

Year 4 Summer 2:

English			
Key Learning			
Unit	Folk Tales	Debate	Poems on a theme (optional/additional)
Outcome	Narrative based on the studied text.	<ul style="list-style-type: none"> Formal debate. Discussion text. 	<ul style="list-style-type: none"> Performance of a poem. Responses to a poem linked to the theme.
Possible Duration	<ul style="list-style-type: none"> 2-3 weeks. 	<ul style="list-style-type: none"> 2-3 weeks. 	<ul style="list-style-type: none"> 1-2 weeks.
Key Learning Reading	<ul style="list-style-type: none"> Use prefixes to understand meanings e.g. <i>sub-</i>, <i>inter-</i>, <i>anti-</i>, <i>auto-</i>. Listen to, read and discussing a range of fiction in different forms. Analyse and evaluate texts looking at language, structure and presentation. Analyse and compare a range of plot structures. Retell a range of stories, including less familiar fairy stories, myths and legends. Identify, analyse and discuss themes e.g. <i>safe and dangerous</i>, <i>just and unjust</i>, <i>origins of the earth</i>, <i>its people and animals</i>. Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. <i>metaphors</i>, <i>similes</i>. Explain the meaning of key vocabulary within the context of the text. Make predictions based on information stated and implied. Demonstrate active reading strategies e.g. <i>generating questions</i>, <i>finding answers</i>, <i>refining thinking</i>, <i>modifying questions</i>, <i>constructing images</i>. Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point : 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>. 	<ul style="list-style-type: none"> Use knowledge of root words to understand meanings of words. Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms e.g. <i>advertisements</i>, <i>formal speeches</i>, <i>leaflets</i>, <i>magazines</i>, <i>electronic texts</i>. Analyse and evaluate texts looking at language, structure and presentation. Explain the meaning of key vocabulary within the context of the text. Identify main ideas drawn from more than one paragraph and summarising these e.g. <i>character is evil because... 1/2/3 reasons</i>; <i>Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons</i> across a text. Analyse and evaluate how specific information is organised within a non-fiction text e.g. <i>text boxes</i>, <i>sub-headings</i>, <i>contents</i>, <i>bullet points</i>, <i>glossary</i>, <i>diagrams</i>. Explain how paragraphs are used to order or build up ideas, and how they are linked. Navigate texts to locate and retrieve information in print and on screen. 	<ul style="list-style-type: none"> Use punctuation to determine intonation and expression when reading aloud to a range of audiences. Listen to, read and discuss a range of poetry. Explain the meaning of key vocabulary within the context of the text. Demonstrate active reading strategies e.g. <i>generating questions</i>, <i>finding answers</i>, <i>refining thinking</i>, <i>modifying questions</i>, <i>constructing images</i>. Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence. Prepare poems to read aloud, showing understanding through intonation, tone, volume and action.

Year 4 Summer 2:

English

Key Learning (contd.)

Key Learning Writing

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| <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>▪ Create sentences with fronted adverbials for when e.g. <i>As the clock struck twelve, the soldiers sprang into action.</i>▪ Create sentences with fronted adverbials for where e.g. <i>In the distance, a lone wolf howled.</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.▪ Identify and discuss the purpose, audience, language and structures of narrative for writing.▪ Discuss and record ideas for planning.▪ Develop settings and characterisation using vocabulary to create emphasis and humour.▪ Plan and write an opening paragraph which combines the introduction of a setting and character(s).▪ Link ideas within paragraphs e.g. <i>fronted adverbials for when and where.</i>▪ Proofread to check for errors in spelling, grammar and punctuation in own and others' writing. | <ul style="list-style-type: none">▪ Use commas to mark clauses in complex sentences.▪ 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>; <i>She saw it</i> instead of <i>she seen it</i>.▪ Read and analyse non-fiction in order to plan and write their own.▪ Identify and discuss the purpose, audience, language and structures of non-fiction and for writing.▪ Discuss and record ideas for planning e.g. <i>story mountain, story map, text map, non-fiction bridge, story board, boxing-up text types to create a plan.</i>▪ Organise paragraphs in non-fiction.▪ Link ideas within paragraphs.▪ Generate and select from vocabulary banks e.g. <i>powerful adverbs, adverbial phrases, technical language, persuasive phrases, alliteration</i> appropriate to text type.▪ Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.▪ Discuss and propose changes with partners and in small groups.▪ Use appropriate intonation, tone and volume to present their writing to a range of audiences. | <ul style="list-style-type: none">▪ Use apostrophes for singular and plural possession e.g. <i>the dog's bone and the dogs' bones.</i> |
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Year 4 Summer 2:

English

Key Learning (contd.)

