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| **SPRING 1: YEAR 4****Harry Potter and the Philosopher’s Stone** |
| **WRITING OUTCOME 1** |
| **WRITING OUTCOME:** | NarrativeChanging perspective(Writing a chapter from another character’s point of view e.g. the snake incident from Aunt Petunia’s perspective) |
| **READING LESSONS:** | ***2b Retrieval*** **REFER TO READING DOMAIN BOOKLET****EXAMPLES:*** What happened in the story?
* Which part of the story best describes the setting?
* Give one example of……
* Where/when does the story take place?
* What did s/he/it look like?
* Where did s/he/it live?

***2d Inference*****REFER TO READING DOMAIN BOOKLET****EXAMPLES:*** How can you tell that……
* What impression of …… do you get from these paragraphs?
* What voice might these characters use?
* What was …. thinking when…..
* Who is telling the story?
* What does this… word/phrase/sentence… imply about… (character/setting/mood)?
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| **SKILLS LESSON:** | * The third person and past tense are used. This can include the past progressive (e.g. the Billy Goats Gruff were eating), Present perfect (e.g. What
* have you done?).
* Standard English forms of verb inflections are used instead of local spoken forms, e.g. ‘we were’ instead of ‘we was’, ‘we did that’ rather than ‘we done that’.
* Fronted adverbials can be used e.g. During the night…, In a distant field….These should be punctuated using a comma.
* The use of adverbials e.g. therefore, however creates cohesion within and across paragraphs.
* Cohesion can also be created, and repetition avoided through the use of nouns and pronouns e.g. Sammy and John… they… the boys…
* Paragraphs are useful for organising the narrative into logical sections.
* Verbs and adverbs should be chosen for effect e.g. shouted/muttered instead of said; angrily/quietly etc. to show rather than tell how characters feel and behave.
* The use of conjunctions e.g. when, before, after, while, so, because…enables causation to be included in the narrative.
* Descriptions can be developed through the effective use of expanded noun phrases e.g. the big blue bird (expanded with adjectives); oak tree (tree modified with a noun); the teacher with the curly hair (noun modified with preposition).
* The full range of speech punctuation can be used to indicate dialogue this allows characters to interact and the story to be developed.
* Apostrophes can be used to indicate plural possession e.g. The girls’ names, the children’s mother, the aliens’ spaceship.
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| **GRAMMAR FOCUS:** | Expanded noun phrases* Determiner + noun + adjective + prepositional phrase

Tenses* Past progressive (sometimes seen as past continuous)

Adverbials for cohesion*\*Staff to also adapt lessons to the needs of the children. These may be areas of agreed focus from pupil progress meetings, assessments or marking.* |
| **SPELLING RULE:** | *See spelling overview.* |
| **MODELLING:** | * Can use links to show time and cause.
* Can use nouns, pronouns and tenses accurately and consistently throughout.
* Can sometimes use interesting and ambitious words (they should not be usually used by a child of that age, and not technical words used in a taught context)
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| **WRITING OUTCOME 2** |
| **WRITING OUTCOME:** | Setting Description(Potions classroom, forbidden forest etc.)*Potential Challenge: View it from Ron and Hermione’s views. Would they be the same?* |
| **READING LESSONS:** | ***2h Comparison*** **REFER TO READING DOMAIN BOOKLET****EXAMPLES:*** Describe different characters' reactions to the same event in a story.
* How is it similar to …?
* How is it different to …?
* Is it as good as …?
* Which is better and why?
* Compare and contrast different character/settings/themes in the text
* What do you think about the way information is organised in different parts of the text? Is there a reason for why this has been done?

***2g Author choice of words*****REFER TO READING DOMAIN BOOKLET****EXAMPLES:*** What does the word 'x' tell you about 'y'?
* Find two or three ways that the writer tells you 'x'.
* What does this… word/phrase/sentence… tell you about… character/setting/mood etc?
* Highlight a key phrase or line. By writing a line in this way what effect has the author created?
* In the story, 'x' is mentioned a lot. Why?
* The writer uses words like … to describe …. What does this tell you about a character or setting?
* What other words/phrases could the author have used?
* The writer uses …words/phrases to describe … How does this make you feel?
* What do you think the writer meant by… 'x'?
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| **SKILLS LESSON:** | * Select the time of day and weather to create effect e.g. At close to midnight, thunder rumbled through the darkness.
* Show how a character reacts to the setting: Jane shivered; Evie beamed joyfully.
* Show the setting through the character’s eyes. E.g. Frankie scanned the room searching for the golden key.
* Use prepositions/fronted adverbials to direct the reader to different areas of the setting e.g. on the shelf/near the window etc.
* Use speech to describe a setting through a character’s reaction. “Wow,” exclaimed Sam staring at the mountain that lay ahead. “I’ve never seen anything that wonderful before.”
* Create cohesion and avoid repetition through the use of nouns and pronouns e.g. The mountain, this wonderful place, it…
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| **GRAMMAR FOCUS:** | Fronted adverbials* To show time, place, manner and reason
* Adverbial phrases

