

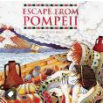





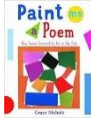







Brierley English Medium Term Plan: Year 4

Year 4 reading spine				
Narrative	Classics	Drop-and-read	Poems and rhymes	Additional texts
 <p>The Girl Who Stole an Elephant by Nizrana Farook</p>  <p>When the Giant Stirred by Celia Godkin</p>  <p>Escape from Pompeii by Christina Balit</p>	 <p>Street Child by Berlie Doherty</p>  <p>The Queen's Nose by Dick King Smith</p>	 <p>How to Train Your Dragon by Cressida Cowell</p>  <p>The Railway Children by E. Nesbit</p>  <p>Beetle Boy by MG Leonard</p>	<p>Poems by Michael Rosen</p> <p>Monologue poems</p> <p>Paint me a Poem</p> 	 <p>The Whale by Ethan and Vita Murrow</p>  <p>Voices in the Park by Anthony Browne</p>  <p>Leon and the Place Between by Grahame Baker-Smith</p>

	Block 1	Block 2	Block 3
Genre and final outcomes	1. Place value unit 2. Non-fiction: non-chronological report about a topic from last year (the Egyptians) 3. Non-fiction: non-chronological report about a topic from this year (the Saxons) 4. Narrative: retell of part of a familiar story (based on drop-and-read text 'How to Train Your Dragon') (2 pieces) Week 12 poetry focus: monologue poems	1. Non-fiction: persuasive letter 1 (linked to trip) 2. Non-fiction: persuasive letter 2 (different focus) Poetry focus: 'Paint me a Poem' 3. Non-fiction: recount based on a school trip or experience 4. Narrative: third person narrative to include dialogue based on the drop-and-read text 'The Railway Children' (2 pieces one text) 5. Non-fiction: explanation 1: children to write an explanation of how a sling shot works	1. Non-fiction: explanation 2: children to write an explanation of how a volcano erupts 2. Non-fiction: diary 1: linked to 'Escape from Pompeii' 3. Non-fiction: diary 2: linked to 'Escape from Pompeii' 4. Narrative: third person retell of part of a familiar story based on the drop-and-read text 'Beetle Boy' (2 pieces one text) Week 12 poetry focus: poems to perform
Reading	<i>Use reading within English lessons to build up an understanding of a text type by focusing on text type, language, features, layout, person, tone, purpose and audience. Use these sessions to make links between author intent and making choices as an author when writing. Remember to include a hook and have a clear purpose for writing. Working walls should be used to build up language throughout the unit.</i>		
	Set texts: Examples of different non-chronological reports Information texts about the Egyptians and the Saxons	Set texts: Examples of persuasive texts and letters Examples of recounts 'The Railway Children' 'Paint me a Poem' Examples of explanation texts	Set texts: Examples of explanation texts Examples of diaries 'Escape from Pompeii' Non-fiction texts about volcanoes Beetle Boy by M G Leonard

