

## Year 4 Summer 1:

| English                     |  |   |   |
|-----------------------------|--|---|---|
| Key Learning                |  |   |   |
| Unit                        | Stories with a Theme   | Poems with a Structure  | Information Booklets  |
| <b>Outcome</b>              | <ul style="list-style-type: none"> <li>Narrative based on text read.</li> </ul>  | <ul style="list-style-type: none"> <li>Poem with a structure linked to the theme of water.</li> </ul>   | <ul style="list-style-type: none"> <li>Booklet of information e.g. welcome brochure.</li> </ul>   |
| <b>Possible Duration</b>    | <ul style="list-style-type: none"> <li>3-4 weeks.</li> </ul>   | <ul style="list-style-type: none"> <li>1-2 weeks.</li> </ul>  | <ul style="list-style-type: none"> <li>2-3 weeks.</li> </ul>  |
| <b>Key Learning Reading</b> | <ul style="list-style-type: none"> <li>Listen to, read and discuss a range of fiction.</li> <li>Analyse and evaluate texts looking at language, structure and presentation.</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>Make predictions based on information stated and implied.</li> <li>Demonstrate active reading strategies e.g. <i>generating questions, finding answers, refining thinking, modifying questions, constructing images</i>.</li> <li>Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.</li> <li>Develop, agree on and evaluate rules for effective discussion.</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> </ul> | <ul style="list-style-type: none"> <li>Use suffixes to understand meanings e.g. <i>-ssion, -cian</i>.</li> <li>Listen to, read and discuss poetry in different forms.</li> <li>Analyse different forms of poetry e.g. <i>haiku, limericks, kennings</i>.</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>Learn a range of poems by heart and rehearsing for performance.</li> <li>Prepare poems to read aloud, showing understanding through intonation, tone, volume and action.</li> <li>Explain the meaning of key vocabulary within the context of the text.</li> </ul> | <ul style="list-style-type: none"> <li>Use prefixes to understand meanings e.g. <i>sub-, inter-</i>.</li> <li>Read and understand meaning of words on Year Three/Four word list.</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 non-fiction in different forms e.g., <i>brochures, leaflets, electronic texts</i>.</li> <li>Analyse and evaluate texts looking at language, structure and presentation.</li> <li>Read books and texts for a range of purposes and respond in a variety of ways.</li> <li>Explain the meaning of key vocabulary within the context of the text.</li> <li>Identify main ideas drawn from more than one paragraph and summarise these.</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>Explain how paragraphs are used to order ideas, and how they are linked.</li> <li>Navigate texts to locate and retrieve information in print and on screen.</li> </ul> |

