

BILSTON CHURCH OF ENGLAND PRIMARY



MEDIUM TERM PLANNING

Subject	Genre for Text focus	Year Group	Term	Time Allocation
English	Stories with Fantasy stories/Dilemmas/Information Texts	4	Autumn	14 weeks

Autumn 1

NC skills explored linked to topic.

Spoken language:

- Listen and respond
- Maintain attention and participate actively in collaborative conversations
- Ask relevant questions
- Use spoken language: speculating, hypothesising, imagining and exploring ideas
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Consider and evaluate different viewpoints

Reading comprehension:

- Read for a range of purposes
- Identify themes and conventions
- Discuss words and phrases that capture the reader's interest and imagination
- Check text makes sense
- Explain meaning of words in context
- Ask questions to improve understanding of a text
- Draw inferences (characters' feelings, thoughts and motives); justify with evidence
- Predict what might happen from what is stated and implied
- Retrieve and record information from non-fiction
- Participate in discussion about books

Writing composition

- Plan writing by discussing the structure, vocab and grammar of similar writing
- Discuss and record ideas
- Compose and rehearse sentences orally
- Proof-read for spelling and punctuation errors
- Build an increasing range of sentence structures
- In narratives, create settings, characters and plot
- Assess the effectiveness of own and others' writing

Duration 2 Weeks	Resource and Genre Gorilla Pathways (Narrative)	Overview: A fantasy story with a familiar setting based on a toy animal.
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	<p>Purpose: To entertain.</p>	<p>Writing Outcomes for this unit To write a narrative based on the story of Gorilla.</p> <p>Greater Depth To write from the point of view of dad and include some speech.</p>	
<p>RWI Spellings rules linked to topic.</p> <ul style="list-style-type: none"> ➤ Adding the prefix mis- and revising un-, in-, and dis – ➤ Words ending in zhuh spelt –sure ➤ Adding the prefix auto- 		<p>NC Spellings linked to topic.</p> <p>Actual, arrive, busy, certain, enough, fruit, height, mention, occasionally, often, opposite, ordinary, peculiar, remember, strange, surprise, weight,</p>	<p>Ambitious Vocabulary linked to topic.</p> <p>Obsession, dejected, tingle, impression, awesome, bluff, charge, glance, lounge, theme, parcel, primate, ape, chestnut, kin, stem, vegetarian, patchwork, symbolism,</p>
<p>Skills Cycle 1/Week 1</p>	<p>Viper reading focus (Vocabulary and Inference) (Session 1/2) Focus on the illustrations and journey. Start by sharing the image of the character watching the TV on page 6 of ‘Gorilla’.</p> <p>Skill – To use expanded noun phrases (Session 3) Create noun phrases for the scene focusing on the mood and on including prepositional language to expand noun phrases e.g. pale skin; turned-down mouth; clean, bare kitchen; black and white tiles on the floor; distant father behind his newspaper.</p> <p>Skill – To use modifying adjectives, nouns and prepositional phrases (Session 4) Create noun phrases about the Gorilla and modify the noun by thinking of alternatives. Use modifying adjectives, nouns and prepositional phrases.</p> <p>Skill – To use fronted adverbials (Session 5)</p>		

**Cycle
2/Week 2**

Model writing some of the facts using the expanded noun phrases created in the previous session and introduce using fronted adverbials to describe how, where or when.

Skill – To use commas after fronted adverbials (Session 6)

Emphasise the use of the comma after the fronted adverbial and show how it can be moved around within the sentence. Discuss which version of the sentence sounds best and is most effective for its purpose.

Viper reading focus (Vocabulary and Predict) (Session 7)

Use spoken language to explore ideas. Read the next page and then show the image of the gorilla peering over Hannah in bed on page 11 without the text underneath. What conversation might they be having? Give pupils the opportunity in pairs to act out the conversations between the characters in the story. Create speech sandwiches by predicting conversation.

