

## Year 4 Spring 2:

English		
Key Learning		
Unit	Novel as a Theme	Non-chronological Reports
Outcome	<ul style="list-style-type: none"> <li>▪ Story based on a plot structure from a focus text.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Information poster with flip-flap facts.</li> </ul>
Possible Duration	<ul style="list-style-type: none"> <li>▪ 3-4 weeks.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 2-3 weeks.</li> </ul>
Key Learning Reading	<ul style="list-style-type: none"> <li>▪ Use knowledge of root words to understand meanings of words.</li> <li>▪ Use punctuation to determine intonation and expression when reading aloud to a range of audiences.</li> <li>▪ Listen to, read and discuss a range of fiction.</li> <li>▪ Regularly listen to whole novels read aloud by the teacher.</li> <li>▪ Read books for a range of purposes and respond in a variety of ways.</li> <li>▪ Retell a range of stories.</li> <li>▪ Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. <i>metaphors, similes</i>.</li> <li>▪ Explain the meaning of key vocabulary within the context of the text.</li> <li>▪ Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images.</li> <li>▪ Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.</li> <li>▪ Identify main ideas drawn from more than one paragraph and summarising these e.g. <i>character is evil because... 1/2/3 reasons</i>.</li> <li>▪ Make and respond to contributions in a variety of group situations e.g. <i>whole class, independent reading groups, book circles</i>.</li> <li>▪ Analyse and compare a range of plot structures.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Listen to, read and discuss a range of non-fiction in different forms e.g. <i>advertisements, formal speeches, leaflets, magazines, electronic texts</i>.</li> <li>▪ Analyse and evaluate texts looking at language, structure and presentation.</li> <li>▪ Explain the meaning of key vocabulary within the context of the text.</li> <li>▪ Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images.</li> <li>▪ Identify main ideas drawn from more than one paragraph and summarise these e.g. <i>Clitheroe Castle is a worthwhile place to visit because... 1/2/3 reasons across a text</i>.</li> <li>▪ Analyse and evaluate how specific information is organised within a non-fiction text e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams</i>.</li> <li>▪ Scan for dates, numbers and names.</li> <li>▪ Navigate texts to locate and retrieve information in print and on screen.</li> </ul>

## Year 4 Spring 2:

### English

#### Key Learning (contd.)

<p><b>Key Learning Writing</b></p>	<ul style="list-style-type: none"> <li>▪ Create sentences with fronted adverbials for 'where'.</li> <li>▪ Use apostrophes for singular and plural possession e.g. <i>the dog's bone and the dogs' bones</i>.</li> <li>▪ Explore, identify and use Standard English verb inflections for writing e.g. <i>We were</i> instead of <i>we was</i>; <i>I was</i> instead of <i>I were</i>; <i>I did</i> instead of <i>I done</i>.</li> <li>▪ Read and analyse narrative in order to plan and write own version.</li> <li>▪ Identify and discuss the purpose, audience, language and structures of narrative.</li> <li>▪ Discuss and record ideas for planning e.g. <i>story board, boxing-up text types to create a plan</i>.</li> <li>▪ Plan and write an opening paragraph which combines the introduction of a setting and character/s.</li> <li>▪ Link ideas within paragraphs e.g. <i>fronted adverbials for when and where</i>.</li> <li>▪ Generate and select from vocabulary banks e.g. <i>powerful adverbs, adverbial phrases</i>.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Explore, identify and use Standard English verb inflections for writing e.g. <i>We were</i> instead of <i>we was</i>; <i>I was</i> instead of <i>I were</i>; <i>I did</i> instead of <i>I done</i>.</li> <li>▪ Read and analyse non-fiction in order to plan and write their own.</li> <li>▪ Identify and discuss the purpose, audience, language and structures of non-fiction for writing.</li> <li>▪ Discuss and record ideas for planning e.g. <i>boxing-up text types to create a plan</i>.</li> <li>▪ Organise paragraphs in non-fiction.</li> <li>▪ Generate and select from vocabulary banks e.g. <i>technical language</i>.</li> <li>▪ Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.</li> </ul>
<p><b>Suggested Texts</b></p>	<ul style="list-style-type: none"> <li>▪ Gulliver's Travels by Miss Marie Crook.</li> <li>▪ Gulliver's Travels - A Chapter Book by Nick Eliopoulos.</li> <li>▪ Ladybird Classics: Gulliver's Travels by Ladybird.</li> <li>▪ Jonathan Swift's Gulliver.</li> <li>▪ Fig's Giant by Geraldine McCaughrean.</li> <li>▪ Gulliver's Travels 1939 Film on YouTube (<b>here</b>).</li> <li>▪ Gulliver's Travels 1977 Film (U Rated).</li> <li>▪ Gulliver's Travels 2010 Film (PG Rated).</li> <li>▪ Aladdin Arabian Nights Kindle Edition - Maplewood Books.</li> <li>▪ Around the World in Eighty Days – Ladybird version by Joyce Faraday.</li> <li>▪ The Dancing Bear by Michael Morpurgo.</li> <li>▪ Clockwork by Philip Pullman.</li> <li>▪ The Ice Palace by Robert Swindells.</li> </ul> <p>Picture Books:</p> <ul style="list-style-type: none"> <li>▪ Leon and the Place Between by Graham Baker-Smith.</li> <li>▪ Hurricane by David Wiesner.</li> <li>▪ Free Fall by David Wiesner.</li> <li>▪ The Fantastic Flying Books of Mr Morris Lessmore by W.E Joyce.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Planet Earth by Katie Daynes.</li> <li>▪ Usborne First Encyclopaedia of Our World by Felicity Brooks.</li> <li>▪ What is a map? from the Espresso website (<b>here</b>).</li> <li>▪ Artist factsheets from the Espresso website (<b>here</b>).</li> <li>▪ Sudan fact file from the Espresso website (<b>here</b>).</li> <li>▪ 'Why is Madrid so popular with tourists?' from the BBC Bitesize website (<b>here</b>).</li> </ul>