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### English

#### Key Learning (contd.)

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|------------------------------------|--|--|--|
| <p><b>Key Learning Writing</b></p> | <ul style="list-style-type: none"> <li>▪ Explore, identify, collect and use noun phrases e.g. <i>The crumbly cookie with tasty marshmallow pieces melted in my mouth.</i></li> <li>▪ Create sentences with fronted adverbials for where e.g. <i>In the distance, a lone wolf howled.</i></li> <li>▪ Use commas to mark clauses in complex sentences.</li> <li>▪ Read and analyse narrative, in order to plan and write their own.</li> <li>▪ Discuss and record ideas for planning e.g. <i>story mountain, story map, text map, non-fiction bridge, story board, boxing-up.</i></li> <li>▪ Develop settings and characterisation using vocabulary to create emphasis and atmosphere.</li> <li>▪ Link ideas within paragraphs e.g. <i>fronted adverbials for where.</i></li> <li>▪ Generate and select from vocabulary banks e.g. <i>powerful adverbs, adverbial phrases, technical language, persuasive phrases, alliteration</i> appropriate to text type.</li> <li>▪ Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Use apostrophes for singular and plural possession e.g. <i>the dog's bone and the dogs' bones.</i></li> <li>▪ Read and analyse poetry in order to plan and write their own.</li> <li>▪ Identify and discuss the purpose, audience and language structure in poetry for writing.</li> <li>▪ Generate and select from vocabulary banks appropriate to text type.</li> <li>▪ Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.</li> <li>▪ Discuss and propose changes with partners and in small groups.</li> <li>▪ Improve writing in light of evaluation.</li> <li>▪ Use appropriate intonation, tone and volume to present their writing to a range of audiences.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Use commas to mark clauses in complex sentences.</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 narrative, non-fiction and poetry for writing.</li> <li>▪ 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></li> <li>▪ Organise paragraphs in non-fiction.</li> <li>▪ Generate and select from vocabulary banks e.g. <i>technical language, persuasive phrases, alliteration</i> appropriate to text type.</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>▪ The Mousehole Cat by Antonia Barber.</li> <li>▪ Jackanory Junior: The Mousehole Cat told by Shobna Gulati on YouTube (<b>here</b>).</li> <li>▪ The Mousehole Cat: Animated Story on YouTube (<b>here</b>).</li> <li>▪ The Water Horse by Dick King-Smith.</li> <li>▪ The Water Horse: Legend of the Deep DVD.</li> <li>▪ A River Ran Wild by Lynne Cherry.</li> <li>▪ The Little Mermaid by Hans Christian Andersen.</li> <li>▪ Maui and the Big Fish by Barbara Ker Wilson.</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Water Dance by Thomas Locker (<i>riddles</i>).</li> <li>▪ Water Water Everywhere by James Casey on the Poem Hunter website (<b>here</b>).</li> <li>▪ Poems for the Geography Classroom by Mark Cowan.</li> <li>▪ How to Write a Haiku on the Poetry for Kids website (<b>here</b>).</li> <li>▪ Kennings on the Angela's Poems website (<b>here</b>).</li> <li>▪ Kennings on the Poetry Zone website (<b>here</b>).</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Information books, leaflets and websites linked to water.</li> <li>▪ Water Dance by Thomas Locker (<i>information at the end of book</i>).</li> <li>▪ Mousehole on the Visit Cornwall website (<b>here</b>).</li> <li>▪ Places to Visit on the Canal and River Trust website (<b>here</b>).</li> </ul>  |

## Year 4 Summer 1:

### English

#### Stories with a Theme – Creative Learning Opportunities and Outcomes

##### Creating interest

- Using a focus text such as *The Mousehole Cat* by Antonia Barber, the teacher introduces themselves in role as the main character. For example, in role as Mowzer the Mousehole Cat, telling the class where you live, what you eat and any other details.
- Show the children some food items that Mowzer and other cats eat. Model describing the foods Mowzer eats on each day of the week e.g. *Monday – eggs – scrambled, boiled or fried with pepper on top*. Use noun phrases to describe the items.
- Question the children - *What do you eat on Monday? Tuesday? etc.*
- Begin to generate a noun phrase bank and continue to add ideas to support writing a food diary.
- Display Mowzer's menu for the week e.g. *Monday – fish stew, Tuesday – hake topped with golden mashed potatoes etc.* Identify the items from the text or other items Mowzer might like.
- In role, model writing your food diary for the week with some noun phrases. Provide a short writing opportunity for the children: write a food diary or menu for yourself and/or Mowzer with noun phrases.

##### Learning outcomes

- Children will be able to generate ideas.
- Children will be able to generate, select and use noun phrases.

##### Reading

**Grammar:** Warm ups throughout the reading phase - focus on identifying, generating and using noun phrases for description.

##### Reading and responding

- Alongside the unit, read a class novel such as *The Water Horse* by Dick King-Smith.
- View the opening to *The Mousehole Cat* on YouTube ([here](#)).
- Model the use of a drama technique to develop understanding and vocabulary e.g. *in role as a nosy neighbour; a pilot flying over the setting; or a spotter - looking through binoculars or glasses from above*. Use a speaking frame to support the children in articulating, in role, what they might be able to see, e.g. *I can see... and I can hear ... (mist, clouds, sea, crashing waves at edge of the cliffs)*.
- Provide a focus box to capture ideas via a short writing opportunity. Share and collect ideas from others in the class:

| I can see | I can hear |
|-----------|------------|
|           |            |

- Collect ideas from the clip, and develop further into sentences with noun phrases through scaffolding vocabulary and ideas e.g. *I can see mist across the mountains; I can see water splashing down below; I can hear the wind whistling around the cliff tops*.
- After shared reading of the first part of the story, model identifying words for discussion via a spotters approach e.g. *I have spotted these words which I would like to discuss: harbour and patchwork*.