Suggested Texts

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| <ul style="list-style-type: none">▪ Hunted film clip on Vimeo (here).▪ The Classic Tales of Brer Rabbit by Joel Chandler Harris.▪ The Brer Rabbit Collection by Enid Blyton.▪ Range of folk tales on the American Folklore website (here).▪ Peter and the Wolf by S.S. Prokofiev.▪ Peter and the Wolf by Selina Hastings. | <ul style="list-style-type: none">▪ Range of discussion texts at appropriate reading levels for different groups.▪ Clip from the animated film Mary Poppins on YouTube (here).▪ Fox Hunting on the CBBC Newsround website (here).▪ 'Hunting' on the All About Animals Website (here).▪ 'History of Hunting' on the History for Kids Website (here).▪ NLS Planning Exemplification for Arguments on the Institute of Education website (here).▪ Writing Models for Y4 by Pie Corbett.▪ Talk for Writing Across the Curriculum by Pie Corbett and Julia Strong. | <ul style="list-style-type: none">▪ Peter and the Wolf on the Boosey and Hawkes website (here).▪ My Mother Saw a Dancing Bear by Charles Causley on the Children's Poetry Bookshelf website (here). |
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English

Folk Tales – Creative Learning Opportunities and Outcomes

Creating interest

- View the film Hunted on Vimeo ([here](#)).
- Discuss the title of 'Hunted'. Ask the children to give reasons why the film makers might have selected that as a title. Pose questions e.g. *Who is being hunted? Why? What happens?*
- Use a dictionary to look up definition of 'hunt' and develop a word bank of synonyms by using a thesaurus e.g. *chase, pursue, stalk, follow, track, trail, hound, search*.
- Model and develop sentences, linked to the film clip, using the verbs and synonyms collected. These could be used to create a simple poem, e.g.
*The hunter searches for the boy
He trails the boy
He follows the boy
He stalks the boy
He chases the boy
He finds the boy
And
Then ...*
- Discuss the order of the sentences for the poem and re-order after viewing the clip again.
- Children write their own version as a short writing opportunity.

Learning outcomes

- Children will be able to comment on a film text.
- Children will be able to collect synonyms using a thesaurus.
- Children will be able to evaluate word choice and sequence ideas.
- Children will be able to use precise verbs.

Reading

Grammar: Warm ups throughout the reading phase – focus on complex sentences with adverb starters e.g. *Silently trudging through the snow, Sam made his way up the mountain.*

Reading and responding

- Introduce the genre of folk tales.
- Focus on the characterisation e.g. of Brer Rabbit on the American Folklore website ([here](#)).
- Brer Rabbit is a trickster character in folktales of African, African-American, and Native American Culture. He is the consummate trickster, who typically matches wits with Brer Fox, whom he always beats.
- Initially, select one folk tale to read, enjoy and explore in detail e.g. *Brer Rabbit Goes Hunting* in The Classic Tales of Brer Rabbit by Joel Chandler Harris. A different version of the same tale can be found on the American Folklore website ([here](#)).
- Read the opening and beginning sections of the tale.
- Model selecting vocabulary – both words and phrases - by using a 'spotting' technique. Using props such as magnifying glasses or large spectacles helps to engage children in focusing on the text to pick out phrases such as - *bag full of game; a mite peckish; a-laying beside the road* in Brer Rabbit Goes Hunting.

Learning outcomes

- Children will be able identify and use complex sentences with adverb starters.
- Children will be able to use a dictionary to find definitions.
- Children will be able to explain new vocabulary in context, orally and in writing.
- Children will be able to predict character actions from details stated.
- Children will be able to compare predictions with events in stories.
- Children will be able to story map events in a folk tale and retell orally.
- Children will be able to retell a folk tale in their own words.

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English

Folk Tales – Creative Learning Opportunities and Outcomes (contd.)

