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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. |
| **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. |
| **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. | | |