p>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 ♣ organising paragraphs around a theme ♣ in narratives, creating settings, characters and plot ♣ in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p> <p>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, including 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,</p>	<p>1</p> <p>2</p>	<p>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</p> <p>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.</p> <p>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, including 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.</p> <p>- organise paragraphs around a theme - use relevant strategies to build their vocabulary</p>	<p>I can use the present tense consistently.</p> <p>I can use formal language, relevant to the topic.</p> <p>I can organise paragraphs around a theme/topic.</p> <p>I can develop a balanced argument.</p> <p>I can write a persuasive letter, representing views and opinions.</p>	<p><u>Non-Chronological Reports</u></p> <p>T to provide a range of reports for children to review. Elicit the features which make reports:</p> <ul style="list-style-type: none"> - Headings - Subheadings - Historical facts - Bullet points - Image with caption - Annotated maps <p>Explain that we will write a report about the Roman Empire. Elicit 5 possible subheadings. Add facts under each bullet point.</p> <ul style="list-style-type: none"> - T to lead guided write, expanding on each bullet point with detailed sentences. Model use of fronted adverbials to aid explanation – ‘During the 3rd Century BC..., In the West,,...’ T to provide sentence stems and model the use of these.

<p>using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>Vocabulary, grammar and punctuation:</p> <p>Pupils should be taught to:</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> ♣ 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 <p>Learning the grammar for years 3 and 4 in English Appendix 2</p> <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> ♣ 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. <p>S&L</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 🗣️ listen and respond appropriately to adults and their peers 🗣️ ask relevant questions to extend their understanding and knowledge 🗣️ use relevant strategies to build their vocabulary 🗣️ articulate and justify answers, arguments and opinions 🗣️ give well-structured descriptions, explanations and 	<p style="text-align: center;">3</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> - 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 <p>Draft and write by:</p> <ul style="list-style-type: none"> - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> - assessing the effectiveness of their own and others' writing and suggesting improvements - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences - proof-read for spelling and punctuation errors - using conjunctions, adverbs and prepositions to express time and cause <ul style="list-style-type: none"> - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although - using commas after fronted adverbials using fronted adverbials 	<p>I can think about the use of vocabulary to enhance meaning.</p> <p>I can distinguish between language when I am speaking and writing.</p>	<p><u>Persuasive Letter</u></p> <p>Present verbal arguments before writing, thinking about the difference between written and spoken language. Analysis of example; practise skills and use them in context; plan and shared ideas; draft writing using previously taught skills; proof-read and edit work using editing pens with support from teacher and peers; rewrite a finished version.</p>
<p style="text-align: center;">5</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 	<p>I can develop a wide range of vocabulary.</p>	<p><u>Narrative</u></p> <p>Pupils to write narrative about a cupboard or other place which changes one of their toys into real life and the</p>	

<p>narratives for different purposes, including for expressing feelings ☑ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments ☑ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas ☑ speak audibly and fluently with an increasing command of Standard English ☑ participate in discussions, presentations, performances, role play, improvisations and debates ☑ gain, maintain and monitor the interest of the listener(s) ☑ consider and evaluate different viewpoints, attending to and building on the contributions of others ☑ select and use appropriate registers for effective communication.</p>	<p>6</p>	<p>- discussing and recording ideas</p> <p>Draft and write by:</p> <ul style="list-style-type: none"> - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> - assessing the effectiveness of their own and others' writing and suggesting improvements - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences - proof-read for spelling and punctuation errors - in non-narrative material, using simple organisational devices [for example, headings and sub-headings] - using commas after fronted adverbials using fronted adverbials - using the present perfect form of verbs in contrast to the past tense - speak audibly and fluently with an increasing command of Standard English - participate in discussions, presentations, performances, role play, improvisations and debates - gain, maintain and monitor the interest of the listener(s) 	<p>I can use my knowledge of paragraphs to create verses.</p> <p>I can read aloud my poem using intonation, volume and rhythm.</p>	<p>drama which unfolds from there. Ask pupils to discuss and complete a story mountain, beginning:</p> <ul style="list-style-type: none"> - Place where toy is changed (how did that place appear?) - Toy (features, where did it come from?) - Types of problems or issues children might have creating a real life person from a toy. <p>Pupils complete story mountain. T to lead guided write.</p> <ul style="list-style-type: none"> - Protagonist introduction - Protagonist receives / finds toy - Protagonist receives / finds cupboard - Protagonist accidentally transforms toy (emotional response to discovery) <p>Problems, dilemmas, issues which unfold keeping toy alive and a secret</p>
	<p>7</p>	<p>consider and evaluate different viewpoints, attending to and building on the contributions of others</p>	<p>I can use paragraphs and headings/subheadings to group material.</p> <p>I can use adverbial phrases to show where, when, and how.</p>	<p>Poetry</p> <p>Poetry linked to the idea of Friendship. Analyse examples with pupils. Discuss their likes and dislikes about each poem, observing form and structure ie rhyming couplets, metre, verse, repetition. Analysis of example; practise skills and use them in context; plan ideas and share them with others; draft ideas using previous taught skills; proof</p>

