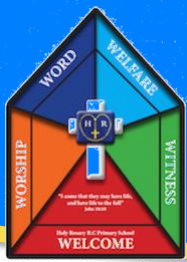


# Year 4 - Autumn Term



Key Learning			
Unit	Explanation	Fantasy	Film and Playscript
<b>Outcome</b>	Oral explanation of a process. Written explanation of a process.	Innovated narrative based on a model.	Script based on a short film.
<b>Duration</b>	1-2 weeks.	3-4 weeks.	2-3 weeks.
<b>Key Learning Reading</b>	<ul style="list-style-type: none"> <li>Listen to, read and discuss a range of explanation texts.</li> <li>Analyse and evaluate texts looking at language, structure and presentation.</li> <li>Analyse and evaluate how specific information is organised within an explanation text.</li> <li>Explain how paragraphs are used to order an explanation text.</li> </ul>	<ul style="list-style-type: none"> <li>Regularly listen to whole novels read aloud by the teacher.</li> <li>Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. metaphors, similes.</li> <li>Make predictions based on information stated and implied.</li> <li>Demonstrate active reading strategies e.g. generate questions, find answers, refine thinking, modify questions, construct images.</li> <li>Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.</li> <li>Make and respond to contributions in a variety of group situations e.g. whole class, independent reading groups, book circles.</li> </ul>	<ul style="list-style-type: none"> <li>Listening to, reading and discussing a range of plays.</li> <li>Analyse and evaluate texts looking at language, structure and presentation.</li> <li>Preparing playscripts to read aloud, showing understanding through intonation, tone, volume and action.</li> <li>Use punctuation to determine intonation and expression when reading aloud to a range of audiences.</li> <li>Drawing inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.</li> </ul>
<b>Key Learning Writing</b>	<ul style="list-style-type: none"> <li>Explore, identify and create complex sentences using a range of conjunctions e.g. if, so, because, when.</li> <li>Discussing and recording ideas for planning e.g. <i>text map, non-fiction bridge, boxing-up text types to create a plan.</i></li> <li>Organising paragraphs in non-fiction.</li> <li>Linking ideas within paragraphs.</li> <li>Generating and select from vocabulary banks e.g. <i>causal connectives (as a result, so, because, if, therefore, consequently),</i></li> </ul>	<ul style="list-style-type: none"> <li>Create sentences with fronted adverbials for when e.g. <i>As the clock struck twelve, the soldiers sprang into action.</i></li> <li>Use inverted commas and other punctuation to indicate direct speech.</li> <li>Explore, identify, collect and use noun phrases e.g. <i>The crumbly cookie with tasty marshmallow pieces melted in my mouth.</i></li> <li>Read and analyse narrative.</li> <li>Discuss and record ideas for planning e.g. <i>story board, boxing-up text types to create a plan.</i></li> <li>Organise paragraphs in narrative.</li> <li>Link ideas within paragraphs e.g. <i>fronted adverbials for when e.g. In the distance, a lone wolf howled.</i></li> <li>Generate and select from vocabulary banks e.g. <i>powerful adverbs, adverbial phrases, appropriate to text type.</i></li> </ul>	<ul style="list-style-type: none"> <li>Develop characterisation using vocabulary to create emphasis, humour, atmosphere, suspense.</li> <li>Discuss and propose changes with partners and in small groups.</li> <li>Improve writing in light of evaluation.</li> <li>Perform own compositions for different audiences.</li> <li>Use appropriate intonation, tone and volume to present their writing to a range of audiences.</li> </ul>
<b>Suggested Texts</b>	<ul style="list-style-type: none"> <li>Cracking Contraptions by Nick Park</li> <li>The Shirt Machine.</li> <li>Until I Met Dudley By Roger McGough.</li> <li>Heath Robinson pictures.</li> </ul>	<ul style="list-style-type: none"> <li>The Firework Maker's Daughter by Phillip Pullman.</li> </ul>	<ul style="list-style-type: none"> <li>The Switch</li> </ul>

