



## Medium Term Plan English Year 4 2019-2020

Block	Genre	Genre Description	Reading and Writing	Speaking and Listening
<b>1</b>	<b>Recounts</b>	<p>Students will use the book 'Meerkat Mail' as a stimulus to help develop an understanding of how to write postcards before going on to write their own.</p> <p>They will then go on to explore diaries and learn how to write diary entries from the perspective of an arctic explorer.</p>	<ul style="list-style-type: none"> <li>• Plan using story maps</li> <li>• Use brackets to add extra information</li> <li>• Consolidate use of full stops, capital letters, question marks and exclamation marks</li> <li>• Use apostrophes for possession</li> <li>• Use connectives to extend sentences and add extra detail</li> <li>• Use bullet points</li> <li>• Use verbs effectively in the present and past tense where necessary</li> <li>• Use 'hooks' to grab attention</li> <li>• Begin writing in paragraphs</li> <li>• Read with expression and greater fluency</li> <li>• Read with greater comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Identify, explain and discuss key features of postcards and diaries</li> <li>• Memorise model texts for later adaptation</li> <li>• Collaborate with partners and within groups</li> <li>• Ask relevant questions to extend understanding and knowledge</li> </ul>
<b>2</b>	<b>Narrative Writing</b>	<p>The book 'The Paperbag Prince' will form the basis for the children's learning during this block. They will explore and examine the text in order to better understand how to write their own narratives in a similar style.</p>	<ul style="list-style-type: none"> <li>• Examine similar writing, from the same genre, in order to understand and learn from its structure, vocabulary and grammar</li> <li>• Create settings, characters and plot</li> <li>• Assess the effectiveness of their own and other's writing and suggest improvements</li> <li>• use fronted adverbials</li> <li>• use expanded noun phrases to create description for reader</li> <li>• Discuss words and phrases that capture the reader's interest and imagination</li> </ul>	<ul style="list-style-type: none"> <li>• Increase familiarity with a wide range of books, retelling some of these orally</li> <li>• Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increased range of sentence structures</li> </ul>

3	<b>Information Texts</b>	Students will create a “Rough Guide to Oman” that will include information on animals that can be spotted, the environment that they inhabit and how they are physically adapted/suited to living in that type of environment.	<ul style="list-style-type: none"> <li>• Read a range of non-fiction books in order to examine their particular features – Titles, headings, diagrams, labels, captions, paragraphs.</li> <li>• Write an information text on a particular animal including the main features: title, headings, diagrams, labels, captions, paragraphs.</li> <li>• ‘Box up’ texts and create story maps to improve understanding of non-fiction text structure.</li> <li>• Use fronted adverbials relating to frequency (e.g. often, usually, sometimes, occasionally).</li> </ul>	<ul style="list-style-type: none"> <li>• Ask relevant questions to aid in research.</li> <li>• Recite at least one good example text by heart.</li> <li>• Identify, explain and discuss key features of information texts.</li> <li>• Collaborate with partners and within groups in drama activities.</li> </ul>
4	<b>Narrative Writing</b>	Children identify features of fantasy settings from a variety of books. Children create images of settings and characters in imaginary worlds which they then use as a stimulus for their own writing. Word work on adjectives supports their descriptive writing.	<ul style="list-style-type: none"> <li>• Read a wide range of fantasy style books.</li> <li>• Create stories with fantasy themes, characters and settings.</li> <li>• Plan and write Introductions, build ups, climaxes, resolutions and endings.</li> <li>• Describe settings and characters in detail – what can be seen, heard, smelt and/or felt - to engage readers' interest</li> <li>• Show imagination through use of adjectival phrases and vocabulary that relates to fantasy style stories.</li> <li>• Use a range of connectives independently.</li> <li>• Use a range of different types of opener independently.</li> <li>• Organise texts into paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how writers use expressive language to create images and atmosphere.</li> <li>• Tell stories or parts of a story verbally, conveying detailed information coherently for listeners.</li> <li>• Act out sections or scenes from a story.</li> <li>• Discuss characters' reasons for their behaviour from their actions.</li> </ul>
5	<b>Poetry</b>	Students identify the use of rhyme, alliteration, similes and metaphor in poems. Students use expressive language to create images and atmosphere within their poems.	<ul style="list-style-type: none"> <li>• Use extreme adjectives.</li> <li>• Use powerful verbs and adverbs.</li> <li>• Explore the structure of different types of poetry.</li> <li>• Understand the use of stanza and lines.</li> </ul>	<ul style="list-style-type: none"> <li>• Recite poems orally, both individually and in groups.</li> <li>• Use the environment to inspire poetic writing.</li> </ul>