



Subject	Genre for Text focus	Year Group	Term	Time Allotted
English	Spring 1 – Historical Narrative/Stories with Humour/ Kennings poetry  Spring 2 – Adventure story/Playscript /Non-chronological report/Diary Writing	4	Spring	14 weeks

Spring 1

### NC skills linked to topic

#### Spoken language:

- Listen and respond
- Ask relevant questions
- Build vocabulary
- Articulate and justify answers
- Give well-structured descriptions, explanations and narratives
- Speak audibly and fluently
- Use Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates

#### Reading comprehension:

- Read for a range of purposes
- Discuss words and phrases that capture the reader's interest
- Check text makes sense
- Ask questions to improve understanding of a text
- Draw inferences (characters' feelings, thoughts and motives); justify with evidence
- Predict from details stated and implied
- Participate in discussion about books

#### Writing Composition:

- Plan writing by discussing the structure, vocabulary and grammar of similar writing
- Discuss and record ideas
- Propose changes to grammar and vocabulary to improve consistency
- Proof-read for spelling and punctuation errors
- Read aloud own writing using appropriate intonation and controlling the tone and volume so that it is clear

Duration	Resource, Genre and purpose	Learning intentions.
4 Weeks	Text: Escape from Pompeii	Overview

	<p><b>(Historical Narrative)</b></p> <p><b>Resource:</b> Pathways</p> <p><b>Purpose for Writing:</b> To entertain</p>	<p>Join Tranio, the son of an actor, and his friend Livia, the beautiful daughter, in witnessing the eruption of Mount Vesuvius in 79 AD. <b>(Builds on their knowledge of Romans from Year 3)</b></p> <p><b>Writing outcome:</b> Write the story from the point of view of one of the children</p> <p><b>Greater depth writing outcome:</b> Write from the point of view of the captain</p>	
<p><b>RWI Spelling patterns linked to unit.</b></p> <p><b>Spellings RWI</b></p> <ul style="list-style-type: none"> <li>➤ Adding the suffix –ion (1)</li> <li>➤ Adding the suffix –ion (2)</li> </ul>	<p><b>NC vocabulary linked to unit.</b></p> <p>accident, believe, bought, continue, consider, describe, experiment, extreme, difficult, history, perhaps, probably, recent, favourite, thought, woman, women.</p>	<p><b>Ambitious Vocabulary unit.</b></p> <p>Haggle, protector, looter, quiver, awning, bray, barren, Roman, forum, pumice, molten, citizen, earthquake, excavate.</p>	
<p><b>Cycle 1, Week 1</b></p>	<p><b>Viper reading focus (Build vocabulary and predict) (Session 1)</b></p> <p>Use the front and back cover to predict what the text will be about: split both the front and back cover into six sections without the title or blurb. Guide pupils to look at each cover in turn and discuss what they think the book will be about (use the numbers on the back cover to refer to the images in sequence – see resources).</p> <p><b>Skill: To use a variety of conjunctions to express time (Session 2)</b></p> <p>Model using conjunctions to link the words together in sentences (when, before, after, because) and recap Standard English verb forms, discussing when was/were should have been used. Roman citizens had to flee when the earthquake happened; After the earthquake, the land was barren.</p> <p><b>Skill: To use cohesive devices across paragraphs (Session 3)</b></p> <p>Pupils use the notes on the grid to create a setting description from Tranio’s point of view of the scene from his window. Ensure pupils focus on the application of conjunctions, and prepositions to provide further detail. Remind pupils to add historical details to tell their story. The setting is in the past.</p> <p><b>Skill: To use a variety of verb forms consistently. (Session 4)</b></p> <p>Model the use of adverbs to express time in Tranio’s diary and their use to introduce paragraphs; recap the use of different verb forms to order events in time. Show pupils how to add some opinions to their recounts and emphasise the use of historical details.</p> <p><b>Skill: To use direct speech correctly (Session 5).</b></p> <p>Pupils record ideas from their conversations on the speech bubbles (see resources). Return the speech bubbles into a speech sandwich. Model using a new line for a new speaker and additional punctuation required. e.g. “I’m so glad you’re safe,” said Tranio, reaching out to help Livia down the cracked steps. He smiled reassuringly at Livia.</p>		

**Cycle 1,  
Week 2.**

**Viper reading focus (Build Vocabulary and make summarise) (Session 6)**

When they were escaping Pompeii, what else may they have seen happening? Watch the Pompeii video up to the end of 3pm:

[https://www.youtube.com/watch?v=dY\\_3ggKg0Bc&list=PLI28cDv8T0QDkfnVapKabMY](https://www.youtube.com/watch?v=dY_3ggKg0Bc&list=PLI28cDv8T0QDkfnVapKabMY)

**Skill: To use organise paragraphs around a theme (Session 7/8)**

Pupils plan and write an explanatory letter to Tranio and Livia from one of their parents about what has happened to the volcano up to this point. Include an explanation about what the volcano is like now. Apply present perfect form of the verb.

