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| **SPRING 2: YEAR 4**  **Harry Potter and the Philosopher’s Stone** | |
| **WRITING OUTCOME 1** | |
| **WRITING OUTCOME:** | Instructions  (Potion making/How to care for a Mandrake/How to care for a magical creature) |
| **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?   ***2f Meaning linked to information and events***  **REFER TO READING DOMAIN BOOKLET**  **EXAMPLES:**   * Explain why a character did something. * Explain a character's different/changing feelings throughout a story. How do you know? * What are the clues that a character is liked/disliked/envied/feared/loved/hated etc…? * What is similar/different about two characters? * Why is 'x' (character/setting/event) important in the story? * What is the story (theme) underneath the story? Does this story have a moral or a message? * Why do you think the author chose to use a… question/bullet/subheading/table etc to present the information? * How does the title/layout encourage you to read on/find information? |
| **SKILLS LESSON:** | * Begin by defining the goal or desired outcome. E.g. How to make a board game. * List any material or equipment needed, in order. * Provide simple, clear instructions. If a process is to be undertaken, keep to the order in which the steps need to be followed to achieve the stated goal. * Diagrams or illustrations are often integral and may even take the place of some text. (Diagram B shows you how to connect the wires.) * A final evaluative statement can be used to wrap up the process. E.g. Now go and enjoy playing your new game. Your beautiful summer salad is now ready to eat. * Create cohesion through the use of nouns and pronouns to avoid repetition e.g. add the eggs and then beat them with a whisk until they are fluffy. * Use fronted adverbials (conditional adverbials) to offer alternatives e.g. If you would like to make a bigger decoration, you could either double the dimensions or just draw bigger flowers. * Heading and subheadings used to aid presentation |
| **GRAMMAR FOCUS:** | Imperative Verbs  Fronted adverbials: Conditional adverbials  *\*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 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.). |

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| **WRITING OUTCOME 2** | |
| **WRITING OUTCOME:** | Non-chronological report  (Quidditch through the ages/Magical Beasts) |
| **READING LESSONS:** | ***2a******Meaning of words***  Looking at technical/persuasive vocabulary  Context- 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?   ***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? |
| **SKILLS LESSON:** | * Create cohesion and avoid repetition through the use of nouns and pronouns e.g. The Victorians liked to visit the seaside. They were also fond of… * Use of paragraphs, headings and subheadings to organise ideas * In the absence of a temporal (chronological) structure where events happen in a particular order, non-chronological reports usually have a logical structure. They tend to group information, often moving from general to more specific detail and examples or elaborations. A common structure includes:   + An opening statement, often a general classification (Sparrows are birds)   + Sometimes followed by a more detailed or technical classification (Their Latin name is...)   + A description of whatever is the subject of the report organised in some way to help the reader make sense of the information.   + For example:     - It’s qualities (Like most birds, sparrows have feathers.)     - It’s parts and their functions (The beak is small and strong so that it can ...)     - It’s habits/behaviour/ uses (Sparrows nest in...) |
| **GRAMMAR FOCUS:** | Types of noun:   * Common * Proper * Collective   Use of paragraphs  *\*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 open sentences in a wide range of ways for interest and impact. * Can produce thoughtful and considered writing (uses simple explanation, opinion, justification and deduction). * 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.). |

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| **WRITING OUTCOME 3** | |
| **WRITING OUTCOME:** | Biography  (Harry Potter/J.K Rowling/A character) |
| **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?   ***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'? |
| **SKILLS LESSON:** | * Often written in the third person. E.g. Third person ‘they all shouted, she crept out, it looked like an animal of some kind. * Clear beginning, middle and ending. * A strong opening (paragraph in KS2) to hook the reader. * Orientation such as scene-setting or establishing context * An account of the events that took place, often in chronological order * Time sentence signposts for coherence that become more complex as children get older e.g. First, next, then progressing to more complex fronted adverbials. * 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, |
| **GRAMMAR FOCUS:** | Punctuating speech (including a quote)   * Inverted commas * Reporting clause * Position of reporting clause (before and after the speech) * Punctuation required * Adverb to show manner   Fronted adverbials with comma  *\*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 open sentences in a wide range of ways for interest and impact. * Can use paragraphs, although they may not always be accurate. * 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 4** | |
| **WRITING OUTCOME:** | DRAMA  Script Writing  Interview with Rita Skeeter |
| **READING LESSONS:** | ***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)?   ***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? |
| **SKILLS LESSON:** | * What makes a good drama performance?   + Projection   + Clarity   + Intonation   + Feeling/expression * 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’ unless selected with purpose. * 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… * 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). * Apostrophes can be used to indicate plural possession e.g. The girls’ names, the children’s mother, the aliens’ spaceship. |
| **GRAMMAR FOCUS:** | Standard English  Apostrophes for plural possession  *\*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 advise assertively, although not confrontationally, in factual writing (e.g. ‘An important thing to think about before deciding…’, ‘We always need to think about…’ etc.). * Can use or attempt grammatically complex structures (e.g. expansion before and after the noun: ’The little, old man who lived on the hill…’, ‘…by the lady who taught me the guitar…’; subordinate clauses: ‘I felt better when…’ etc.). |

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| **WRITING OUTCOME 5** | |
| **WRITING OUTCOME:** | Narrative |
| **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?   ***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? |
| **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. |
| **GRAMMAR FOCUS:** | Pronouns for cohesion  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) |