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| **Year 4 Literacy Medium Term Plan Spring** |
| **Narrative****opening** | **Term 1** | **Suggested Written Outcomes** | **Objectives/ non-negotiables** |
| * Create scene shots of life for Charlie before the factory. Describe.
* Role play characters from Charlie’s family. How do they think and feel about their living situation?
* Hot seat characters.
* Write diary entries for Charlie to gain accounts of his experiences and thoughts.
* Read alouds for the opening, taking on characters in a playscript.
* Magpie their favourite sayings and innovate. Making up their own silly words/sayings. Pulpified, whackers, cracked as a crab.
* Develop their own characters in the family to innovate. Use original story extracts to innovate and provide structure.
* Create a dialogue scene with POW between characters.
* Read story extracts of flashbacks. Switch in time to his new adventure. Yet here I am… Past to present switch.
* Innovate the factory, main character and transport.
* Rhetorical questions lesson.
* Use repeated language for effect. Higher and higher. Louder and louder.
 | * An opening including action, dialogue and a simple shift in time and place.
 | * All year 1-3 grammar and punctuation are consistently in place.
* **The piece is cohesive.**
* Edit and improve their own and peer work, showing amendments in drafts.
* Use paragraphs to organise the piece.
* Use conjunctions and prepositions to express time, place and cause.
* Use adverbials of time and fronted adverbials consistently.
* Show an understanding of subject/verb agreement.
* Use expanded noun phrases.
* Use sentences with more than one clause.
* Introductory use of brackets.
* Use the perfect form of verbs.
* Use description, action and dialogue to convey characters’ feelings.
* Writing is joined and some may show their own style.
* Include shifts of time and place.
* Where used, the possessive apostrophe is used correctly.
* Uses dictionary to check unknown words.
* Uses models of writing in order to learn from their structure, vocabulary and grammar.
* Proofread for spelling and punctuation errors.
* Plan their sentences using oral rehearsal and a drafting process, increasing the range of rich vocabulary and sentence structures used.
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| **Non-fiction****newspaper report** | * Look at newspaper and develop a list of features.
* Provide a cut up newspaper page for them to organise into a structure.
* Look at the purpose and audience of each of those features.
* Collect headlines and develop their own based on their innovated stories.
* Gather language features used regularly in reports.
* Highlight key features in real newspapers.
* Edit and improve a poor example.
* Develop lead ins and concluding paragraphs for given features.
* Interview witnesses from the day at a press conference (develop questions and responses beforehand so the conference ‘flows’.
* Create a greenscreen ‘live’ newsflash report.
* Children to gather direct quotes from interviews to include in their report.
* Develop their own story from a boxed version.
* Create short features to link to the main report. Potentially Umpah Lumpha strike action for working conditions. Poverty poll for local area. Local houses for sale.
* Develop other fun features to include in pairs (crosswords, quick quiz, prize draw etc) for all to use.
* Use Word package on the laptops to type up their report and print various fonts.
* Create a mini newspaper as a project and include their choice of features for layout.
 | * A newspaper article about the strange sight seen in the sky.
 | * All year 1-3 grammar and punctuation are consistently in place.
* **The piece is cohesive.**
* Edit and improve their own and peer work, showing amendments in drafts.
* Use paragraphs to organise the piece.
* Use conjunctions and prepositions to express time, place and cause.
* Use adverbials of time and fronted adverbials consistently.
* Use generalisers.
* Show an understanding of subject/verb agreement.
* Use expanded noun phrases.
* Revisit and use question and exclamation marks.
* Use sentences with more than one clause.
* Use of brackets and hyphens.
* Use the perfect form of verbs.
* Use description to express emotions.
* Use inverted commas for direct quotes.
* Where used, the plural and possessive apostrophe are accurately placed.
* Uses organisational features of headings, sub-headings and introductions.
* Uses dictionary to check unknown words.
* Uses models of writing in order to learn from their structure, vocabulary and grammar.
* Proofread for spelling and punctuation errors.
* Plan their sentences using oral rehearsal and a drafting process, increasing the range of rich vocabulary and sentence structures used.
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| **Poetry** **Kennings** | * Choose a selection of Kennings poems to enjoy with the class. Read aloud.
* Create a class kennings for the Never Ending Gobstopper.
* Design their own sweet/chocolate bar. Talk about taste, texture, look. Use the inventions from the text to inspire.
* Discuss and decide what the poem is describing before revealing.
* Let children select their own favourites and discuss why they chose them.
* Learn to recite a piece with expression.
* Peer asses against a simple criterion.
* Model WAGOLL-poetry reading.
* Explore new and interesting words and/or phrases. Use the invented words from their story.
* Look at the similar features of each poem.
* Create their own Kennings poem, this may be at an innovating stage or invent if they feel confident enough.
* Use poetry for comprehension work in GR.
 | * Kennings poem used to describe a new chocolate bar from the factory.
 | * Prepare a poem to be read aloud and perform.
* Discuss words and phrases that capture the reader’s interest and imagination.
* Ask questions to improve their understanding of the text.
* Draw inferences and justify with evidence.
* Identify how language and structure contribute to meaning.
* Participate in discussion about poetry, taking turns and listening to others.
* Assess the effectiveness of the poems they read and the writers intentions.
* Gain and maintain the interest of the listener.
* Participate in performances.
* Give well-structured description and explanations to express their feelings.

The expectations for quality writing should be maintained during this unit.  |
| **Choose a book****(invent)** | Choose a book related to theme or based on class interest. Produce one piece of **independent** written evidence for assessment purposes, based on the skills already covered within the term. Use to set targets for the following term.  |