# Year 4 - Autumn Term



Key Learning		
Unit	Issues and Dilemmas	Persuasion
<b>Outcome</b>	Story based on a plot structure from text read.	Persuasive advert.
<b>Duration</b>	3-4 weeks.	2-3 weeks.
<b>Key Learning Reading</b>	<ul style="list-style-type: none"> <li>Listen to, read and discuss a range of fiction and poetry in different forms e.g. film clips, storytelling, poetry reading.</li> <li>Regularly listen to whole novels read aloud by the teacher.</li> <li>Analyse and compare a range of plot structures.</li> <li>Make predictions based on information stated and implied.</li> <li>Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking.</li> <li>Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.</li> <li>Identify main ideas drawn from more than one paragraph and summarising these e.g. <i>character is evil because 1/2/3 reasons.</i></li> <li>Make and respond to contributions in a variety of group situations e.g. <i>whole class, independent reading groups, book circles.</i></li> </ul>	<ul style="list-style-type: none"> <li>Use suffixes to understand meanings, e.g. <i>-tion, -sion.</i></li> <li>Listen to, read and discuss a range of persuasion in different forms e.g. <i>advertisements, leaflets in print and on screen.</i></li> <li>Identify key points from the text using point and evidence.</li> <li>Analyse and evaluate texts looking at language, structure and presentation.</li> <li>Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination.</li> <li>Analyse and evaluate how specific information is organised within a persuasive text.</li> <li>Navigate texts to locate and retrieve information in print and on screen.</li> <li>Make and respond to contributions in a variety of group situations e.g. <i>whole class, independent reading groups, book circles.</i></li> </ul>
<b>Key Learning Writing</b>	<ul style="list-style-type: none"> <li>Create complex sentences with adverb starters e.g. <i>'Silently trudging through the snow, Sam made his way up the mountain.'</i></li> <li>Use inverted commas and other punctuation to indicate direct speech e.g. <i>'The tour guide announced, "Be back here at four o' clock."</i></li> <li>Read and analyse narrative in order to plan and write their own versions.</li> <li>Discuss and record ideas for planning e.g. <i>story mountain, story board, boxing-up.</i></li> <li>Develop characterisation using vocabulary to create atmosphere, suspense.</li> <li>Plan and write an opening paragraph which combines the introduction of a setting and character(s).</li> <li>Organise paragraphs in narrative.</li> <li>Link ideas within paragraphs, e.g. <i>complex sentence with adverb starters.</i></li> </ul>	<ul style="list-style-type: none"> <li>Identify, select and effectively use pronouns.</li> <li>Read and analyse persuasive texts in order to plan and write their own versions.</li> <li>Identify and discuss the purpose, audience, language and structures of persuasion.</li> <li>Discuss and record ideas for planning e.g. <i>boxing-up text types to create a plan.</i></li> <li>Generate and select from vocabulary banks e.g. <i>persuasive phrases, alliteration</i> appropriate to persuasion.</li> <li>Discuss and propose changes with partners and in small groups.</li> <li>Improve writing in light of evaluation.</li> <li>Use appropriate intonation, tone and volume to present their writing to a range of audiences.</li> </ul>
<b>Suggested Texts</b>	<ul style="list-style-type: none"> <li>The Balaclava Boys in The Fib by George Layton.</li> <li>A Matter of Loaf and Death – Wallace and Gromit, Woof! by Allan Ahlberg</li> <li>The Chilli Challenge by Angela Barry, Bill's New Frock by Anne Fine.</li> </ul> <p><b>Poems for Creating Interest</b></p> <ul style="list-style-type: none"> <li>Allan Ahlberg. Please Mrs Butler, I Did a Bad Thing Once in Please Mrs Butler</li> <li>Dog in the Playground in Please Mrs Butler by Allan Ahlberg.</li> <li>What Has Happened to Lulu by Charles Causley.</li> </ul>	<ul style="list-style-type: none"> <li>Range of persuasive adverts and leaflets, such as:                             <ul style="list-style-type: none"> <li>- Aquafresh advert, Cillit Bang advert, Flexi Torch advert from YouTube</li> <li>- Make an advert for the Brussels sprouts from the BBC</li> </ul> </li> </ul>