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|  | **English**  | Framework 2017/18 | **Class 4** |
|  | Autumn Term | Spring Term | Summer Term |
| **Content** | **Non-Fiction: Recounts** **Organises paragraphs around a theme (KPI-W)****Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks (KPI-R)****Retrieves and records information from non-fiction (KPI-R)****Identifies main ideas drawn from more than one paragraph and summarises these (KPI-R)**Current newspaper articles* Identify words and phrases that play with our emotions
* Identify the 5W’s
* Retrieve information from a newspaper article
* Identify the features of a newspaper article

Grandad and The Laundry Basket (found on Literacy Framework web site)**Predicts what might happen from details stated and implied (KPI-R)*** Give opinions on film
* Create timeline of events
* Make notes from the point of view of a given character
* Create freeze frames
* Discover other people views and ideas about the family
* Create a headline and newspaper article

**Book Study Unit: The Power of Reading***Books: The Miraculous Journey of Edward Tulane by Kate DiCamillo*Please refer to the Power of Reading scheme for this unit’s planning**Draws inferences such as inferring characters’ feelings, thoughts and motives from their actions and justifies inferences with evidence (KPI-R)****Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks (KPI-R)****Checks that the text makes sense to the individual, discussing his understanding and explaining the meaning of words in context (KPI-R)****Identifies main ideas drawn from more than one paragraph and summarises these (KPI-R)****In narratives, creates settings, characters and plot (KPI-W)****Organises paragraphs around a theme (KPI-W)*** Explore illustrations linked to the text and use to predict the plot and character information
* Role on the wall for different characters
* Hot seating as main characters
* Write in role as the main character and Rosie
* Write poetry based on a character’s actions and feelings
* Retell the story and compare to other stories with familiar and imaginative settings
* Rewrite part of the story as a play script and perform in groups
* Create detailed story map of plot so far
* Summarise the story and journey of the characters
* Consider the relationship of two characters using poetry, music and song writing

 **Poetry** *Books:The Beach by W Heart-Smith, Charlotte’s Dog by Kit Wright***Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks (KPI-R)*****Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas*** ***Participate in discussions, presentations, performances, role play, improvisations and debates*** ***Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action*** * Listen to and read a variety of poetry
* Create images from listening to a poem
* Use similes to create images
* Write a poem using similes
* Perform poem
 | **Non-Fiction: Persuasive Texts** **Retrieves and records information from non-fiction (KPI-R)**Paper adverts* Look at a variety of paper based adverts
* Discuss the purpose of the text – how do they make the reader feel?

Television Commercials* Are they effective?
* What could be changed to make them feel more persuasive?

Horrible Histories* Watch an episode and pick out the features that would be included in a trailer to persuade people to watch
* Create a story board for trailer
* Create trailer – perform and evaluate

Film Trailers * Variety of film trailers
* Children to identify how it makes them. Do they want to see the film?

**Book Study Unit: The Power of Reading***Books: Varjak Paw by SF Said*Please refer to the Power of Reading scheme for this unit’s planning**Uses inverted commas and other punctuation to indicate direct speech (KPI-W)****Identifies themes and conventions in a wide range of books (KPI-R)****Draws inferences such as inferring characters’ feelings, thoughts and motives from their actions and justifies inferences with evidence (KPI-R)*****Adopt, create and sustain a range of roles**** Discussing texts aloud and justifying opinions with evidence from the text
* Predict events in the story
* Empathise with characters in a text and infer their motives and actions
* Write a first hand recount as a character
* Describe specific scenes in a book
* Compose sense poems
* Write a newspaper report about events in the story
* Write own narrative based on the plot

**Poetry: Exploring form** **Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks (KPI-R)*****Participate in discussions, presentations, performances, role play, improvisations and debates*** * Read poems (haiku and cinquain)
* Discuss how spoken rhythm can bring poem to life
* Perform chosen poems
* Record and evaluate performance
* Take photograph that is linked to chosen poem
* Manipulate the picture to gain chosen effect
* Add a soundtrack to the poem
 | **Explanation Texts** **Retrieves and records information from non-fiction (KPI-R)****Proof-reads for spelling and punctuation errors (KPI-W)****Identifies main ideas drawn from more than one paragraph and summarises these (KPI-R)*****Recognises the conventions of different types of writing, such as the greeting in letters, a diary written in the first person or the use of presentational devices such as a numbering and headings in instructions.***A variety of explanation texts* Read a variety of texts
* Identify the main structural and linguistic features
* Look at sequencing and text reconstruction
* Explain situations using role play

