

Sedgeberrow CE First School

ENGLISH CURRICULUM DESIGN: YEAR 4

ENGLISH CURRICULUM DESIGN – YEAR 4		
FICTION: STORY WRITING and DESCRIPTIONS		
NATIONAL CURRICULUM		
Reading	Writing	
<p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> -listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. -reading books that are structured in different ways and reading for a range of purposes. -using dictionaries to check the meaning of words that they have read. -increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. -identifying themes and conventions in a wide range of books -discussing words and phrases that capture the reader's interest and imagination. <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> -checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. -asking questions to improve their understanding of a text. -drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. -predicting what might happen from details stated and implied. -identifying main ideas drawn from more than one paragraph and summarising these. -identifying how language, structure, and presentation contribute to meaning. <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	Composition	Vocabulary, Punctuation and Grammar
	<p>Plan their writing by:</p> <ul style="list-style-type: none"> -discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. -discussing and recording ideas. <p>Draft and write by:</p> <ul style="list-style-type: none"> -composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. -organising paragraphs around a theme -in narratives, creating settings, characters and plot. <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> -assessing the effectiveness of their own and others' writing and suggesting improvements. -proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. -proof-read for spelling and punctuation errors. <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Develop their understanding of the concepts by:</p> <ul style="list-style-type: none"> -extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. -using the present perfect form of verbs in contrast to the past tense. -choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. -using conjunctions, adverbs and prepositions to express time and cause. -using fronted adverbials. <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> -using commas after fronted adverbials. -indicating possession by using the possessive apostrophe with plural nouns. -using and punctuating direct speech.
KNOWLEDGE	KEY QUESTIONS	
<ul style="list-style-type: none"> -Know the 5 parts of a story (opening, build up, problem/conflict and resolution and use this to plan their own stories. -Learn and retell a collection of stories which are relevant to Year 4 (Talk4Writing). -Recognise and explain the story structures and features of a specific story type, e.g. myth, legends, fairy tales, adventure story etc – give examples of stories and summaries. -Know a range of conjunctions (when, if, because etc) to use in order to vary sentences and include clauses; apply these independently to sentences. -Know what fronted adverbials are and use these in their story writing to vary sentence structure. -Know that a fronted adverbial is followed by a comma. 	<ul style="list-style-type: none"> What techniques can we use to describe characters, settings and events? What are the rules for speech? How can we use dialogue to show relationships between characters? How can we combine dialogue and description? What are fronted adverbials? How do we use them? How can we organise paragraphs when telling a story? 	

<p>-Know a range of literary techniques to use in their sentences to describe characters: ambitious adjectives, expanded noun phrases, 'show not tell' phrases, similes and dialogue. Apply these to their writing with increasing accuracy, consistency, confidence and independence.</p> <p>-Know what metaphors and how these may be used to describe characters.</p> <p>-Know a range of techniques to describe settings and use these will increasing independence, efficiency and imagination.</p> <p>-Understand what a paragraph is and how their stories can be divided into 5 paragraphs to represent the 5 parts of a story; go on to organise parts of the story into further paragraphs as ideas are developed in more detail.</p> <p>-Have an increasing knowledge of vocabulary and word classes (adjectives, verbs, nouns, conjunctions) which can be applied to their writing.</p> <p>-Know how to use direct speech in stories and develop longer conversations between characters to show feelings, relationships, behaviour and motives.</p> <p>-Show a wide knowledge of different authors and the books they have written.</p> <p>*Knowledge of punctuation is a common theme throughout all English units:*</p> <p>-know when to use capital letters, full stops, question marks, exclamations and commas in lists.</p> <p>-use commas after fronted adverbials.</p> <p>-indicate possession by using the possessive apostrophe with plural nouns.</p> <p>-use and punctuate direct speech.</p>	
POSSIBLE OUTCOMES	
Reading/Discussion	Composition
<p>-Develop understanding of story structure: recognise the stages of a story: introduction – build-up - problem or conflict – resolution; appreciate that chronology does not always run smoothly, (e.g.) some events are skimmed over, others are told in more depth.</p> <p>-Develop awareness that the author sets up dilemmas in the story and devises a solution. Make judgements about the success of the narrative, (e.g.) do you agree with the way that the problem was solved?</p> <p>-Understand that the author or director creates characters to provoke a response in the reader, (e.g.) sympathy, dislike; discuss whether the narrator has a distinctive voice in the story.</p> <p>-Identify the use of figurative and expressive language to build a fuller picture of a character; look at the way that key characters respond to a dilemma and make deductions about their motives and feelings – discuss whether their behaviour was predictable or unexpected; explore the relationship between what characters say and what they do – do they always reveal what they are thinking?</p> <p>-Discuss how authors can create entire imaginary worlds; look for evidence of small details that are used to evoke time, place and mood. Look for evidence of the way that characters behave in different settings.</p>	<p>-Imitate: learn model texts and identify features and sentence structures, e.g. fronted adverbials, clauses, dialogue, etc. Focus on vocabulary used, descriptive sentences and use of punctuation. Practise boxing up (Talk4Writing).</p> <p>-Innovate: plan and tell own versions of model texts; tell effectively, e.g. using gestures, repetition, sentence structures, traditional story openings and endings. (Talk4Writing)</p> <p>-Experiment with story ideas: explore dilemmas using drama techniques, (e.g.) improvise alternative courses of action for a character. Consider alternate endings.</p> <p>-Independent application of story writing: plan complete stories by identifying stages in the telling: introduction – build-up – climax or conflict - resolution; use paragraphs to organise and sequence the narrative and for more extended narrative structures; use different ways to introduce or connect paragraphs., e.g. Sometime later..., Suddenly.... etc.</p> <p>-Build word banks to broaden vocabulary when describing settings, characters and events.</p> <p>-Develop dialogue and experiment with conversations between characters, thinking carefully about the verbs which describe how the character speaks. Practise embedding description between dialogue, e.g. <i>"Go away!" Tom shouted as he put on his coat and slammed the door.</i></p> <p>-Use details to build character descriptions and evoke a response; develop settings using adjectives and figurative language to evoke time, place, atmosphere and mood.</p>
<p>Previous learning:</p> <p>Year 3:</p> <p>-Know the 5 parts of a story (opening, build up, problem/conflict and resolution and use this to plan their own stories.</p> <p>-Learn and retell a collection of stories which are relevant to Year 3 (Talk4Writing).</p>	<p>Next learning:</p> <p>Year 5:</p> <p>-Know the 5 parts of a story (opening, build up, problem/conflict and resolution and use this to plan their own stories.</p> <p>-Understand that the 5 parts of a story can then be subdivided into further paragraphs and know how to organise stories into paragraphs which are effectively linked.</p>