**Skill: To plan a short story ((Session 9/10)**

Plan writing by discussing the structure, vocab and grammar of similar writing. Use the model from session 10. Pupils plan own narrative from the point of view of either Livia or Tranio. They add key vocabulary and historical details to their plan.

**Skill: To write a short story (Session 11/12)**

Use the grid from session 10. Pupils write their own narrative from the point of view of either Livia or Tranio. Then, add key vocabulary and historical details to their narrative. Pupils add key vocabulary to their flashback paragraphs from session 10. Take time to ensure they have included prepositions, conjunctions and adverbs for time. Consider how they are going to introduce the story.

**Skill: To edit and improve**

Pupils should reflect on the skills throughout the week.

Have they:

- Use a variety of verb forms?
- Used adverbials to connect paragraphs?
- Punctuated dialogue accurately?

**NC skills linked to topic**

**Spoken Language**

- Ask relevant questions to extend understanding and knowledge; Use spoken language to develop understanding.

**Reading comprehension**

- Discuss words and phrases that capture the reader's interest and imagination;
- Listen to and discuss a wide range of fiction;
- Participate in discussions about books;
- Identify themes and conventions.
- listening to and discussing a wide range of fiction
- reading books that are structured in different ways and reading for a range of purposes
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions

## Writing composition

- Discuss and record ideas.
- Discuss writing similar to that which they are planning to write;
- Compose sentences, building a varied and rich vocabulary and an increasing range of sentence structures.

## Grammar

- Use/recognise nouns, adjectives and prepositional phrases
- learning the grammar in English Appendix 2 (including noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases)

Duration	Resource, Genre and purpose	Learning intentions.
2 weeks	<p>Horrid Henry <b>(Narrative)</b></p> <p>Resource - <a href="#">Horrid Henry   Year 4 English Planning   Hamilton Brookes (hamilton-trust.org.uk)</a></p> <p><b>Purpose</b> -To entertain.</p>	<p><b>Overview</b> He is a mischievous prankster who is exhilarant and arrogant.</p> <p>(Links well with feelings in PSHE and can be adapted for example link with food in science)</p> <p><b>Writing outcome:</b> To write a story about a new character based on the plot and structure of a Horrid Henry story.</p> <p><b>Greater Depth Writing Outcome:</b> To write a story from another characters POV.</p>
<p><b>RWI Spellings linked to topic.</b> <b>Spellings RWI</b></p> <ul style="list-style-type: none"><li>• The short /u/ sounds spelt /ou/</li><li>• Homophones</li></ul>	<p><b>NC vocabulary linked to unit.</b> accident, believe, bought, continue, consider, describe, experiment, extreme, difficult, perhaps, probably, recent, favourite, thought, mention, naughty, purpose, promise.</p>	<p><b>Ambitious Vocabulary unit.</b> Consequences, grouchy, mischievous, rebellious, insolent, unruly, prank, headstrong, contrary, obstreperous, unmanly, disobedient, roguish</p>
<p><b>Cycle 1, Week 3</b></p>	<p><b>Viper reading focus (Build vocabulary and retrieve) (Unit 1, Day 1)</b> In small groups, children use the discussion prompts (<i>see resources</i>) to discuss elements of <b>Henry</b> stories. Children make notes in the form of a spider diagram that reflects the key points from the books, based on the sample (<i>see resources</i>).</p> <p><b>Skill: To use expanded noun phrases (Unit 1, Day 2)</b> They make notes on the profile template (<i>see resources</i>) that describe both appealing and unappealing character. They also include detailed ideas about why people might like/feel sympathy for a character and what is it about them that they might dislike. Children then use their notes to write a story about a new character.</p>	

**Cycle 2,  
Week 4.**

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

Give pairs of children one of the Familiar Settings Images (*see resources*) to look at. Use the Expanded Noun Phrases Table (*see resources*) to build some expanded noun phrases using a range of head nouns, based on their image.