##### Learning outcomes

- Children will be able to identify noun phrases.
- Children will be able to use noun phrases for description.
- Children will be able to listen to a class novel and respond.
- Children will be able to listen to a text presented via storytelling.
- Children will be able to develop responses via drama techniques and capture in writing.
- Children will be able to identify vocabulary for discussion, use a dictionary to look up meanings and explain in context.
- Children will be able to generate questions to answer as an aid to summarising.
- Children will be able to identify key points and use evidence from the text.
- Children will be able to take on the role of a character and use evidence from the text to act in role.

## Year 4 Summer 1:

### English

#### Stories with a Theme – Creative Learning Opportunities and Outcomes (contd.)

- Model explaining the meaning of key vocabulary spotted within the context of the text by using a dictionary to look up and display the definition e.g. *harbour – a place on the coast where vessels may find shelter.*
- Provide potentially unfamiliar vocabulary from the next section of the text and challenge children, in small groups, to explore prior to the shared reading of that section. Place the words from the text, e.g. *quayside, narrow, breakwater, stoked, partial, variety* in envelopes with definitions for children to read and match as a group. For some groups it may be more appropriate to have the words within sentences with the focus word underlined.
- Through shared reading, explore the next section of the story and when the children hear their word, they hold up their vocabulary card and definition, read it out and discuss. Following this, through discussion and modelling, consider the word in the context of the text.
- Discuss the events as a class using the 'questionator' challenge. This involves posing a question then using talk partners to generate responses within a short time limit e.g. *What do you know so far? What do you know about Mowzer? What does he eat? What does he do? What do you know about Tom? What does he do?*
- Capture responses via a short writing opportunity e.g. *character web with an image of Mowzer in the centre with the details generated around the image.*
- Through shared reading, explore the section about Mowzer's kittens and Tom.
- Develop understanding via point and evidence using a 'Who am I?' drama technique. This involves providing a range of response statements from the perspective of different characters e.g. *I don't like beer being spilled on my head; I run the Inn on the Quayside – Answer: the oldest kitten. I am sometimes lonely; I wonder how the kittens are; I love the fisherman I live with – Answer: Mowzer.*
- In role as the character, model saying the statements one by one and ask children to predict, then guess, then firm up their decision, justifying views with evidence.
- Children work in pairs create their own 'Who am I?' quiz for characters such as Fisherman Tom, the kitten daughter, or Mowzer and challenge other pairs to predict, decide, then justify in a short writing task.
- Begin to create a whole class story map to summarise the events so far e.g. *the cliffs, Mowzer, cottage, Fisherman Tom, kittens, boat and the sea, foods from Monday to Sunday etc.* Support with props, images from the story or screen shots from the film.
- Add key vocabulary and phrases to the map as reminders for retelling.
- Model retelling the events so far via oral storytelling, before children retell to a partner.
- Continue this throughout the reading phase until the whole story is mapped and retold using visual prompts.
- Read and/or view the next section of the story e.g. *when the storm occurs* on YouTube ([here](#)).
- Model identifying favourite words and phrases which capture your interest; include similes and metaphors; ask children to jot theirs on a sticky note and place them to create a carpet of words e.g. *the wind whined like a wild thing, the stone walls shook, the sea sucked up, the fishing boats sat safe as mice.*
- Children will be able to sequence and discuss events using story mapping.
- Children will be able to identify the text type features of an adventure narrative.
- Children will be able to identify the plot structure of a narrative.

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#### Stories with a Theme – Creative Learning Opportunities and Outcomes (contd.)