<p>-Recognise and explain the story structures and features of a specific story type, e.g. myth, legends, fairy tales, adventure story etc.</p> <p>-Know a range of conjunctions (when, if, because etc) to use in order to vary sentences and include clauses.</p> <p>-Know what prepositions are and use them in their sentences to add detail.</p> <p>-Know the perfect present and past form of verbs and use these correctly in their story writing.</p> <p>-Know a range of literary techniques to use in their sentences to describe characters: ambitious adjectives, expanded noun phrases, 'show not tell' phrases, similes and dialogue.</p> <p>-Know a range of techniques to describe settings – e.g. describe through the senses, use powerful adjectives in a list of three in a sentence, similes etc..</p> <p>-Understand what a paragraph is and how their stories can be divided into 5 paragraphs to represent the 5 parts of a story.</p> <p>-Have an increasing knowledge of vocabulary (adjectives, verbs, nouns, conjunctions) which can be applied to their writing.</p> <p>-Show a good knowledge of different authors and the books they have written.</p> <p>-Understand that authors use questions to make the reader question an event or evoke feelings about the story and students should apply this technique in their own descriptions and stories with correct punctuation.</p> <p>-Know that stories can be written in the first or third person.</p> <p>-Know the difference between reported speech and direct speech in stories.</p> <p>-Know how to use direct speech in stories:</p> <p>*New line, new speaker.</p> <p>*inverted commas/speech marks before and after what is spoken.</p> <p>*Each line of speech starts with a capital.</p> <p>*The line of speech ends with a comma, exclamation mark or question mark.</p> <p>*A reporting clause is used at the end (said Jane, shouted Paul, replied Mum).</p> <p>*A full stop goes after the reporting clause.</p> <p>*Knowledge of punctuation is a common theme throughout all English units:*</p> <p>-Know when to use capital letters, full stops, question marks, exclamations and commas in lists.</p> <p>-Indicate possession by using the possessive apostrophe with plural nouns.</p> <p>-Use and punctuate direct speech.</p>	<p>-Know a wider range of linking words/phrases to join sentences and paragraphs to build cohesion including time adverbials, e.g. later, nearby; and number, secondly.</p> <p>-Learn and retell a collection of stories which are relevant to Year 5 (Talk4Writing).</p> <p>-Understand how to use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that).</p> <p>-Recognise parenthesis and how it can be created with the use of brackets, dashes or commas.</p> <p>-Know how to create parenthesis and use it effectively in story writing to add additional information, viewpoints, etc.</p> <p>-Understand that adverbs and modal verbs indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. Use modal verbs appropriately in creative writing.</p> <p>-Know what personification is and use this effectively in descriptions.</p> <p>-Understand the impact and effectiveness of dialogue in stories.</p> <p>-Know how to include direct speech in stories and use this confidently with correct punctuation.</p> <p>-Know how to effectively combine description and direct speech in their own story writing, e.g. <i>"Just leave me alone!" bellowed Hannah as she stormed out of the room, "I don't want to listen to any more of your lies!"</i></p> <p>-Know, recognise and apply a range of literary techniques to develop characters, settings and events in detail.</p> <p>-Show a wide knowledge of different authors and the books they have written.</p> <p>-Know what suspense is and how to create it in stories.</p> <p>-Know what a cliff-hanger is and how to implement these effectively in a story.</p> <p>*Knowledge of punctuation is a common theme throughout all English units:*</p> <p>-commas to clarify meaning or avoid ambiguity in writing.</p> <p>-hyphens to avoid ambiguity.</p> <p>-brackets, dashes or commas to indicate parenthesis.</p> <p>-semi-colons, colons or dashes to mark boundaries between independent clauses.</p>
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Types of Stories Covered in Year 4:	Key Vocabulary:
Cultural Stories Myths and Legends Journey Stories	Character, setting, adjectives, beginning, middle, ending, author, illustrator, conjunctions, sentences, full stop, capital letters, question marks, exclamation marks, narrator, fairy tale, 'once upon a time', adventure stories, illustrations, fantasy, journeys, science fiction, direct speech, speech marks, 'new line, new speaker', dialogue, fronted adverbials, clauses, myths, legends, portal story, historical stories, conversation, paragraphs, opening, build-up, problem/conflict, resolution, ending.

ENGLISH CURRICULUM DESIGN – YEAR 4			
POETRY			
NATIONAL CURRICULUM			
Reading		Writing	
Listen, discuss, respond	Understanding	Composition	Vocabulary, Punctuation and Grammar
<ul style="list-style-type: none"> -Listen to and discuss a wide range of fiction, poetry . - Read books (poems) that are structured in different ways and reading for a range of purposes. - Identify themes and conventions in a wide range of books (poems). - Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. - Discuss words and phrases that capture the reader’s interest and imagination. - Recognise some different forms of poetry (for example, free verse, narrative poetry) - Participate in discussion about both books (poems) that are read to them and those they can read for themselves, taking turns and listening to what others say. 	<ul style="list-style-type: none"> -Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. - Ask questions to improve their understanding of a text. - Draw inferences and justifying inferences with Evidence. - Identify main ideas drawn from more than one paragraph (verse) and summarising these - Identify how language, structure, and presentation contribute to meaning. 	<p>Plan writing by:</p> <ul style="list-style-type: none"> - discussing writing (forms of poems) similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. - discussing and recording ideas. <p>Draft and write by:</p> <ul style="list-style-type: none"> - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence (line) structures - organising paragraphs (verses) around a theme. <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> - assessing the effectiveness of their own and others’ writing and suggesting improvements. - proposing changes to grammar and vocabulary to improve consistency. <p>-Read aloud their own writing (poem), to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<ul style="list-style-type: none"> -Use a wider range of conjunctions, including when, if, because, although. - Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (or repetition for effect) - Conjunctions, adverbs and prepositions to express time and cause. - Indicate possession by using the possessive apostrophe with plural nouns. - Paragraphs (verses) as a way to group related material - Expanded noun phrases.
KNOWLEDGE		KEY QUESTIONS	
<ul style="list-style-type: none"> -Use knowledge of different poetry forms taught in previous years to compare different types of poetry. -Recognise and discuss the rhyme pattern within poetry. -Count the number of syllables in a word or line of a poem <p><i>-Recognise and name different forms of poems: kennings, haiku and narrative poems.</i></p> <ul style="list-style-type: none"> -Kennings: describes the qualities of something using two-word phrases in the place of a noun. Kenning poems use two-word phrases on each line and may include metaphors -Haiku: This is a Japanese poem with the intention of evoking images. It follows the structure Line 1: 5 syllables Line 2: 7 syllables Line 3: 5 syllables <p>-Narrative Poems: tells a story. It may be free verse or involve rhythm and rhyme.</p>		<ul style="list-style-type: none"> -What form of poetry is this? How do you know? What are its features? -What is a kenning? -What would you expect to see in a kenning? -Can you think of two words which could describe this noun? -What is a haiku? -What is unique about a haiku? How is it set out? -What are metaphors? -Can you give examples of metaphors from the poem? -What is a narrative poem? -How many syllables does this word have? -How are these two poems similar? How are they different? -Can we sort these poems according to their forms? Are any of the poems ambiguous as to which form they fit into? 	