The Shirt Machine by Jon Davis* Express thoughts and opinions
* Through role play explore different aspects of the story / film
* Look at still images to explain the workings of the shirt machine
* Place workings of machine in to a flow diagram
* Create a success criteria for writing
* Explain how the shirt machine works

**Book Study Unit:** *Book: Jemmy Button by Barzelay, Vidali and Uman***Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks (KPI-R)****Classic Poems** **Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks (KPI-R)****Checks that the text makes sense to the individual, discussing his understanding and explaining the meaning of words in context (KPI-R)*****Discuss language, including vocabulary, used in a variety of texts to support the understanding of the meaning and comprehension of those texts.**** Look at examples of classic poems including The Eagle, children to investigate language and layout
* Children to write their own versions of the poem, looking at the end pattern
* Children to use a self-chosen starting point to write their own version
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| Spelling/Phonics | **Proof-reads for spelling and punctuation errors (KPI-W)*****Spell words that are often misspelt*** Please use the National Curriculum 2014 word list for your spelling tests.

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 | **Proof-reads for spelling and punctuation errors (KPI-W)****Writes from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far (KPI-W)**Please use the National Curriculum 2014 word list for your spelling tests.

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 | **Proof-reads for spelling and punctuation errors (KPI-W)**Please use the National Curriculum 2014 word list for your spelling tests.

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| Handwriting | ***Use joined-up handwriting throughout all independent writing******Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined*** Pen pals Term 1Units 1-10 | ***Use joined-up handwriting throughout all independent writing******Increase the legibility, consistency and quality of their handwriting*** Pen pals Term 2Units 11-20 | ***Use joined-up handwriting throughout all independent writing******Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined*** Pen pals Term 3Units 21-20 |
| Grammar | **Uses dictionaries to check the meaning of words that have been read (KPI-R)*****Uses inverted commas and other punctuation to indicate direct speech******Uses Standard English forms for verb inflections instead of local spoken forms.******Develop their understanding of the concepts set out in******English Appendix 2***

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 | **Applies a growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English appendix 1 of the national curriculum document- both to read aloud and to understand the meaning of new words that are met (KPI-R)****Proof-reads for spelling and punctuation errors (KPI-W)*****Develop their understanding of the concepts set out in English Appendix 2*** | **Proof-reads for spelling and punctuation errors (KPI-W)*****Can choose an appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition******Uses frontal adverbials******Place the apostrophe in words with regular plurals (eg girls’ boys’) and in words with irregular plurals (eg children’s)******Develop their understanding of the concepts set out in English Appendix 2*** |
| Guided Reading | **Applies a growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English appendix 1 of the national curriculum document- both to read aloud and to understand the meaning of new words that are met (KPI-R)****Identifies themes and conventions in a wide range of books (KPI-R)****Predicts what might happen from details stated and implied (KPI-R)*****Summarise and present a familiar story in their own words***

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 | **Reads further exception words, noting the unusual correspondences between spelling sound and where these occur in the word (KPI-R)****Retrieves and records information from non-fiction (KPI-R)****Predicts what might happen from details stated and implied (KPI-R)****Identifies themes and conventions in a wide range of books (KPI-R)**

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 | **Draws inferences such as inferring characters feelings, thoughts and motives from their actions and justifies inferences with evidence (KPI-R)****Checks that the text makes sense to the individual, discussing his understanding and explaining the meaning of words in context (KPI-R)****Identifies themes and conventions in a wide range of books (KPI-R)*****Works out how to read unfamiliar words with increasing automaticity.***

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| Class Novel | ***A child has developed strategies to choose and read a wider range of books including authors that they may not have previously chosen.******Develop positive attitudes to reading and understanding of what they read***The Wolves of Willoughby Chase – J AikenWreck of the Zanzibar – M MorpurgoStory of Tracey Beaker – J Wilson | ***A child has developed strategies to choose and read a wider range of books including authors that they may not have previously chosen.******Develop positive attitudes to reading and understanding of what they read***Matilda – R DahlThe Peppermint Pig – N BawdenSomeday Angeline – L Sacher | ***A child has developed strategies to choose and read a wider range of books including authors that they may not have previously chosen.******Develop positive attitudes to reading and understanding of what they read***Harry Potter and the Philosophers Stone – JK RowlingJourney to the River Sea – E IbbotsonThe Tale of Despereaux – Kate DiCamillo |