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| **AUTUMN 1: YEAR 4**  **The Firework Maker’s Daughter** | |
| **WRITING OUTCOME 1** | |
| **WRITING OUTCOME:** | Informal Letter  (Lila to her father) |
| **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***  Base on character’s feelings around an event etc. that links to content used in the letter.   * 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:** | * Often written in the first or third person. E.g. Third person ‘they all shouted, she crept out, it looked like an animal of some kind.’ First person e.g. ‘I was on my way to school.’ * Clear beginning, middle and ending. * A strong opening (paragraph in KS2) to hook the reader. * Orientation such as scene-setting or establishing context (It was the school holidays. I went to the park ...) * An account of the events that took place, often in chronological order (The first person to arrive was ...) * Time sentence signposts for coherence that become more complex as children get older e.g. First, next, then progressing to more complex fronted adverbials. * Some additional detail about each event (He was surprised to see me.) * Use of paragraphs to organise ideas * Effective use of expanded noun phrases * Fronted adverbials used to sequence events in time order e.g. First, Next, Later that day, Just before that, |
| **GRAMMAR FOCUS:** | Formal vs Informal Language (incl. apostrophes for contractions)  Slang- What is it? Examples? When is it used? When can we use it in writing?  *\*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 write neatly, legibly and accurately, usually maintaining a joined style. * Can use paragraphs, although they may not always be accurate. * Can use apostrophes mainly accurately. |

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| **WRITING OUTCOME 2** | |
| **WRITING OUTCOME:** | Recount  (A journey/event in the book) |
| **READING LESSONS:** | ***2b Retrieval***  **REFER TO READING DOMAIN BOOKLET**  **EXAMPLES:**   * What happened in the story? * Which part of the story best describes the setting? * Give one example of…… * Where/when does the story take place? * What did s/he/it look like? * Where did s/he/it live?   ***2c Summarise***  Use this skill to help them gather information for their recount. Should consider key events and the most important factors.   * You’ve got ‘x’ words; sum up these paragraphs. * Sort the information in these paragraphs * Do any of them deal with the same information? * Make a table/chart to show the information in these paragraphs. * Which is the most important point in these paragraphs? How many times is it mentioned? |
| **SKILLS LESSON:** | * Often written in the first or third person. E.g. Third person ‘they all shouted, she crept out, it looked like an animal of some kind.’ First person e.g. ‘I was on my way to school.’ * Clear beginning, middle and ending. * A strong opening (paragraph in KS2) to hook the reader. * Orientation such as scene-setting or establishing context (It was the school holidays. I went to the park ...) * An account of the events that took place, often in chronological order (The first person to arrive was ...) * Time sentence signposts for coherence that become more complex as children get older e.g. First, next, then progressing to more complex fronted adverbials. * Some additional detail about each event (He was surprised to see me.) * Use of paragraphs to organise ideas * Effective use of expanded noun phrases * Fronted adverbials used to sequence events in time order e.g. First, Next, Later that day, Just before that, |
| **GRAMMAR FOCUS:** | Punctuating speech  (Consider variety of reporting clauses)  Time conjunctions  *\*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 open sentences in a wide range of ways for interest and impact. * Can use inverted commas mainly accurately. |

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| **WRITING OUTCOME 3** | |
| **WRITING OUTCOME:** | Setting Description  (Emerald Lake) |
| **READING LESSONS:** | ***2a******Meaning of words***  Looking at technical/impactful vocabulary  Context- What is it? How can we use it?  Application of dictionary skills to understand definitions  **REFER TO READING DOMAIN BOOKLET**  **EXAMPLES:**   * What do the words ...... and …… suggest about the character, setting and mood? * Which word tells you that….? * Find one word in the text which means…… * Find and highlight the word that is closest in meaning to……. * Find a word or phrase which shows/suggests that……. * What other words/phrases could the author have used? * Which word most closely matches the meaning of the word x?   ***2b Retrieval***   * 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:** | * Choose an interesting name for the setting. * 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  TRaMP (Time, Reason, Place, Manner)  Tenses  *\*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 open sentences in a wide range of ways for interest and impact. * Can select from a range of known adventurous vocabulary for a purpose, with some words being particularly well chosen. * Can use nouns, pronouns and tenses accurately and consistently throughout. |

