

Year 4 Autumn 1:

English			
Key Learning			
Unit	Explanation	Fantasy	Film and Playscript
Outcome	<ul style="list-style-type: none"> Oral explanation of a process. Written explanation of a process. 	<ul style="list-style-type: none"> Innovated narrative based on a model. 	<ul style="list-style-type: none"> Script based on a short film.
Possible Duration	<ul style="list-style-type: none"> 1-2 weeks. 	<ul style="list-style-type: none"> 3-4 weeks. 	<ul style="list-style-type: none"> 2-3 weeks.
Key Learning Reading	<ul style="list-style-type: none"> Listen to, read and discuss a range of explanation texts. Analyse and evaluate texts looking at language, structure and presentation. Analyse and evaluate how specific information is organised within an explanation text. Explain how paragraphs are used to order an explanation text. 	<ul style="list-style-type: none"> Regularly listen to whole novels read aloud by the teacher. Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. metaphors, similes. Make predictions based on information stated and implied. Demonstrate active reading strategies e.g. generate questions, find answers, refine thinking, modify questions, construct images. Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence. Make and respond to contributions in a variety of group situations e.g. whole class, independent reading groups, book circles. 	<ul style="list-style-type: none"> Listening to, reading and discussing a range of plays. Analysing and evaluate texts looking at language, structure and presentation. Preparing playscripts to read aloud, showing understanding through intonation, tone, volume and action. Use punctuation to determine intonation and expression when reading aloud to a range of audiences. Drawing inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.

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Key Learning (contd.)

<p>Key Learning Writing</p>	<ul style="list-style-type: none"> ▪ Explore, identify and create complex sentences using a range of conjunctions e.g. if, so, because, when. ▪ Discussing and recording ideas for planning e.g. <i>text map, non-fiction bridge, boxing-up text types to create a plan.</i> ▪ Organising paragraphs in non-fiction. ▪ Linking ideas within paragraphs. ▪ Generating and select from vocabulary banks e.g. <i>causal connectives (as a result, so, because, If, therefore, consequently), technical language</i> appropriate to explanations. 	<ul style="list-style-type: none"> ▪ Create sentences with fronted adverbials for when e.g. <i>As the clock struck twelve, the soldiers sprang into action.</i> ▪ Use inverted commas and other punctuation to indicate direct speech. ▪ Explore, identify, collect and use noun phrases e.g. <i>The crumbly cookie with tasty marshmallow pieces melted in my mouth.</i> ▪ Read and analyse narrative. ▪ Discuss and record ideas for planning e.g. <i>story board, boxing-up text types to create a plan.</i> ▪ Organise paragraphs in narrative. ▪ Link ideas within paragraphs e.g. <i>fronted adverbials for when</i> e.g. <i>In the distance, a lone wolf howled.</i> ▪ Generate and select from vocabulary banks e.g. <i>powerful adverbs, adverbial phrases</i>, appropriate to text type. 	<ul style="list-style-type: none"> ▪ Develop characterisation using vocabulary to create emphasis, humour, atmosphere, suspense. ▪ Discuss and propose changes with partners and in small groups. ▪ Improve writing in light of evaluation. ▪ Perform own compositions for different audiences. ▪ Use appropriate intonation, tone and volume to present their writing to a range of audiences.
<p>Suggested Texts</p>	<ul style="list-style-type: none"> ▪ Cracking Contraptions by Nick Park (Aardman Animations). ▪ The Shirt Machine. ▪ Until I Met Dudley By Roger McGough. ▪ Heath Robinson pictures. 	<ul style="list-style-type: none"> ▪ The Firework Maker's Daughter by Phillip Pullman. 	<ul style="list-style-type: none"> ▪ Short film - narrative e.g. Dangle by British Film Institute. ▪ The Switch.

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English

Explanation - Creative Learning Opportunities and Outcomes

Creating interest

- Model explaining how an object works using time connectives and causal e.g. chocolate fountain, or corkscrew. Provide a variety of familiar objects e.g. stapler, hole punch, clothes peg, scissors, garlic press etc. In pairs, explain how the object works.
 - Introduce time connectives - first, next, after that, finally.
 - Introduce causal connectives - so, because, as a result, if.

Learning outcomes

- Children will be able to use simple time and causal connectives to give an oral explanation of how an object works.

Reading

Grammar: Warm ups throughout the reading phase – focus on complex sentences with *if, so, because, when*.