<p>-Free Verse: A narrative poem tells a story. It may be free verse or involve rhythm and rhyme.</p> <p>-Know the layout of specific forms of poetry, e.g. haiku.</p> <p>-Recognise metaphors.</p>		
POSSIBLE OUTCOMES		
Reading	Performing	Composition
<p>Read/discuss a range of poems considering:</p> <ul style="list-style-type: none">-Types of poems and how you know.- Structure of the poem.- Purpose of the poem.-Literary techniques that have been used, e.g. metaphors, similes, alliteration etc. <p>-Sort poems into different forms. Are they easy to sort or are some ambiguous?</p> <p>-Discuss the poem’s form and suggest the effect on the reader.</p> <p>-Summarise poems.</p>	<ul style="list-style-type: none">-Perform a range of poems exploring intonation, tone, pace, volume and actions.-Consider the impact of the performance on the listener.-Perform narrative poems.-Explore different voices for the narrator and characters.-Perform free verse poems.	<ul style="list-style-type: none">-Use language playfully to exaggerate or pretend;-Use similes to build images and identify clichés in own writing;-Write free verse; use a repeating pattern; experiment with simple forms and literary techniques.-Write own kennings.-Write own haikus-Experiment and create different metaphors.
<p>Previous learning:</p> <p>Year 3:</p> <ul style="list-style-type: none">-Use knowledge of different poetry forms taught in previous years to compare different types of poetry.-Recognise and discuss the rhyme pattern within poetry. <p>-Recognise and name different forms of poems including: acrostic, riddles, free verse, ballads and narrative poems:</p> <p>-Acrostic Poems : this is a poem in which certain letters of each line spells out a word, name, or phrase when read vertically</p> <p>-Ballad: a poem or song that narrates a story in short stanzas. It may use rhythm and rhyme</p> <p>-Free Verse: these poems do not follow particular forms and are without rhythm and rhyme. Some examples could be monologue, list poems, narrative poems.</p> <p>-Narrative Poems: A narrative poem tells a story. It may be free verse or involve rhythm and rhyme.</p> <p>- Riddles: Generally presented as a puzzle to be solved. They may often have clues to a unknown object or person.</p> <p>-Recognise, name and consolidate their understanding and application of different literary techniques used in poetry – similes, alliteration, adjectives, verbs and onomatopoeia:</p> <p>-Alliteration is when words that start with the same sound are used repeatedly in a phrase or sentence.</p> <p>-Onomatopoeia is a word that describes a sound.</p> <p>-Simile is when something is compared to another thing using ‘as’ or ‘like’ to paint a picture in reader’s mind.</p>	<p>Next learning:</p> <p>Year 5:</p> <ul style="list-style-type: none">-Know and use the following terminology correctly to describe and analyse different forms of poetry as well as write their own poems (building on all previous programmes of study): alliteration, onomatopoeia, similes, expanded noun phrases, metaphors, rhyme, repetition, personification, rhyming couplets, stanza, quatrain, humour, cliché. <p>-Know that personification is when objects, animals and plants are given human qualities to help paint a picture in the reader’s mind.</p> <p>-Know that a stanza is a verse (which often has 4 lines).</p> <p>-Know that a quatrain is a stanza with four lines where usually alternate lines rhyme.</p> <p>-Recognise that a limerick is a form of poetry which is a five line comic verse where the 1st, 2nd and 5th line rhyme with each other and the 3rd and 4th line rhyme with each other.</p> <p>-Recognise that a cinquain is a form of poetry which has a 5 line structure. It follows the pattern:</p> <p>Line 1: 2 syllables Line 2: 4 syllables Line 3: 6 syllables Line 4: 8 syllables Line 5: 2 syllables</p> <p>-Recognise that a sonnet is a poem of fourteen lines using any of a number of formal rhyme schemes, in English typically having ten syllables per line.</p> <p>-Understand the layout of a limerick on the page.</p> <p>-Understand the layout of a cinquain on the page.</p>	

ENGLISH CURRICULUM DESIGN – YEAR 4		
INSTRUCTIONAL WRITING		
NATIONAL CURRICULUM		
Reading	Writing	
Listening, Responding and Understanding	Composition	Vocabulary, Punctuation and Grammar
<ul style="list-style-type: none"> -Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. -Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. -Ask questions to improve their understanding of a text. -Identify how language, structure, and presentation contribute to meaning. -Retrieve and record information from non-fiction. 	<p>Plan their writing by:</p> <ul style="list-style-type: none"> -discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. -discussing and recording ideas composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. <p>Draft and edit:</p> <ul style="list-style-type: none"> -non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> -assessing the effectiveness of their own and others' writing and suggesting improvements. -proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. -proof-read for spelling and punctuation errors. -read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> -Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. -Use the present perfect form of verbs in contrast to the past tense. -Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. -Use conjunctions, adverbs and prepositions to express time and cause -Use fronted adverbials -Use commas after fronted adverbials. -Indicate possession by using the possessive apostrophe with plural nouns.
KNOWLEDGE		KEY QUESTIONS
<p>Children know that instructions:</p> <ul style="list-style-type: none"> -Tell us how to do or make something. -Give information on how to complete a task. -Describe a process in chronological order. -Not all instructions have to be in chronological order. -Instructions are written for different purposes and audiences. -Instructions can be formal or informal. <p>Children will know and understand the meaning of these grammatical features (including vocabulary and punctuation):</p> <ul style="list-style-type: none"> -Fronted adverbials. <p>Children will know that these are features of instructional writing:</p> <ul style="list-style-type: none"> -Title or statement at the top to show what will be achieved by completing the instructions. - Include an introduction to interest or hook the reader <i>e.g. These simple directions will help you to... Have you ever wondered how to...? Have you ever been bored by... Well this game will give you hours of fun.</i> -List of equipment or ingredients punctuated with commas. -Numbered steps or bullet points to show the order the instructions should be completed in. 		<p>Why do instructions have hook at the beginning?</p> <p>How can we conclude the instructions?</p> <p>Are these instructions clear enough? How could we improve these instructions?</p>

<ul style="list-style-type: none"> -Imperative verbs which demonstrate an increased range of vocabulary and give the command of what to do, <i>e.g. attach, construct, rewind, etc.</i> -Prepositional phrases to give clearer detail about the instruction, <i>e.g. Place the card on top of the material.</i> -Varied command sentences. -Precautionary advice and tips embedded within the instructions using the conjunctions, 'if' and 'when'. -Diagrams to support the written instructions. -Fronted Adverbials to add additional information about the instructions, <i>e.g. Without spilling it, transfer the powder to...</i> -Use subordinate clauses to add additional information, <i>e.g. the next player, who should have taken a card already, will roll the dice...</i> -Add conclusions to wrap up and summarise, <i>e.g. Follow these directions carefully and you will never need to...; These simple instructions should enable anyone to...</i> <p>*Knowledge of punctuation is a common theme throughout all English units:*</p> <ul style="list-style-type: none"> -know when to use capital letters, full stops, question marks, exclamations and commas in lists. -use commas after fronted adverbials. -indicate possession by using the possessive apostrophe with plural nouns. 	
POSSIBLE OUTCOMES	
<p>Reading/Discussion</p> <ul style="list-style-type: none"> -Read and follow more complex instructions. -Evaluate sets of instructions (including attempting to follow some of them) for purpose, organisation and layout, clarity and usefulness. -Identify sets of instructions which are for more complex procedures , or are combined with other text types (e.g. some recipes). -Compare instructions in terms of audience/purpose and form (structure and language features). 	<p>Composition</p> <ul style="list-style-type: none"> -In group work, give clear oral instructions to achieve the completion of a common task. Explore different ways of giving the command and the best language to use to ensure the instruction is clear. -Write a set of instructions (using appropriate form and features) and test them out on other people, revise and try them out again. -Plan and write a set of instructions for a specific audience and purpose.
<p>Previous learning:</p> <p>Year 3:</p> <p>Children know that instructions:</p> <ul style="list-style-type: none"> -Tell us how to do or make something. -Give information on how to complete a task. -Describe a process in chronological order. -Not all instructions have to be in chronological order. <p>Children will know and understand the meaning of these grammatical features (including vocabulary and punctuation):</p> <ul style="list-style-type: none"> -Prepositions. -Present tense. -Commas in lists. -Subordinate clauses. <p>Children will know that these are features of instructional writing:</p> <ul style="list-style-type: none"> -Title or statement at the top to show what will be achieved by completing the instructions. -List of equipment or ingredients punctuated with commas. -Numbered steps or bullet points to show the order the instructions should be completed in. -A variety of imperative verbs which give a clear command of what to do, <i>e.g. select, turn, press, mix, etc.</i> -Prepositional phrases to give clearer detail about the instruction, <i>e.g. Place the card underneath the material.</i> -Vary sentence structure by using prepositions, subordinate clauses etc. 	<p>Next learning:</p> <p>Year 5:</p> <p>Children know that instructions:</p> <ul style="list-style-type: none"> -Tell us how to do or make something. -Give information on how to complete a task. -Describe a process in chronological order. -Not all instructions have to be in chronological order. -Instructions are written for different purposes and audiences. -Instructions can be formal or informal. <p>Children will know that these are features of instructional writing and will apply them to their writing:</p> <ul style="list-style-type: none"> -Title or statement at the top to show what will be achieved by completing the instructions. -Include introductions to interest or hook the reader <i>e.g. These simple directions will help you to... Have you ever wondered how to...? Have you ever been bored by...Well this game will give you hours of fun.</i> -List of equipment or ingredients punctuated with commas. -Use a full colon to introduce a list. -Numbered steps or bullet points to show the order the instructions should be completed in. -Imperative verbs which give the command of what to do and show an expanded vocabulary, <i>e.g. position, locate, combine, connect etc.</i> -Prepositional phrases to give clearer detail about the instruction, <i>e.g. Position the template underneath</i> -Varied command sentences.

