

Year 4 Spring 1:

English		
Key Learning		
Unit	Issues and Dilemmas	Persuasion
Outcome	<ul style="list-style-type: none"> ▪ Story based on a plot structure from text read. 	<ul style="list-style-type: none"> ▪ Persuasive advert.
Possible Duration	<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 fiction and poetry in different forms e.g. film clips, storytelling, poetry reading. ▪ Regularly listen to whole novels read aloud by the teacher. ▪ Analyse and compare a range of plot structures. ▪ Make predictions based on information stated and implied. ▪ Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking. ▪ Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence. ▪ Identify main ideas drawn from more than one paragraph and summarising these e.g. <i>character is evil because 1/2/3 reasons.</i> ▪ Make and respond to contributions in a variety of group situations e.g. <i>whole class, independent reading groups, book circles.</i> 	<ul style="list-style-type: none"> ▪ Use suffixes to understand meanings, e.g. <i>-tion, -sion.</i> ▪ Listen to, read and discuss a range of persuasion in different forms e.g. <i>advertisements, leaflets in print and on screen.</i> ▪ Identify key points from the text using point and evidence. ▪ Analyse and evaluate texts looking at language, structure and presentation. ▪ Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination. ▪ Analyse and evaluate how specific information is organised within a persuasive text. ▪ Navigate texts to locate and retrieve information in print and on screen. ▪ Make and respond to contributions in a variety of group situations e.g. <i>whole class, independent reading groups, book circles.</i>
Key Learning Writing	<ul style="list-style-type: none"> ▪ Create complex sentences with adverb starters e.g. <i>'Silently trudging through the snow, Sam made his way up the mountain.'</i> ▪ Use inverted commas and other punctuation to indicate direct speech e.g. <i>'The tour guide announced, "Be back here at four o' clock."'</i> ▪ Read and analyse narrative in order to plan and write their own versions. ▪ Discuss and record ideas for planning e.g. <i>story mountain, story board, boxing-up.</i> ▪ Develop characterisation using vocabulary to create atmosphere, suspense. ▪ Plan and write an opening paragraph which combines the introduction of a setting and character(s). ▪ Organise paragraphs in narrative. ▪ Link ideas within paragraphs, e.g. <i>complex sentence with adverb starters.</i> 	<ul style="list-style-type: none"> ▪ Identify, select and effectively use pronouns. ▪ Read and analyse persuasive texts in order to plan and write their own versions. ▪ Identify and discuss the purpose, audience, language and structures of persuasion. ▪ Discuss and record ideas for planning e.g. <i>boxing-up text types to create a plan.</i> ▪ Generate and select from vocabulary banks e.g. <i>persuasive phrases, alliteration</i> appropriate to persuasion. ▪ Discuss and propose changes with partners and in small groups. ▪ Improve writing in light of evaluation. ▪ Use appropriate intonation, tone and volume to present their writing to a range of audiences.

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English

Key Learning (contd.)

Suggested Texts

- The Balaclava Boys in The Fib by George Layton.
- A Matter of Loaf and Death – Wallace and Gromit – DVD by Nick Park and Novelisation by Penny Worms.
- The Chilli Challenge by Angela Barry.
- Woof! by Allan Ahlberg.
- Bill's New Frock by Anne Fine.

Poems for Creating Interest

- Please Mrs Butler by Allan Ahlberg.
- I Did a Bad Thing Once in Please Mrs Butler by Allan Ahlberg.
- Dog in the Playground in Please Mrs Butler by Allan Ahlberg.
- What Has Happened to Lulu by Charles Causley.

- Range of persuasive adverts and leaflets, such as:
 - Aquafresh advert from YouTube (**here**).
 - Cillit Bang advert from YouTube (**here**).
 - Flexi Torch advert from YouTube (**here**).
 - Make an advert for the Brussels sprouts from the BBC Bitesize website (**here**).

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Issues and Dilemmas – Creative Learning Opportunities and Outcomes

Creating interest

- Read a poem to the children with an issue or dilemma e.g. *I Did a Bad Thing Once*, *Dog in the Playground* or *Please Mrs Butler* in *Please Mrs Butler* by Allan Ahlberg, or *What has happened to Lulu* by Charles Causley.
- Model using book talk to discuss and identify the dilemma in a selected poem e.g. in *I Did a Bad Thing Once* – the boy steals money from his mum to buy bubble gum.
- Model plotting the structure using key points into a story map, storyboard or by boxing up e.g.

Mum and Boy - characters.

Boy steals money from Mum's purse to buy bubble gum.
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Mum buys boy bubble gum anyway.

- Provide copies of other poems to read in small groups.
- Children discuss and identify key events, and create a plot structure as a group.
- Discuss and collect the range of plot structures with issues or dilemmas created, and display on working wall for use in the gathering content phase.

Learning outcomes

- Children will be able to identify and discuss an issue or dilemma in a poem.
- Children will be able to identify a plot structure.

Reading

Grammar: warm ups throughout the reading phase - create complex sentences with adverb starters.