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| **WRITING OUTCOME 4** | |
| **WRITING OUTCOME:** | Narrative  (Own tale of a journey) |
| **READING LESSONS:** | ***2a******Meaning of words***  Looking at technical/impactful vocabulary  Context- What is it? How can we use it?  Application of dictionary skills to understand definitions  **REFER TO READING DOMAIN BOOKLET**  **EXAMPLES:**   * What do the words ...... and …… suggest about the character, setting and mood? * Which word tells you that….? * Find one word in the text which means…… * Find and highlight the word that is closest in meaning to……. * Find a word or phrase which shows/suggests that……. * What other words/phrases could the author have used? * Which word most closely matches the meaning of the word x?   ***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? |
| **SKILLS LESSON:** | * Narratives and retellings are written in the first or third person. * Narratives and retellings are written in the past tense, occasionally these are told in the present tense. * Events are sequenced to create chronology through the use of adverbials and prepositions * Descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods… * Narratives use typical characters, settings and events whether imagined or real. * Dialogue is used to convey characters’ thoughts and to move the narrative forward. * Language choices help create realisticsounding narratives. e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language etc. * 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:** | Subordinating conjunctions  Expanded noun phrases  *\*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 open sentences in a wide range of ways for interest and impact. * Can select from a range of known adventurous vocabulary for a purpose, with some words being particularly well chosen. |

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| **WRITING OUTCOME 5** | |
| **WRITING OUTCOME:** | Persuasive Advert  (A home for Hamlet) |
| **READING LESSONS:** | ***2b Retrieval***  **REFER TO READING DOMAIN BOOKLET**  **EXAMPLES:**   * What happened in the story? * Which part of the story best describes the setting? * Give one example of…… * Where/when does the story take place? * What did s/he/it look like? * Where did s/he/it live?   ***2c Summarise***  **REFER TO READING DOMAIN BOOKLET**  **EXAMPLES:**   * You’ve got ‘x’ words; sum up these paragraphs. * Sort the information in these paragraphs * Do any of them deal with the same information? * Make a table/chart to show the information in these paragraphs. * Which is the most important point in these paragraphs? How many times is it mentioned? |
| **SKILLS LESSON:** | * An opening statement (thesis) that sums up the viewpoint being presented. (Greentrees Hotel is the best in the world. School uniform is a good idea). * Strategically organised information presents and then elaborates on the desired viewpoint. (Vote for me because I am very experienced. I have been a school councillor three times and I have ...) * A closing statement repeats and reinforces the original thesis. (All the evidence shows that ... It’s quite clear that ... Having seen all that we offer you, there can be no doubt that we are the best.) * Create cohesion through the use of nouns and pronouns e.g. Vegetables are good for you. They contain vitamins and minerals. In fact these foods are incredible!! * Use adverbials e.g. therefore, however… * Use paragraphs to organise ideas into logical sections * Effective use of expanded noun phrases |
| **GRAMMAR FOCUS:** | Emotive language   * Use of ‘you’ and why it is effective * Second person perspective * Author voice speaking to audience * Rhetorical questions   Determiners   * Specific determiners:   *their, whose, this, that, these, those, which*  *\*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 a wide range of punctuation mainly accurately. * Can open sentences in a wide range of ways for interest and impact. * Can select from a range of known adventurous vocabulary for a purpose, with some words being particularly well chosen. |

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| **WRITING OUTCOME 6** | |
| **WRITING OUTCOME:** | Poetry: Kennings (Year Group Requirement) |
| **READING LESSONS:** | ***2a******Meaning of words***  Looking at technical/impactful vocabulary  Context- What is it? How can we use it?  Application of dictionary skills to understand definitions  **REFER TO READING DOMAIN BOOKLET**  **EXAMPLES:**   * What do the words ...... and …… suggest about the character, setting and mood? * Which word tells you that….? * Find one word in the text which means…… * Find and highlight the word that is closest in meaning to……. * Find a word or phrase which shows/suggests that……. * What other words/phrases could the author have used? * Which word most closely matches the meaning of the word x?   ***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:** | Features of a kenning:   * Focused on a person, idea or object * Noun + noun phrases * Noun + verb phrases * Hyphenated words * Two-word phrase per line * Language in poem tells you the theme/focus |
| **GRAMMAR FOCUS:** | Hyphenated words  (Link to spellings)  Identifying synonyms  Word classification  (Recap of basics- nouns/adjectives/verbs/adverbs) |
| **SPELLING RULE:** | *See spelling overview.* |
| **MODELLING:** | * Can organise ideas appropriately for both purpose and reader * Can write neatly, legibly and accurately, maintaining a joined style. * Can spell unfamiliar polysyllabic words/ Year 4 words accurately |