## Year 4 Spring 2:

### English

#### Novel as a Theme – Creative Learning Opportunities and Outcomes

##### Creating interest

- Set up the theme of 'Passport to the World' using:
  - A short film of a magic carpet ride such as this one on YouTube ([here](#)).
  - 'A Whole New World' from Disney's Aladdin on YouTube ([here](#)).
  - Theme tune to 'Those Magnificent Men in their Flying Machines' on YouTube ([here](#)).

Or

- Involve the children in a visualisation session using this magic carpet ride relaxation guide on YouTube ([here](#)).
- Encourage children to answer key questions such as: Where did you go? What did you see? Describe it using your senses... see, hear, smell, taste and touch.
- Capture visualisations and thoughts as a short writing opportunity and allow children to choose how they record their responses e.g. via images with annotations; writing words, phrases or sentences; a poem; personal recount or story map.
- Pose a question e.g. Where do you want to go on your next journey? A new place; a familiar place; an imaginary place. What will you see/do there? Record ideas via own choice in short writing.

##### Learning outcomes

- Children will be able to listen and interpret ideas.
- Children will be able to discuss and record images and visualisations.
- Children will be able to develop vocabulary.

##### Reading

**Grammar:** Warm ups throughout the reading phase – creating and using fronted adverbials for 'where'.

##### Reading and responding

- Use a film version of the opening to the story if available e.g. Gulliver's Travels on YouTube ([here](#)).
- Establish the key events by discussing, raising and answering questions and collecting vocabulary inspired for the clip. Link to a short writing opportunity e.g. writing challenge questions for others to answer; summarising the plot; KWL grid.
- Use drama techniques e.g. role play, acting in role or freeze frames to recreate the opening.
- Use magic microphone to interview the main character in role and link to a writing opportunity e.g. using the question hand prompts and answering in role.
- Through shared reading, explore the opening to the story. Model the use of intonation, expression and use of punctuation to aid effective reading aloud. Choose a version of the text, for example Gulliver's Travels, which is appropriate for the class. Focusing on the same or next key event in the story, provide differentiated texts for children to read in pairs or groups and rehearse reading aloud using intonation, expression and taking note of punctuation. Present to the class and evaluate from an audience perspective.
- Return to the sections of text read and play 'spotters' to identify new vocabulary (words and phrases) which need clarification. Model using a dictionary to find definitions and discuss selecting correct definitions in relation to the context of the text. Return to the text and discuss the vocabulary identified in the context of a sentence or paragraph. Children to follow the modelling and explore new vocabulary from differentiated texts with a range of dictionaries appropriate to ability.

##### Learning outcomes

- Children will be able to listen, view and identify key points in a text.
- Children will be able to discuss events using a film text.
- Children will be able to use drama techniques to explore events, character actions and feelings.
- Children will be able to raise questions.
- Children will be able to answer questions orally and in writing.
- Children will be able to identify key events and storyboard the main points.
- Children will be able to identify characters, setting and events.
- Children will be able to specify points and use evidence from the text to justify opinions.
- Children will be able to summarise key points from across a text and justify with reasons.
- Children will be able to identify effective words and phrases.