- Select sticky notes to discuss and explain the use of similes, metaphors and noun phrases as appropriate.
- Read and view next section of the story where Tom goes out into the ocean to fish – discuss the events.
- Divide the class into three groups, assigning each group a role: Tom, Mowzer and the villagers. Set up a scenario that Tom has gone out to sea without any word back to the village.
- Use teacher in role as a news reporter on the scene in the village and interview Mowzer and the villagers. Ask about what has happened, the characters' thoughts, feelings and motives e.g. *Why do you look so worried? Where has Tom gone? Why? He never usually leaves Mousehole so why now? How do you feel? What are you thinking?*
- Repeat for Tom as a reporter via a helicopter over the sea.
- Choosing one of the characters, model writing the opening to a diary focusing on the events, thoughts, feelings and motives using the responses collected. Children write their own diary entry in role.

#### Reading and analysing

- Return to the story map created in the reading and responding phase e.g. *setting of the story, introduction of main character(s), foods Mowzer likes to eat, water causes problems, no food available, character goes out to find food for the villagers, a storm occurs, character brings home food and the villagers feast again.*
- Model using the story map to create a plot pattern e.g.

| The Mousehole Cat  | Extract the plot pattern                              | New plot innovation |
|--|---|---------------------|
| Setting of Mousehole.                                      | Setting description.                                  |                     |
| Introduction of Mowzer.                                    | Introduction of main character.                       |                     |
| More details about the village and villagers in Mousehole. | Introduction of other characters.                     |                     |
| Storm occurs so no food available.                         | Problem in story so no food available.                |                     |
| Tom goes fishing in the storm.                             | One character goes to find food.                      |                     |
| Tom returns and villagers feast again.                     | Character returns and villagers are no longer hungry. |                     |

- Model creating a writer's toolkit for the opening sections of the story through analysis of the text.
- Provide further openings to stories for children to read and analyse to examine how an author introduces settings and characters e.g. *The Water Horse* by Dick King-Smith.
- Collate ideas and display on the working wall.

## Year 4 Summer 1:

### English

#### Stories with a Theme – Creative Learning Opportunities and Outcomes (contd.)

##### Gathering content

**Grammar:** Warm ups throughout the gathering content phase - focus on fronted adverbials for 'where'.

- Develop a new plot based on the focus text analysed.
- Model developing new characters and setting as a class.
- Focus on each aspect of the new plot using visual images and props to develop ideas e.g. *use a story box of ideas to provide stimulus – range of characters, setting linked to water*. Model selecting from the box to organise ideas into the new plot structure. Children select their own in pairs or small groups.
- Use freeze framing, or a 'sculpt and sculptor' drama technique to model a 'picture' for each section of the plot. Sculpt and sculptor involves the 'sculptor' in physically moving the limbs of the characters, and instructing them about how to stand or sit; facial expressions etc. Capture this image using ICT e.g. *iPad or digital camera*. Use the images to create a storyboard following the plot structure.
- Images can be used to further develop ideas for each section of the plot. Note ideas, character details and vocabulary linked to each key event in small groups, following modelling.
- Develop language further for each section of the story by selecting a sentence which needs improving with specific language choices, sentence openers and noun phrases. For example, changing '*There were clouds above the hills and the wind whistled around*' to '*Clouds danced over the hills and the wind whistled around the bay*'.
- Allocate images from the plot structure for each group to read and improve with vocabulary collected from the unit.
- Lay out all the images in a sequence and children perform their improved sentences as a group to create a whole class presentation. Create a PowerPoint or Photostory outcome, if desired.

##### Learning outcomes

- Children will be able to create ideas for a new story, using a plot structure.
- Children will be able to identify thoughts and feelings of characters.
- Children will be able to generate dialogue between characters.
- Children will be able to use inverted commas to demarcate dialogue between characters.