**Skill: To identify and use adverbials (Unit 4, Day 1)**

Children complete the **Adverbials Challenge** (*see resources*), identifying and selecting adverbials from a list, as well as generating adverbials for their own short composition.

**Skill: To explore the impact of adverbials (Unit 4, Day 2/3)**

Give children the **Horrid Henry and the Sweet Swipe** resources (main clauses and adverbials) and placing them before and after the clauses to find the best fit for impact. Suggest that they try to use two adverbials for one clause. Encourage them to experiment with different combinations.

**Viper reading focus (Build vocabulary and predict) (Unit 3)**

Note questions for Henry. What would you ask him if you met him. Use hot seating with children to be in the role of Horrid Henry. Asking questions by predicting what Henry might say in response.

**Skill: To use cohesive devices across paragraphs (Unit 5, Day 1)**

Look carefully at a chosen model and identify features, plot and structure of a typical Horrid Henry story. Can the children begin to organise their new ideas and think of a range of cohesive devices to ensure their story flows.

**Skill: To plan a story based on the structure of Horrid Henry.**

Working with their partner they think of descriptive language and phrases that they could use when planning their story.

**Skill: To write a story based on the structure of Horrid Henry.**

To write a story using the elements taught throughout the unit.

**Skill: To edit and improve**

Reflect on independent writing and all the key skills taught within the unit.

Have they:

- Used expanded noun phrases?
- Used a range of fronted adverbials in different places?
- Used cohesive devices across paragraphs?

**NC skills explored in this topic**

**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 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 a range of sentence structures.

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

Duration	Resource, Genre and purpose	Learning intentions.	
2 weeks	Kennings Poetry <b>(List poems and Kennings)</b>  <b>Resources –</b>  <b>Purpose - To entertain</b>	<b>Overview</b> A kenning poem is a special type of poem that describes a creature without ever using its name. The poem is made up of four descriptions and each description has only two words. <b>(Links well to Vesuvius from the historical narrative earlier)</b>  <b>Writing outcome:</b> To write and perform a kenning poem using a range of poetic devices.  <b>Greater Depth Writing Outcome:</b> To write and perform a kenning poem using a range of poetic devices and detailed descriptive language.	
<b>RWI spellings linked to topic.</b>  ➤ Homophones		<b>NC vocabulary linked to unit.</b>  available, achieve, equipped, equipment, familiar, frequently, necessary, recommend, relevant sufficient, temperature.	<b>Ambitious Vocabulary unit.</b> Visual (Sight), Auditory (Sound), Tactile (Touch), Olfactory (Smell), Gustatory (Taste) onomatopoeia, alliteration, assonance
<b>Cycle 1, Week 5</b>	<b>Viper reading focus (Build vocabulary and summarise) (Unit1. Day 1)</b> Display and read <b>Younger Brother</b> by Trevor Millum and <b>Ten Things Found in a Wizard</b> by Ian McMillan ( <i>see resources</i> ). Agree that they are list poems. Choose the poem that captured the class's imagination and reread together. Introduce children to Kennings poem at structure.  <b>Skill: To use similes to create a list poem (Unit 1, Day 2)</b>		

Give all chn the same title '*I like food/animals/games/surprises:*' to prompt a poem similar to the one we read. Chn discuss ideas and develop into a list of similes which are on that theme. Encourage them to make up their own similes as well as using commonly heard ones, e.g. *as white as snow* or *as light as a kite*. Can they include any alliteration?

**Skill: To read poems and identify nouns, verbs and adjectives. (Unit 2, Day 1)**

Use **PowerPoint: Nouns, adjectives and verbs** (*see resources*) to revise word classes. Chn can spot some in the poem with a partner. Highlight on the poem, e.g. *insects, models, machines*. Chn can give you an adjective and a noun (e.g. *torch batteries*) tease out the head (main) noun and adjective from this. Repeat with adjectives and verbs choosing a different colour for each.