Skill: Use first and third person tense correctly (Session 8)

Compare the picture to the image at the start of the book in Hannah's kitchen with her father. How has the author created a different mood with this picture? How could we do this in our writing? Model writing a description of this scene but creating a more lively, friendly atmosphere.

Skill: To plan an alternative ending to the story: To plan a narrative creating characters, setting and plot. (Session 11/12)

Discuss possibilities for changing the animal, setting or characters to create a new story. Pupils work on creating their own animal, character and setting by discussing with a partner. What animal could be used? Where do they live? Where would they take the child on a journey?

Write an: To write a narrative creating characters, setting and plot (Session 13/14)

Model sections of the story over several days. Create some sections using shared writing for groups as appropriate.

To Edit and Improve: (Session 15)

When the stories have been written, reflect on the Mastery keys:

- Have they used noun phrases and fronted adverbials?
- Have they used nouns and pronouns appropriately?
- Have they used a comma after the fronted adverbials?
- Can they use paragraphs to organise their narrative?

NC skills explored linked to topic.

Spoken Language

- To use intonation when reading aloud to emphasise punctuation.
- To practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers.
- To take on a specific role in role-play/drama activities and participate in focused discussion while remaining in character.
- To discuss the language choices of other speakers and how this may vary in different situations.

Reading comprehension

- Develop positive attitudes to reading, and an understanding of what they read, by:
- Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Identifying themes and conventions in a wide range of books.
- Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- Discussing words and phrases that capture the reader’s interest and imagination.

Writing composition

Plan their writing by:

- Discussing writing like that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
- Discussing and recording ideas.

Draft and write by:

- Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.

Grammar

- Using conjunctions, adverbs and prepositions to express time and cause
- Using fronted adverbials.
- Using commas after fronted adverbials.

Duration

2 weeks

Resources

Literacy and Language
Unit 1 Lost or Stolen

(Narrative)

<https://www.bbc.co.uk/teach/class-clips-video/raksha-bandan-the-festival-of-brothers-and-sisters/zjkygw>

Overview of Unit

Explores the themes of relationships, suspicion, and trust.

Writing Outcome

To use the structure and characters from Lost or Stolen, to write a new chapter of the story with a different dilemma and setting.

Greater Depth

		To write from the point of view of another character.	
<p align="center">RWI Spellings rules linked to topic.</p> <ul style="list-style-type: none"> ➤ Adding the suffix –ly ➤ Adding the prefix inter- 		<p>NC Spelling linked to topic</p> <p>Actual, arrive, busy, certain, enough, fruit, height, mention, occasionally, often, opposite, ordinary, peculiar, remember, strange, surprise, weight.</p>	<p>Ambitious vocabulary Linked to topic</p> <p>Incessantly, exasperated, trepidation, despondent, rubies, emeralds, amethyst, betrayed, anxious, defiant, regretful.</p>
<p>Skills Cycle 1/Week 3</p>	<p>Viper Reading Focus (Vocabulary and Retrieval) Focus on the festival of Raksha Badan and explain to children why it is relevant to our story. (Unit 1, File 1:2).</p> <p>Skill: use and punctuate direct speech to create a dialogue Read the story version 1 (the bare bones of the story) (1:3) and create a conversation between characters. Look at differences between reported and direct speech. Predicting conversations. Model how to create dialogue and then create a speech sandwich. (File 4:2)</p> <p>Skill: Use expanded noun phrases to develop a character Read the full version of the story and consider the characters thoughts feelings and actions. Explore and describe and compare characters thoughts, feelings and emotions and create short character profile for Taj. (File 4:1)</p> <p>Skill: To organise ideas and demonstrate story structure. Recap the story and discuss what a dilemma is. Focus on the roller coaster ride. Can you discuss the features of a dilemma story and organise sentences to fit the plot. Where do these parts of the story fit? (File 6:1). Summarise the story.</p> <p>Skills: To use fronted adverbials. Look at how they are used and can be used in the story. Explore what an adverbial phrase is. Refer to file (7:1) to share the dilemma. Discuss how</p>		

**Cycle 2 Week
4**

Ravi and Chandra's mum is feeling when they arrived late from the fair. Explore a variety of vocabulary angry, guilty, upset, anxious. Think about the action they may have taken and write a short paragraph modelling how these adverbials might be used in story.

