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| **English Overview Y4**  |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday**  | **Friday** | **Text used** | **Writing outcome** |
| **A1** | POR 1+2 prediction and role on the wall | POR 3 diary model text opening as Fern learn  |  POR 5 role on the wall – shared write diary as Wilbur  | Story map so far to end of chapter 4 – POR 6 emotion grids | POR 7 role play (not research non chron) Chapt 5 | Charlotte’s Web by E.B White | Narrative in diary form |
| **A2** | POR 8 Chapter 6 comp tell meRead ch 7-12 at end of day | Shared writing - SPAG speech accurately punctuated  | SPAG – speech – verbs and adverb choices – synonyms for said | Shared writing – focus SPAG Actions used to show character | POR 15+16 story mapping writing spag focus – we were agreement commas in a list power of 3 |
| **A3** | SPAG – adverbials recap | Recap model text told as diary by Fern – plan diary for Wilbur’s day at the fair | Write diary entries as Wilbur  | Complete diary as Wilbur  | Review, improve, perform |
| **A4** | Learn model text of explanation life cycle of spider – box up - tadpole | Tell me – comp on model text | Video and notes for flowering plant Vocab focus from model text and notes about flowers  | Shared writing – spag Present tense – innovation for flowering plant | Continue innovation shared writing for flowering plant SPAG brackets for clarity of tier 3 language)  | Explanation text – life cycles of animals / flowering plants ? |
| **A5** | Read The Hungry Caterpillar – watch clips – have non fiction books on caterpillars and make notes / plan | Write explanation text first 2 paragraphs (hot task) | Write explanation text – next 2 paragraphs (hot task) | Write explanation text – last paragraph plus glossary of terms / headings / (hot task) | Review, improve, perform |
| **A6** | Model text of Kennings for caterpillar – SPAG focus on verbs used | Shared write Kennings for flowering plant as innovation | POR 11 – clips and pictures of spiders spinning webs and language generator | Write own Kennings for spider (hot task) | Review, improve, perform | Kenning poetry – spider model |
| **Half term (Blocks of 6 weeks allow for most terms to have an assessment week or collapsed curriculum week)** |
| **A7** | POR 1 prediction  | POR 2 character focus (not writing diary) | POR 5 conscious alley / hot seating POR 6 visualisation  | POR 7 story mapping  | POR 8 – spag focus effective adjectives to create mood (not poem) | Varjak Paw by S.F. Said and Dave McKean | Narrative from different view |
| **A8** | POR 14 comprehension  | POR 17 drama | Finish story and complete tell me grids  | story map from model text of 250 words and 5 parts – box up  | Tadpole – focus SPAG cohesive devices used in model text  |
| **A9** | POR 19 – different perspective | POR 20 – planning story from different character view | POR 21 writing story (based on model) but from different character view | POR 22 complete story | Review, improve, perform |
| **A10** | POR 9 model text newspaper – box up | POR 10 - tadpole Headlines and witness statements focus – then drama for eye witness | POR 10 still writing direct speech from witness SPAG verb choices for how things are said | Shared writing – innovate model text headline and opening of report from a picture – write own from different picture – focus who what where when answered  | Shared writing – innovate paragraph 2 and 3 with witness reports and further detail – drama act out different interviews | Newspaper report |
| **A11** | Shared writing – innovate closing paragraph summing up and saying when or where to get more information | Pick different point in story to imagine a report for – act out to get witness statements – children to plan report | Write own news report – headline and opening for point in the story (hot task)  | Complete news report (hot task) | Review, improve, perform |
| **A12** | POR 8 – mood language – model text  | Comp – tell me grids for selection of different poems that create different moods e.g. suspense / panic / fear / joy / anger  | Tadpole words for suspense – SPAG focus empty words / power of 3 / time of day / adjectives | Have selection of pictures that show scenes to create an emotional response – brainstorm words / phrases then use to innovate original poem  | Improve, review, perform | Poem – suspense / mood |
| **Half term (Blocks of 6 weeks allow for most terms to have an assessment week or collapsed curriculum week)** |
