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| **SUMMER 2: YEAR 4**  **COMING TO ENGLAND** | |
| **WRITING OUTCOME 1** | |
| **WRITING OUTCOME:** | Non-chronological report  (Trinidad/Windrush/Immigration) |
| **READING LESSONS:** | ***2b Retrieval***  **REFER TO READING DOMAIN BOOKLET**  **EXAMPLES:**   * What happened in the story? * Which part of the story best describes the setting? * Give one example of…… * Where/when does the story take place? * What did s/he/it look like? * Where did s/he/it live?   ***2a******Meaning of words***  Looking at technical/impactful vocabulary  Context- What is it? How can we use it?  Application of dictionary skills to understand definitions  **REFER TO READING DOMAIN BOOKLET**  **EXAMPLES:**   * What do the words ...... and …… suggest about the character, setting and mood? * Which word tells you that….? * Find one word in the text which means…… * Find and highlight the word that is closest in meaning to……. * Find a word or phrase which shows/suggests that……. * What other words/phrases could the author have used? * Which word most closely matches the meaning of the word x? |
| **SKILLS LESSON:** | * In the absence of a temporal (chronological) structure where events happen in a particular order, non-chronological reports usually have a logical structure. They tend to group information, often moving from general to more specific detail and examples or elaborations. * A description of whatever is the subject of the report organised in some way to help the reader make sense of the information. * Create cohesion and avoid repetition through the use of nouns and pronouns e.g. The Victorians liked to visit the seaside. They were also fond of… * Use of paragraphs, headings and subheadings to organise ideas. |
| **GRAMMAR FOCUS:** | Organising related information  Use of commas  *\*Staff to also adapt lessons to the needs of the children. These may be areas of agreed focus from pupil progress meetings, assessments or marking.* |
| **SPELLING RULE:** | *See spelling overview.* |
| **MODELLING:** | * Can organise ideas appropriately for both purpose and reader (e.g captions, headings, bullet points, fonts, chapters, letter formats, paragraphs, logically sequenced events, contextual and background information etc.). * Can use a wide range of punctuation mainly accurately, including at least three of the following: full stop and capital letter, exclamation mark, question mark, comma, apostrophe. * Can advise assertively, although not confrontationally, in factual writing (e.g. ‘An important thing to think about before deciding…’, ‘We always need to think about…’ etc.). |

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| **WRITING OUTCOME 2** | |
| **WRITING OUTCOME:** | Diary  (Floella or a character’s perspective. Event from the book.) |
| **READING LESSONS:** | ***2b Retrieval***  **REFER TO READING DOMAIN BOOKLET**  **EXAMPLES:**   * What happened in the story? * Which part of the story best describes the setting? * Give one example of…… * Where/when does the story take place? * What did s/he/it look like? * Where did s/he/it live?   ***2d Inference***  **REFER TO READING DOMAIN BOOKLET**  **EXAMPLES:**   * How can you tell that…… * What impression of …… do you get from these paragraphs? * What voice might these characters use? * What was …. thinking when….. * Who is telling the story? * What does this… word/phrase/sentence… imply about… (character/setting/mood)? |
| **SKILLS LESSON:** | * Use of paragraphs to organise ideas * Effective use of expanded noun phrases * Fronted adverbials used to sequence events in time order e.g. First, Next, Later that day, Just before that, * A strong opening (paragraph in KS2) to hook the reader. * Orientation such as scene-setting or establishing context (It was the school holidays. I went to the park ...) * An account of the events that took place, often in chronological order (The first person to arrive was ...) * Time sentence signposts for coherence that become more complex as children get older e.g. First, next, then progressing to more complex fronted adverbials. |
| **GRAMMAR FOCUS:** | Tenses: Past continuous  Complex fronted adverbials  *\*Staff to also adapt lessons to the needs of the children. These may be areas of agreed focus from pupil progress meetings, assessments or marking.* |
| **SPELLING RULE:** | *See spelling overview.* |
| **MODELLING:** | * Can select interesting strategies to move a piece of writing forward e.g. asides, characterisation, dialogue with the audience, dialogue, etc. * Can open sentences in a wide range of ways for interest and impact. * Can use a wide range of punctuation mainly accurately, including at least three of the following: full stop and capital letter, exclamation mark, question mark, comma, apostrophe. |