Viper Reading Focus (Explain)

Focus on how a writer creates suspense, excitement and tension. Looking at a range of vocabulary. How could this be applied to the text? **(Unit 1, File 5:1 and 5:2).**

Skill: Use past tense correctly

Look at and identify past tense in the story. Think about how you might conclude your story and model writing the concluding paragraph in the past tense. **(File 8:1)**

Plan: To plan a new chapter.

To think about the structure of story and how this we will write a new chapter with a new dilemma. **(File 8:4)**

Write: To write a new chapter

Write a new chapter of the story using the skills from the week. Listen to the audio chapter of the fair to help with the description. **(File 9:1)**

Review: To edit and improve

Reflect on the mastery keys when the story has been written.

To Edit and Improve:

When the stories have been written, reflect on the Mastery keys:

- Have they used fronted adverbials?
- Have they used effective story structure?
- Have they used a comma after the fronted adverbials?
- Have they used tense correctly?
- Can they use ambitious vocabulary?

NC skills explored linked to topic.

Spoken Language

- To use intonation when reading aloud to emphasise punctuation.
- To practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers.
- To take on a specific role in role-play/drama activities and participate in focused discussion while remaining in character.

- To discuss the language choices of other speakers and how this may vary in different situations.

Reading comprehension

- develop positive attitudes to reading, and an understanding of what they read, by:
- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- discussing words and phrases that capture the reader’s interest and imagination.

Writing composition

- plan their writing by:
- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
- discussing and recording ideas
- draft and write by:
- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.

Grammar

- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- using commas after fronted adverbials.

<p>2 weeks</p>	<p>Text: Gadget Magic</p> <p>Resources Literacy and Language Unit 1 Non-Fiction</p> <p>(Information texts, Magazine Feature)</p> <p>Purpose: To persuade</p>	<p>Overview of unit Children look at information texts presented in a variety of styles, in a magazine format.</p> <p>Writing Outcome To create and present their own persuasive magazine advertisement for a new gadget to potential investors (Dragon’s Den).</p> <p>Greater Depth Outcome To create and present their own persuasive magazine advertisement for a new gadget to potential investors with an additional special feature.</p>
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<p>Spellings RWI</p> <p>Words with the /ay/ sound spelt eigh, ei, ey Words ending in -ous</p>		<p>NC Spellings linked to topic</p> <p>accident, business, caught, consider, continue, describe, experience, experiment, favourite, imagine, interest, possess, special, suppose,</p>	<p>Ambitious Vocabulary linked to topic</p> <p>despite, moreover, surely, instance, considering, furthermore, therefore, suspense, shock, tension, curiosity, excitement, curiosity, suspense, mislead, spectacular.</p>
<p>Cycle 1 Week 5</p>	<p>Viper Reading Focus (Vocabulary and Summarise)</p> <p>Read the greatest Gadget of them all in the anthology. Summarise if gadgets are a good thing. (File 2:4). Pick out some of the interesting vocabulary demonstrated how is it persuasive? (File 11:2). What great features does it have? Summarise why this is a great gadget and how it could be even better. (Pg 16 Anthology)</p> <p>Skill: To organise ideas and evaluate key features of an advert. Let us look at the purpose of the advert what it does, consider features and look at a range of adverts with the children too. Page 14-15 in the Anthology. Look at (file 12:1) SPEC-tacular why is this gadget great? Identify features and evaluate the advertisement. Look for those powerful nouns and adjectives. Complete this mind map for another gadget from the page. Summarise why the gadget is so great and discuss the language used?</p> <p>Skill: To develop our knowledge of prefixes and suffixes Focus on the I spy gadget (p15 of the anthology). Recap what a spy is and discuss the fact that James Bond is a Spy. (File 13:1). Explain the word can be a noun or a verb. (File14:1) Add prefixes and suffixes to words and demonstrate the effect the words have on the advert. unwanted, unhelpful, prepacked, unreadable, previewed, untrusted, unmissable. Choose a product, how could you use some of these words in an article? What sentences would they work well in? Write a short summary for a gadget using some of the words explored.</p>		

Cycle 2, Week
6

Skill: To use the correct pronouns to represent second person tense.