	<p>'How to Train Your Dragon' by Cressida Cowell Additional texts about dragons to support the narrative writing Poetry: poem type: monologue poems (e.g. No Breathing in the Classroom by Michael Rosen) (new skills: repetition and rhyme)</p>		
Cross curricular Links	<p>Non-chronological reports based on previous learning in history (the Egyptians) and new learning in history (the Saxons) Drop-and-read text 'How to Train Your Dragon' linked to history work on the Vikings</p>	<p>Recount linked to a school trip/experience Explanation text linked to DT unit on sling shot cars</p>	<p>Diary writing linked to geography topic on Italy and volcanoes Explanation text linked to volcanoes (geography) 'Beetle Boy' narrative writing linked to science topic (living things)</p>
Written units in detail	<p>Block 1</p> <p>1. Place Value of Punctuation and Grammar Unit (Grammarsaurus) Three-week. Focused on children consolidating the basics of sentence structure and punctuation.</p> <p>2. Non-fiction: non-chronological report (linked to curriculum – The Egyptians) Two-week unit. Children to understand the purpose and features of a non-chronological report and write on linked to a topic they covered last year. Use this unit to apply the work on sentence structure, punctuation and grammar from the place value unit and continue to focus on subject and verb. Independent write: children to write a non-chronological report linked to a topic from last year (The Egyptians)</p> <p>3. Non-fiction: non-chronological report (linked to curriculum – The Saxons) Two-week unit. Children to apply their understanding of non-chronological reports in order to plan and write one linked to a topics from this half term. Independent write: children to write a non-chronological report linked to a topic from this half term (The Saxons)</p> <p>4. Narrative: third-person fantasy story: retell of part of a known story linked to the drop-and-read text 'How to Train Your Dragon' (4 weeks, 2 pieces linked to the one text) Four-week unit running until the end of week 11. Narrative writing linked to the drop-and-read text which has been covered in the half term up to now. Children to be very familiar with the text and be able to orally retell the story. Build up narrative skills with a focus on consolidating writing in paragraphs (including making links within and across) and choosing ambitious vocabulary for effect (thinking carefully about what effect they want to create for the reader. Children should work on adopting a similar style of writing and tone to the author of 'How to Train Your Dragon'. Independent write: children to write their own short narrative in third person linked to one part of the chosen drop-and-read text. On the second piece, children could be given set options for which part of the story to focus on whilst on the first everyone focuses on the same part. On the second piece, focus on integrating dialogue to convey character. Greater depth: children could choose to write focusing on a different character's point of view</p> <p>Week 12 poetry focus (1 week) Children to focus on monologue poems (e.g. No Breathing in the Classroom by Michael Rosen) taking note of the repetition and rhyme used. No hot task is needed for this.</p>		
	<p>SPaG to be covered in block 1</p> <p>Consolidate previous work on basic punctuation (full stops, capital letters, questions marks and exclamation marks) Organise paragraphs around a theme Use and punctuate fronted adverbials Use and punctuate direct speech Choose appropriate nouns or pronouns to avoid repetition Use expanded noun phrases to describe characters and settings with a wider range of ambitious vocabulary Extend a range of sentences with more than one clause by using a wider range of conjunctions (when/if//because/although)</p>		