<p>-Command sentences.</p> <p>-Precautionary advice and tips embedded within the instructions e.g. use conjunctions 'if' and 'when' – <i>If you are using a sharp knife then be very careful. When using the oven and taking out the tray, always use a glove because it will be very hot!</i></p> <p>-Diagrams to support the written instructions.</p> <p>-Use subordinate clauses to add additional information, e.g. <i>the next player, who should have taken a card already, will roll the dice...</i></p> <p>-Adverbs of time, place and how often.</p> <p>-Present tense.</p> <p>-Third person.</p> <p>*Knowledge of punctuation is a common theme throughout all English units:*</p> <p>-Know when to use capital letters, full stops, question marks, exclamations and commas in lists.</p> <p>-Indicate possession by using the possessive apostrophe with plural nouns.</p>	<p>-Precautionary advice and tips embedded within the instructions.</p> <p>-Fronted Adverbials to add additional information about the instructions, e.g. <i>Without spilling it, transfer the powder to...</i></p> <p>-Use subordinate clauses to add additional information, e.g. <i>the next player, who should have taken a card already, will roll the dice...</i></p> <p>-Brackets to add in extra information about a step within the instructions.</p> <p>-Add conclusions to wrap up and summarise, e.g. <i>Follow these directions carefully and you will never need to...; These simple instructions should enable anyone to...</i></p> <p>- Increase the complexity of topics and steps to include:</p> <p style="padding-left: 20px;">*Explanations: who the instructions are intended for; to introduce technical language; to guide readers on how to use the instructions; to describe/define outcomes e.g. <i>what counts as winning, what a product should look or taste like, how it should behave; etc.</i></p> <p style="padding-left: 20px;">* Multiple prior or parallel steps e.g. <i>Before this can be done, the ends should be tied off so that ...While the glue is setting, cut the wires to fit round.</i></p> <p style="padding-left: 20px;">* Options e.g. <i>at this point you can either (a)...or (b)...; ...any player may roll the dice but only the player with...etc.</i></p> <p>-Understand that a diagram, picture or flowchart may benefit the instructions.</p> <p>Using their knowledge of audience and purpose the children will make decisions about their instructional writing:</p> <p>-Vary the tone and formality e.g. to make instructions sound: authoritarian with uncompromising imperatives e.g. <i>Leave the building quietly, Do not leave the area until...;</i> or more friendly and reasonable by using modal verbs such as, may, might, should, could, would etc.</p> <p>-Speak to a general audience e.g. <i>These regulations are intended for the use of...</i></p> <p>-Address an individual e.g. <i>To get the best results, you should take a few minutes to ...</i></p> <p>When finished, check carefully to ensure instructions are:</p> <p>-Make sure the instructions make sense and are free of ambiguity and contradiction.</p> <p>-Check their instructions are effectively sequenced to achieve their objective and can be easily understood by others.</p> <p>*Knowledge of punctuation is a common theme throughout all English units:*</p> <p>-commas to clarify meaning or avoid ambiguity in writing.</p> <p>-hyphens to avoid ambiguity.</p> <p>-brackets, dashes or commas to indicate parenthesis.</p> <p>-semi-colons, colons or dashes to mark boundaries between independent clauses.</p>
Suggestions for Types of Instructions	Key Vocabulary:
<p>Recipes.</p> <p>Instructions for games.</p> <p>Instructions linked to products made in Design and Technology.</p> <p>Directions.</p> <p>Simple manuals – e.g. building a Lego model.</p>	<p>Instructions, steps, numbers, chronological order, steps, imperative verbs, list, equipment, title, ingredients, materials, commas, warning triangle, adverbs, audience, purpose, conclusion, precautionary advice, prepositional phrases, bullet points, conclusion, hook sentence.</p>

ENGLISH CURRICULUM DESIGN – YEAR 4		
INFORMATION TEXTS: NON-CHRONOLOGICAL REPORT		
NATIONAL CURRICULUM		
Reading	Writing	
Listening, Responding and Understanding	Composition	Vocabulary, Punctuation and Grammar
<ul style="list-style-type: none"> -Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. -Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. -Ask questions to improve their understanding of a text. -Identify how language, structure, and presentation contribute to meaning. -Retrieve and record information from non-fiction. 	<p>Plan their writing by:</p> <ul style="list-style-type: none"> -discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. -discussing and recording ideas composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. <p>Draft and edit:</p> <ul style="list-style-type: none"> -non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> -assessing the effectiveness of their own and others' writing and suggesting improvements. -proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. -proof-read for spelling and punctuation errors. -read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> -Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. -Use the present perfect form of verbs in contrast to the past tense. -Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. -Use conjunctions, adverbs and prepositions to express time and cause -Use fronted adverbials -Use commas after fronted adverbials. -Indicate possession by using the possessive apostrophe with plural nouns.
KNOWLEDGE		KEY QUESTIONS
<p>Children know that information texts/non-chronological reports</p> <ul style="list-style-type: none"> -Can be presented in a range of ways ranging from written texts to webpages. -Contain both fact and opinion. -May be written for different purposes – to inform, to entertain, to warn, to educate. <p>Children will know that these are features of information text/non-chronological reports and will include these in their writing:</p> <ul style="list-style-type: none"> -Subheadings. -Clear paragraphs. -Bullet points. -Introductory paragraph. -Concluding paragraph to round up the report. -Use mostly present tense, 3rd person in formal style for an unknown audience. -Collect and use specialised and technical vocabulary linked to the topic: e.g. <i>originated, mammal, rodent; medical, stretcher oxygen; axle, tread, tow-bar; location, site, situation</i> etc. -Use complex sentences to combine information clearly and precisely, and vary sentence style and length to keep the reader interested e.g. <i>Dormice are small, nocturnal rodents who can hibernate for up to 6 months each year, while the weather is cold.</i> -Sections may have one or more paragraphs, to mark new information, subsections etc. 		<p>What are the most important facts In this report? Was this report informative or entertaining?</p> <p>What are the facts and what is the opinion in this report? How do you know?</p> <p>Compare these two reports about the same topic: how are they similar? How are they different?</p> <p>Who is the audience for this report?</p>