Explain why advertising often uses second person. Sort pronouns into the correct tense and write sentences linked to a chosen favourite product/toy using three pronouns. Write a short paragraph that you could possibly use in your advert.

Skill: To use imperative verbs to convey urgency.

Look at a range of imperative verbs and recap these. Choose a product from the booklet how can the children use these verbs to encourage consumers to buy the product?

Viper Reading Focus (Vocabulary and Explain)

Read a range of advertisements what do you think is being advertised here and how could they be improved?

Skill: To use noun phrases to add detail and description.

Our fantastic product has amazing features that will interest any child. Create some interesting noun phrases linked to a product and write a short paragraph demonstrating the use of these.

Plan: To plan a persuasive advert for a product of choice.

Look at the use of rhetorical questions to begin the advert and encourage children to create a plan for product of their choice.

Write: To write a persuasive advert for a product of choice.

Think about all the key features in the unit and apply them to the advert of choice. Allow children to watch a range of advertisements to help them really pick out the persuasive language they can use.

Review: To edit and improve

Reflect on the mastery keys when the story has been written.

To Edit and Improve:

When the stories have been written, reflect on the Mastery keys:

- Have they organised ideas?
- Have they used imperative verbs to convey urgency?
- Have they applied prefixes and suffixes appropriately?
- Have they demonstrated the use of second person?
- Have they use rhetorical questions?

Autumn 2

NC skills explored linked to topic.

Spoken language:

- Build vocabulary
- Articulate and justify answers
- Maintain attention and participate actively in collaborative conversations
- Use spoken language: speculating, hypothesising, imagining and exploring ideas
- Use Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Consider and evaluate different viewpoints

Reading comprehension:

- Read for a range of purposes
- Discuss words and phrases that capture the reader's interest and imagination
- Draw inferences (characters' feelings, thoughts and motives); justify with evidence
- Predict from details stated and implied
- Identify main ideas drawn from more than one paragraph and summarise
- Identify how language, structure, and presentation contribute to meaning

Writing composition:

- Plan writing by discussing the structure, vocab and grammar of similar writing
- Discuss and record ideas
- In narratives, create settings, characters and plot
- Assess the effectiveness of own and others' writing
- Proof-read for spelling and punctuation errors

2 weeks

Text: Leon and the Place In between**Resources**

Literacy and Language
Unit 1 Non-Fiction

(Description/Recount)**Purpose:** To Entertain/Inform**Writing outcome 1:****To write a detailed setting description.**

Pupils use the picture from the fold out page of the mechanical toys and write a description of the scene focusing on their vocabulary choices and their use of conjunctions to link ideas.

Writing Outcome 2:

To write Leon's secret diary about what really happened in 'the place between', including conversation between Leon and the boy.

Greater depth writing outcome 1:

