

	English	Framework 2019/20	Class 4
	Autumn Term	Spring Term	Summer Term
Content	<p>Book Study Unit: The Power of Reading <i>Books: The Miraculous Journey of Edward Tulane by Kate DiCamillo</i> Please refer to the Power of Reading scheme for this unit's planning</p> <p>Draws inferences such as inferring characters' feelings, thoughts and motives from their actions and justifies inferences with evidence (KPI-R)</p> <p>Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks (KPI-R)</p> <p>Checks that the text makes sense to the individual, discussing his understanding and explaining the meaning of words in context (KPI-R)</p> <p>Identifies main ideas drawn from more than one paragraph and summarises these (KPI-R)</p> <p>In narratives, creates settings, characters and plot (KPI-W)</p> <p>Organises paragraphs around a theme (KPI-W)</p> <ul style="list-style-type: none"> • 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 	<p>Non-Fiction: Persuasive Texts</p> <p>Retrieves and records information from non-fiction (KPI-R)</p> <p>Paper adverts</p> <ul style="list-style-type: none"> • Look at a variety of paper based adverts • Discuss the purpose of the text – how do they make the reader feel? <p>Television Commercials</p> <ul style="list-style-type: none"> • Are they effective? • What could be changed to make them feel more persuasive? <p>Horrible Histories</p> <ul style="list-style-type: none"> • 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 <p>Film Trailers</p> <ul style="list-style-type: none"> • Variety of film trailers • Children to identify how it makes them. Do they want to see the film? <p>Book Study Unit: The Power of Reading <i>Books: Varjak Paw by SF Said</i> Please refer to the Power of Reading scheme for this unit's planning</p> <p>Uses inverted commas and other punctuation to indicate direct speech (KPI-W)</p> <p>Identifies themes and conventions in a wide range of books (KPI-R)</p> <p>Draws inferences such as inferring characters' feelings, thoughts and motives from their actions and justifies inferences with evidence (KPI-R)</p> <p>Adopt, create and sustain a range of roles</p> <ul style="list-style-type: none"> • Discussing texts aloud and justifying 	<p>Explanation Texts</p> <p>Retrieves and records information from non-fiction (KPI-R)</p> <p>Proof-reads for spelling and punctuation errors (KPI-W)</p> <p>Identifies main ideas drawn from more than one paragraph and summarises these (KPI-R)</p> <p>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.</p> <p>A variety of explanation texts</p> <ul style="list-style-type: none"> • Read a variety of texts • Identify the main structural and linguistic features • Look at sequencing and text reconstruction • Explain situations using role play <p>The Shirt Machine by Jon Davis</p> <ul style="list-style-type: none"> • 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 <p>Book Study Unit: <i>Book: Jemmy Button by Barzelay, Vidalí and Uman</i> Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks (KPI-R)</p>

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<p><u>Non-Fiction: Recounts</u> Organises paragraphs around a theme (KPI-W) Listens to and discusses a wide range of fiction, poetry, plays, <u>non-fiction and reference books</u> 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</p> <ul style="list-style-type: none"> 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 <p>Grandad and The Laundry Basket (found on Literacy Framework web site)</p> <p>Predicts what might happen from details stated and implied (KPI-R)</p> <ul style="list-style-type: none"> 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 <p><u>Poetry</u> <i>Books: The Beach by W Heart-Smith, Charlotte's Dog by Kit Wright</i> Listens to and discusses a wide range of fiction, <u>poetry</u>, plays, non-fiction and reference books or textbooks (KPI-R) <i>Use spoken language to develop understanding through speculating, hypothesising, imagining and</i></p>	<p>opinions with evidence from the text</p> <ul style="list-style-type: none"> 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 <p><u>Poetry: Exploring form</u> Listens to and discusses a wide range of fiction, <u>poetry</u>, plays, non-fiction and reference books or textbooks (KPI-R) <i>Participate in discussions, presentations, performances, role play, improvisations and debates</i></p> <ul style="list-style-type: none"> 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 	<p><u>Classic Poems</u> Listens to and discusses a wide range of fiction, <u>poetry</u>, 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) <i>Discuss language, including vocabulary, used in a variety of texts to support the understanding of the meaning and comprehension of those texts.</i></p> <ul style="list-style-type: none"> 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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	<p>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</p> <ul style="list-style-type: none"> • 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 		
Spelling/ Phonics	<p>Proof-reads for spelling and punctuation errors (KPI-W) Spell words that are often misspelt</p> <p>Please use the National Curriculum 2014 word list for your spelling tests.</p>	<p>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)</p> <p>Please use the National Curriculum 2014 word list for your spelling tests.</p>	<p>Proof-reads for spelling and punctuation errors (KPI-W)</p> <p>Please use the National Curriculum 2014 word list for your spelling tests.</p>
Handwriting	<p>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</p> <p>Pen pals Term 1 Units 1-10</p>	<p>Use joined-up handwriting throughout all independent writing Increase the legibility, consistency and quality of their handwriting</p> <p>Pen pals Term 2 Units 11-20</p>	<p>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</p> <p>Pen pals Term 3 Units 21-20</p>
Grammar	<p>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</p>	<p>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</p>	<p>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</p>

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	<p><i>English Appendix 2</i></p> <p>PUNCTUATION inverted commas for speech PUNCTUATION apostrophes of possession PUNCTUATION apostrophes of omission</p>	<p>(KPI-W) Develop their understanding of the concepts set out in English Appendix 2</p> <p>SENTENCE fronted adverbial PREFIXES root words SUFFIXES root words</p>	<p><i>(eg girls' boys')</i> and in words with irregular plurals <i>(eg children's)</i> Develop their understanding of the concepts set out in English Appendix 2</p> <p>PRONOUNS personal PREFIXES un, im, dis and mis SUFFIXES ism, ment, ship and age</p>
Guided Reading	<p>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) <i>Summarise and present a familiar story in their own words</i></p>	<p>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)</p>	<p>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) <i>Works out how to read unfamiliar words with increasing automaticity.</i></p>
Class Novel	<p><i>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</i></p> <p>The Wolves of Willoughby Chase – J Aiken Wreck of the Zanzibar – M Morpurgo Story of Tracey Beaker – J Wilson</p>	<p><i>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</i></p> <p>Matilda – R Dahl The Peppermint Pig – N Bawden Someday Angeline – L Sacher</p>	<p><i>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</i></p> <p>Harry Potter and the Philosophers Stone – JK Rowling Journey to the River Sea – E Ibbotson The Tale of Despereaux – Kate DiCamillo</p>

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