			I can consistently use present tense.	<p>read and edit using perfecto pens with support from the teacher and children then write published version.</p> <p>Pupils to perform their poems to the class and other audiences.</p>
Vocabulary:	<p>NC word list: accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy/business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight/eighth, enough, exercise, experience, experiment, extreme, famous, favourite, February, forward(s), fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women</p> <p>Text specific:</p> <p>See more: https://www.vocabulary.com/lists/6069182</p>			

Subject English – Year 4 Summer 2 MTP Covered once / Covered twice / Revisited / S&LY4

Spelling and handwriting practice to take place daily

TEXT: Thieves of Ostia

National Curriculum	Week	NC - Coverage	Skills Taught	Activity outline
<p>Composition: Pupils should be taught to:</p> <p>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</p> <p>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 ♣ organising paragraphs around a theme ♣ in narratives, creating settings, characters and plot ♣ in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p> <p>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, including the accurate use of pronouns in sentences ♣ proof-read for spelling and punctuation errors ♣ read</p>	<p>1</p> <p>2</p>	<p>organising paragraphs around a theme</p> <p>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>indicating possession by using the possessive apostrophe with plural nouns</p> <p>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. ♣ 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, including the accurate use of pronouns in sentences ♣ proof-read for spelling and punctuation errors</p>	<p>I can use paragraphs and verses.</p> <p>I can use a range of conjunctions.</p> <p>I can use ambitious adjectives, adverbs and verbs.</p>	<p>Narrative (Historical)</p> <p>Explain that this genre requires the use of narrative organisation alongside the setting / characters embedded in historical facts. Elicit how characters in Thieves of Ostia are different from characters which might appear in contemporary literature.</p> <p>Organise narrative structure around an agreed dramatic event which takes place in Ostia. Pupils to discuss and complete story mountain.</p> <p>T to provide sentence stems which model conjunction use and ambitious language, capturing drama and tension of the narrative genre.</p>

<p>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.</p> <p>Vocabulary, grammar and punctuation:</p> <p>Pupils should be taught to:</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <p>§ 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</p> <p>Learning the grammar for years 3 and 4 in English Appendix 2</p> <p>Indicate grammatical and other features by:</p> <p>♣ 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.</p> <p>S&L</p> <p>Pupils should be taught to: ☐ listen and respond appropriately to adults and their peers ☐ ask relevant questions to extend their understanding and knowledge ☐ use relevant strategies to build their vocabulary ☐ articulate and justify answers, arguments and opinions ☐ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings ☐ maintain attention and participate actively in collaborative conversations, staying on topic and initiating</p>		<p>☐ ask relevant questions to extend their understanding and knowledge ☐ use relevant strategies to build their vocabulary</p>		
<p>3</p>	<p>3</p>	<p>In non-narrative material, using simple organisational devices [for example, headings and sub-headings and , in poetry, verses</p> <p>using and punctuating direct and reported speech</p>	<p>I can use the past tense correctly.</p> <p>I can use paragraphs to effectively organise material.</p>	<p>Newspaper Reports</p> <p>Allow chn to read several exemplar newspaper reports. Elicit features of these reports:</p> <ul style="list-style-type: none"> - Headline - Lead - Subheadings - Caption below image - Facts - Eye-witness quote
<p>4</p>	<p>4</p>	<p>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>using the present perfect form of verbs in contrast to the past tense</p> <p>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 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, including the accurate use of pronouns in sentences ♣ proof-read for spelling and punctuation errors</p>	<p>I can organise paragraphs around a topic and linked sentence.</p> <p>I can use subordinating conjunctions</p>	<p>T must lead guided write here, especially to capture the tone – sensational yet factual – and the order of the lead – what, when, who, where (why).</p> <p>Text: The Thieves of Ostia</p> <p>Poetry – * developing vocabulary * completing poems about sea creatures, use non chron devices, discuss, plan, record</p>