**Skill: To add suffixes to verbs to change them to nouns (Unit 2, Day 3)**

Chn use the resource sheets to investigate how suffixes can change the function of a word from a verb to a noun. They write the words as verbs and nouns spelling carefully, noting how adding a suffix changes the spellings. Challenge chn to try writing short rhyming list poems, using one of the words to get them started. E.g. Time for preparation/Time for decoration/Time for a celebration

**Skill: To build expanded noun phrases (Unit 4, Day 1)**

Chn will be building expanded noun phrases which they can use in a simple list poem on the theme of animals (or any other that they would prefer). Chn use the **Writing Prompt** (*see resources*) to support them to develop lots of expanded noun phrases to use in their poems.

**Cycle 2,  
Week 6.**

**Viper reading focus (Build vocabulary and retrieve) (Unit 4, Day 2)**

To read a list poem and identify expanded noun phrases, talk about the use of vocabulary and the meaning of the poem and the powerful images created. Write a review of the poems using the expanded noun phrases.

**Skill: To develop noun phrases by adding prepositions (Unit 4, Day 3)**

Chn use the **Writing Prompt** (*see resources*) to support them to develop lots of expanded noun phrases to use in their poems by adding prepositional phrases.

**Skill: To plan a kennings poem (Unit 5, Day 1 and 2)**

Plan a kenning poem thinking about the order of words and descriptive phrases that will be most effective.

**Skill: To write a kennings poem (Unit 5, Day 3/4)**

Write a kenning poem thinking about the order of words and descriptive phrases that will be most effective.

**Skill: To edit and improve**

Have they:

- Used expanded noun phrases?
- Used similes?
- Structured their poem for effect and impact?

## NC skills linked to unit

### Spoken language:

- Build vocabulary
- Articulate and justify answers
- Use spoken language: speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently
- Participate in discussions, presentations, performances, role play, improvisations and debates

### Reading comprehension:

- Use dictionaries to check the meaning of words
- Identify themes and conventions
- Check text makes sense
- 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
- Participate in discussion about books

### Writing Composition:

- Plan writing by discussing the structure, vocab and grammar of similar writing
- Build an increasing range of sentence structures
- In narratives, create settings, characters and plot
- Propose changes to grammar and vocabulary to improve consistency, including the accurate use in sentences

Duration	Resource, Genre and purpose	Learning intentions.
2 weeks	<b>When the Giant Stirred</b>  <b>Resource:</b> Pathways to Write <b>(Narrative)</b>  <b>Purpose</b> – To entertain	<b>Overview</b> A small island in the Pacific exists in perfect harmony, w plants, animals and people are interdependent. But the i with the knowledge that their mountain god sometimes g threatens to awake. <b>(Links to PSHE-feelings/RE-forgiveness and also builds knowledge from Spring 1).</b>  <b>Writing outcome:</b> To write their own version of 'When the Giant Stirred' person from the point of view of the boy in the story.  <b>Greater depth writing outcome:</b> To write the story from the mountain gods point of view.
<b>RWI spellings patterns linked to unit.</b>	<b>NC vocabulary linked to unit.</b>	<b>Ambitious vocabulary topic.</b>



<ul style="list-style-type: none"> <li>➤ Adding the suffix –ion (1)</li> <li>➤ Adding the suffix –ion (2)</li> </ul>	<p>answer, build, calendar, centre, circle, decide, different, difficult, early, eighth, group, island, natural, position, separate, strength, though.</p>	<p>Vermillion, spouting, phenomenon, tranquil (in)hospitable, (un)inhabited, belched, cinders, navigable, isolated, erode, colonisation, waterborne, wind-dispersed, fauna, species, crater, migrate, thatched,</p>
<p><b>Cycle 1, Week 7.</b></p>	<p><b>Viper reading focus (Build vocabulary and predict) (Session 1)</b>  Tell pupils it is a story. Discuss in pairs and make predictions about the setting, characters and events. Write these on different coloured post-its. Give pupils some sentences from the story to discuss in pairs (see resources). Revise predictions and display the best from each pair on the wall.</p> <p><b>Skill: To expand and modify noun phrases (Session 2)</b>  Pupils describe the island summarising what they have learnt so far.</p> <p><b>Skill: To use commas after fronted adverbials. (Session 3/4)</b>  Ask pupils to think of adverbial phrases to link the scenes e.g. at daybreak, after lunch, at night. Model writing a three-paragraph diary entry for one day using a simple section plan. Pupils write their own diary of a day in the life of a villager in the first person.</p> <p><b>Skill: To use and punctuate direct speech (Session 5/6)</b>  Pupils write a speech sandwich to explain to the chief which gifts could be chosen. Use the resources to support with this. Include interrupted speech. Support pupils in putting the reported speech into direct speech and punctuating correctly.</p> <p><b>Skill: To change reported speech to direct speech (Session 7)</b>  Pupils change the rest of the text on the page from reported speech to direct speech and add questions to the writing to include questions from the villagers and their ideas for offerings to the chief (see session 5).</p>	
<p><b>Cycle 2, week 8.</b></p>	<p><b>Viper reading focus (Build vocabulary and make inferences) (Session 7/8)</b>  How would he feel to be leaving his island? Teacher to model ‘hot seating’ the boy. The pupils act out the scene with the pupils as different villagers to explore their feelings at this point in the story. Use a thesaurus and word banks to select synonyms for emotions, and note ideas in ‘Think, Feel, Say’ bubbles (see resources).</p> <p><b>Skill: To use nouns and pronouns for cohesion and to avoid repetition (Session 9/10)</b>  Pupils generate their own phrases. Model how to use these, together with some use of adjectives and adverbs to improve the original repetitive description of the eruption, making sure that the meaning is clear. ! Pupils write a letter to a distant relative describing the eruption and the tidal waves.</p> <p><b>Skill: To plan a story in first person. (Session 10/11)</b></p>	