Write from the point of view of one of the mechanical toys, describing

		<p>the scene around them and their view of the audience's reaction.</p> <p>Greater depth writing outcome 2: To write a diary from a different point of view. Pupils write the diary as above from the point of view of the boy in 'the place between'.</p>
<p>Spellings RWI</p> <p>Adding il- and revising mis-, dis-, un-, and in-</p>	<p>NC Spellings linked to topic Appear, describe, disappear, famous, favourite, guide, heard, heart, imagine, material, occasion, popular, regular, sentence, special, although, through, various.</p>	<p>Ambitious Vocabulary linked to topic Impatient, lantern, fidget, twitch, swish, lurch, awkward, applause, astonishment, majestic, big top, lantern, braid, barrel, organ, carousel, mechanical, handkerchief, pantaloons, trousers, lute.</p>
<p>Cycle 1 Week 7</p>	<p>Viper Reading Focus (Vocabulary and Predict) (Session 1) Look at some of the words used what theme do you feel they are linked to? Create an air of suspense. Explore senses and make predictions.</p> <p>Skill: To use the correct verb inflections to write in first person tense. (Session 2) Pupils choose one of the characters and write a first-person recount of their first encounter with the tent, considering the thoughts and feelings of the character, using imaginative vocabulary and ensuring correct use of Standard English.</p> <p>Skill: To use expanded noun phrases to create an atmospheric setting. (Session 3) Pupils write an atmospheric setting describing what happened when a new shop appeared in their local shopping street, using details for time, place and mood.</p> <p>Skill: Extend sentences by using a wide range of conjunctions. (Session 4) Pupils create their own description of inside the tent using their list of nouns and a range of conjunctions.</p> <p>Skill: To indicate possession by using the possessive apostrophe with plural nouns (Session 5) Use the first picture of the tent to label and model writing a short description. Focus on linking ideas with a range of conjunctions and including possessive noun phrases. Ask pupils where they think the apostrophes should go and to clarify whether the 's' is plural or possessive in each noun phrase.</p>	
<p>Cycle 2 Week 8</p>		

Viper Reading Focus (Vocabulary and Explain) (Session 6)

Discuss the effect of 'Bang' on the reader after the quiet of the previous page. How does 'loud and louder, high and higher'... add to the sense of movement? Focus on the strength of the verbs in this extract: Tumbled; flew; rattled; spun; twisted; cheered and clapped; bowed and bounced away. How do these add to the effect?

Skill: To extend sentences with more than one clause using a wider range of conjunctions. (Session 6)

Look at the image of the mechanical toys. Give pupils the opportunity to consider appropriate verbs for the actions of the toys and use thesauruses to extend their vocabulary and find more effective verbs. Share new vocabulary. Show pupils a description of the barrel organ monkey scene that uses all the senses and verbs to describe clear action of the mechanical toys. Refer to initial sense's activity from session 1.

Plan: To plan a setting description

Pupils use the picture from the fold out page of the mechanical toys and plan a description of the scene focusing on their vocabulary choices and their use of conjunctions to link ideas.

Write: To write a detailed setting description

Pupils use the picture from the fold out page of the mechanical toys and write a description of the scene focusing on their vocabulary choices and their use of conjunctions to link ideas.

Review: To edit and improve

Reflect on the mastery keys when the description has been written.

When the stories have been written, reflect on the Mastery keys:

- Have they used the correct tense?
- Have they used expanded noun phrases?
- Have they used a variety of conjunctions?
- Have they use apostrophes for plural or possession?

Cycle 1, Week
9

Viper Reading Focus (Vocabulary and Infer) (Session 7)

Do you know of any other characters like Abdul Kazam? Watch the beginning of trailer for Oz the Great and Powerful; stop after 15 secs - 'I don't want to be a good man. I want to be a great one.'
<https://www.youtube.com/watch?v=yyywumlhhdw> What sort of man is he? What does he do? Put ideas on large sheets of paper in groups. Discuss what

they think he does – magician/ wizard – and make comparisons with Abdul Kazam and other magicians or wizards they know of from real-life or fiction.

Skill: To use standard English form for verb inflections. (Session 7)

Collect ideas for effective verbs that could be used to describe the events at the start where the man is whisked off in the storm and arrives in Oz. Pupils write their own diary entry from the man's viewpoint, ensuring correct use of Standard English and use of a variety of suitable verbs for effect on the reader.

Skill: To use expanded noun phrases. (Session 8)

Use the character adjective page as previously, this time for Abdul Kazam (see resources). Pupils highlight words that they think best describe him. Work with a partner and share with a group of four. What are your reasons for your word choices? Pupils use the information they have collected to write a character description of Abdul Kazam.

