

Year 4 Literacy Medium Term Plan

	Term 1	Suggested Written Outcomes	Objectives/ non-negotiables
Non-fiction persuasion	<ul style="list-style-type: none"> • Explore famous street artists and compare to tagging or graffiti. What makes the difference? • Create their own art work using spray paint on an app. They may create an art and graffiti piece to discuss. • Collect an opinion poll from the class. Should it be allowed? • Visit a local street art scene on the mini bus (Preston Road/Wincolmllee). Can they spot the difference between art and graffiti? • Create a 'for and against' piece of writing. This may be split across the class to make 2 teams. Have a mini-debate. • Find an audience to receive letters from the class who will respond. • Look at the features of a persuasive WAGOLL (power of 3, emotive word choices, statistics etc). Make a class success criterion. • Create a class bank of emotive word choices. 	<ul style="list-style-type: none"> • A persuasive letter around street art 	<ul style="list-style-type: none"> • I can write clear and concise sentences that are accurately punctuated. • I can use a range of subordination and coordination. • I can use a range of nouns/ pronouns to avoid repetition. • I can vary the length of sentences for emphasis and description. • I can organise my writing into paragraphs. • I can write in a joined style. • I can clearly show an understanding of the text type being studied. • I can spell year 1, 2, 3 CEWs correctly. • I can make additions and revisions to my work through a drafting process. • I can produce a cohesive letter to persuade the reader.

	<ul style="list-style-type: none"> • From given street art images, create short, powerful sentences that repeat (It's amazing. It's colourful. It's art!) • Look at the layout of letters. Look at the different reasons for sending and receiving letters. • Create a persuasive letter to a local politician? Street artist? To encourage them to allow/stop graffiti/street art. 		
<p>Non-fiction Non-chron report on Hull Fair</p>		<ul style="list-style-type: none"> • A report on the history of Hull fair 	<ul style="list-style-type: none"> • I can include the key features of the text type being studied. • I can organise idea into paragraphs. • I can use fronted adverbials of time, place or manner to link ideas between paragraphs. • I can use simple organisational features (introduction, headings, sub-headings, labels). • I can use expanded noun phrases. • I can use the perfect form of verbs. • I can write complex sentences with more than one clause. • I can use brackets for parenthesis. • I can spell year 1, 2, 3 CEWs correctly. • I can make additions and revisions to my work through a drafting process. • I can write in a joined style. • I can produce a report to inform the reader.

Narrative

- Create character profiles for each character. Gather evidence for each adjective chosen.
- Invite in a circus skills troop for immersion.
- Watch Charlie and the Chocolate factory and make comparisons between the characters and story.
- Look at the repeating pattern in the tale. What keeps happening to the characters and why?
- Make predictions on what may happen to the remaining characters and why.
- Flash write a description of a fair or character to 'dip in' to basic sentence construction/conjunctions/adjectives.
- Look at fables as a style of writing (The lion and the Mouse etc). Find the 'Take home message' from each.
- Create a story map of opening, Problem, solution, ending for a well-known fable.
- Create lists of problems/moral dilemmas they know of and solutions for them to use as a class menu. Literacy shed have a range of animations to support this.
- Use the skeleton model to choose their own problem and a solution to teach that character a lesson.

- Fable/tale with a moral ending

- I can include the key features of the text type being studied.
- I can use adverbs.
- I can write complex sentences with more than one clause.
- I can use commas and dashes to embed a clause.
- I can use the perfect form of verbs.
- I show subject/verb agreement.
- I can use adverbials of time, place and manner.
- I organise my writing into paragraphs.
- I can write in consistent tense.
- I can spell year 1, 2, 3 CEWs correctly.
- I can make additions and revisions to my work through a drafting process.
- I can write in a joined style.
- I can produce a narrative to entertain the reader.

	<ul style="list-style-type: none"> • If some are struggling to invent a new fable, choose an alternate ending for a known tale. • Make 'mini plays' from their innovations to embed structure. • Create POW strip designs to structure their tale. 		
<p style="text-align: center;">Poetry Larkin</p> <p>What are days for? Days are where we live. In Hull we couldor even... You can spend your days... and... Hull is the place to ... With ... A city full of ..., ..., ...</p>	<ul style="list-style-type: none"> • Choose a selection of poems to enjoy with the class. Read aloud. • Draw mental images of what they see when they hear the poem. Compare and discuss. • 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. <hr style="border-top: 1px dashed black;"/> <ul style="list-style-type: none"> • What are days for? Days are where we live. 	<ul style="list-style-type: none"> • An Larkin inspired poem about Hull 	<ul style="list-style-type: none"> • 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.

<p>Love Hull. Love ...Love... HULL!</p> <p>A poem inspired by Philip Larkin</p>	<ul style="list-style-type: none">• Research Philip Larkin and collect some basic facts on a mind map/biography.• Create Larking frogs as a background display for their poems.• Collect visual information of some special places in Hull.• Collect ideas on what people do in those places and how they would feel there.• Use an adapted model of a Larking poem and get children to innovate with their own thoughts and ideas.• Create a Larkin inspired display.		<p>The expectations for quality writing should be maintained during this unit.</p>
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