Discuss how to plan a first-person story from the point of view of the boy and look back on what has been done so far with models of setting, sentence and vocabulary work, diary, conversation and dialogue. Choose which parts can be included. Ensure clear modelling of best places for direct speech and dialogue with punctuation and appropriate choice of pronouns and nouns.

**Skill: To write a story in first person (Session 12/13)**

Discuss how to write a first-person story from the point of view of the boy and look back on what has been done so far with models of setting, sentence and vocabulary work, diary, conversation and dialogue. Choose which parts can be included. Ensure clear modelling of best places for direct speech and dialogue. Model a dialogue with punctuation and appropriate choice of pronouns and nouns.

**Skill: To edit and improve**

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

Have they:

- used a variety of expanded noun phrases with modified adjectives, nouns, pronouns and phrases?
- Used commas after fronted adverbials?
- Included correctly punctuated dialogue for direct speech?
- Chosen specific nouns and pronouns for clarity and cohesion?

**NC skills explored in this topic**

**Reading comprehension**

- Discuss the importance of specific characters and moments in *The Fly and the Fool*
- Explore the characters to understand their action, e.g. how they see themselves, how other characters see them
- Explore how the flashback in the play helps the audience to understand the plot and make judgements about the motivations of the characters.
- Understand playscript conventions, including stage directions.

**Writing composition**

- To write a playscript scene based on the characters from *Rumpelstiltskin*.
- discussing writing similar to that which they are planning to write in order to understand and improve their own from its structure, vocabulary and grammar
- assessing the effectiveness of their own and others' writing and suggesting improvements

**Grammar**

- indicating possession by using the possessive apostrophe with plural nouns
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause

Duration	Resource, Genre and purpose	Learning intentions.
2 weeks	<b>The Fly and the Fool (Playscript)</b>	<p><b>Overview</b></p> <p>One day, while the fool is sitting outside, a fly starts buzzing around him. Irritated by the fly's presence, the fool decides to catch it. The fly lands on his nose and this catches him out in a lie.</p>