Reading and responding

- Through shared reading or viewing, share the opening of the selected text e.g. *A Matter of Loaf and Death* by Nick Park/Penny Worms.
- Establish the opening to the story by raising questions about characters and finding relevant sentences or details e.g. generate questions using the question hand and record on sticky notes.
- Introduce children to storyboarding the events, beginning with the opening, using a whole class planner e.g. capture images from the film or create storyboard events using illustrations or freeze frames of children in role, and add to the working wall. Continue this for each section of the story during this phase.
- Through shared reading or viewing, explore the build-up, dilemma, resolution and ending of the selected text over several days.
- Use a KWP grid to discuss what is known (K) about the character(s) and events, raise questions about what they want to know (W), and predict (P) the plot or character actions. Use to structure thinking, and as a short writing opportunity e.g.

Know	Want to Know	Predict

- Use drama techniques such as magic mirror, role play, step into the picture/picture frame drama to interrogate key characters and link to short writing opportunities in role e.g. *think, say, feel responses, diary in role as a character*.
- Develop understanding by using statements for consideration e.g. *Gromit likes Miss Bake O' Light; Miss Bake O' Light is*

Learning outcomes

- Children will be able to create complex sentences with adverb starters.
- 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 predict events using evidence stated and implied.
- Children will be able to use drama techniques to explore character thoughts, feelings, actions and motives.
- 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.

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Issues and Dilemmas – Creative Learning Opportunities and Outcomes (contd.)

going to marry Wallace; several bakers have moved house. Decide if the statements are true or false and say why.

- Children create their own true/false quiz as a short writing opportunity in pairs or small groups and challenge others to respond.
- Use drama techniques to interrogate characters further e.g. *drama telephone* – *Gromit rings a friend to discuss his findings about Miss Bake O' Light*. Link to modelling use of dialogue with inverted commas and children write own dialogue of a conversation they have practised during drama.
- Before reading or viewing the resolution of the story, provide some resolutions on cards for children to discuss and predict which resolution might be the one the author decided upon.
- Select children to take their place in the author's chair and say which resolution they think is the actual choice of the author; justify with reasons.

Reading and analysing

- Model identifying main ideas drawn from the whole story using the zone of relevance approach. This involves providing children with a selection of cards with possible reasons written on them. Children are asked to place these on a target board according to how relevant they feel that reason is; the more significant the reason, the closer to the centre it is placed. Children then summarise with reasons focusing on one character. Model this in writing before children write e.g. *Miss Bake O' Light is cunning because (1/2/3 reasons)*.
- Model discussing the storyboard with the dilemma created during the reading and responding phase of each section of the story e.g. *A Matter of Loaf and Death*:

Opening	Wallace and Gromit run a bakery.
Build-Up	Wallace meets Miss Bake O' Light and falls in love.
Dilemma	Gromit discovers Miss Bake O' Light has murdered many bakers and Wallace is next.
Resolution	Gromit gets rid of Miss Bake O' Light.
Ending	Wallace and Gromit are relieved.

- Create a text type features checklist for writing a story with an issue or dilemma.

Gathering content

Grammar: warm ups throughout the gathering content phase - focus on inverted commas (speech marks) for dialogue.

- Compare the range of plot structures collected from the creating interest/reading phase from poems and text(s) read.
- Select a plot structure to use for developing a new story using the story mountain with an issue or dilemma.
- Model creating a generic plot structure for planning a new story e.g. based on *I Did a Bad Thing Once* poem:

Learning outcomes

- 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 new characters and events.
- Children will be able to use inverted commas for dialogue.

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Issues and Dilemmas – Creative Learning Opportunities and Outcomes (contd.)

Opening	Two characters – friends/family in a setting.	<i>New story...</i>
Build-Up	One character wants something but can't have it.	
Dilemma	One character steals from other character.	
Resolution	Other character has bought the item for friend/family.	
Ending	Character feels bad about stealing.	

Or based on *A Matter of Loaf and Death*:

Opening	Wallace and Gromit run a bakery.	Two friends work together.	<i>New story ...</i>
Build-Up	Wallace meets Miss Bake O' Light and falls in love.	One character falls in love.	
Dilemma	Gromit discovers Miss Bake O' Light has murdered many bakers and Wallace is next.	Other character realises that the love interest has an ulterior motive.	
Resolution	Gromit gets rid of Miss Bake O' Light.	Other character reveals the love interest as a threat and gets rid of love interest.	
Ending	Wallace and Gromit are relieved.	Friends are happy together again.	

- Develop each section of the new plot as a class, providing choices for characters, dilemmas and event.
- Explore using drama techniques from the reading phase to add details, vocabulary and dialogue.

Writing

- Referring to the new plot structure created, use shared writing techniques to model a section at a time with the children. Focus on skills – creating complex sentences with adverb starters; using inverted commas for dialogue.
- Model writing the opening paragraph which combines characters and setting before children write their own.
- Continue to model each section/paragraph daily with adverb starters as appropriate.
- 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 new story with an issue or dilemma which includes:
 - complex sentences with adverb starters.
 - paragraphs with adverb starters to link events.
 - dialogue using inverted commas and other punctuation.
 - an opening paragraph which combines characters and setting.