<p>-Use a more sophisticated range of generalisers and conjunctions:</p> <ul style="list-style-type: none"> *Generalisers e.g. <i>all..., many..., the majority..., typically..., like most..., always..., often..., sometimes..., usually...</i> *To add information: e.g. <i>as well as..., furthermore..., additionally..., moreover..., Not only...</i> *Showing cause and effect: e.g. <i>because..., so..., as a result..., due to..., this means that...</i> * To compare: e.g. <i>like the..., similarly..., as with..., equally..., in contrast to...</i> etc. *For emphasis: e.g. <i>most of all..., most importantly.</i> <p>*Knowledge of punctuation is a common theme throughout all English units:*</p> <ul style="list-style-type: none"> -know when to use capital letters, full stops, question marks, exclamations and commas in lists. -use commas after fronted adverbials. -indicate possession by using the possessive apostrophe with plural nouns. 	
POSSIBLE OUTCOMES	
Research	Composition
<ul style="list-style-type: none"> -Prepare for factual research by reviewing what is known, what is needed, what is available and where one might search. -Routinely use dictionaries and thesaurus and use 3rd and 4th place letters to locate and sequence words in alphabetical order. -Scan texts in print or on screen to locate key words or phrases, headings, lists, bullet points, captions and key sentences (to appraise their usefulness in supporting the reader to gain information effectively. -Collect information from a variety of sources. -Identify how paragraphs are used to organise and sequence information. -Mark and annotate headings, key sentences and words in printed text or on screen. -Make short notes, e.g. by abbreviating ideas, selecting key words, listing or in diagrammatic form. 	<ul style="list-style-type: none"> -Present information from a variety of sources in one simple format, e.g. chart, labelled diagram, graph, matrix. -Develop and refine ideas through planning and drafting. -Edit down and reword a sentence or paragraph by deleting the less important elements, e.g. repetitions, asides, secondary considerations and explain the reasons for the editorial choices.
<p>Previous learning: Year 3:</p> <p>Children know that information texts/ non-chronological reports:</p> <ul style="list-style-type: none"> - Differ in presentation between texts e.g. between fiction and non-fiction, between books and IT-based sources, between magazines, leaflets and reference texts. -Contain factual information. -Have a contents page at the start and can demonstrate how to use this independently. -Have an index page at the back and that the words are ordered alphabetically, which they can use independently -Contain glossaries which they can use independently. -Are usually written in the present tense. <p>Children will know that these are features of information text/non-chronological reports and will include these in their writing:</p> <ul style="list-style-type: none"> -A topic sentence to capture interest and define subject. -A reason and/or invitation to read on; more detailed definitions e.g. of type, appearance, where found, habitat and diet for creatures, purposes and uses for materials etc. -A range of interesting facts and ideas about the topic in a sequence which builds up information logically. -A conclusion leaving an amazing, unexpected and memorable fact to leave the reader thinking. -Subheadings. 	<p>Next learning: Year 5:</p> <p>Children know that information texts/non-chronological reports:</p> <ul style="list-style-type: none"> -Can serve different purposes and different audiences. -Have a varying degree of reliability and children can identify signposts for reliability. -May contain different viewpoints as well as factual information. <p>Children will know that these are features of information text/non-chronological reports and will include these in their writing:</p> <ul style="list-style-type: none"> -Subheadings -Detailed paragraphs around a theme or fact. -Bullet points. -Introductory paragraph. -Concluding paragraph to round up the report with a summary or interesting fact. -Use an expanding range of conjunctions. -Use of provisional statements with words and phrases like, <i>usually..., seem to be..., tend to...</i> -Have a balance of opinions as well as facts e.g. <i>Some people still believe that... It used to be thought that...</i> -Write reports for different audiences and purposes: For example: to interest or attract; to warn; to report objectively. -Use mostly present tense, 3rd person in formal style for an unknown audience. -Collect and use specialised and technical vocabulary linked to the topic.

<ul style="list-style-type: none"> -Bullet points. -Diagrams and labels. <p>*Knowledge of punctuation is a common theme throughout all English units:*</p> <ul style="list-style-type: none"> -Know when to use capital letters, full stops, question marks, exclamations and commas in lists. -Indicate possession by using the possessive apostrophe with plural nouns. 	<ul style="list-style-type: none"> -Use complex sentences to combine information clearly and precisely, and vary sentence style and length to keep the reader interested. -Use parenthesis to add extra information. -Vary sentence structure, length and type: <ul style="list-style-type: none"> *complex sentences to combine information clearly and precisely, and vary sentence style and length to keep the reader interested. *sentences with lists of three: Dormice are fast, agile and extremely well adapted to climbing. *active and passive voices: <i>e.g. Baby dormice are born helpless and hairless. They need to be by their mothers for the first 20 days...</i> *conditional and hypothetical (if...then) sentences <i>e.g. If they are woken up too soon...</i> *exclamatory sentences: <i>e.g. To this day, dormice are hunted and eaten in Slovenia!</i> <p>*Knowledge of punctuation is a common theme throughout all English units:*</p> <ul style="list-style-type: none"> -commas to clarify meaning or avoid ambiguity in writing. -hyphens to avoid ambiguity. -brackets, dashes or commas to indicate parenthesis. -semi-colons, colons or dashes to mark boundaries between independent clauses.
<p>Key Vocabulary:</p>	
<p>Report, non-chronological report, information, facts, factual information, opinion, viewpoint, technical vocabulary, paragraphs, subheadings, introductory paragraph, concluding paragraph, audience, purpose, emphasis, complex sentences, conjunctions, bullet points, note-taking, relevant information, diagrams, knowledge, glossary, contents page, index, alphabetical order, dictionary, hyperlinks, webpages, educate, inform, entertain, present tense, 3rd person, fronted adverbials, full colons.</p>	

ENGLISH CURRICULUM DESIGN – YEAR 4		
RECOUNTS		
NATIONAL CURRICULUM		
Reading	Writing	
Listening, Responding and Understanding	Composition	Vocabulary, Punctuation and Grammar
-Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. -Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. -Ask questions to improve their understanding of a text. -Identify how language, structure, and presentation contribute to meaning. -Retrieve and record information from non-fiction.	Plan their writing by: -discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. -discussing and recording ideas composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Draft and edit: -non-narrative material, using simple organisational devices [for example, headings and sub-headings] Evaluate and edit by: -assessing the effectiveness of their own and others’ writing and suggesting improvements. -proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. -proof-read for spelling and punctuation errors. -read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	-Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. -Use the present perfect form of verbs in contrast to the past tense. -Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. -Use conjunctions, adverbs and prepositions to express time and cause -Use fronted adverbials -Use commas after fronted adverbials. -Indicate possession by using the possessive apostrophe with plural nouns.
KNOWLEDGE		KEY QUESTIONS
Children know that recounts: -Can retell a factual or fictional event. -Combine fact and opinion. -Come in many different forms – diary, letter, autobiography, sports report, newspaper report, TV new report, podcast, radio news etc. -Can be written in the 1 st and 3 rd person.		What are the features of a newspaper report? How is the narrator of a diary and a newspaper report different? Give examples of different types of recounts
Features of a Recount about a Personal Experience (including a diary or letter): -Introduction to give a clear understanding of what the text will be about. -Concluding paragraph to summarise the overall impact. -Links between sentences and paragraphs so that the recount of the experience flows. -Paragraphs organised around key events and joined with time conjunctions and fronted adverbials. -Elaboration within paragraphs to develop: description using adjectival phrases to depict action and feelings. -Written in the first person or third person depending on the style, purpose etc. -Written in the past tense.		How can we show people’s views or opinions in a newspaper report? What is a quote? How can we show a quote in a newspaper report? What sort of information needs to be included in the introductory paragraph of a newspaper report? When would a recount be written in the third person?