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| **WRITING OUTCOME 3** | |
| **WRITING OUTCOME:** | Formal Letter  (Could link to Windrush/government correspondence) |
| **READING LESSONS:** | ***2g Author choice of words***  **REFER TO READING DOMAIN BOOKLET**  **EXAMPLES:**   * What does the word 'x' tell you about 'y'? * Find two or three ways that the writer tells you 'x'. * What does this… word/phrase/sentence… tell you about… character/setting/mood etc? * Highlight a key phrase or line. By writing a line in this way what effect has the author created? * In the story, 'x' is mentioned a lot. Why? * The writer uses words like … to describe …. What does this tell you about a character or setting? * What other words/phrases could the author have used? * The writer uses …words/phrases to describe … How does this make you feel? * What do you think the writer meant by… 'x'?   ***2b Retrieval***  **REFER TO READING DOMAIN BOOKLET**  **EXAMPLES:**   * What happened in the story? * Which part of the story best describes the setting? * Give one example of…… * Where/when does the story take place? * What did s/he/it look like? * Where did s/he/it live? |
| **SKILLS LESSON:** | * A strong opening (paragraph in KS2) to hook the reader. * Orientation such as scene-setting or establishing context (It was the school holidays. I went to the park ...) * An account of the events that took place, often in chronological order (The first person to arrive was ...) * Time sentence signposts for coherence that become more complex as children get older e.g. First, next, then progressing to more complex fronted adverbials. * Use of paragraphs to organise ideas * Effective use of expanded noun phrases * Fronted adverbials used to sequence events in time order e.g. First, Next, Later that day, Just before that, |
| **GRAMMAR FOCUS:** | Complex sentences using conjunctions  Keeping formality within language choices  *\*Staff to also adapt lessons to the needs of the children. These may be areas of agreed focus from pupil progress meetings, assessments or marking.* |
| **SPELLING RULE:** | *See spelling overview.* |
| **MODELLING:** | * Can use or attempt grammatically complex structures (e.g. expansion before and after the noun: ’The little, old man who lived on the hill…’, ‘…by the lady who taught me the guitar…’; subordinate clauses: ‘I felt better when…’ etc.). * Can produce thoughtful and considered writing (uses simple explanation, opinion, justification and deduction). * Can select from a range of known adventurous vocabulary for a purpose, with some words being particularly well chosen. |

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| **WRITING OUTCOME 4** | |
| **WRITING OUTCOME:** | Biography  (Floella’s life) |
| **READING LESSONS:** | ***2b Retrieval***  **REFER TO READING DOMAIN BOOKLET**  **EXAMPLES:**   * What happened in the story? * Which part of the story best describes the setting? * Give one example of…… * Where/when does the story take place? * What did s/he/it look like? * Where did s/he/it live?   ***2c Summarise***  **REFER TO READING DOMAIN BOOKLET**  **EXAMPLES:**   * You’ve got ‘x’ words; sum up these paragraphs. * Sort the information in these paragraphs * Do any of them deal with the same information? * Make a table/chart to show the information in these paragraphs. * Which is the most important point in these paragraphs? How many times is it mentioned? |
| **SKILLS LESSON:** | * Often written in the third person. E.g. Third person ‘they all shouted, she crept out, it looked like an animal of some kind. * Clear beginning, middle and ending. * A strong opening (paragraph in KS2) to hook the reader. * Orientation such as scene-setting or establishing context * An account of the events that took place, often in chronological order * Time sentence signposts for coherence that become more complex as children get older e.g. First, next, then progressing to more complex fronted adverbials. * Use of paragraphs to organise ideas * Effective use of expanded noun phrases * Fronted adverbials used to sequence events in time order e.g. First, Next, Later that day, Just before that, |
| **GRAMMAR FOCUS:** | Adverbials  Tenses: Past perfect continuous  *\*Staff to also adapt lessons to the needs of the children. These may be areas of agreed focus from pupil progress meetings, assessments or marking.* |
| **SPELLING RULE:** | *See spelling overview.* |
| **MODELLING:** | * Can sometimes use interesting and ambitious words (they should not be usually used by a child of that age, and not technical words used in a taught context) * Can use a wide range of punctuation mainly accurately, including at least three of the following: full stop and capital letter, exclamation mark, question mark, comma, apostrophe. * Can advise assertively, although not confrontationally, in factual writing (e.g. ‘An important thing to think about before deciding…’, ‘We always need to think about…’ etc.). |