Skill: Extend sentences with a range of conjunctions (Session 9)

Pupils decide on their viewpoint and write a short note to Leon giving their advice and a number of reasons to support their decision, using a range of conjunctions.

Skill: To use first person tense (Session 10)

Shared write in 1st person as one of the characters how they felt at this moment. Remind pupils about using Standard English and using a range of sentence structures. Recap the idea of using 'show not tell' to give the reader clues about the character's feelings.

Viper Reading Focus (Vocabulary and Retrieve) (Session 11)

Continue reading the book to the end. Who is calling Leon and why? When he returns, do you think Leon's family 'clapped loudest of all'? Show pupils a model diary entry from the point of view of the boy in the place between (Abdul Kazam's son) the day that Leon goes into the box (see resources). Discuss the Feature keys for diary writing and where they have used these already in their previous writing, recap the Mastery keys for the unit. Work together to summarise the purpose of each paragraph or what part of the story it tells us about. Retrieve mastery features from the text.

Skill: To identify main ideas and summarise (Session 11)

Pupils note down on a senses grid everything Leon could feel/ hear/ smell/ see. Note down all the unusual things Leon sees. Where did they all come from? Pupils should repeat this activity for the other pages. Their notes will be used later for their own diary from Leon's point of view. Continue reading the book to the end. Who is calling Leon and why? When he

Cycle 1, Week 10.

returns, do you think Leon's family 'clapped loudest of all'? Summarise Leon's feeling in that picture.

Plan: To plan a diary entry. (Session 12)

Pupils plan out their own secret diary of what happened in The Place Between from Leon's point of view. Timeline to section/ paragraph and get pupils to focus on key events from inside the box (see resources.)

Write: To write a diary entry (Session 13/14)

Pupils use the picture from the fold out page of the mechanical toys and write a description of the scene focusing on their vocabulary choices and their use of conjunctions to link ideas.

Review: To edit and improve (Session 15)

Reflect on the mastery keys when the description has been written.

When the stories have been written, reflect on the Mastery keys:

- Have they used the correct tense?
- Have they used expanded noun phrases?
- Have they used a variety of conjunctions?
- Have they use apostrophes for plural or possession?

NC skills explored linked to topic.

Spoken Language

- Listen/respond appropriately to adults & peers; Participate in discussions, presentations, performances & debates;
- Gain, maintain and monitor the interest of the listener(s)
- listen/respond appropriately to adults & peers. i.e. participate in discussions.

Reading comprehension

- Listen to and discuss a wide range of fiction; Increase their familiarity with a wide range of books... retelling some of these orally
- Discuss words and phrases that capture reader's interest and imagination;
- Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
- Identify how language, structure, and presentation contribute to meaning.
- Participate in discussion about books...

Writing composition

- Compose sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures.

- Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas
- composing/rehearsing sentences orally, progressively building varied/ rich vocabulary and an increasing range of sentence structures
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot.

Grammar

- Apply growing knowledge of root words etc. to read and understand new words.
- Read further exception words, noting unusual phonemes/graphemes.
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- consider and evaluate different viewpoints, attending to and building on the contributions of others.
- articulate & justify answers, arguments and opinions.
- using and punctuating direct speech
- using extended sentences including a wide range of conjunctions

<p>2 weeks</p>	<p>Text: The Boy Who Cried Wolf</p> <p>Traditional Tales & Fables: Aesop's Fables Year 4 English Hamilton Brookes (hamilton-trust.org.uk)</p> <p>Hamilton Trust Unit 1 (Narrative)</p> <p>Purpose: To entertain.</p>	<p>Overview: The main source text, 'The Boy Who Cried Wolf', is an adaptation of Aesop's fable, from which the English idiom 'to cry wolf' (meaning 'to give a false alarm') originates.</p> <p>Writing Outcome: To write an adaptation of a fable.</p> <p>Greater Depth Writing Outcome: To write an adaptation of a fable with a dialogue.</p>
<p>Spellings RWI</p> <p>Words with the /s/ sound spelt /sc/</p>	<p>NC Spellings linked to topic</p> <p>Appear, describe, disappear, famous, favourite, guide, heard, heart, imagine, material, occasion, popular, regular, sentence, special, although, through, various.</p>	<p>Ambitious Vocabulary linked to topic</p> <p>Influence, Inspiring, Instruction, Interpretations, adaptation, dramatic, creativity, falsehood, Masterpiece, Meaningful,</p>