##### Writing

- Use shared writing techniques to model a paragraph or section at a time referring to each section of the plan. Focus on skills – noun phrases and fronted adverbials for 'where'.
- Use AFL, marking and feedback to adjust shared writing focus daily.
- Model proofreading to check and improve spelling, grammar and punctuation.
- Children proofread their own and others' writing with a specific focus e.g. *success criteria toolkit, spelling, punctuation etc.*

##### Learning outcomes

- Children will be able to write a narrative based on a plot using:
  - noun phrases within sentences.
  - fronted adverbials for 'where'.
  - elements of the writer's toolkits created.

##### Outcome

- Narrative based on a focus text.

##### Presentation

- Publish story for display or in a class book of stories and place in class or school library.
- Read to an audience e.g. parent, other child in the same class.

## Year 4 Summer 1:

### English

#### Poems with a Structure – Creative Learning Opportunities and Outcomes

##### Creating interest

- Provide a short film of water moving such as this one on Vimeo ([here](#)).
- Model generating vocabulary focusing on verbs to describe the water in the clip e.g. *splashing, curling, blowing, circling, twinkling, bursting, racing, dashing*. As a challenge, include some verbs which involve personification e.g. *singing, shouting, laughing*.
- Provide thesauruses for children to select a verb and find synonyms. In a pair or small group, record the words on a shades of meaning card (paint charts from DIY shops are suitable for these).
- View the clip again and use a start, stop, shout out technique where children are asked to shout out an appropriate word which matches the clip when it is paused.
- Create a whole class mini poem by allocating the verbs to different images in the clip. Children say these at the appropriate time as the clip is played.
- Following modelling, children create their own e.g.

##### **Water**

bursting  
barging  
crashing  
bubbling  
flowing  
twinkling  
circling  
giggling  
dripping  
dropping  
surfing  
curling  
exploding and  
sleeping

##### Learning outcomes

- Children will be able to generate vocabulary and collect favourite words and phrases.

##### Reading

**Grammar:** Warm ups throughout the reading phase – focus on suffixes *-ssion* and *-cian*.

##### Reading and responding

- Model reading a range of poems linked to water, such as 'Water Dance' by Thomas Locker, using appropriate intonation and expression. Collect useful vocabulary.

##### Learning outcomes

- Children will be able to read and discuss words with suffixes *-ssion* and *-cian*.
- Children will be able to listen to a poetry reading and provide an opinion with reasons.

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### English

#### Poems with a Structure – Creative Learning Opportunities and Outcomes (contd.)

- Read haiku and/or kennings poems such as the ones on the Poetry for Kids website ([here](#)), the Angela's Poems website ([here](#)) or the Poetry Zone website ([here](#)).
- Involve children in discussing their responses to the poems. Use open-ended response hooks/speaking frames in pairs, small groups or whole class e.g. *Tell me what you enjoyed about the poem. Why? Tell me what you didn't like. Why? Which part did you like best? Why?*

#### Reading and analysing

- Through shared reading, explore a selected haiku poem or write one for use with the children e.g.  
*Mousehole Cat lives here.  
Eating, sleeping, watching near.  
Caring Mousehole cat.*
- Identify the structure of the poem e.g. *haiku – 5 syllables, 7 syllables, 5 syllables*. Read the poem and ask children to clap the syllables as it is read. Repeat with one child saying the poem to a partner whilst the partner claps.
- Children read a range of haiku poems in pairs to examine the structure further.
- Provide opportunities for response by asking questions such as:
  - Which is your favourite? Why?
  - Which would you recommend for others to read?
  - How many stars out of five would you give it?
- Provide a short writing opportunity for children to write a poem review. Share poems, reviews and recommendations on posters.
- Repeat with kennings poems if desired.

- Children will be able to identify ways to perform a poem which engage the listener.
- Children will be able to identify the structure of a poem.
- Children will be able to read poems, select favourites and justify preferences.

#### Gathering content

**Grammar:** Warm ups throughout the gathering content phase – focus on suffixes *-ssion* and *-cian*.

- Select a poem structure e.g. haiku or kenning.
- Use an image or short film clip to inspire writing a haiku or kenning.
- Plot out the poem structure e.g. 5 syllables, 7 syllables, 5 syllables for a haiku.
- Support the children in beginning to experiment with words and phrases, selecting carefully and counting syllables e.g. *water spinning = four*.