- Extract the vocabulary from the text. Model using a dictionary to look up definitions of unfamiliar vocabulary. Return to the text to explore and explain the meaning in context.
- Children follow the modelling to spot further vocabulary in the shared text or within differentiated texts. Alternatively, children could be asked to comment on specific language which has already been identified within the text. Look up definitions and return to the text to explore meanings in context. Capture understanding of the vocabulary via short writing tasks. Prompts may help with this, e.g. *This word means ... It makes me imagine ... It's the author's way of saying ... A word with a similar meaning which would work in the sentence is ...*
- As the reading phase progresses with further folk tales, continue to identify, discuss and collect a range of vocabulary. Focus on effective words and phrases which capture the reader's interest and imagination and display examples on the working wall.
- Use a Know and Predict grid to identify details known about the main characters and events before making a prediction. Children complete as a short writing opportunity.

Know	
Characters	
Events	
Predict	
Characters	
Events	

- Model reading the ending of the tale and compare predictions with the actual events. As a short writing opportunity, ask the children to write a short summary of the story or compare the actual ending with their prediction.
- Using the same folk tale, reread a section. Begin to create a story map, modelling how to make annotations with key vocabulary.
- Children continue this to create a story map of this tale using images and annotations. Alternatively, they could use further folk tales matched to their reading level.
- Using the story maps, provide opportunity for the children to retell the folk tale orally in pairs. Model how to use images and annotations as an aide memoire. As a writing opportunity, children could write the tales, or sections from it, in their own words.
- Model drawing inferences around characters' thoughts, feelings, actions and motives using drama techniques e.g. thought tracking of key moments from the tale; freeze frame with thinking bubbles linked to motives.
- Capture responses to the drama as short writing opportunities e.g. thought bubbles linked to different sections of text.
- Develop the written responses to the drama by modelling the opening to a diary focusing on thoughts, feelings and motives. Ask the children to select a character (or allocate) and write their own diary entry in role.

- Children will be able to use drama techniques to explore thoughts, feelings and motives.
- Children will be able to write in role capturing thoughts, feelings and motives.
- Children will be able to identify themes in folk tales.

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English

Folk Tales – Creative Learning Opportunities and Outcomes (contd.)

- Read a range of folk tales independently and use a range of approaches explored during this phase to deepen understanding and response. This could be completed during guided reading sessions with follow-up tasks.
- Identify and discuss themes presented in folk tales read e.g. *safe and dangerous, just and unjust, origins of the earth, its people and animals.*

Reading and analysing

- Select one of the folk tales read and chunk the plot, e.g. Brer Fox Goes Hunting:

Brer Fox decides to go hunting. He asks Brer Rabbit to join him but he says no.
Brer Fox goes hunting alone and gathers game to eat.
Brer Rabbit decides to lie down in the road and pretends to be dead to trick Brer Fox.
Brer Fox sees Brer Rabbit but decides he isn't good to eat.
Brer Rabbit runs down road and pretends to lie down and be dead again.
This time Brer Fox decides to gather up the 'rabbit' into his sack.
Brer Fox decides he had better go back for the first 'rabbit'.
Brer Rabbit takes the opportunity to trick Brer Fox, escapes from the sack, takes the game and runs home.
Brer Fox returns home without anything in his sack.
Brer Rabbit tells Brer Fox the trick he has played and they eat the game stew together.

- Allocate different folk tales for different groups according to the children's reading ability.
- Ask children to read their folk tale and sequence the key events. This could be completed using a range of scaffolds appropriate to ability e.g. images, key events written in sentences, quotes from the text to embellish and construct images from. Some groups may create their own chunked plot following modelling.
- Compare the different plot structures of folk tales read and vote for favourites using star ratings. Place in a reading area or on display. Ask the children to write recommendations for reading different folk tales; provide an appropriate frame or scaffold where necessary.
- With the children, create a writer's toolkit for the opening sections of a folk tale through analysis of one or more texts e.g. draw out how characters and setting are introduced in the opening to the story.
- Explore the genre features of folk tales by analysing several tales. Create a whole class checklist of folk tales and display on the working wall.
- Linking to a grammar focus from previous units, analyse the use of fronted adverbials for *when* and *where* to open paragraphs and sentences in the folk tales read. Collect and display a range of examples on the working wall.

