Year 4 - Spring Term

Key Learning			
Unit	**Fairy Tales**	**Classic Narrative Poetry**	**Recount: Newspapers**
Outcome	Innovated narrative based on a model.	Learn a poem by heart for performance.	Newspaper report.
Duration	3-4 weeks.	1-2 weeks.	2-3 weeks.
Key Learning Reading	▪ Listen to, read and discuss a fairy tale. ▪ Retell a fairy tale. ▪ Identify, analyse and discuss themes e.g. *safe and dangerous, just and unjust.* ▪ Explain the meaning of key vocabulary within the context of the text. ▪ Make predictions based on information stated and implied. ▪ Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.	▪ Listen to, read and discuss a classic narrative poem. ▪ Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination. ▪ Explain the meaning of key vocabulary within the context of the text. ▪ Demonstrate active reading strategies e.g. generating questions, finding answers, constructing images. ▪ Prepare a poem to read aloud, showing understanding through intonation, tone, volume and action. ▪ Learn a poem by heart and rehearse for performance.	▪ Read books and texts for a range of purposes and respond in a variety of ways. ▪ Listen to, read and discuss a range of newspapers in print and on screen. ▪ Demonstrate active reading strategies e.g. *generating questions, finding answers.* ▪ Analyse and evaluate texts looking at language, structure and presentation. ▪ Analyse and evaluate how specific information is organised within a newspaper text. ▪ Navigate texts to locate and retrieve information in print and on screen. ▪ Explain how paragraphs are used to order ideas, and how they are linked.
Key Learning Writing	▪ Create sentences with fronted adverbials for when e.g. *As the clock struck twelve, the soldiers sprang into action.* ▪ Use commas to mark clauses in complex sentences. ▪ Use inverted commas and other punctuation to indicate direct speech e.g. *The tour guide announced, "Be back here at four o' clock."* ▪ Read and analyse a fairy tale in order to plan and write their own versions. ▪ Discuss and record ideas for planning e.g. *chunk a plot.*	▪ Explore, identify, collect and use noun phrases e.g. *The crumbly cookie with tasty marshmallow pieces melted in my mouth.*	▪ Identify, select and effectively use pronouns. ▪ Explore, identify, collect and use noun phrases e.g. *The stranger, **dressed in red and yellow**…* ▪ Read and analyse non-fiction in order to plan and write their own versions. ▪ Identify and discuss the purpose, audience, language and structures of non-fiction for writing. ▪ Discuss and record ideas for planning e.g. *text map, non-fiction bridge, boxing-up text types to create a plan* ▪ Organise paragraphs in a newspaper report.
Suggested Texts	Fairy Tales set in 1600s ▪ The Pied Piper from Short Stories Short (**here**). ▪ Puss in Boots by Phillip Pullman.	▪ The Pied Piper of Hamelin illustrated version by Robert Browning and Kate Greenaway. ▪ The Pied Piper YouTube clip, Lancashire Grid for Learning (**here**). ▪ Old Possum's Book of Practical Cats by T.S. Eliot ▪ Macavity the Mystery Cat by T.S. Eliot	▪ BBC News 'Hamelin: German town hit by new plague of rats' ▪ Fairy Tale News by Colin and Jacqui Hawkins. ▪ The Fairy Tale Times by Sherill B Flora and J. Browning Wroe. ▪ Extra! Extra!: Fairy-Tale News from Hidden Forest by Alma Flor Ada *(be aware of American spellings).* ▪ The Pied Piper: News report from the Makewaves website