<p>Words ending /zhun/ spelt /sion/</p>		<p>Meanings, Memorable, Message, Moral</p>
<p>Cycle 1, Week 11.</p>	<p>Viper Reading Focus (Vocabulary and Retrieve) (Unit 1, Day 2) Distribute texts and questions to children in ability groups. Children tackle longer words, using word reading skills. Explain that questions using the words 'why' or 'explain' or 'give reasons' require the speaker to support their opinions with evidence or greater explanation. Children make notes on question sheets and then answer more formally in their books.</p> <p>Skill: To use and punctuate direct speech (Unit 2, Day 1) Working with a similar ability talk-partner, children create a dialogue between Wolf and Lamb, Wolf making accusations against Lamb/ Lamb refuting blame.</p> <p>Skill: To use and punctuate direct speech (Unit 2, Day 2) Working with a similar ability talk-partner, children create a dialogue between The Hare and the Tortoise, making sure speech is hugged by speech marks. They rehearse a series of remarks between the characters, developing ideas through role-play. Remind children to choose powerful language and to use extended sentences.</p> <p>Skill: To use a range of conjunctions to extend sentences (Unit 3, Day 1) Remind children that clauses can be linked together using conjunctions. Show PowerPoint Time/Place/Cause and go through slides 3 to 9. Make sure children understand that linked clauses can tell us when, where or why something happened.</p> <p>Skill: Identify and use conjunctions for time and cause (Unit 3 Day2/3) Take ideas and clear up any misconceptions about clauses – they must contain an active verb which has a subject, e.g. The fox runs along the field. 'Running along the field' is not a clause.</p>	
<p>Cycle 2, Week 12</p>	<p>Viper Reading Focus (Vocabulary and Explain) Unit 4, Day 1/2) Distribute Analysing Fable Characters (see resources) and explain to children how to fill in the table. Explore key vocabulary in a range of fables.</p> <p>Skill: To use fronted adverbials Without a sound... After a moment... Use adverbials such as these linked to a current fable, can you spot/create them? Write a short entry demonstrating the use of them.</p> <p>Plan: To plan a fable (Unit 5, Day 1)</p>	

List these Fable animal characters on the board: Hare, fox, wolf, mouse, frog, lion. Ask children to work in pairs to note a few characteristics of each animal. Then display the Analysing Fable Animals (see resources). Do children agree with these? Discuss them.

Write: To write a fable: (Unit 5, Day 2)

Children work to write their first drafts, referring to fable plans. Encourage verbal rehearsal and building up of interesting extended sentences.

Review: To edit and improve a fable (Unit 5, Day 3)

Reflect on the mastery keys when the description has been written.

When the stories have been written, reflect on the Mastery keys:

- Have they punctuated direct speech.?
- Have they used conjunctions to extend sentences?
- Have they used a variety of conjunctions for time and cause?
- Have they used fronted adverbials?

Spoken Language

Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.

Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.

Listen and respond appropriately.

Consider and evaluate different viewpoints, attending to and building on the contributions of others;

Reading comprehension

Discuss words and phrases that capture reader’s interest & imagination.

Listen to and discuss a wide range of poetry.

Discuss words and phrases that capture reader’s interest and imagination.

Identify how language contributes to meaning.

Writing composition

Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures.

Assess the effectiveness of their own and others’ writing and suggest improvements.

2 weeks

Text: Image Poetry

Resource: Hamilton Trust Year 4 Poetry – Image Poems

Poetry Overview: Powerful writing can paint pictures in a reader's mind. The unit demonstrates there are different ways to create images.