Past perfect tense*\*Staff to also adapt lessons to the needs of the children. These may be areas of agreed focus from pupil progress meetings, assessments or marking.* |
| **SPELLING RULE:** | *See spelling overview.* |
| **MODELLING:** | * Can use links to show time and cause.
* Can use nouns, pronouns and tenses accurately and consistently throughout.
* Can sometimes use interesting and ambitious words (they should not be usually used by a child of that age, and not technical words used in a taught context)
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| **WRITING OUTCOME 3** |
| **WRITING OUTCOME:** | Persuasive advertisement(Magical product) |
| **READING LESSONS:** | ***2b Retrieval*** **REFER TO READING DOMAIN BOOKLET****EXAMPLES:*** What happened in the story?
* Which part of the story best describes the setting?
* Give one example of……
* Where/when does the story take place?
* What did s/he/it look like?
* Where did s/he/it live?

***2a******Meaning of words***Looking at technical/persuasive vocabularyContext- What is it? How can we use it?Application of dictionary skills to understand definitions**REFER TO READING DOMAIN BOOKLET****EXAMPLES:*** What do the words ...... and …… suggest about the character, setting and mood?
* Which word tells you that….?
* Find one word in the text which means……
* Find and highlight the word that is closest in meaning to…….
* Find a word or phrase which shows/suggests that…….
* What other words/phrases could the author have used?
* Which word most closely matches the meaning of the word x?
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| **SKILLS LESSON:** | * Use present perfect form of verbs e.g. people have said that this
* is the most amazing product because…
* Create cohesion through the use of nouns and pronouns e.g. Vegetables are good for you. They contain vitamins and minerals. In fact these foods are incredible!!
* Use adverbials e.g. therefore, however…
* Use paragraphs to organise ideas into logical sections
* Effective use of expanded noun phrases
 |
| **GRAMMAR FOCUS:** | Determiners* Specific determiners:

*their, whose, this, that, these, those, which** Definite/indefinite articles
* Quantifiers
* Number
* Possessive adjectives
* Demonstrative

Present perfect tense*\*Staff to also adapt lessons to the needs of the children. These may be areas of agreed focus from pupil progress meetings, assessments or marking.* |
| **SPELLING RULE:** | *See spelling overview.* |
| **MODELLING:** | * Can organise ideas appropriately for both purpose and reader (e.g captions, headings, bullet points, fonts, chapters, letter formats, paragraphs, logically sequenced events, contextual and background information etc.).
* Can use nouns, pronouns and tenses accurately and consistently throughout.
* Can produce thoughtful and considered writing (uses simple explanation, opinion, justification and deduction).
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| **WRITING OUTCOME 4** |
| **WRITING OUTCOME:** | Informal letter(Writing from Harry to another character etc.) |
| **READING LESSONS:** | ***2c Summarise*****REFER TO READING DOMAIN BOOKLET****EXAMPLES:*** You’ve got ‘x’ words; sum up these paragraphs.
* Sort the information in these paragraphs
* Do any of them deal with the same information?
* Make a table/chart to show the information in these paragraphs.
* Which is the most important point in these paragraphs? How many times is it mentioned?

***2d Inference*****REFER TO READING DOMAIN BOOKLET****EXAMPLES:*** How can you tell that……
* What impression of …… do you get from these paragraphs?
* What voice might these characters use?
* What was …. thinking when…..
* Who is telling the story?
* What does this… word/phrase/sentence… imply about… (character/setting/mood)?
 |
| **SKILLS LESSON:** | * Use of paragraphs to organise ideas
* Effective use of expanded noun phrases
* Fronted adverbials used to sequence events in time order e.g. First, Next, Later that day, Just before that
* Orientation such as scene-setting or establishing context (It was the school holidays. I went to the park ...)
* An account of the events that took place, often in chronological order (The first person to arrive was ...)
* Time sentence signposts for coherence that become more complex as children get older e.g. First, next, then progressing to more complex fronted adverbials.
 |
| **GRAMMAR FOCUS:** | Apostrophes* Possession
* Plural possession

Wizard’s Wizards Wizards’Types of noun* Proper
* Concrete
* Collective

*\*Staff to also adapt lessons to the needs of the children. These may be areas of agreed focus from pupil progress meetings, assessments or marking.* |
| **SPELLING RULE:** | *See spelling overview.* |
| **MODELLING:** | * Can use apostrophes and/or inverted commas, mainly accurately. (If direct speech is not appropriate to task, apostrophes alone can score a tick).
* Can spell unfamiliar polysyllabic words accurately and most or all of the Year 4 High Frequency words and the Year 4 words in the National Curriculum.
* Can develop ideas in creative and interesting ways.
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| **WRITING OUTCOME 5** |
| **WRITING OUTCOME:** | Newspaper Report(Based on an event from the text for the Daily Prophet) |
| **READING LESSONS:** | ***2e Prediction*****REFER TO READING DOMAIN BOOKLET****EXAMPLES:*** What do the words ...... and …… suggest about the character, setting and mood?
* Which word tells you that….?
* Find one word in the text which means……
* Find and highlight the word that is closest in meaning to…….
* Find a word or phrase which shows/suggests that…….
* What other words/phrases could the author have used?
* Which word most closely matches the meaning of the word x?