| **Sp1** | POR 1 tell me comp and Role on the wall | POR 3 art visualisation  | POR continue 3 with SPAG focus on noun and pronoun cohesion | POR 4 – gallery tell me conscious alley | POR 6 – only adding role on wall and discussing feelings  | The Lion and the Unicorn and Other Hairy Tales by Jane Ray | Narrative in different role |
| **Sp2** | POR 10 hot seating – spag focus questions  | POR 15 role play  | POR 16 tell me grids comp and POR 17 story mapping whole story | Learn model text of complete story in 5 parts and 250 words box up | Tadpole model text – spag focus - Modal verbs |
| **Sp3** | Shared writing – model planning story from different perspective – innovate opening and build up  | Plan and rehearse orally own version of model text from different perspective | Write own story from plans (hot task) | Complete story from plans (hot task) | Review, improve and perform. |
| **Sp4** | POR 6 recap from previous – notes made on feelings drama  | POR 7 model text of persuasive letter – tadpole possessive apostrophe plural noun | Tell me grids for letter  | SBR – spag focus personal and direct words | Shared writing – innovate model text for prince | Persuasive letter |
| **Sp5** | Shared writing continue to innovate model text for prince | Plan own persuasive letters | Write own persuasive letters (hot task) | Continue own persuasive letters (hot task) | Review, improve and perform |
| **Sp6** | POR 2 – model text and vocabulary POR section 5 lesson 1 poem to be shared | POR 2 – text mark poem and perform – others to perform Lion and the unicorn | Plan and generate language for own poem | Write own poem (hot task) | Review, improve, perform | Poem |
| **Half term (Blocks of 6 weeks allow for most terms to have an assessment week or collapsed curriculum week)** |
| **Sp7** | POR 1 tell me  | POR 2 perform | POR 3 comp | POR 4 planning poem and shared writing model  | POR 5 write and perform own poem | Werewolf Club Rules byJoseph Coehlo, illustrated by John O’Leary | Poetry – school focus |
| **Sp8** | POR 6 visualisation – SPAG – dictionary focus work | POR 7 shared writing – innovate poem  | POR 8 characterisation | POR 9 emotive language SPAG focus | POR 10 write own poem and perform | Poetry – emotions focus |
| **Sp9** | POR 11 vocab focus and performance  | POR 12 – SPAG focus figurative language | POR 13 art visualisation and comparison | Using images from nature create own free verse poems using figurative language (hot task) | POR 19 +20 reflect | Poetry – nature focus  |
| **Sp10** | Model text biography Joseph Coehlo Box up | Tadpole focus spag tenses – if person is alive present – dead past – convert different sections of different biographies - recap present perfect verb forms | Tadpole – SPAG focus chronology and cohesive devices  | Comp – read a variety of poet biographies and complete tell me boxes  | Shared writing – model researching a poet – making notes – ordering ideas – deciding what is interesting and useful | Biography of poet |
| **Sp11** | Shared write – innovate biograph for JC to one researched in previous lesson | Research favourite poet – reflect on poets and poems from previous years | Write biography (hot task) | Complete biograph (hot task) | Review, improve, perform |
| **Sp12** | Listen to Duelling Duo poem and then read model text of critique – box up  | Tadpole critique - SPAG focus – homophones linked to poem Duelling Duo  | Listen to The Watchers poem – shared writing – innovate model critique for this poem | Listen to If all the world were paper – write critique (hot task) | Review, improve, perform | Review / critique of poetry? |
| **Half term (Blocks of 6 weeks allow for most terms to have an assessment week or collapsed curriculum week)** |
| **Su1** | POR 1 role on the wall – responding to illustration | POR 2 – responses to word types – ranging emotional responses | POR 3 – reflections of character behaviour  | POR 4-5 responses to reports and text map transcript – not writing own script | POR 7 SPAG Fact and opinion focus – do session but not own poster – instead determine sentences as fact or opinion  | The Boy at the Back of the Class by Onjali Q. Rauf | News report script |
| **Su2** | POR 8 selflessness – fact v misconceptions | Continue POR 8 and 9 but creating own headlines – focus on bias | POR 10 just questions SPAG focus questions and then POR 11 sphere of influence | POR 16 – reflections of different situations – not writing policy | POR 17+18 refugee focus – not picture book |
| **Su3** | POR 19 + 20 debate  | POR 23 emotion tracking  | POR 24 characterisation  | POR 25 – introducing news reports – from examples box up | POR 26– Tadpole - language of news reports – fact opinion speculation  |