#### Learning outcomes

- Children will be able to prepare a poem for performance.
- Children will be able to generate ideas and vocabulary in preparation for writing a poem.

#### Writing

- Model writing a haiku or kenning using the collected vocabulary linked to the water theme.
- Children write their own poem following the modelling.
- Following writing, model returning to the class poem to review and evaluate the vocabulary choices. Take feedback from children to highlight effective parts and suggest improvements. Place the advice on a sticky note

#### Learning outcomes

- Children will be able to identify effective use of intonation, tone and volume when presenting a poem.
- Children will be able to provide constructive



## Year 4 Summer 1:

### English

#### Poems with a Structure – Creative Learning Opportunities and Outcomes (contd.)

- |   |   |
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| <p>next to your poem to consider before editing.</p> <ul style="list-style-type: none"><li>▪ Children review their own poems and those written by others. Highlight effective parts and make suggestions for improvement in vocabulary choices, writing advice on sticky notes.</li><li>▪ Use the suggestions provided to consider improvements and edit before finalising.</li></ul> | <p>feedback to others.</p> <ul style="list-style-type: none"><li>▪ Children will be able to perform poems using intonation, tone and volume.</li><li>▪ Children will be able to create poems based on a structure.</li><li>▪ Children will be able to make improvements in the light of evaluation.</li></ul> |
|---|---|

#### Outcome

- Poems with a structure e.g. *haiku* or *kenning*.

#### Presentation

- Children present poems to an audience.
- Publish a class book or display poems linked to artwork.

## Year 4 Summer 1:

### English

#### Information Texts – Creative Learning Opportunities and Outcomes

##### Creating interest

- Introduce a bag of items which have been collected from a tourist location linked to water such as The Lake District; River Nile; local nature reserve; water sports activity centre; Loch Ness etc. The Canal and River Trust website (**here**) will have local suggestions. The items could include leaflets, posters, web pages, souvenirs, maps and diary entries written after visiting the place. Ask the children to explore different items in groups and summarise what they know about this place.
- Prepare a short group presentation to deliver to other group(s) or the whole class.
- Pose key questions such as:
  - Would you like to visit this place?
  - Why/why not?
- Capture responses through a short writing task.

##### Learning outcomes

- Children will be able to examine and explain from the information provided.

##### Reading

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

##### Reading and responding

- Through shared reading, explore an information text linked to the theme of water, such as ‘Mousehole’ on the Visit Cornwall website (**here**) or ‘Places to Visit’ on the Canal and River Trust website (**here**).
- Model identifying vocabulary which is unfamiliar by playing ‘word pull’. Pull out a word by pretending to grab it and write on a strip of card. Model using a dictionary to look up the word, discuss and model writing your understanding on the strip of card. Take the understanding back to the text to discuss in context. Children follow the modelling with appropriate differentiated texts and dictionaries to explore new vocabulary.
- Using further sections of an information text, model using key questions which involve scanning for dates, names and numbers.
- Provide each group with differentiated key questions to answer orally and in writing which involve scanning for dates, names and numbers.
- Through shared reading, explore a welcome brochure (in hard copy and on a website), for places such as a hotel, a guest house, a holiday village or a town/city, e.g.
  - Center Parcs website (**here**).
  - Visit Loch Ness website (**here**).
  - Canal and River Trust website (**here**).
- Each group reads a different section or page e.g. *introduction/welcome; where are we; what to do; information about the place; facts you find fascinating*.
- After modelling, each child writes an idea or fact from their section on a sentence strip. Play ‘quiz and trade’. This

##### Learning outcomes

- Children will be able to create complex sentences using commas to mark clauses.
- Children will be able to read an information text.
- Children will be able to use a dictionary to look up new vocabulary and explain in the context of a text.
- Children will be able to scan for dates, names and numbers to answer key questions.
- Children will be able to identify information typically found within sections of text.
- Children will be able to suggest a range of titles for a text.
- Children will be able to identify the different sections of a range of information texts.