Outcome

- Story based on a plot structure from text read.

Presentation

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

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Persuasion – Creative Learning Opportunities and Outcomes

Creating interest

- Set up the scenario of a free gift day and give children a voucher to spend on one item.
- Place items around classroom for children to look at e.g. cleaning product, toothpaste, torch, pan, foot scrubber.
- Children discuss items and decide which they would want to buy with their voucher from looking and examining articles.
- View persuasive adverts for each item, e.g.
 - Aquafresh advert from YouTube ([here](#)).
 - Cillit Bang advert from YouTube ([here](#)).
 - Flexi Torch advert from YouTube ([here](#)).and discuss thoughts after each viewing in pairs/small groups/whole class.
- Pose key questions for discussion in small groups, e.g. *Which advert persuaded you the most? Which would you buy with your voucher? Why?* Provide a short writing opportunity for children to specify and justify reasons. Place vouchers into post boxes and identify the winning advert.
- Collect responses and begin to collate a checklist of ideas for persuasion for display on working wall based on children's reasons e.g. *use of rhymes, catchphrases, alliteration, examples of why products are useful, lively presentation etc.*

Learning outcomes

- Children will be able to express preferences and justify.
- Children will begin to identify features of persuasive adverts.

Reading

Grammar: warm ups throughout the reading phase - focus on pronouns.

Reading and responding

- Through shared reading and viewing, explore a range of persuasive adverts.
- Model identifying details presented in persuasive texts linked to key questions e.g. *What is the product? How is it described? Why does it persuade you?* Provide a short writing opportunity to record information.
- Repeat with persuasive leaflets and model navigating leaflets to locate and retrieve information to key questions.
- Read and discuss adverts and leaflets in small groups, specify favourites and say why – provide a short writing opportunity.

Reading and analysing

- Model the analysis of persuasive texts by focusing on language, structure and presentation over a few days.
- Reread and view adverts already seen. Continue to build on the checklist for language started in the creating interest phase by 'spotting' persuasive devices and classifying them e.g. alliteration, rhetorical questions, snappy slogans, rhymes, jingles etc.
- View 'Make an advert for Brussels sprouts' from the BBC Bitesize ([here](#)) and discuss the way a product is presented can persuade you to buy something.
- Model boxing up advert or leaflet to identify the structure of a persuasive text e.g. Flexi Torch advert from YouTube ([here](#)):

Learning outcomes

- Children will be able to listen, view and read a range of persuasive texts.
- Children will be able to identify key points with evidence from the text.
- Children will be able to justify opinions.
- Children will be able to identify language of persuasion.
- Children will be able to identify how information is presented in a persuasive text.
- Children will be able to identify the structure of a persuasive text.

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Persuasion – Creative Learning Opportunities and Outcomes (contd.)

Persuasive advert – Flexi Torch	Extract the basic structure	Plot ideas for new persuasive text
Struggling to see in the dark? Need both hands free? Can't reach down the back? You need new Flexi Torch from JML.	Introduction with rhetorical question(s). Hook the reader in using 'you'. Pronoun with name of product.	
Three LED lights – illuminates the darkest areas.	First benefit with reasons and examples.	
Rotating head – 360 degrees – ideal for working in tight and hard to reach spaces.	Second benefit with reasons and examples.	
Magnetic head and base – holds 1kg in weight and great for reaching high shelves.	Third benefit with reasons and examples.	
Extendable, bendable and versatile. The LED torch you can use anywhere! Try it now.	Summary with snappy slogan / jingle / closing statement. How to buy.	

- Display all analysis of language, structure and presentation on working wall for reference.

Gathering content

Grammar: warm ups throughout the gathering content phase - focus on pronouns.

- Select content from new or cross-curricular contexts for use when creating a persuasive advert or leaflet e.g. linked to learning opportunities in science, create own toothpaste or persuade others to keep teeth healthy; linked to learning opportunities in art, create a leaflet to promote the gallery following a visit there, or sell a piece of artwork/3-D sculpture.
- Model developing ideas for the new persuasive text and organising into a planner – see boxed up plan in reading analysis phase.
- Model presenting the persuasive text orally using the planner/or a text map and record using ICT.
- Ask children to identify improvements in relation to language and presentation to an audience.
- Children present their own to a partner or small group; give and receive advice before making improvements in note form in preparation for writing.

Learning outcomes

- Children will be able to identify content for a persuasive text.
- Children will be able to organise content for a persuasive text.
- Children will be able to develop appropriate language and persuasive devices for new persuasive text.
- Children will be able to orally rehearse a persuasive text.
- Children will be able to give and receive advice, and make improvements.

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Persuasion – 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 pronouns, persuasive devices and persuasive words and phrases.
- 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 a persuasive advert or leaflet which includes:
 - pronouns.
 - the use of appropriate persuasive language and devices.

Outcome

- Persuasive advert or leaflet.

Presentation

- Present persuasive advert and record using ICT.
- Publish leaflet for display or for younger audience.