

English Maps – Teaching English Through Novels. (2017-18) Year 4 2017

| | Autumn 1. 7 weeks | Autumn 2 8 weeks | Spring 1 6 weeks | Spring 2 4 weeks | Summer 1 7 weeks | Summer 2 7 weeks |
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| Text: | The Twits by Roald Dahl | The Lion, the witch and the wardrobe. By C.S Lewis | | | Cinderella, Billy Goats Gruff, Snow White. Snow White in New York by Fiona French. Hairy Tales and Nursery Crimes by Michael Rosen. | Superheroes – all sorts (Hamilton Group Reader.) Information texts on people who help us. |
| Genre & Key Objectives | <p>Discussion – debate/report Description: Children will read and discuss 'The Twits'. They will orally rehearse sentences, use report language firstly, next, furthermore and finally and research using ICT. They will use descriptive language to develop sentence structure. Children will write descriptions of characters by adding details. Grammar focus: 1. Write in note form when researching. 2. Extend sentences by adding details such as noun phrases, adverbs, adjectives. 3. Spell words with additional prefixes and suffixes and understand how to add them to root words.</p> <p>Reading - Fiction Read listen and discuss features, characters and plot. 1) Apply knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of unfamiliar words. 5) Use dictionaries to check meaning of unfamiliar words. 6) Discuss and record phrases used by author uses to engage the reader. 8) Understand the themes in books. 10) Explain the meanings of words in context. 11) Ask questions to improve understanding of text. 12) Infer meanings and justify them using evidence from text. 13) Predict what might happen from details deducted from text. 17) Make connections with prior knowledge and experience. 18) Begin to build on other' ideas and opinions about a text in a discussion. Engage in research, finding out about a given topic.</p> | <p>Film and Playscript Description: Children will write in depth descriptions of Narnia and the characters. They will write from different points of views by hot seating and write about how they behave in different settings. They will use and identify features of play script. Grammar focus: 1. Write sentences with more than clause. 2. Use similes and adverbs with expanded noun phrases. 3. Write sentences with fronted adverbials for when, where and how. 4. Use brackets, directions and features of play script.</p> <p>Reading - Fiction Read listen and discuss features, characters and plot. 1) Apply knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of unfamiliar words. 2) Read further exception words noting spelling and sound and where they occur in words. 5) Use dictionaries to check meaning of unfamiliar words. 6) Discuss and record phrases used by author uses to engage the reader. 8) Understand the themes in books. 10) Explain the meanings of words in context. 11) Ask questions to improve understanding of text. 12) Infer meanings and justify them using evidence from text. 13) Predict what might happen from details deducted from text. 17) Make connections with prior knowledge and experience. 18) Begin to build on other' ideas and opinions about a text in a discussion.</p> | | | | |
| <p>Throughout:</p> <p>Year 3/4 key words.</p> <p>Spelling support Sillcock scheme.</p> <p>Continue to develop cursive style for writing.</p> | | | | | | |
| END OUTCOME | Write and debate a report: Should we keep animals in cages? For and against class debate. | Write play script scene based on novel. | | | | |

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| <p>Genre & Key Objectives</p> | <p>Newspaper/Recount Description: Children will identify features of a newspaper; write opening paragraphs to include 5w's. Add quotes and recalling sequence of events. Hot seat characters. Grammar focus: 1. Use correct pronouns 2. Use direct speech and commas. 3. Writing in the correct tense.</p> <p>Reading - Fiction Read listen and discuss features, characters and plot. 1) Apply knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of unfamiliar words. 2) Read further exception words, noting the correspondences between spelling and sound. 5) Use dictionaries to check meaning of unfamiliar words. 6) Discuss and record phrases used by author uses to engage the reader. 8) Understand the themes in books. 10) Explain the meanings of words in context. 11) Ask questions to improve understanding of text. 12) Infer meanings and justify them using evidence from text. 13) Predict what might happen from details deducted from text. 14) Identify how the write has used precise word choices for effect on the reader. 15) Identify text type. 17) Make connections with prior knowledge and experience. 18) Begin to build on other' ideas and opinions about a text in a discussion.</p> | <p>Poems on a them Winter & Christmas Poems Description: Enjoy a range of Christmas poems. They write their own Christmas/Winter poems. Children will identify rhyme, rhythm and patterns before writing own poem using description written. They will include similes/metaphors. Grammar focus: 1. Use range of similes and metaphors. 2. Use adverbs and range of adjectives. 3. Create moods within poem.</p> <p>Read and enjoy listening to poems. Identify rhyme, rhythm and patterns. Identify mood of poem. 6) Discuss and record phrases used by author uses to engage the reader. 9) Prepare poem to read aloud and perform, showing understanding through intonation, tone, volume and action 17) Make connections with prior knowledge and experience. Write new lines for a familiar poem. Say out loud what they are about to write. Re-read own writing to check it makes sense. Compose list poem based on those read. Write in clear sentences. Add actions to a poem to aid memorisation. Perform the poem to others. Write a new verse for a familiar poem.</p> | | | | |
| <p>END OUTCOME</p> | <p>Write newspaper article about the birds escaping from Mr & Mrs Twit.</p> | <p>Write poem based on Winter.</p> | | | | |