	<p><b>Resources</b> – RWI Language and Literacy I. Unit 4</p> <p><b>Purpose</b> – To entertain</p>	<p>(Links to RE forgiveness and also PSHE relationships)</p> <p><b>Writing outcome:</b> Write the next scene to a playscript.</p> <p><b>Greater Depth Writing Outcome</b> Write the next scene to a playscript with a variety of characters</p>	
<p><b>RWI spelling patterns explored in this unit.</b></p> <p>➤ Adding the suffix –ly (1)</p>	<p><b>NC vocabulary linked to unit.</b></p> <p>Accidentally, address, appear, answer, arrive, caught, certain, compete, consider, describe, difficult, enough, heard, imported interest, perhaps, position, suppose, although, though, various.</p>	<p><b>Ambitious vocabulary linked to unit.</b></p> <p>deceitful, composing, worthwhile, dishonest, crafty, setting, prologue, dialogue, stage directions.</p>	
<p><b>Cycle 1, week 9</b></p>	<p><b>Viper reading focus (Build vocabulary and retrieve) (Unit 1.1 and 3.1)</b> Read playscripts, look at differences. Identify features of play scripts and listen to the audio from Vietnam. Look at the setting pictures that show where it is taking place.</p> <p><b>Skill: To use expanded noun phrases to describe a setting (Unit 4.1)</b> Look at the setting of the play and where it takes place. Describe settings in detail.</p> <p><b>Skill: To develop expanded noun phrases by adding prepositional phrases (Unit 4.1)</b> Think about character traits what they want and what from different points of view. Find evidence in the text. Why do we think these characters are this way. What do I want to do to get it resources to find evidence about a character of choice. What do they do and how do they do it. Use them to make you think of them in this way. Evaluate how the characters felt in the context of the scene.</p> <p><b>Skill: To add dialogue to a playscript and punctuate sentences effectively. (Unit 6.2 and 6.3)</b> Look at new part of the scene and experiment with who said what, look at sentences and punctuation about the character traits identify who said them. Punctuate dialogue effectively y a form part of the scene.</p> <p><b>Skill: To use adverbs for cause and effect (Unit 7.3)</b> Introduce the new story of Rumpelstiltskin to the children and discuss similarities and differences. Look at the example of how to add features using adverbs and add these to a new part of the scene.</p> <p><b>Viper reading focus (Build vocabulary and retrieve) (Unit 7.4)</b> Complete the playscript plan by retrieving relevant information from the text. Review the plan and think of alternative synonyms to avoid repetition.</p>		

**Cycle 2,  
week  
1.0**

**Skill: To use pronouns for cohesion and clarity (Resource in folder)**

Use the PowerPoint and resources in the folder and personalise these to the Rumpelstiltskin story.  
Rewrite sentences to and use alternative pronouns. Write a short extract modelling the use of pronouns.  
Write a short description of one of the new characters.

**Skill: To plan a playscript (Unit 7.5)**

Look at the two characters and discuss thoughts and have hot seating before a plan is made.  
Opinions may differ. Plan the next stage listing all the features required and some ideas for the  
proforma.

**Skill: To write a playscript (Unit 8/9)**

Write the next part of the play and determining the judges' actions. Write the script based on the  
opinion.

**Skill: To edit and improve**

Reflect on independent writing and all the key skills taught within the unit.

Have they:

- Used expanded noun phrases?
- Used pronouns for cohesion and clarity?
- Used adverbs for cause and effect?
- Used prepositional phrases to extend stage directions?

**NC skills explored in this topic.**

- Ask relevant questions to extend their understanding and knowledge
- Participate in discussions
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions

**Reading comprehension**

- Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books and  
textbooks;
- Read books that are structured in different ways and reading for a range of purposes;
- Predict what might happen from details stated and implied;
- Discuss words and phrases that capture the reader's interest and imagination
- Identify how language, structure, and presentation contribute to meaning;
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and  
justifying inferences with evidence
- Retrieve and record information from non-fiction
- Participate in discussion about both books that are read to them and those they can read for  
themselves, taking turns, listening to others

**Writing composition**

- Discuss writing similar to that which they are planning to write in order to understand and I its structure, vocabulary and grammar;
- Discuss and record ideas;
- Organise paragraphs around a theme
- Compose and rehearse sentences orally (including dialogue), progressively building a varied vocabulary and an increasing range of sentence structures
- Assess the effectiveness of their own and others' writing and suggest improvements; Propo to grammar and vocabulary to improve consistency, including the accurate use of pronouns sentences;
- Proofread for spelling and punctuation errors

### Grammar

- Extend the range of sentences with more than one clause by using a wider range of conjunct including when, if, because, although