- Children will be able to analyse a folk tale and sequence events.
- Children will be able to compare different plot structures.
- Children will be able to write recommendations.
- Children will be able to explore the features of folk tales.
- Children will be able to describe how characters and setting are introduced in a folk tale.
- Children will be able to analyse and collect a range of fronted adverbials for when and where.

Year 4 Summer 2:

English

Folk Tales – Creative Learning Opportunities and Outcomes (contd.)

Gathering content

Grammar: Warm ups throughout the gathering content phase - focus on inverted commas for creating dialogue.

- Develop a new plot based around the characters from a folk tale which has been studied, e.g. Brer Rabbit and Brer Fox.
- View clips or short films which support the development of a new plot which include trickster characters e.g.
 - Road Runner and Wile E. Coyote on YouTube ([here](#)).
 - Tom and Jerry on YouTube ([here](#)).
 - Tom and Jerry on YouTube ([here](#)).
- Discuss the key events in the films and draw upon the plots examined to create a new plot using characters from the folk tale e.g. *Brer Rabbit gets revenge on Brer Fox by tricking him*.

Plot pattern idea	New tale – Brer Rabbit and Brer Fox
Two characters e.g. Tom and Jerry or Road Runner and Coyote.	
One character tries to trick the other character.	
They fail.	
Character tries to trick them again.	
They fail.	
Character tries to trick them one more time.	
They fail.	
Other character triumphs with a solution.	
Other character has the last laugh.	

- Model developing a new plot by adding ideas, in note form, to a large grid. Create a story map using images and annotations to record ideas.
- Role play interactions between the characters in the new story. Use drama techniques such as first lines drama, where children are provided with the first line of dialogue and develop these into an improvised conversation in pairs.
- Add speech bubbles or key dialogue notes to the story map or plot outline.

Learning outcomes

- Children will be able use inverted commas for dialogue between characters.
- Children will be able to develop a new story with familiar characters from a folk tale.
- Children will be able to gather ideas for a new plot.
- Children will be able to use images and annotations to capture ideas for the new plot.
- Children will be able to use drama techniques to develop dialogue for characters in the new tale.
- Children will be able to write dialogue for characters using inverted commas.

Writing

- Use shared writing techniques to model a paragraph or section at a time referring to the plan/story map. Focus on skills - fronted adverbials for 'when and 'where'; inverted commas for dialogue; elements of the writer's toolkit; and features of folk tales identified in the analysis phase.
- Use AFL, marking and feedback to adjust shared writing focus daily.
- Model proofreading to check and improve spelling, grammar and punctuation.
- Provide opportunity for children to proofread their own and others' writing with a specific focus e.g. success criteria, toolkit, spelling, punctuation.

Learning outcomes

- Children will be able to write a new tale based on a plot pattern using:
 - complex sentences with adverb starters.
 - fronted adverbials for 'when' and 'where'.
 - inverted commas for dialogue.
 - elements of the writer's toolkits.
 - features of folk tales.

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English

Folk Tales – Creative Learning Opportunities and Outcomes (contd.)

Outcome

- Narrative based on a folk tale.

Presentation

- Publish folk tales for display or in a class book of stories and place in class or school library.
- Share stories with an audience e.g. parents other children in the same class.

Year 4 Summer 2:

English

Debate – Creative Learning Opportunities and Outcomes

Creating interest

- View clips of animals being hunted which are appropriate for the age of the children e.g.
 - Donald Duck: No Hunting on YouTube ([here](#)).
 - Donald and Goofy: The Fox Hunt on YouTube ([here](#)).

or

- Consider questions which have different points of view e.g.
 - Should libraries lend e-books? on Espresso ([here](#)) and ([here](#))
 - Should we have shorter school holidays? on Espresso ([here](#)).

Learning outcomes

- Children will be able to consider both sides of an argument.
- Children will be able to express their opinions and justify these.

Reading

Grammar: Warm ups throughout the reading phase – focus on creating complex sentences with commas to mark clauses.