<p>-Subordinate clauses to add interest and allow opinion/feelings to be woven in between the action and events.</p> <p>Features of a Recount in the form of a Newspaper Report:</p> <ul style="list-style-type: none"> -Catchy headline (using alliteration, rhyme). -Subheading underneath the headline. -Introductory paragraph to set the scene with specific details of the date, time, place and people involved – what, when, where and who. -Paragraphs organised around key points and linked to build the sequence of events. -Include interviews with key witnesses or people involved – quote what was said and indicate this with inverted commas. -Concluding paragraph which summarises or rounds up the report, e.g. <i>The Police will continue their investigation into the crimeThe Tug of Rope sponsored event was such a success that we look forward to hearing about future fundraising opportunities at the school etc.</i> -Presented as a newspaper article in columns (templates may be provided). <p>*Knowledge of punctuation is a common theme throughout all English units:*</p> <ul style="list-style-type: none"> -know when to use capital letters, full stops, question marks, exclamations and commas in lists. -use commas after fronted adverbials. -indicate possession by using the possessive apostrophe with plural nouns. 	
<p style="text-align: center;">POSSIBLE OUTCOMES</p>	
<ul style="list-style-type: none"> -Watch or listen to third person recounts such as news or sports reports on television, radio or podcast and identify the sequence of main events. -Read examples of third person recounts such as letters, newspaper reports and diaries and recount the same event in a variety of ways, such as in the form of a story, a letter, a news report ensuring agreement in the use of pronouns. -Read autobiographies and identify the viewpoint, experiences and distinguish between facts and opinion/feelings. -Write newspaper style reports, e.g. about school events or an incident from a story, using a wider range of connectives, such as meanwhile, following, afterwards and including detail expressed in ways which will engage the reader. -Plan, write and edit recounts about real life and fictional events in the form of diaries, letters or newspaper reports. 	
<p>Previous learning: Year 3:</p> <p>Children know that recounts:</p> <ul style="list-style-type: none"> -Retell events or an experience in time order. -Combine fact and feelings/opinion. -Written in the first person. -May be written as diaries and letters. -Can be based on real life experiences or fictional situations. <p>Children will know that these are features of recounts about a personal experience (including in the form of a diary or letter) and will include these in their writing:</p> <ul style="list-style-type: none"> -Introduction to give a clear understanding of what they text will be about. -Concluding paragraph to summarise the overall impact of the experience, e.g. what was learnt, would they recommend the experience etc. -Links between sentences and paragraphs to navigate the reader. -Paragraphs organised around key events. -Adverbs of time. -Adverbs of place. 	<p>Next learning: Year 5:</p> <p>Children will know that recounts:</p> <ul style="list-style-type: none"> -Can be presented in different ways and in different formats e.g. newspaper report, diary, podcast, sports report etc. -Can be about the same incident and the way the same information is reported can be very different. -Contain both fact and opinion, which need to be evaluated for reliability. <p>Features of a Recount about a Personal Experience (including a diary, autobiography, biography):</p> <ul style="list-style-type: none"> -Introduction to give a clear understanding of what the text will be about. -Concluding paragraph to summarise the overall impact of the experience. -Links between sentences and paragraphs so that the recount of the experience flows. -Paragraphs organised around key events and joined with time conjunctions and fronted adverbials. -Elaboration within paragraphs to develop: description using expanded noun phrases to convey complicated information concisely.

<ul style="list-style-type: none"> -Adverbs of manner. -Nouns and pronouns used for clarity and cohesion. -Use adjectival phrases and description to depict action in detail and convey feelings/opinions. -Past tense. -First person narrator consistently used. -Diaries may begin with 'Dear Diary'. <p>*Knowledge of punctuation is a common theme throughout all English units:*</p> <ul style="list-style-type: none"> -Know when to use capital letters, full stops, question marks, exclamations and commas in lists. -Indicate possession by using the possessive apostrophe with plural nouns. 	<ul style="list-style-type: none"> -Use modal verbs or adverbs to indicate degrees of possibility about the events and further events happening. -Use parenthesis to add in extra information about feelings towards the experience. -Written in the first person in the case of a diary or autobiography. -Written in the third person if it is a biography. -Written in the past tense. -Subordinate clauses to add interest and allow opinion/feelings to be woven in between the action and events. <p>Features of a Recount in the form of a Newspaper Report:</p> <ul style="list-style-type: none"> -Catchy headline (using alliteration, rhyme, puns etc). -Subheading underneath the headline. -Introductory paragraph to set the scene with specific details of the date, time, place and people involved – what, when, where and who. -Paragraphs organised around key points and linked to build the sequence of events. -Use of conjunctions to build up evidence and information, e.g., in addition, furthermore, moreover etc. -Include interviews with key witnesses or people involved – quote what was said and indicate this with inverted commas. -Concluding paragraph which summarises or rounds up the report, e.g. <i>Further investigation is needed and the Police ask that anyone with additional information should contact them immediately.</i> -Use specific vocabulary and terminology specific to the event being reported. -Use of clauses within sentences to vary structure and to add interest for the reader. -Use generalisers in sentences, e.g. The general public is known to..... Many people in the town believe..... -Use evidence in the report backed up by data, statistics or scientific research. -Presented as a newspaper article in columns.
Text Examples:	Key Vocabulary:
<p>Recounts based on the children's own experiences.</p> <p>Diaries.</p> <p>Letters.</p> <p>Autobiographies.</p> <p>Sports Reports.</p> <p>Newspaper Reports.</p> <p>TV News reports e.g. Newsround.</p>	<p>Recount, remember, what, who, when, why, how, time conjunctions, activity, school trip, yesterday, last week, next, after, then, lastly, happened, favourite, paragraph, sequence, order, introduction, conclusion, if, when, because, adverbs, summarise, diary, first person, newspaper report, quote, inverted commas, third person, autobiographies, sports reports, headline, subheading, alliteration, puns, rhyme, article, witness account, columns, reporter, experience</p>

ENGLISH CURRICULUM DESIGN – YEAR 4		
EXPLANATIONS		
NATIONAL CURRICULUM		
Reading	Writing	
Listening, Responding and Understanding	Composition	Vocabulary, Punctuation and Grammar
<p>-Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>-Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>-Ask questions to improve their understanding of a text.</p> <p>-Identify how language, structure, and presentation contribute to meaning.</p> <p>-Retrieve and record information from non-fiction.</p>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> -discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. -discussing and recording ideas composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. <p>Draft and edit:</p> <ul style="list-style-type: none"> -non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> -assessing the effectiveness of their own and others' writing and suggesting improvements. -proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. -proof-read for spelling and punctuation errors. -read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> -Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. -Use the present perfect form of verbs in contrast to the past tense. -Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. -Use conjunctions, adverbs and prepositions to express time and cause -Use fronted adverbials -Use commas after fronted adverbials. -Indicate possession by using the possessive apostrophe with plural nouns.
KNOWLEDGE		KEY QUESTIONS
<p>Children know that explanations should include:</p> <p>-A clear structure: a concise introduction, followed by sequential explanation, organised into paragraphs and a summarised conclusion.</p> <p>-Language features: usually present tense; use of conjunctions of time and cause and effect; use of passive voice:</p> <ul style="list-style-type: none"> * For cause and effect e.g. <i>this means that..., as a result..., owing to..., in order to, leading to..., where..., when..., therefore..., consequently...,</i> *To add information: e.g. <i>as well as..., furthermore..., additionally..., moreover..., not only...,</i> *To compare: e.g. <i>like the..., similarly..., as with..., equally..., in contrast to..., etc.</i> *For emphasis: e.g. <i>most of all..., more importantly...</i> *Technical language, explaining what it means where necessary. *Descriptive language to illustrate key points and help the reader build a picture of what is being explained. <p>-Presentation: use of diagrams, flowcharts and other illustrations, paragraphing, conjunctions (if, when, because), subheadings, numbering.</p>		<p>How should we start this explanation?</p> <p>How could we set the explanation out?</p> <p>What conjunctions could we use in this explanation?</p>