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#### Information Texts – Creative Learning Opportunities and Outcomes (contd.)

involves the children in moving around the classroom to find a partner. They then read the sentence strip and their partner decides which section of the text it has come from. They then swap sentence strips. This is repeated three or four times with children meeting different partners.

- Model reading a section without a heading selected from a welcome brochure. Read it sentence by sentence, using close reading. Model creating a title for the text before children read a range of welcome brochure sections, deciding on a title. Swap texts with others in the group to add further suggestions for titles e.g. 'Introduction' could become 'Welcome to Loch Ness' or 'Loch Ness Welcomes You!'
- Explore a range of information texts, via film and websites, which provide information about a place e.g. *non-chronological reports, fact files, documentary, travel brochures, adverts*. Children write titles for each section read.

#### Reading and analysing

- Explain that the focus of the unit is to create an information booklet about a subject or place, such as a welcome brochure for Mousehole.
- Involve the children in analysis of the structure of the whole text e.g. *information about the location, fact file, information about what to do there, history of the place etc.*

|  |  |
|--|--|
| Welcome to ...<br>(where the place is located)   |  |
| History of the place                             |  |
| Map / diagram / image<br>(with supporting notes) |  |
| What there is to do                              |  |
| Places to eat                                    |  |
| Other helpful information                        |  |
| Contact information /<br>telephone numbers etc.  |  |

- Model identifying the key ideas and the language used in different sections of the text.
- Children follow the modelling to box-up (draw rectangles or 'boxes' around sections of the text and label these) differentiated texts.
- Compare the range of structures from the boxed up texts and display these on the working wall.

#### Gathering content

**Grammar:** Warm ups throughout the gathering content phase – focus on using commas to mark clauses in complex sentences.

#### Learning outcomes

- Children will be able to create complex sentences using commas to mark clauses.

## Year 4 Summer 1:

### English

#### Information Texts – Creative Learning Opportunities and Outcomes (contd.)

- Decide on a focus for developing a welcome brochure or television presentation e.g. *linked to learning experiences in geography; The Mousehole Cat by Antonia Barber (focus from Story as a Theme unit); Loch Ness (focus from the class novel – The Water Horse by Dick King-Smith); or a local tourist place.*
- Explain that they will be presenting information, as a whole class, which will be:
  - recorded for a new programme on television.
  - presented as a free welcome brochure to accompany the programme.
- From the reading and analysis phase, use the boxed up plan to structure research and development of ideas e.g.

|  |                |
|--|----------------|
| Welcome to ...<br>(where the place is located)   |                |
| History of the place                             |                |
| Map / diagram / image<br>(with supporting notes) |                |
| What there is to do                              | 1.<br>2.<br>3. |
| Places to eat                                    |                |
| Other helpful information                        |                |
| Contact information /<br>telephone numbers etc.  |                |

- Organise the class into small groups with each group having responsibility for one section of the welcome programme or brochure. Alternatively, each group could develop notes for their own programme or brochure.
- Use websites, electronic texts, film clips and other sources to research ideas and information. Model placing notes into a planner.
- Where information is not available, develop own ideas linking to what is already known e.g. *places to eat linked to The Mousehole Cat: Check out The Cat's Eatery serving Famous Fish Stew, Wild Water and Ale Pie, and Mousehole's best seller, Hake and Bake Pudding!*

- Children will be able to research ideas from a range of sources.
- Children will be able to allocate information found into specific sections of an information text planner.
- Children will be able to develop their own ideas and place notes on a planner.

#### 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.
- Provide a bank of paragraph and sentence openings and frames to which children may refer.
- 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 an information text based on a plan using:
  - commas in complex sentences.
  - paragraphs/sections with key ideas.
  - text type features for information texts.

## Year 4 Summer 1:

### English

#### Information Texts – Creative Learning Opportunities and Outcomes (contd.)

##### Outcome

- Information booklet – welcome brochure.
- Television information programme.

##### Presentation

- Present as a television programme and record using ICT.
- Publish writing in a booklet.