Duration	Resource, Genre and purpose	Learning intentions.
2 weeks	<p>The Wolves in the Walls <b>(Non-Fiction)</b></p> <p><b>Resources</b> - <a href="#">Reports: Wolves   Wolves in the Walls   Year 4 English   Hamilton Brookes (hamilton-trust.org.uk)</a></p> <p><b>Purpose</b> – To inform</p>	<p><b>Overview:</b> A unit that reads and compares fiction and non about Wolves.</p> <p><b>Writing Outcome:</b> To write a non-chronological report about Wol</p> <p><b>Greater Depth</b> To write a non-chronological report about Wol variety of categories.</p>
<p><b>RWI spelling patterns linked to topic.</b> &gt;Suffixes/prefixes</p>	<p><b>NC vocabulary linked to unit.</b></p> <p>aggressive, community, conscience, environment, familiar, mischievous, neighbour, nuisance, recognise, sufficient, variety.</p>	<p><b>Ambitious vocabulary linked to</b> Canis Lupus, subspecies, Canida predator, livestock, apex, conser offspring, territorial.</p>
<p><b>Cycle 1, week 11.</b></p>	<p><b>Viper reading focus (Build vocabulary and retrieve) (Unit 1)</b></p> <p>Children use the four extracts from Wolves to answer Comprehension Questions. When children finish the comprehension questions, they can see which questions from display they can answer from these four extracts and the four additional extracts th prepared.</p> <p><b>Skill: To identify and compare fiction and non-fiction extracts.</b> Look at a range of fiction and non-fiction extracts sort and identify the source. Compa summarise what has been found out.</p> <p><b>Skill: To identify verbs, subject and clauses in sentences. (Unit 2, Day 1/2)</b></p>	

Cycle 2,  
week  
12.

Using **Wolf Sentence Activities** children add verbs to sentences and identify and highlight subjects in sentences. They mark how many verbs they find. They then write their own about the wolf, trying to include more than one verb in some of these sentences.

**Skill: To use conjunctions to express time and cause (Unit 2, Day 3)**

Children use **Multi-Clause Sentences 1 or 2** to combine clauses using conjunctions. (See below for advice.) They either think of their own clauses and conjunctions (and write two versions of the sentence) or they choose given clauses using a conjunction from a list. Children that they can add a clause at the start of a sentence, as well as at the end, e.g. *wolves smell food, they stop still.*

**Skill: To use conjunctions to write multi-clause sentences (Unit 2, Day 4)**

Children have copies of Four Pictures and Wolf Hunt Brief. They write about the pictures using conjunctions to create sentences with more than one clause. They share their writing with a partner and identify together examples of multi-clause sentences.

**Skill: To use prepositions to express time place and cause (Unit 4, Day 1)**

Children use prepositions to write sets of extended sentences based on the simple sentences from **Prepositions Activity**.

**Viper reading focus (Build vocabulary and summarise) (Unit 3)**

Children read the report: 'Artic Wolf'. They summarise the paragraphs and make a skeleton plan that could match this report. They must focus on identifying and analysing features of the text.

**Skill: To use adverbs to express time, place and cause. (Unit 4, Day 2)**

Children use adverbs to write sets of extended sentences based on the simple one-clause sentences from **Adverbs Activity**.

**Skill: To plan a non-chronological report.**

Children work in small groups with a shared **Skeleton Plan**. They will be planning a report, though they may write separate versions. They discuss and agree the headings for each paragraph and then begin to gather and note two or three facts for each of their paragraphs. They record their ideas on their **Skeleton Plan**. They highlight any technical vocabulary that they will use.

**Skill: To write a non-chronological report**

Children write their draft reports from their skeleton plans. They work individually. Encourage them to 'think out loud' as they do. From time to time, ask them to read their reports with others working from the same plan. Ask them to check in particular that they are following their plan.

**Skill: To edit and improve**

Reflect on independent writing and all the key skills taught within the unit.