## Year 4 Spring 2:

### English

#### Novel as a Theme – Creative Learning Opportunities and Outcomes (contd.)

- Continue to explore the text, reading print versions and using film clips of the same event.
- Model identifying similarities and differences, justifying preferences. Together, create a chart to record similarities and differences and display this on the working wall.
- Continue to explore the text, reading and thinking about each key event in the story. Focus on the other characters in the story e.g. the little people in Lilliput in Gulliver's Travels discovering Gulliver and capturing him.
- Use drama techniques to deepen comprehension e.g. role play conversations between the main character, Gulliver, tied up, and the people of Lilliput. Link to short writing opportunities such as think, say, feel bubbles, or model writing speech between the characters. Children follow this modelling to write their own interchanges of dialogue.
- Model reading further sections of the text and generate questions to ask characters with a focus on motives. Use hot seating or a press conference approach to interview characters, focusing on point and evidence e.g. *Why did you tie up Gulliver? Why did you decide Gulliver should marry? How will Gulliver help you? Why?*
- Link to writing opportunities which draw information for summarising across the text e.g. announcements, letters, journalist's report from a press conference. Model before children write.
- Discuss and collect effective words and phrases throughout the reading phase, including fronted adverbials for 'where' linking to the grammar focus. Display on the working wall for reference during the writing phase.
- Provide opportunities for children to read and view different versions of the selected text.

#### Reading and analysing

- Model chunking the key events into a plot structure, e.g.

Gulliver's Travels	Extract the basic plot	New plot
Gulliver travels across the ocean and is washed up in the land of Lilliput.	Main character goes on a voyage and arrives in a new land.	
The folk in Lilliput discover Gulliver and tie him up.	Main character is captured by the people in the new land.	
Gulliver helps the folk in Lilliput.	Main character shows how he can help the people in the new land.	
Folk in Lilliput praise Gulliver and make him a hero.	People in new land praise main character.	
Gulliver returns home.	Main character returns home.	

- Model retelling the key events using props.
- In addition chunking the plot structure, develop a story map. Children retell the narrative to a partner using their story map.
- Create a checklist of features for writing a fantasy/sci-fi/adventure/mystery (depending on the novel chosen).

- Children will be able to identify key events.
- Children will be able to develop story maps to expand on key events and re-tell the story.
- Children will be able to identify key features of the genre.

## Year 4 Spring 2:

### English

#### Novel as a Theme – Creative Learning Opportunities and Outcomes (contd.)

##### Gathering content

**Grammar:** Warm ups throughout the gathering content phase – focus on the use of Standard English e.g. pronouns and was/were agreement.

- Select a plot structure to use for developing a new story e.g. the one chunked in the reading phase.
- Model new ideas for a plot.
- For a more straightforward alternative, retell the story from a point of view of another character. An example of this can be found in *Fig's Giant* by Geraldine McCaughrean; in this book, the story of Gulliver's Travels is told from the point of view of a resident of Lilliput who discovers the giant on the beach.
- Using drama techniques, explore the story from the point of view of a new resident of Lilliput.
- Add details, vocabulary and dialogue following drama for the new re-telling in the chunk a plot structure.

##### Learning outcomes

- Children will be able to use Standard English e.g. was/were agreement in past tense with correct pronouns.
- Children will be able to compare plot structures.
- Children will be able to develop a new story based on a plot structure.
- Children will be able to use drama techniques to explore a new character.
- Children will be able to develop a plot.

##### Writing

- Referring to the new plot created, use shared writing techniques to model a section at a time with the children. Focus on skills – the use of fronted adverbials for 'where', and Standard English inflections linked to pronouns in the first person.
- Model writing the opening paragraph which combines characters and setting before children write their own.
- Continue to model each section/paragraph daily.
- Children follow the modelling each day from the whole class focus and 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 new story with an issue or dilemma which includes:
  - Fronted adverbials for 'where'.
  - Standard English verb inflections with appropriate pronouns e.g. first person.
  - An opening paragraph which combines characters and setting.

##### Outcome

- Story based on a plot structure from the focus text or from the point of view of a new character created.

##### Presentation

- Book of short stories to be placed in class or school library, or on display.

## Year 4 Spring 2:

### English

#### Non-chronological Reports – Creative Learning Opportunities and Outcomes

##### Creating interest

- Set up the classroom as a quiz game show scenario.
- Organise the class into teams as in a game show. Linked to learning opportunities in geography, pose questions for children to answer about the region studied. Alternatively, pose questions about the imaginary setting from the novel studied.
- Explain that in the unit there will be a focus on finding information about real places studied in geography and developing ideas for an information text about that place and/or an imaginary place.

##### Learning outcomes

- Children will be able to identify what they know about a place, either real or imaginary, from a text read or from cross-curricular contexts e.g. geography.