Reading and responding

- Shared read an explanation text which explains how something works e.g. one page from *Until I Met Dudley* by Roger McGough.
- Use talking groups to discuss the explanation focusing on 'what' and 'how' and record responses in writing.
- Read further explanation texts and demonstrate comprehension through oral explanations in role as an expert.
- 'Learn' a text orally as a class focusing on time and causal connectives, using actions, props and images.

Reading and analysing

- Model creating a flow chart/text map to plot a familiar explanation into key elements with time and causal connectives and 'walk' the map through.
- Children read an explanation text in pairs/groups, appropriate for their independent reading ability e.g. from *Until I Met Dudley* by Roger McGough plus other texts and create a flow chart/text map using time and causal connectives, actions, props and images.
- Create a whole class checklist of features of explanation texts and display.

Learning outcomes

- Children will be able to demonstrate an understanding of the text/s they have read.
- Children will be able to identify key elements of a process and select appropriate connectives to link the stages.
- Children will know/understand the features of explanation texts.

Gathering content

Grammar: Warm ups throughout the gathering content phase – focus on complex sentences with *if, so, because, when*

- Watch a film version of an explanation text, e.g. glass blowing, such as this one on Teachfind (<http://bit.ly/1krJofS>); The Shirt Machine - YouTube clip (<http://bit.ly/1kPeAp6>); Cracking Contraptions on the Wallace and Gromit website (<http://bit.ly/1hDvEdn>).
- Using time and causal connectives, explain the process to a partner.
- Create a flow chart using screen shots.
- Children work in small groups to act out/mime the different stages of the process.
- Add time and causal connectives to the flow chart, plus appropriate technical vocabulary.

Learning outcomes

- Children will be able to recreate an explanation through mime/dance.
- Children will be able to explain a process using time and causal connectives.

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Explanation - Creative Learning Opportunities and Outcomes (contd.)

Writing

- Use shared writing techniques to model a section at a time with the children. Focus on skills – complex sentences with *if, so, because, when*; time and causal connectives; technical vocabulary and sequenced steps.
- Use AFL, marking and feedback to adjust shared writing focus daily.

Learning outcomes

- Children will be able to write an explanation text which includes:
 - Complex sentences using *if, so, because, when*.
 - Connectives – time and causal.
 - Appropriate technical vocabulary.
 - Sequenced steps.

Outcome

- An explanation of a process/how something works or is made.

Presentation

- Present explanations to an audience using a combination of reading aloud and mime/dance.

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Fantasy - Creative Learning Opportunities and Outcomes

Creating interest

- Use a film clip, object or image linked to the theme e.g. a firework. Provide a short writing opportunity to incorporate the use of verbs, adjectives and adverbs e.g. model creating a fast poem using two adjectives, three verbs and four adverbs using a thesaurus to support vocabulary development. Children create their own e.g. about a fire, firework.

Learning outcomes

- Children will be able to identify and use verbs, adjectives and adverbs.

Reading

Grammar: Warm ups throughout the reading phase – focus on fronted adverbials for when.

Reading and responding

- Read the selected text and use a range of active reading strategies to develop understanding, including point and evidence e.g. KWL grid, true and false statements, raising questions, Book Talk.
- Read further sections/chapters (use additional time outside of English sessions) and provide a range of drama strategies to deepen understanding e.g. hot seating, freeze frames, magic, mirror, magic microphone.
- Further develop understanding through linked short writing opportunities e.g. role on the wall, think, say, feel bubbles, diary extracts, summarising, writing in role, letters.
- Model the use of writing speech in role as a character and demarcating with inverted commas linked to drama. Children write interchanges of dialogue with inverted commas.
- Use film clips or author telling part of the story, if available, alongside reading the text.

Reading and analysing

- Select key sections of text for further interrogation which include noun phrases e.g. *mighty trumpet, parched lips, bubbling, orange sulphur.*
- Analyse fronted adverbials for when e.g. *All at once...; It wasn't long before...; Next morning...; When Lila returned...*
- Model creating a simplified plot structure based on the text e.g. *The Firework Maker's Daughter.*

Learning outcomes

- Children will be able to demonstrate understanding of a text using a range of active reading strategies and drama techniques.
- Children will be able to demarcate speech using inverted commas.
- Children will be able to analyse and evaluate use of noun phrases and fronted adverbials for when.
- Children will be able to discuss key events within a narrative.