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| **WRITING OUTCOME 5** | |
| **WRITING OUTCOME:** | Persuasive Letter |
| **READING LESSONS:** | ***2f Meaning linked to information and events***  **REFER TO READING DOMAIN BOOKLET**  **EXAMPLES:**   * Explain why a character did something. * Explain a character's different/changing feelings throughout a story. How do you know? * What are the clues that a character is liked/disliked/envied/feared/loved/hated etc…? * What is similar/different about two characters? * Why is 'x' (character/setting/event) important in the story? * What is the story (theme) underneath the story? Does this story have a moral or a message? * Why do you think the author chose to use a… question/bullet/subheading/table etc to present the information? * How does the title/layout encourage you to read on/find information?   ***2d Inference***  **REFER TO READING DOMAIN BOOKLET**  **EXAMPLES:**   * How can you tell that…… * What impression of …… do you get from these paragraphs? * What voice might these characters use? * What was …. thinking when….. * Who is telling the story? * What does this… word/phrase/sentence… imply about… (character/setting/mood)? |
| **SKILLS LESSON:** | * An opening statement (thesis) that sums up the viewpoint being presented. (Greentrees Hotel is the best in the world. School uniform is a good idea). * Strategically organised information presents and then elaborates on the desired viewpoint. (Vote for me because I am very experienced. I have been a school councillor three times and I have ...) * A closing statement repeats and reinforces the original thesis. (All the evidence shows that ... It’s quite clear that ... Having seen all that we offer you, there can be no doubt that we are the best.) * Create cohesion through the use of nouns and pronouns e.g. Vegetables are good for you. They contain vitamins and minerals. In fact these foods are incredible!! * Use adverbials e.g. therefore, however… * Use paragraphs to organise ideas into logical sections * Effective use of expanded noun phrases |
| **GRAMMAR FOCUS:** | Modal verbs and adverbs  Use of repetition for effect  *\*Staff to also adapt lessons to the needs of the children. These may be areas of agreed focus from pupil progress meetings, assessments or marking.* |
| **SPELLING RULE:** | *See spelling overview.* |
| **MODELLING:** | * Can produce thoughtful and considered writing (uses simple explanation, opinion, justification and deduction). * Can spell unfamiliar polysyllabic words accurately and most or all of the Year 4 High Frequency words and the Year 4 words in the National Curriculum. * Can open sentences in a wide range of ways for interest and impact. |

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| **WRITING OUTCOME 6** | |
| **WRITING OUTCOME:** | Narrative |
| **READING LESSONS:** | ***2d Inference***  **REFER TO READING DOMAIN BOOKLET**  **EXAMPLES:**   * How can you tell that…… * What impression of …… do you get from these paragraphs? * What voice might these characters use? * What was …. thinking when….. * Who is telling the story? * What does this… word/phrase/sentence… imply about… (character/setting/mood)?   ***2h Comparison***  **REFER TO READING DOMAIN BOOKLET**  **EXAMPLES:**   * Describe different characters' reactions to the same event in a story. * How is it similar to …? * How is it different to …? * Is it as good as …? * Which is better and why? * Compare and contrast different character/settings/themes in the text * What do you think about the way information is organised in different parts of the text? Is there a reason for why this has been done? |
| **SKILLS:** | * The third person and past tense are used. This can include the past progressive (e.g. the Billy Goats Gruff were eating), Present perfect (e.g. What have you done?). * Standard English forms of verb inflections are used instead of local spoken forms, e.g. ‘we were’ instead of ‘we was’, ‘we did that’ rather than ‘we done that’. * Fronted adverbials can be used e.g. During the night…, In a distant field…. These should be punctuated using a comma. * The use of adverbials e.g. therefore, however creates cohesion within and across paragraphs. * Cohesion can also be created, and repetition avoided through the use of nouns and pronouns e.g. Sammy and John… they… the boys… * Paragraphs are useful for organising the narrative into logical sections. * Verbs and adverbs should be chosen for effect e.g. shouted/muttered instead of said; angrily/quietly etc. to show rather than tell how characters feel and behave. * The use of conjunctions e.g. when, before, after, while, so, because…enables causation to be included in the narrative. * Descriptions can be developed through the effective use of expanded noun phrases e.g. the big blue bird (expanded with adjectives); oak tree (tree modified with a noun); the teacher with the curly hair (noun modified with preposition). * The full range of speech punctuation can be used to indicate dialogue this allows characters to interact and the story to be developed. * Apostrophes can be used to indicate plural possession e.g. The girls’ names, the children’s mother, the aliens’ spaceship. |
| **GRAMMAR FOCUS:** | Use of dialogue within writing  Apostrophes recap  *\*Staff to also adapt lessons to the needs of the children. These may be areas of agreed focus from pupil progress meetings, assessments or marking.* |
| **SPELLING RULE:** | *See spelling overview.* |
| **MODELLING:** | * Can use apostrophes and/or inverted commas, mainly accurately. (If direct speech is not appropriate to task, apostrophes alone can score a tick). * Can spell unfamiliar polysyllabic words accurately and most or all of the Year 4 High Frequency words and the Year 4 words in the National Curriculum. * Can select interesting strategies to move a piece of writing forward e.g. asides, characterisation, dialogue with the audience, dialogue, etc. |