	<p>Have they used:</p> <ul style="list-style-type: none"> <li>➤ Organised their writing?</li> <li>➤ Used a range of conjunctions?</li> <li>➤ Used multi-clause sentences?</li> <li>➤ Expressed time, place and cause?</li> </ul>	
	<p><b>NC skills linked to topic</b></p> <p><b>Spoken Language</b></p> <ul style="list-style-type: none"> <li>● Ask relevant questions to extend understanding and knowledge; Use spoken language to develop understanding.</li> </ul> <p><b>Reading comprehension</b></p> <ul style="list-style-type: none"> <li>● Discuss words and phrases that capture the reader’s interest and imagination;</li> <li>● Listen to and discuss a wide range of fiction;</li> <li>● Participate in discussions about books;</li> <li>● Identify themes and conventions.</li> <li>● listening to and discussing a wide range of fiction</li> <li>● reading books that are structured in different ways and reading for a range of purposes</li> <li>● Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions;</li> </ul> <p><b>Writing composition</b></p> <ul style="list-style-type: none"> <li>● Discuss and record ideas.</li> <li>● Discuss writing similar to that which they are planning to write;</li> <li>● Compose sentences, building a varied and rich vocabulary and an increasing range of sentence structures.</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>● Use/recognise nouns, adjectives and prepositional phrases</li> <li>● learning the grammar in English Appendix 2 (including noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases)</li> </ul>	
<b>Duration</b>	<b>Resource, Genre and purpose</b>	<b>Learning intentions.</b>
	<p>Wind in the Willows <b>(Classic Narrative)</b></p> <p>Resource – Teams Folder <a href="#">The Wind in the Willows Chapter 1. The River Bank Summary &amp; Analysis   SparkNotes</a></p> <p><b>Purpose</b> -To entertain.</p>	<p><b>Overview</b> The Mole is cleaning when spring fever seizes hold of him and he leaves his underground home to enjoy the warmth and sun on a grassy meadow. <i>(Links well with time of year and is a Classic story, as you may find in groups focussing on Traditional Tales).</i></p> <p><b>Writing outcome:</b> To write the diary entry of Mole recounting the day’s events.</p> <p><b>Greater Depth Writing Outcome:</b></p>

		To write from the POV of another character.
<p><b>RWI Spellings linked to topic.</b></p> <p><b>Spellings RWI</b></p> <ul style="list-style-type: none"> <li>• The short /u/ sounds spelt /ou/</li> <li>• Homophones</li> </ul>	<p><b>NC vocabulary linked to unit.</b></p> <p>accident, believe, bought, continue, consider, describe, experiment, extreme, difficult, perhaps, probably, recent, favourite, thought, mention, naughty, purpose, promise.</p>	<p><b>Ambitious Vocabulary linked to unit.</b></p> <p>Imperiously, rather gingerly, contentedly, bedraggled, loudly imploringly, de</p>
<p><b>Cycle 1, Week 13</b></p>	<p><b>Viper reading focus (Build vocabulary and retrieve)</b></p> <p>In small groups, children use the discussion prompts (<i>see resources</i>) to discuss elements <b>in the Willows</b> stories. Retrieve challenging vocabulary and find evidence in the text to support. Use resources but adapt for Chapter 1. – <b>See Hampshire resource.</b></p> <p><b>Skill: To use expanded noun phrases</b></p> <p>They make notes on the profile template (<i>see resources</i>) that describe both appearance and character. Look at traits of the character's and summarise one.</p> <p><b>Skill: To use expanded noun phrases</b></p> <p>Give pairs of children one of the Familiar Settings Images to look at. They use the Expanded Noun Phrases Table to build some expanded noun phrases around a set of head nouns, based on Wild Wood.</p> <p><b>Skill: To identify and use adverbials</b></p> <p>Identifying and selecting adverbials in an extract from the text can they change the meaning of them and generate adverbials for their own short composition. <b>See Hampshire resource.</b></p> <p><b>Skill: To explore the impact of adverbials</b></p> <p>Give children the <b>resource from yesterday</b> (main clauses and adverbials). Try placing adverbials before and after the clauses to find the best fit for impact. Suggest that they may wish to generate adverbials for one clause. Encourage them to experiment with position and combination to explore where they fit best.</p>	
<p><b>Cycle 2, Week 14</b></p>	<p><b>Viper reading focus (Build vocabulary and predict)</b></p> <p>Note questions for the animals. What would you ask him if you met him. Use hot air balloons to allow children to be in the role of different creatures. Asking questions and predicting what character might say and summarise thoughts on each character.</p> <p><b>Skill: To use cohesive devices across paragraphs</b></p> <p>Look at how a diary might flow thinking carefully about the use of adverbials of time. this morning, later in the day, by the evening etc.</p> <p><b>Skill: To plan a diary entry</b></p>	



Working with their partner they think of descriptive language and phrases that they can use when writing about their day. Plan structure carefully to ensure the writing is continuous and cohesive. Think about the use of first person and personal pronouns.

**Skill: To write a diary entry**

Write a diary entry about Mole's experiences of the day. Follow structure to ensure the writing is continuous and cohesive. Think about the use of first person and personal pronouns.

**Skill: To edit and improve**

Reflect on independent writing and all the key skills taught within the unit.

Have they:

- Used expanded noun phrases?
- Used a range of adverbial phrases?
- Used cohesive devices across paragraphs?
- Used first person tense?