Lila wants to be a Firework Maker.	Character wants to be...	Plot new story:
Father doesn't want her to.	Parent doesn't want them to...	
Lila practises hard to create the most amazing firework.	Character practises hard.	
Firework is selected to be the grand finale at the New Year Celebrations.	Character's creation is selected for use at a grand event.	
Father realises Lila is talented and should follow her dream!	Parent decides child should follow their dream!	

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Fantasy - Creative Learning Opportunities and Outcomes (contd.)

Gathering content

Grammar: Warm ups throughout the gathering content phase - focus on noun phrases.

- Innovate on the plot pattern, e.g. watch The Inventor's Shed from The Literacy Shed website (<http://bit.ly/1rm56a3>).
- Model plotting new ideas, inspired from the clip, onto the grid referring closely to the original e.g. *Child wants to be a cloud maker but isn't very successful at first.*

Learning outcomes

- Children will be able to develop ideas for a new narrative and organise into a plot pattern structure.

Writing

- Use the new plot pattern plan created. Use shared writing techniques to model a section at a time with the children. Focus on skills – noun phrases for description, fronted adverbials for when to open a paragraph, paragraphing throughout and use of inverted commas for speech.
- Children follow the modelling each day from the whole class focus and/or use their own plan to inform writing.
- Use AFL, marking and feedback to adjust shared writing focus daily.

Learning outcomes

- Children will be able to write a narrative, organised into paragraphs, which includes:
 - noun phrases.
 - fronted adverbials for when.
 - inverted commas to punctuate speech.

Outcome

- Innovated narrative based on a plot inspired by a novel.

Presentation

- Publish narrative using ICT and place in school or class library.
- Share the completed narrative with peer/s to enjoy.

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Film and Playscript - Creative Learning Opportunities and Outcomes

Creating interest

- Provide the children with a very short piece of dialogue written as a playscript. This needs to have a corresponding film clip. Ask them to read the script aloud in pairs. View the corresponding short film. Explain that films and TV are scripted and we will be creating a script and film outcome.

Learning outcomes

- Children will be able to compare film and script versions of a text.

Reading

Reading and responding

- Explore a play script through shared reading and book talk.
- Involve children in reading play scripts in small groups to rehearse and perform to the whole class.
- Draw inferences around characters' thoughts and feelings based on the speech used.
- Select specific lines of speech and explore saying them in different ways based on an adverb bank e.g. *softly, noisily*.

Learning outcomes

- Children will be able to read play scripts and discuss what characters are thinking and feeling.

Reading and analysing

- Evaluate how we read a play script when we read it alone and then when we take on a role as a character and demonstrate action and characterisation.
- Use intonation and expression when reading and acting. Use actions to show how a character is feeling, and respond to stage directions.
- Identify specific features of play scripts to create a whole class checklist for use when writing.

- Children will be able to use appropriate intonation and expression when performing a script.
- Children will be able to identify the specific features of play scripts.

Gathering content

- Use a familiar text, and analyse the use of dialogue.
- Select one piece of dialogue and develop it into a two person interchange. Colour code the words spoken by the characters.
- Model the writing of the coloured dialogue using play script conventions.
- Children repeat the process independently, in pairs.
- Pairs of children rehearse, perform, evaluate and improve their scripts.
- Show a short narrative film which has no speech. Use start, stop and discuss techniques to clarify events.
- Model the creation of a storyboard, adding thought bubbles for each character through thought tracking.
- Model and develop dialogue through paired, improvised role play. Add speech bubbles to story board.

Learning outcomes

- Children will be able to convert dialogue from a story in to a play script.
- Children will be able to identify key events from a story.
- Children will be able to draw inferences from text, justifying their opinions.

Writing

- Use shared writing techniques to model a section at a time with the children. Focus on skills – showing characterisation through speech and vocabulary choice, and use of play script conventions.
- Use AFL, marking and feedback to adjust shared writing focus daily.

Learning outcomes

- Children will be able to show characterisation through their choice of speech.
- Children will be able to use appropriate conventions to write their play script.

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English

Film and Playscript - Creative Learning Opportunities and Outcomes (contd.)

Outcome

- Play script based on a film narrative.

Presentation

- Watch how actors use action, facial expression and intonation to make a play script come to life (perhaps use the clip from the Creating Interest Phase).
- Assign roles in small groups, e.g. director, camera man and two actors.
- Perform play script and record using iPad or flip cameras.
- Evaluate own and others' performances. Suggest and make improvements.