Reading and responding

- Through shared reading, explore a range of discussion texts. A selection of different examples can be found in NLS Planning Exemplification for Arguments on the Institute of Education website ([here](#)). Writing Models for Year 4 by Pie Corbett also has two differentiated versions of a discussion text.
- Focusing on one of the texts, provide a range of key questions presented in different ways e.g. *matching boxes; charts to complete; finding fact; selecting an answer from a range of choices*.
- Allocate each child with one key question card. Use a stand up and swap activity; this involves the children in meeting a partner, challenging the partner to answer their question, and swapping questions after answering.
- Extend this further by providing a box of questions for each group. Children are asked to select a card, answer the question orally in pairs and record in writing.
- Model identifying the key points from a selected text by rereading a paragraph, highlighting key points and labelling paragraphs. Children complete the same task in pairs using a discussion text appropriate for their reading ability.
- Following modelling, children summarise the key points from across a text, both orally and in writing, e.g. *schools should have shorter holidays because ... (1/2/3 reasons)*

Reading and analysing

- Select a discussion text to use as a model. Boxing up the text by drawing rectangles around each paragraph and labelling. This can be used as a format to support planning.
- Alternatively, create and display a generic planner such as the one below:

Learning outcomes

- Children will be able to create complex sentences using commas to mark clauses.
- Children will be able to answer key questions, locating evidence in a discussion text.
- Children will be able to record answers to key questions in writing.
- Children will be able to identify key points and supporting evidence in a paragraph.
- Children will be able to summarise key points with reasons from across a text.
- Children will be able to identify key features of discussion texts.
- Children will be able to identify the structure of a discussion text.
- Children will be able to identify the structure of a paragraph.
- Children will be able to re-order and sequence a discussion text.
- Children will be able to identify and collect paragraph openings.

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English

Debate – Creative Learning Opportunities and Outcomes (contd.)

Discussion text structure	New text
Introduction	
For	
Against	
For	
Against	
Conclusion	

- Discuss the organisation of the text and how each paragraph is organised with a key point and supporting evidence. Highlight key points and evidence in different colours to emphasise.
- Children follow the modelling to box up, label and highlight paragraphs in using an explanation text matched to their reading ability.
- In small groups, children are provided with discussion texts which have been sliced up into paragraphs. Children read each paragraph in turn and, working as a group, organise the paragraphs to reassemble the text. Display on large posters on the working wall.
- Each group then explains how they made their decisions to the rest of the class.
- Examine paragraph openings. Highlight, collect and display examples on working wall e.g. *the first point; alternatively; on the other hand; however.*

Gathering content

Grammar: Warm ups throughout the gathering content phase – explore, identify and use Standard English verb inflections for writing e.g. *We were* instead of *we was*; *I was* instead of *I were*; *I did* instead of *I done*; *She saw it* instead of *she seen it*.

- Decide on a key focus for debate and discussion for the class.
- Read information and view clips e.g.
 - Clip from the animated film *Mary Poppins* on YouTube (**here**).
 - CBBC Newsround Fox Hunting on the CBBC Newsround website (**here**).
 - 'Hunting' on the All About Animals Website (**here**).
 - 'History of Hunting' on the History for Kids Website (**here**).
- In small groups, discuss personal opinions about the issues raised.
- Capture initial reactions as short writing opportunities with one point of view (*I think that ...*); or two opposing points of view (*Some people think that... On the other hand, others think that ...*).
- Extend this by modelling the use of the point and evidence structure e.g. *My personal opinion is ... because ...*

Learning outcomes

- Children will be able to use Standard English verb inflections orally and in writing.
- Children will be able to read and view information from a range of sources.
- Children will be able to specify a personal opinion, giving reasons using *point and evidence*.
- Children will be able to respond in role.
- Children will be able to participate in a whole class discussion.
- Children will be able to generate point and evidence statements for a formal debate.
- Children will be able to participate in a formal

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English

Debate – Creative Learning Opportunities and Outcomes (contd.)

