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| **SPRING 1: YEAR 4**  **Harry Potter and the Philosopher’s Stone** | |
| **WRITING OUTCOME 1** | |
| **WRITING OUTCOME:** | Narrative  Changing perspective  (Writing a chapter from another character’s point of view e.g. the snake incident from Aunt Petunia’s perspective) |
| **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:** | * 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:** | Expanded noun phrases   * Determiner + noun + adjective + prepositional phrase   Tenses   * Past progressive (sometimes seen as past continuous)   Adverbials for cohesion  *\*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 links to show time and cause. * Can use nouns, pronouns and tenses accurately and consistently throughout. * 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) |

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| **WRITING OUTCOME 2** | |
| **WRITING OUTCOME:** | Setting Description  (Potions classroom, forbidden forest etc.)  *Potential Challenge: View it from Ron and Hermione’s views. Would they be the same?* |
| **READING LESSONS:** | ***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?   ***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'? |
| **SKILLS LESSON:** | * Select the time of day and weather to create effect e.g. At close to midnight, thunder rumbled through the darkness. * Show how a character reacts to the setting: Jane shivered; Evie beamed joyfully. * Show the setting through the character’s eyes. E.g. Frankie scanned the room searching for the golden key. * Use prepositions/fronted adverbials to direct the reader to different areas of the setting e.g. on the shelf/near the window etc. * Use speech to describe a setting through a character’s reaction. “Wow,” exclaimed Sam staring at the mountain that lay ahead. “I’ve never seen anything that wonderful before.” * Create cohesion and avoid repetition through the use of nouns and pronouns e.g. The mountain, this wonderful place, it… |
| **GRAMMAR FOCUS:** | Fronted adverbials   * To show time, place, manner and reason * Adverbial phrases   Past perfect tense  *\*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 links to show time and cause. * Can use nouns, pronouns and tenses accurately and consistently throughout. * 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) |

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| **WRITING OUTCOME 3** | |
| **WRITING OUTCOME:** | Persuasive advertisement  (Magical product) |
| **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/persuasive 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:** | * Use present perfect form of verbs e.g. people have said that this * is the most amazing product because… * 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:** | Determiners   * Specific determiners:   *their, whose, this, that, these, those, which*   * Definite/indefinite articles * Quantifiers * Number * Possessive adjectives * Demonstrative   Present perfect tense  *\*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 nouns, pronouns and tenses accurately and consistently throughout. * Can produce thoughtful and considered writing (uses simple explanation, opinion, justification and deduction). |

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| **WRITING OUTCOME 4** | |
| **WRITING OUTCOME:** | Informal letter  (Writing from Harry to another character etc.) |
| **READING LESSONS:** | ***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?   ***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 * 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:** | Apostrophes   * Possession * Plural possession   Wizard’s Wizards Wizards’  Types of noun   * Proper * Concrete * Collective   *\*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 develop ideas in creative and interesting ways. |

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| **WRITING OUTCOME 5** | |
| **WRITING OUTCOME:** | Newspaper Report  (Based on an event from the text for the Daily Prophet) |
| **READING LESSONS:** | ***2e Prediction***  **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?   ***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 * 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. * Clear beginning, middle and ending. * A strong opening (paragraph in KS2) to hook the reader. |
| **GRAMMAR FOCUS:** | Commas   * Used to separate a list * For fronted adverbials * For subordinate clauses   Inverted commas for direct speech   * Punctuation placement * Interesting reporting clauses * Positioning of the reporting clause before, during and after   *\*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 use apostrophes and/or inverted commas, mainly accurately. (If direct speech is not appropriate to task, apostrophes alone can score a tick). |

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| **WRITING OUTCOME 6** | |
| **WRITING OUTCOME:** | Balanced argument |
| **READING LESSONS:** | ***2a******Meaning of words***  Looking at technical/persuasive 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?   ***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:** | Structure includes:   * A statement of the issues involved and a preview of the main arguments; * Arguments for, with supporting evidence/examples; * Arguments against or alternative views, with supporting evidence/examples. * Another common structure presents the arguments ‘for’ and ‘against’ alternatively. * Discussion texts usually end with a summary and a statement of recommendation or conclusion. * The summary may develop one particular viewpoint using reasoned judgements based on the evidence provided. * Consistent use of present tense (Y2) * Use present perfect form of verbs (Y3) e.g. some people have argued….some people have said * Effective use of noun phrases e.g. uncountable noun phrases (some people, most dogs). * Nouns that categorise (vehicles, pollution) and abstract nouns (power). * Use of paragraphs to organise ideas Use adverbials e.g. therefore, however… * Heading and subheadings used to aid presentation (Y3) |
| **GRAMMAR FOCUS:** | Paragraphing  Organisational devices  *\*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 paragraphs, although they may not always be accurate. * 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 select from a range of known adventurous vocabulary for a purpose, with some words being particularly well chosen |