| **Su4** | POR 29-30 end of book reflections – revise role on walls – interview characters – capture eye witness quotes for different parts of the story  | Shared writing – innovate a news report from 26 for a point in the story for school newspaper – include direct speech from eye witness report | Write own news report from different point in the story (hot task)  | Finish news report (hot task) | Review, improve, perform |
| **Su5** | Learn model text – box up – tadpole - vocab | Shared writing – innovate | Plan and then order ideas / continue research for non-chronological report on refugees | Write non chron on refugees (hot task) | Reflect, improve, perform | Non-chronological report – fact sheet on refugees |
| **Su6** | POR 2 – reflect on this previously taught session and then discuss poetry aspect  | POR 11 reflect poems comp tell me grids | POR 12 on SPAG focus of figurative language | POR 13 write own poem (hot task) Free verse | POR 13 reflections and art instillation  | Poetry – shape – through their eyes -reflections of  |
| **Half term (Blocks of 6 weeks allow for most terms to have an assessment week or collapsed curriculum week)** |
| **Su7** | POR 1 and 2Listening to a setting and drawing annotating – Rainforests - ask what they already know / want to know / where I might find it – watch clips | POR 3 Read full story Listen to clip describing the rainforest – pick out key words and phrasesUse model text of poem from POR3 Vocabulary explore | POR 4 likes dislikes patterns puzzles Reread full story Have copy of pictures only – annotate with words to create emotions and stimulate sensesShared writing – use to create own Rainforest poemShare For Forest – Grace Nichols | Reread full story– give a copy of text only – model blacking out the words to leave powerful language only – children to continue and then select from these to create own poem – hot task | Edit, improve and review.Perform own creations with music and sound effects – evaluate performances and decide the emotions stirred – was this desired effect? | The Kapok Tree By Lynne Cherry | Blackout – cut out poetry |
| **Su8** | POR 8 Learn model text – should logging take place? Conscience alley – reasons for / against – make decision and write own opinionConcept map of why trees are cut down v the story | Vocabulary – ancestors / pollination etc.  | Language and text features - sequence and identify – focus on formal toneTenses – past present future progressive perfect | Commas to clarify meaning – brackets for specific scientific words explained | Persuasive language – personal emotive evaluative  | Discussion text – climate change |
| **Su9** | Shared write plan and adapt model text for Should fossil fuels continue to be used? | Shared write continued – drama – freeze frame – hot seat | Plan and begin to write own discussion text (hot task) own choice | Complete discussion text – (Hot task) | Edit, improve and review. Publish discussion text on school website / class book |
| **Su10** | Read model text Francis Drake and the Golden Hind learn and research more about the time and the links to South Amercia and story of The Great Kapok Tree – likes dislikes puzzles patterns | Vocab – weathering erosion evolutionSequence The Spanish Armada to show evidence of chronology needed | Language and text featuresintroductionchronological sequenceuse of conjuntionsformal stylepast tenseconclusion Fronted adverbials with commas to mark | Shared writing of openings of different historical events – Mary Rose / Titanic – how to give overview and hint at things to come NLS lesson 2 | Shared writing – summarising each paragraph – showing the plan – focus on use of time for chronology – use model text – paragraphs focus | Historical recountFrancis Drake and the Golden Hind (NLS Unit 3 Y5) – link to south America  |
| **Su11** | Shared writing – cohesion across paragraphs with repeated nouns in first sentences | Shared writing – cohesion within paragraphs with use of pronouns or synonyms | Cohesion within and across paragraphs through use of precise nouns, verbs, adjectives  | SBW – own individual targets | SBW – own individual targets |
| **Su12** | Note making from research on computers / books – model use of bullet points to be easy access to information and colour coding for paragraphs | Plan own independent task based on known historical event  | Write own historical recount (hot task - can be own choice or linked to area covered in history) | Complete historical recount (hot task) | Edit, improve and review. Publish – reading allowed with expression as if story telling in the past (not with text in front of them) |