- Introduce a scenario for some drama activities which begin with the teacher in role as the newly appointed manager at 'The Hunting Range'. Children take on the roles of the residents in the town where the new centre has been opened.
- Present a job advert to the class at the new centre. This could be for someone directly involved such as the leader of the hunt, or even for the kitchen manager who organises the refreshments for the hunters. Children read and decide if they would want to apply for the job, responding in role.
- In groups, explore personal opinions and justify why or why not they would apply for the job.
- Use another adult, or child in role who strongly opposes hunting animals to lead a whole class discussion.
- Set up a debate scenario e.g. *for and against hunting animals*
- Explain that they will be invited on to the *Sunday Morning Live* television show to put their opinions across.
- Allocate points of view for each group to develop further and generate opinions and statements with supporting evidence they would use in a formal debate. Use speaking frames to assist structure e.g. *I strongly believe ...; I hope viewers ...; Many people ... etc.*
- Model using intonation and volume when putting forward opinions in preparation for the debate. Provide time for children to rehearse their opinions in pairs or small groups.
- Set up the television show scenario. Invite each child to present their point of view formally before further discussion evolves. Use teacher in role as the presenter to invite turn taking in an organised manner.
- Following the debate, return to the boxed up planner created in the analysis phase.
- Decide on key points for and against, how many paragraphs will be needed and the order of the paragraphs for maximum impact on the reader.
- Model placing key points and notes in the plan for the introduction, other paragraphs and conclusion. Children follow the modelling to create their own plan.

- debate using appropriate language.
- Children will be able to use intonation and volume when presenting their point of view.
- Children will be able to use key points from the debate to plan a discussion text.
- Children will be able to organise a discussion text in relation to audience and purpose.

Writing

- Use shared writing techniques to model a paragraph or section at a time referring to each section of the plan. Focus on skills – using commas to mark clauses in complex sentences and Standard English verb inflections.
- Provide a bank of paragraph and sentence openings and frames for children to refer to.
- Use AFL, marking and feedback to adjust shared writing focus daily.
- Model proofreading to check and improve spelling, grammar and punctuation.

Learning outcomes

- Children will be able to write a discussion text based on a plan using:
 - Standard English verb inflections.
 - commas in complex sentences.
 - paragraphs with key points and supporting evidence.
 - text type features of discussion.

Outcome

- Formal debate (television programme).
- Discussion text based on a key issue.

Year 4 Summer 2:

English

Debate – Creative Learning Opportunities and Outcomes (contd.)

Presentation

- Publish discussion texts on display.
- Provide comment cards for others to respond to.

Year 4 Summer 2:

English

Poems on a Theme – Creative Learning Opportunities and Outcomes

Reading

Grammar: Warm ups throughout the reading phase - focus on using apostrophes for singular and plural possession e.g. *the dog's bone and the dogs' bones*.

Reading and responding

- Through shared reading, explore and enjoy poetry linked to the theme e.g.
 - Peter and the Wolf on the Boosey and Hawkes website (**here**).
 - My Mother Saw a Dancing Bear by Charles Causley on the Children's Poetry Bookshelf website (**here**).
- Following reading, encourage children to express preferences about the poems, giving reasons.
- Explore any vocabulary which needs clarification and then reread, examining the vocabulary in the context of the poem.
- Deepen understanding through drama by allocating a verse to each group to represent as a freeze frame. This could involve using the 'sculpt and sculptor' drama technique where one child positions the other members of the group as if they were sculpting them. Allocate a narrator to read each verse as the freeze frame 'comes to life'. Record using ICT.

Learning outcomes

- Children will be able to use apostrophes for singular and plural possession.
- Children will be able to listen to, and appreciate poems.
- Children will be able to specify reasons and justify preferences.
- Children will be able to explore vocabulary and discuss meanings in context.
- Children will be able to use drama techniques to represent a poem.
- Children will be able to perform a poem.

Gathering content

- Provide a range of writing outcome choices for discussion e.g.
 - letter from the bear.
 - diary as an eyewitness watching the bear dance.
 - cartoon strip.
 - letter to a problem page and letter back.
 - eyewitness report.
- If the text form is unfamiliar to the children, appropriate examples will need to be shared.
- Select one of the outcomes and model the creation of a plan, drawing on the example shared or the children's knowledge of that text form.
 - Children create their own plan for their writing.
 - Generate and display the success criteria for the task.

Learning outcomes

- Children will be able to plan a piece of writing linked to a poem.

Writing

- Use shared writing techniques to model a paragraph or section at a time referring to the plan and success criteria.
- Children follow the teacher's model to write their own version of the selected writing outcome. Alternatively, children could select, or be allocated, one of the writing outcome suggestions above to plan and complete independently.

Learning outcomes

- Children will be able to respond to poetry through a creative written outcome.

Outcome

- A performance of a selected poem.
- Short writing responses to poems read.