<p>*Knowledge of punctuation is a common theme throughout all English units:*</p> <ul style="list-style-type: none"> -know when to use capital letters, full stops, question marks, exclamations and commas in lists. -use commas after fronted adverbials. -indicate possession by using the possessive apostrophe with plural nouns. 	
<p style="text-align: center;">POSSIBLE OUTCOMES</p>	
<ul style="list-style-type: none"> -Read and analyse explanatory texts to identify key features. -Distinguish between explanatory texts, reports and recounts while recognising that an information book might contain examples of all these forms of text or a combination of these forms. -Orally summarise processes carried out in the classroom and on screen in flowcharts or cyclical diagrams as appropriate. -Contribute to the shared writing of an explanation where the teacher acts as scribe and models the use of paragraphs, connectives and the other key language and structural features appropriate to explanatory writing. -After oral rehearsal, write explanatory texts independently from a flowchart or other diagrammatic plan, using the conventions modelled in shared writing. 	
<p>Previous learning: Year 3:</p> <p>Children know that explanations should include:</p> <ul style="list-style-type: none"> -General statement to introduce the topic, e.g. <i>in the autumn some birds migrate</i>. -A series of logical steps explaining how or why something occurs, e.g. <i>because the days get shorter and there is less light...</i> -Steps continue until the explanation is complete. End with a summary statement or memorable piece of information, e.g. <i>As a result, dinosaurs quickly became extinct along with about 50% of other animal species</i>. -Paragraphs organised around a topic or process. -Specific vocabulary associated with the topic or process. -Description of parts or steps in a process. -Explanation of how or why something happens, e.g. use conjunctions such as 'if', 'when' – <i>If you press this button on the remote...</i> 'When the brakes on the handle bars are pressed, the wheels will stop turning'. etc. -Techniques for interesting the reader e.g. with: <ul style="list-style-type: none"> *a title that captures curiosity/interest: e.g. <i>The discovery of bubble gum; Why are dragons extinct?</i> *an exclamation: e.g. <i>Beware – foxes can bite!</i> *questions: e.g. <i>Did you know that...?</i> -Subheadings to help the reader navigate the explanation. -A flowchart to illustrate a process with clear labels. <p>*Knowledge of punctuation is a common theme throughout all English units:*</p> <ul style="list-style-type: none"> -Know when to use capital letters, full stops, question marks, exclamations and commas in lists. -Indicate possession by using the possessive apostrophe with plural nouns. 	<p>Next learning: Year 5:</p> <p>Children know that explanations should include:</p> <ul style="list-style-type: none"> -Introductions that link to their experiences e.g. No doubt you will have seen a suspension bridge, and it's almost as likely that you've travelled over one. -Similes to illustrate points e.g. a tree's bark is like our skin..., the cables of a suspension bridge are stretched under tension like a spring., -Possible use of diagrams, charts, illustrations or models. -Use of provisional statements with words and phrases like, <i>usually...</i>, <i>seem to be...</i>, <i>tend to...</i> -Opinions as well as facts e.g. <i>Some people still believe that... It used to be thought that...</i> -Technical vocabulary to add precision e.g. <i>spine, compression, glucose</i>. -References to sources of evidence to add authority e.g. <i>Most people now believe..., However, last year, a new variety was discovered...</i> -Vary sentence structure, length and type e.g. complex sentences to combine information effectively: e.g. <i>The outer bark keeps a tree from losing too much water, which could happen easily in a plant so large...</i> -Sentences with lists of three: e.g. <i>Pulleys are used on boats to hoist sails, in garages to lift engines and in cranes for shifting heavy weights.</i> -Conditional and hypothetical (if...then) sentences e.g. <i>If trees lose their outer bark...</i> <p>*Knowledge of punctuation is a common theme throughout all English units:*</p> <ul style="list-style-type: none"> -commas to clarify meaning or avoid ambiguity in writing. -hyphens to avoid ambiguity. -brackets, dashes or commas to indicate parenthesis. -semi-colons, colons or dashes to mark boundaries between independent clauses.

Suggested Topics for Explanations:	Key Vocabulary:
<ul style="list-style-type: none"> Plants and animals e.g. What do plants need to grow? Why are foxes coming into our gardens? Why trees don't fall over. Health and diet e.g. Why are vegetables good for us? Staying safe e.g. how to treat a cut, what you need for healthy teeth and gums. Familiar physical processes e.g. how does a kettle/a bicycle etc. work Simple moral questions e.g. Why a character in a story should have told the truth. Science - How a circuit works. 	<p>Explanations, explain, diagrams, flowcharts, process, machine, subheading, paragraphs, introduction, conclusion, labels, captions, 3rd person, present tense, numbering, passive voice.</p>

ENGLISH CURRICULUM DESIGN – YEAR 4		
DEBATES and PERSUASION		
NATIONAL CURRICULUM		
Reading	Writing	
Listening, Responding and Understanding	Composition	Vocabulary, Punctuation and Grammar
<ul style="list-style-type: none"> -Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. -Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. -Ask questions to improve their understanding of a text. -Identify how language, structure, and presentation contribute to meaning. -Retrieve and record information from non-fiction. 	<p>Plan their writing by:</p> <ul style="list-style-type: none"> -discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. -discussing and recording ideas <p>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Draft and edit:</p> <ul style="list-style-type: none"> -non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> -assessing the effectiveness of their own and others' writing and suggesting improvements. -proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. -proof-read for spelling and punctuation errors. -read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> -Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. -Use the present perfect form of verbs in contrast to the past tense. -Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. -Use conjunctions, adverbs and prepositions to express time and cause -Use fronted adverbials -Use commas after fronted adverbials. -Indicate possession by using the possessive apostrophe with plural nouns.
KNOWLEDGE		KEY QUESTIONS
<p>Children will know that persuasion and debates:</p> <ul style="list-style-type: none"> -Make a case for a particular point of view. -Convince someone to do or buy something. <p>Children will know that these are features of persuasion and will apply these to their writing:</p> <ul style="list-style-type: none"> -Introduction and conclusion to introduce the topic and opinion. -Paragraphs organised to prioritise the most important argument. -Viewpoint of the writer is clear throughout the piece of persuasive writing. -Use of memorable language: slogans, key words, alliteration, humour, rhyme. -Emotive language to engage the audience and provoke their empathy. -Questioning the reader to make them think about the issue. 		<p>What does persuasion mean? What are the different types of persuasion that we see in everyday life?</p> <p>Why do people use persuasion?</p> <p>How can an advert try to convince us to buy or do something?</p> <p>What is a catchy slogan? Give examples.</p>