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Key Learning		
Unit	**Novel as a Theme**	**Non-chronological Reports**
Outcome	Story based on a plot structure from a focus text.	Information poster with flip-flap facts.
Duration	3-4 weeks.	2-3 weeks.
Key Learning Reading	▪ Use knowledge of root words to understand meanings of words. ▪ Use punctuation to determine intonation and expression when reading aloud to a range of audiences. ▪ Listen to, read and discuss a range of fiction. ▪ Regularly listen to whole novels read aloud by the teacher. ▪ Read books for a range of purposes and respond in a variety of ways. ▪ Retell a range of stories. ▪ Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. *metaphors, similes.* ▪ Explain the meaning of key vocabulary within the context of the text. ▪ Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images. ▪ Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence. ▪ Identify main ideas drawn from more than one paragraph and summarising these e.g. *character is evil because… 1/2/3 reasons.* ▪ Make and respond to contributions in a variety of group situations e.g. *whole class, independent reading groups, book circles.* ▪ Analyse and compare a range of plot structures.	▪ Listen to, read and discuss a range of non-fiction in different forms e.g. *advertisements, formal speeches, leaflets, magazines, electronic texts.* ▪ Analyse and evaluate texts looking at language, structure and presentation. ▪ Explain the meaning of key vocabulary within the context of the text. ▪ Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images. ▪ Identify main ideas drawn from more than one paragraph and summarise these e.g. *Clitheroe Castle is a worthwhile place to visit because… 1/2/3 reasons across a text.* ▪ Analyse and evaluate how specific information is organised within a non-fiction text e.g. *text boxes, sub-headings, contents, bullet points, glossary, diagrams.* ▪ Scan for dates, numbers and names. ▪ Navigate texts to locate and retrieve information in print and on screen.
Key Learning Writing	▪ Create sentences with fronted adverbials for 'where'. ▪ Use apostrophes for singular and plural possession e.g. *the dog's bone and the dogs' bones.* ▪ Explore, identify and use Standard English verb inflections for writing e.g. *We were* instead of *we was; I was* instead of *I were; I did* instead of *I done.* ▪ Read and analyse narrative in order to plan and write own version. ▪ Identify and discuss the purpose, audience, language and structures of narrative. ▪ Discuss and record ideas for planning e.g. *story board, boxing-up text types to create a plan.* ▪ Plan and write an opening paragraph which combines the introduction of a setting and character/s. ▪ Link ideas within paragraphs e.g. *fronted adverbials for when and where.* ▪ Generate and select from vocabulary banks e.g. *powerful adverbs, adverbial phrases.*	▪ Explore, identify and use Standard English verb inflections for writing e.g. *We were* instead of *we was; I was* instead of *I were; I did* instead of *I done.* ▪ Read and analyse non-fiction in order to plan and write their own. ▪ Identify and discuss the purpose, audience, language and structures of non-fiction for writing. ▪ Discuss and record ideas for planning e.g. *boxing-up text types to create a plan.* ▪ Organise paragraphs in non-fiction. ▪ Generate and select from vocabulary banks e.g. *technical language.* ▪ Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.

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Suggested Texts	▪ Gulliver's Travels by Miss Marie Crook. ▪ Gulliver's Travels - A Chapter Book by Nick Eliopulos. ▪ Ladybird Classics: Gulliver's Travels by Ladybird. ▪ Jonathan Swift's Gulliver. ▪ Fig's Giant by Geraldine McCaughrean. ▪ Gulliver's Travels 1939 Film on YouTube (**here**). ▪ Gulliver's Travels 1977 Film (U Rated). ▪ Gulliver's Travels 2010 Film (PG Rated). ▪ Aladdin Arabian Nights Kindle Edition - Maplewood Books. ▪ Around the World in Eighty Days – Ladybird version by Joyce Faraday. ▪ The Dancing Bear by Michael Morpurgo. ▪ Clockwork by Philip Pullman. ▪ The Ice Palace by Robert Swindells. Picture Books: ▪ Leon and the Place Between by Graham Baker-Smith. ▪ Hurricane by David Wiesner. ▪ Free Fall by David Wiesner. ▪ The Fantastic Flying Books of Mr Morris Lessmore by W.E Joyce.	▪ Planet Earth by Katie Daynes. ▪ Usborne First Encyclopaedia of Our World by Felicity Brooks. ▪ What is a map? from the Espresso website (**here**). ▪ Artist factsheets from the Espresso website (**here**). ▪ Sudan fact file from the Espresso website (**here**). – 'Why is Madrid so popular with tourists?' from the BBC Bitesize website (**here**).