##### Reading

**Grammar:** Warm ups throughout the reading phase – focus on the use of Standard English e.g. *is/are*.

##### Reading and responding

- Through shared reading, model reading information texts in a range of forms; electronic texts, websites, books, films, leaflets etc.
- Pose key questions to focus information finding.
- Using electronic texts and books, model reading and navigating texts to locate information.
- Explore the meaning of key vocabulary within the context of the text.
- Model how to read carefully to look for answers to specific questions and use scanning to locate dates, numbers, names etc.
- Provide copies of a text for all children and play 'fastest finger first' to locate dates, names, numbers etc from questions posed.
- Following the modelling, provide different information texts for pairs to read and play 'information ping pong' (say a fact into a microphone, pass to partner to say another fact, and repeat). Link to a short writing opportunity e.g. fact file.
- Provide groups with key question cards related to the information texts; read to find facts to answer the question. Record any additional notes.
- Provide children with the opportunity to present and find information from other groups, e.g. using the jigsaw technique.
- Model reading, discussing and identifying main ideas drawn from more than one paragraph. Show the children how to summarise in writing e.g. *Madrid is a great place to visit because... 1/2/3 reasons across a text*. Children complete their own summary from information read in their group.
- View information about a selected place in short sections and ask children to pass a microphone between partners or around a small group to report a fact they have found out.
- Use a true/false quiz approach linked to the information viewed such as the video clip on YouTube ([here](#)) of why Madrid is popular with tourists.

##### Learning outcomes

- Children will be able to use Standard English agreement for verb forms e.g. *is/are*.
- Children will be able to listen, view and read a range of information texts.
- Children will be able to identify information from a range of sources e.g. books, websites, film clips.
- Children will be able to answer key questions using information from a text.
- Children will be able to scan for dates, names and numbers.
- Children will be able to identify point and evidence.
- Children will be able to summarise key points across a text.
- Children will be able to identify the structure of an information text.
- Children will be able to identify how information is presented.

## Year 4 Spring 2:

### English

#### Non-chronological Reports – Creative Learning Opportunities and Outcomes (contd.)

- Model providing statements for discussion e.g.
  - *Madrid is the capital city of France – true or false – discuss.*
  - *When Madrid was chosen to be the capital, it attracted merchants and bankers – true or false – discuss.*
  - *Madrid is famous for museums and food – true or false – discuss.*
- Provide either film clips, electronic texts, leaflets or information texts for children to read in pairs or small groups and create their own true/false quizzes.
- Set up a whole class game show scenario with the true/false quizzes children have created.

#### Reading and analysing

- Model the analysis of an information text by 'boxing up' each section (drawing rectangles around each section of text and labelling each one) e.g. *text boxes, sub-headings, diagrams, captions, fact boxes.*
- Provide children with further information texts to box up, labelling sections and considering layout.
- Collect a range of layouts and display these on the working wall for use when deciding on the presentation of the outcome.
- Evaluate the information text further by analysing the language used e.g. present tense, sentence types.
- Examine different information texts presented in a range of ways e.g. leaflets, flip- flap sections, layout on the page or on screen via hyperlinks, information presented using film.
- Display the analysis of language, structure and presentation of these texts on the working wall for reference during subsequent phases.

#### Gathering content

**Grammar:** Warm ups throughout the gathering content phase – focus on the use of Standard English e.g. *is/are*.

- Select content from a cross-curricular context e.g. geography and/or develop ideas for an imaginary place from the novel as a theme unit.
- Provide groups with differentiated key questions to focus information finding. Ensure provision of relevant books, websites, fact cards and film clips for children to use for their independent information finding. Children record findings on sticky notes which are placed on the working wall.
- Alternatively, ask children to develop their own ideas in groups about the imaginary place focusing on: place, capital city, landmarks, climate, people who live there, food, religion, currency, language, animals/plants, working life and fascinating facts. Children record ideas on sticky notes and place on the working wall.
- Model how to group information by placing the sticky notes under different headings to create sections e.g. *place, capital city, landmarks, climate, people who live there, food, religion, currency, language, animals/plants, working life, fascinating facts.*
- Decide on the format of the outcome e.g. flip- flap booklet.

#### Learning outcomes

- Children will be able to read and identify content for an information text.
- or
- Children will be able to develop ideas for a fictional information text.
  - Children will be able to organise content for an information text.

## Year 4 Spring 2:

### English

#### Non-chronological Reports – Creative Learning Opportunities and Outcomes (contd.)

##### Writing

- Use shared writing techniques to model a section at a time with the children. Focus on skills – use of Standard English verb agreement.
- 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 create an information text which includes:
  - Standard English verb agreement.
  - Appropriate text type features.

##### Outcome

- Information poster using flip-flap facts and information linked to geography and/or fictional place from novel studied in the novel as a theme unit.

##### Presentation

- Present an information broadcast using ICT to record. Return to the clip used in the reading phase, for example 'Why is Madrid so popular with tourists?' on the BBC Bitesize website ([here](#)) to use as a model.
- Playback, evaluate and improve presentation before finalising for an audience.