

Year 4 Literacy Medium Term Plan Spring (Stig of the Dump)

	Term 2	Suggested Written Outcomes	Objectives/ non-negotiables
<p style="text-align: center;">Narrative Stories with a historical setting</p>	<ul style="list-style-type: none"> • Read the opening of the story as well as the blurb. Discuss the characters that are in the story so far. • Discuss what time period the boy is from (using inference skills). • Write a description of the pit and the discarded objects that can be seen at the bottom of it. • If you visited Stig, what presents would you take him? Think of five objects that he might find useful, explain why they are useful and why you chose them. • At the start of the story, Stig shows Barney around his 'home'. Make a page about Stig's den in the form of an estate agent's information sheet about a home for sale. • Make a character profile to describe Barney and / or Stig. What is their personality like? What are their favourite things? What are their hopes and dreams? • Barney teaches Stig lots of new skills. Can you choose one of them and write a set of instructions to teach somebody else too? • Watch clips of Stig of the Dump and use it to create the description of the character. • Create a story map for the part of the text that you are looking at. • Create mind maps for Stig and Barney and use this to compare the characters that we have. 	<ul style="list-style-type: none"> • A short story based on Stig of the Dump. Potentially focus on the meeting of Stig and Barney. 	<ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • Look at a WAGOLL of a good passage from the story. • Create a comic strip or storyboard the main ideas from the passage. • Hot seat the characters Barney and Stig to contrast how the characters are thinking and feeling. • Redraft the passage focusing on upleveling vocabulary. • Create wanted posters for Stig. • Box up ideas for the story. • Innovate the story by changing a character or changing the setting for the story. 		
<p>Non-fiction newspaper report</p>	<ul style="list-style-type: none"> • 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' newflash report. • Children to gather direct quotes from interviews to include in their report. • Develop their own story from a boxed version. 	<ul style="list-style-type: none"> • Create a newspaper article about the discovery of Stig of the Dump. 	<ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • 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. 		<ul style="list-style-type: none"> • 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.
<p style="text-align: center;">Poetry Haikus</p>	<ul style="list-style-type: none"> • Choose a selection of Haikus to enjoy with the class. Read aloud. • Discuss where Haikus come from and look at the key features. • Develop a class example of a Haiku for a Stone Age animal. • 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 Haiku poem, this may be at an innovating stage or invent if they feel confident enough. • Use poetry for comprehension work in GR. 	<ul style="list-style-type: none"> • Haikus poem used to describe various Stone Age artefacts. 	<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.