	<p>Use the present perfect form of verbs in contrast to the past tense Use apostrophes consistently for omission and possession Use a dictionary Use a thesaurus</p>
	<p>Block 2</p> <p>1. Non-fiction: letter 1: a letter to persuade (2 weeks) Children to understand the language, layout, features and purpose of a letter in general and then a persuasive letter. Look at and compare different examples of letters and build up an understanding of how to persuade someone – children should be able to do this orally before putting it into writing. Independent write: children to write a persuasive letter to Mrs McIntosh in order to go on a school trip next term, detailing why they feel they should be allowed to go and what they would benefit from it</p> <p>2. Non-fiction: letter 2: a letter to persuade (2 weeks) (leading up to Christmas) Children to continue to consolidate and build upon their understanding and skills of letter writing and persuasive writing. This time, children should focus on directing their letter to their class teacher to convince them that they deserve a Christmas treat (for example, watching the film 'How to Train Your Dragon' (previous drop-and-read text). Independent write: children to write a persuasive letter for a class treat</p> <p>First week back: poetry focus (1 week) (school trip this week) Children to focus on monologue poems (e.g. No Breathing in the Classroom by Michael Rosen) taking note of the repetition and rhyme used. No hot task is needed for this.</p> <p>3. Non-fiction: recount linked to a real experience (e.g. trip to the Heritage Centre to link to 'The Railway Children') (1 week) Children to understand the language, features, layout and purpose of a recount and discuss and compare different examples. Children to build on recount writing from last year. This unit to be based on a real experience, for example a class trip or experience day linked to the railways to help build knowledge and experience for the upcoming narrative work on the book 'The Railway Children'. Children to have opportunities to talk about and describe what they did, noting the most important events, putting events into order (photos would help with this) and describing their favourite part. Children to practise writing in first person, past tense and with an awareness of the reader when describing events. Opportunities for paired writing and up-levelling would help with this. Independent write: children to write a first-person recount based on a real experience</p> <p>4. Narrative based on drop-and read: 'The Railway Children' (4 weeks 2 pieces) Children to practise and apply their SPaG skills by focusing on different parts of the story (teacher to model and then children to have a go). Focus on paragraphing and making links across paragraphs and descriptive story language. Continue work on using ambitious vocabulary to describe and use of dialogue to move the action along. Children to produce two pieces linked to the same text with at least one of these including dialogue. Children to have already built a secure understanding of the story and linked vocabulary through drop-and-read sessions and be able to orally retell the story (it would be useful to story-map the story as a class and add to the working wall). Independent write: (2 pieces from one text) All children could do the same chosen part of the story for the first piece and then introduce an element of choice for the second piece. For those children who are confident enough, options could be given of different parts of the story to focus on. Greater depth: children could write from a different point of view</p> <p>5. Non-fiction: explanation text 1: How a sling shot car works (DT link) (2 weeks) Children to be familiar with the purpose, features, language and layout of an explanation text and have read and compared a variety of explanation texts. Children to base their writing on something which they have experience of and can talk about with confidence (e.g. the DT topic on making sling shot cars). Photos of the process will help children to remember and explain how they work. Independent write: children to write an explanation text based on something they have experience of.</p> <p>SPaG to be covered in block 2</p> <p>Consolidate and continue to use punctuation and grammar taught last term Begin to use conjunctions, adverbs and prepositions to express time and cause In non-narratives, use simple organisational devices (e.g. sub-headings) – link to non-chronological reports</p>

Block 3**1. Non-fiction: explanation text 2: How a volcano erupts (geography link) (2 weeks)**

Children to continue to build on their understanding of what makes a good explanation text. They can draw on their understanding of how volcanoes erupt from their geography work and by reading and discussing information texts about volcanoes. By now, children's writing should demonstrate a clear awareness of the reader and the purpose of their text and they should try to make their writing appealing and of interest to the reader as well as informative.

Independent write: children to write an explanation text based on how volcanoes erupt

2. Non-fiction: diary 1 (e.g. linked to 'Escape from Pompeii') (2 weeks)

This unit could be based on the book 'Escape from Pompeii' – linked to geography work on volcanoes and Italy and drawing on knowledge from the previous text about how volcanoes erupt. Children to recap their skills and knowledge of diary writing from last year and practise writing in first person, picking out key events for the reader and describing their thoughts and feelings.

Independent write: children to write a first-person diary

3. Non-fiction: diary 2 (e.g. linked to 'Escape from Pompeii') (2 weeks)

Children to continue to build on their understanding of diary writing and writing in the first person with a growing awareness of the reader. Choose a different part of the story (Escape from Pompeii) to focus on and this time focus on building tension, including the use of ambitious vocabulary for effect and making links across paragraphs.

Independent write: children to write a first-person diary

4. Narrative based on the drop and read text 'Beetle Boy' (4 weeks, 2 pieces)

Children to revisit punctuating speech correctly and integrating dialogue into their narrative writing in order to move the action along and convey characters. Children to consolidate their use of paragraphing and focus on making links across paragraphs and continue to work on including ambitious vocabulary within their writing. Practise applying SPaG skills through focusing on small parts of the story.

Independent write: children to write part of a story in third person including dialogue. Children could be given options on which part of the story they wish to focus on for their second piece. (2 pieces based on one text)

Greater depth: alternative character to focus on/point of view.

SPaG to be covered in block 3

Consolidate and continue to use punctuation and grammar taught over the last two terms.

Begin to use expanded noun phrases to convey complicated information concisely

Begin to integrate dialogue to convey character and advance the action