Writing Outcome: Display and discuss. Children will use the

	<p>https://www.hamilton-trust.org.uk/english/year-4-english/poetry-using-imagery/</p> <p>Purpose: To entertain.</p>	<p>resources to create metaphors and similes and then use these to create poetry.</p> <p>Writing Outcome Greater Depth: Display and discuss. Children will use the resources to create metaphors and similes and then use these to create poetry.</p> <p>Spellings RWI</p> <ul style="list-style-type: none"> • Adding ir- to words beginning with r
<p>Spellings RWI</p> <p>Adding ir- to words beginning with r</p>	<p>NC Spellings linked to topic</p> <p>Appear, describe, disappear, famous, favourite, guide, heard, heart, imagine, material, occasion, popular, regular, sentence, special, although, through, various.</p>	<p>Ambitious Vocabulary linked to topic</p> <p>Visual (Sight), Auditory(Sound),Tactile (Touch), Olfactory(Smell), Gustatory (Taste).</p>
<p>Cycle 1, Week 13.</p>	<p>Viper Reading Focus (Vocabulary and Retrieve) (Unit 1, Day 1)</p> <p>Explain that powerful writing can paint pictures in a reader's mind. There are different ways to create images. Display and discuss Similes (see resources). Similes are used to describe things by comparing them to other things. What other examples do you know? What can you spot and retrieve from various poems.</p> <p>Skill: To create Similes (Unit 1, Day 1)</p> <p>Children work with partner to generate lots of similes, verbally at first. They say similes aloud, listening to effect and developing into more interesting image.</p> <p>When a powerful simile image is created, children write a draft and read aloud to look for ways to improve it.</p> <p>Skill: To identify, use and create metaphors. (Unit 1, Day 2)</p> <p>Use the metaphor teaching idea (Teacher Resource: https://www.youtube.com/watch?v=wB81Fgdj5ZQ) to play with making further metaphors. Give children time to make a note of any favourite metaphors that they have found today and apply them.</p> <p>Skill: To identify and use powerful verbs (Unit 1, Day 3)</p> <p>Children use the Writing Brief to write sentences about animals, using powerful and precise verbs. They talk with their partner first to share their</p>	

**Cycle 2,
Week 14.**

ideas before writing individually. They can then share their sentences with their partner, who checks them and suggests improvements.

Skill: To use expanded noun phrases verbs (Unit 2, Day 1)

Children work with a partner to draft and then write sentences to describe your flowers in a vase or Flower Picture. Encourage them to write about the flowers; the stems and the vase itself. Use Flower Prompts to support their thinking.

Viper Reading Focus (Vocabulary and Summarise) (Unit 3, Day 1/2/3)

Ask children to find a new partner and to share their writing with them. Hear from children about which of their partner's images they like the best and then hear whether their partner agrees. Give children time to add these phrases to their collection.

Skill: To use verbs and adverbials (Unit 4)

Children use your list of verbs to write descriptive sentences with adverbials about a Reception Classroom for Dragons. They rehearse their sentences with their partner before writing them individually. Encourage children to use their own lists of adverbials to see if they can use or adapt any of these.

Plan: To plan an imagery poem (Unit 5)

Display Poetic Features (see resources) and talk through each of these, remembering the learning from this block. Are any of these features used in this description? Could we use any as we turn it into a completed poem? Plan a poem using the skills developed throughout the week.

Write: To write and imagery poem

Display Poetic Features (see resources) and talk through each of these, remembering the learning from this block. Are any of these features used in this description? Could we use any as we turn it into a completed poem? Write a poem using the skills developed throughout the week.

Review: To edit and improve a poem (Unit 5, Day 3)

Reflect on the mastery keys when the description has been written.

When the stories have been written, reflect on the Mastery keys:

- Have they used similes?
- Have they used metaphors?
- Have they used powerful verbs and adverbials?
- Have they used expanded noun phrases?