***2d Inference*****REFER TO READING DOMAIN BOOKLET****EXAMPLES:*** How can you tell that……
* What impression of …… do you get from these paragraphs?
* What voice might these characters use?
* What was …. thinking when…..
* Who is telling the story?
* What does this… word/phrase/sentence… imply about… (character/setting/mood)?
 |
| **SKILLS LESSON:** | * Use of paragraphs to organise ideas
* Effective use of expanded noun phrases
* Fronted adverbials used to sequence events in time order e.g. First, Next, Later that day, Just before that
* Orientation such as scene-setting or establishing context (It was the school holidays. I went to the park ...)
* An account of the events that took place, often in chronological order (The first person to arrive was ...)
* Time sentence signposts for coherence that become more complex as children get older e.g. First, next, then progressing to more complex fronted adverbials.
* Clear beginning, middle and ending.
* A strong opening (paragraph in KS2) to hook the reader.
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| **GRAMMAR FOCUS:** | Commas* Used to separate a list
* For fronted adverbials
* For subordinate clauses

Inverted commas for direct speech* Punctuation placement
* Interesting reporting clauses
* Positioning of the reporting clause before, during and after

*\*Staff to also adapt lessons to the needs of the children. These may be areas of agreed focus from pupil progress meetings, assessments or marking.* |
| **SPELLING RULE:** | *See spelling overview.* |
| **MODELLING:** | * Can organise ideas appropriately for both purpose and reader (e.g captions, headings, bullet points, fonts, chapters, letter formats, paragraphs, logically sequenced events, contextual and background information etc.).
* Can use a wide range of punctuation mainly accurately, including at least three of the following: full stop and capital letter, exclamation mark, question mark, comma, apostrophe.
* Can use apostrophes and/or inverted commas, mainly accurately. (If direct speech is not appropriate to task, apostrophes alone can score a tick).
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| **WRITING OUTCOME 6** |
| **WRITING OUTCOME:** | Balanced argument |
| **READING LESSONS:** | ***2a******Meaning of words***Looking at technical/persuasive vocabularyContext- What is it? How can we use it?Application of dictionary skills to understand definitions**REFER TO READING DOMAIN BOOKLET****EXAMPLES:*** What do the words ...... and …… suggest about the character, setting and mood?
* Which word tells you that….?
* Find one word in the text which means……
* Find and highlight the word that is closest in meaning to…….
* Find a word or phrase which shows/suggests that…….
* What other words/phrases could the author have used?
* Which word most closely matches the meaning of the word x?

***2b Retrieval*** **REFER TO READING DOMAIN BOOKLET****EXAMPLES:*** What happened in the story?
* Which part of the story best describes the setting?
* Give one example of……
* Where/when does the story take place?
* What did s/he/it look like?
* Where did s/he/it live?
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| **SKILLS LESSON:** | Structure includes:* A statement of the issues involved and a preview of the main arguments;
* Arguments for, with supporting evidence/examples;
* Arguments against or alternative views, with supporting evidence/examples.
* Another common structure presents the arguments ‘for’ and ‘against’ alternatively.
* Discussion texts usually end with a summary and a statement of recommendation or conclusion.
* The summary may develop one particular viewpoint using reasoned judgements based on the evidence provided.
* Consistent use of present tense (Y2)
* Use present perfect form of verbs (Y3) e.g. some people have argued….some people have said
* Effective use of noun phrases e.g. uncountable noun phrases (some people, most dogs).
* Nouns that categorise (vehicles, pollution) and abstract nouns (power).
* Use of paragraphs to organise ideas Use adverbials e.g. therefore, however…
* Heading and subheadings used to aid presentation (Y3)
 |
| **GRAMMAR FOCUS:** | ParagraphingOrganisational devices *\*Staff to also adapt lessons to the needs of the children. These may be areas of agreed focus from pupil progress meetings, assessments or marking.* |
| **SPELLING RULE:** | *See spelling overview.* |
| **MODELLING:** | * Can use paragraphs, although they may not always be accurate.
* Can organise ideas appropriately for both purpose and reader (e.g captions, headings, bullet points, fonts, chapters, letter formats, paragraphs, logically sequenced events, contextual and background information etc.).
* Can select from a range of known adventurous vocabulary for a purpose, with some words being particularly well chosen
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