<p>and responding to comments ☑ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas ☑ speak audibly and fluently with an increasing command of Standard English ☑ participate in discussions, presentations, performances, role play, improvisations and debates ☑ gain, maintain and monitor the interest of the listener(s) ☑ consider and evaluate different viewpoints, attending to and building on the contributions of others ☑ select and use appropriate registers for effective communication.</p>				<p>Dilemma Stories - *building vocabulary (underwater description) * planning dilemma story *Adding tension (narrative, setting, character, lot, speech, add tension with variety of sentences eg short sentences)</p> <p>Biographies: *identifying features (Jacques Costeau, plan, discus, record) * Checking and editing (evaluate, asses and edit) * Completing biographies (final redraft for presentation – handwriting focus)</p> <p>Persuasive letters: *Representing our views (discuss, plan record, opposing views of environmental agency and tourist agency) * Evaluating argument – writing a persuasive letter, paragraphs around theme * Poster of for /against arguments</p>
	5	<p>organising paragraphs around a theme</p> <p>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p>	<p>I can use simple organisational devices</p> <p>I can avoid repetition by using the correct nouns/pronouns.</p>	<p>Book Report</p> <p>Provide pupils with a number of point for discussion:</p> <ul style="list-style-type: none"> - Favourite / least favourite character (provide at least three well-explained reasons)
	6	<p>☑ articulate and justify answers, arguments and opinions☑ participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>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 evaluate and edit by: ♣ assessing the effectiveness of their own and</p>	<p>I can use the past tense consistently.</p> <p>I can participate in performances and reading of play scripts.</p>	<ul style="list-style-type: none"> - Favourite / least favourite chapter (provide at least three well-explained reasons) - Scariest moment - Favourite / least favourite location (provide reasons) - Score for the whole book our of 5 (provide detailed reasons)

		<p>others' writing and suggesting improvements ♣ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ♣ proof-read for spelling and punctuation errors</p>		<p>Ask children to prepare a short presentation in small groups about the book including information they have discussed above.</p> <p>T to lead guided write detailing how we can use pronouns to avoid repetition. Use subheadings to organise information:</p> <ul style="list-style-type: none"> - Characters - Chapters - Locations - Scariest Moments <p>Score</p>
	7		<p>I can use headings and subheadings.</p> <p>I can extend my sentences to include more than one clause by using a wider range of conjunctions, including: when, if, because, although.</p> <p>I can use adverbs to show when, how long or how often something has happened.</p> <p>I can use my knowledge of paragraphs to create verses. I can read aloud my poem using intonation, volume and rhythm.</p> <p>I can use a timeline to develop a chronological ballad (versed poem).</p>	<p>Poetry</p> <p>Poetry linked to the idea of mystery. Analyse examples with pupils. Discuss their likes and dislikes about each poem, observing form and structure ie rhyming couplets, metre, verse, repetition. Analysis of example; practise skills and use them in context; plan ideas and share them with others; draft ideas using previous taught skills; proof read and edit using perfect pens with support from the teacher and children then write published version.</p> <p>Pupils to perform their poems to the class and other audiences.</p>

Vocabulary:	NC word list: accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy/business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight/eighth, enough, exercise, experience, experiment, extreme, famous, favourite, February, forward(s), fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women Text specific:, See more: https://www.vocabulary.com/lists/6069182			