<p>Children will know that these are features of oral debate:</p> <ul style="list-style-type: none"> -Questioning the opposing side. -Presenting factual information combined with opinion. -Speaking clearly and concisely. -Listening to the views of the opposing side. <p>*Knowledge of punctuation is a common theme throughout all English units:*</p> <ul style="list-style-type: none"> -know when to use capital letters, full stops, question marks, exclamations and commas in lists. -use commas after fronted adverbials. -indicate possession by using the possessive apostrophe with plural nouns. 	
<p>POSSIBLE OUTCOMES</p>	
<ul style="list-style-type: none"> -In exploring persuasive texts, and those presenting a particular argument, begin to recognise which present a single (biased) viewpoint and which try to be more objective and balanced. -Begin to explore the expression of different views through discussion, role play and drama. -Read and analyse a range of persuasive texts to identify key features (e.g. letters to newspapers, discussions of issues in books, such as animal welfare or environmental issues). -Distinguish between texts which try to persuade and those that simply inform, whilst recognising that some texts might contain examples of each of these. -Analyse how a particular view can most convincingly be presented, e.g. ordering points to link them together so that one follows from another; how statistics, graphs, images, visual aids, etc. can be used to support or reinforce arguments. -From examples of persuasive writing, investigate how style and vocabulary are used to convince the reader. -Evaluate advertisements for their impact, appeal and honesty, focusing in particular on how information about the product is presented: exaggerated claims, tactics for grabbing attention, linguistic devices such as puns, jingles, alliteration, invented words. -Both orally and in writing to assemble and sequence points in order to plan the presentation of a point of view, e.g. on hunting, school rules using more formal language appropriately. -Use writing frames if necessary to back up points of view with illustrations and examples. -To present a point of view both orally and in writing,(e.g. in the form of a letter, a report or presentation) linking points persuasively and selecting style and vocabulary appropriate to the listener/reader; begin to explore how ICT other use of multimodality might support this. (e.g. showing pictures). -Design an advertisement, such as a poster or radio jingle, on paper or screen, e.g. for a school fête or an imaginary product, making use of linguistic and other features learnt from reading examples. -Explore the use of connectives, e.g. adverbs, adverbial phrases, conjunctions, to structure a persuasive argument. 	
<p>Previous learning: Year 3:</p> <p>Children will know that persuasion:</p> <ul style="list-style-type: none"> -Can be in the form of radio and TV adverts. -Aims to convince us to buy or do something. <p>Children will know that these are features of persuasion and will apply these to their writing:</p> <ul style="list-style-type: none"> -Catchy title/heading/slogan/radio jingle 	<p>Next learning: Year 5:</p> <p>Children will know that these are features of persuasion and will apply these to their writing:</p> <ul style="list-style-type: none"> -Introduction and conclusion provide detail and give cohesion to the overall piece of persuasive writing. -Paragraphs organised to prioritise the most important argument. -Arguments are well-constructed with good reasoning. -Viewpoint of the writer is evident and consistent throughout the piece of persuasive writing. -Use of comparatives and superlatives. -Use of memorable language: slogans, key words, alliteration, humour, rhyme. -Emotive language to engage the audience and provoke their empathy.

<p>-Pictures and captions. -Colourful and bright posters/leaflets. -Include offers and discounts in their adverts. -Persuasive language, e.g. ... <i>'this is the best place to go.....'</i>, <i>'you'll never find a better offer...'</i> etc. -Use of conjunctions, e.g. <i>'If you buy this now you will not regret it!'</i> -Use of exclamation marks to emphasise a point or deal. -Use of question sentences, punctuated correctly with a question mark, e.g. <i>Have you heard of the best ...?</i></p> <p>*Knowledge of punctuation is a common theme throughout all English units:*</p> <p>-Know when to use capital letters, full stops, question marks, exclamations and commas in lists. -Indicate possession by using the possessive apostrophe with plural nouns.</p>	<p>-Questioning the reader to make them review their own values and ideas. -Exclamatory statements to shock or surprise the reader or to provoke a reaction.</p> <p>*Knowledge of punctuation is a common theme throughout all English units:*</p> <p>-commas to clarify meaning or avoid ambiguity in writing. -hyphens to avoid ambiguity. -brackets, dashes or commas to indicate parenthesis. -semi-colons, colons or dashes to mark boundaries between independent clauses.</p> <p>Children will know that these are features of oral debate:</p> <p>-Rhetorical questioning. -Questioning the opposing side. -Presenting factual information combined with opinion. -Emotive language. -Speaking clearly and concisely. -Listening to the views of the opposing side.</p>
Text Examples:	Key Vocabulary:
<p>Written adverts – posters Radio adverts TV adverts Leaflets advertising places to visit Newspaper reports Sports reports</p>	<p>Persuasion, persuading, debate, advert, commercial, opinion, viewpoint, bias, subjective, memorable language, slogans, alliteration, rhyme, humour, puns, headlines, balanced view, argument, holiday brochure, reports, newspaper article, audience, media.</p>

ENGLISH CURRICULUM DESIGN – YEAR 4		
PLAYSCRIPTS		
NATIONAL CURRICULUM		
Reading	Writing	
<p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> -listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. -reading books that are structured in different ways and reading for a range of purposes. -using dictionaries to check the meaning of words that they have read. -increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. -identifying themes and conventions in a wide range of books -discussing words and phrases that capture the reader's interest and imagination. <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> -checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. -asking questions to improve their understanding of a text. -drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. -predicting what might happen from details stated and implied. -identifying main ideas drawn from more than one paragraph and summarising these. -identifying how language, structure, and presentation contribute to meaning. <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	Composition	Vocabulary, Punctuation and Grammar
	<p>Plan their writing by:</p> <ul style="list-style-type: none"> -discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. -discussing and recording ideas. <p>Draft and write by:</p> <ul style="list-style-type: none"> -composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. -organising paragraphs around a theme -in narratives, creating settings, characters and plot. <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> -assessing the effectiveness of their own and others' writing and suggesting improvements. -proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. -proof-read for spelling and punctuation errors. <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Develop their understanding of the concepts by:</p> <ul style="list-style-type: none"> -extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. -using the present perfect form of verbs in contrast to the past tense. -choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. -using conjunctions, adverbs and prepositions to express time and cause. -using fronted adverbials. <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> -using commas after fronted adverbials. -indicating possession by using the possessive apostrophe with plural nouns. -using and punctuating direct speech.
KNOWLEDGE	KEY QUESTIONS	
<p>Children know that playscripts have the following features and apply these in their writing:</p> <ul style="list-style-type: none"> -Cast list. -Plays are divided into scenes and acts. -Just after the scene number and title is a short description of the setting. This tells you what the stage looks like, e.g. <i>The Mad Hatter, Dormouse and Hare are sitting at a large table with lots of spare chairs, having afternoon tea.</i> -Some plays have a narrator to help set the scene for the audience, but lots of plays don't. 	<p>What is a playscript? How is it different to a story?</p> <p>How do we know who is speaking and when?</p> <p>How is dialogue in a playscript different to speech in a story?</p> <p>How is the plot of a playscript divided up? E.g. into scenes and acts.</p>	

<p>-The character names are positioned down the lefthand side to indicate which person is speaking.</p> <p>-Speech marks ARE NOT used to indicate speech.</p> <p>-Dialogue is referred to as a character's part or lines.</p> <p>-A character's lines need to be interesting and show their thoughts and feelings. The audience learn a lot about the characters' feelings, behaviour, motivations etc through what they say.</p> <p>*Knowledge of punctuation is a common theme throughout all English units:*</p> <p>-know when to use capital letters, full stops, question marks, exclamations and commas in lists.</p> <p>-use commas after fronted adverbials.</p> <p>-indicate possession by using the possessive apostrophe with plural nouns.</p>	
POSSIBLE OUTCOMES	
Reading/Discussion	Composition
<p>-Read a simple playscript as part of the whole class or small group.</p> <p>-Follow the playscript and know who is speaking and which characters should be on stage.</p> <p>-Notice the stage directions and how these help to understand how a line might be said.</p> <p>-Use expression when reading the lines.</p> <p>-Through discussion, identify the features of a playscript.</p>	<p>-Experiment with ideas for a scene through drama and role play within a small group.</p> <p>-As a group create a playscript based on their role play.</p> <p>-Take a situation from a fictional narrative and turn this into a playscript.</p> <p>-Write and edit a playscript, using the correct layout taught in Year 4.</p> <p>-Create a playscript for a radio advert.</p>
<p>Previous learning:</p> <p>Year 3:</p> <p>Playscripts are looked at as part of Reciprocal reading and used when learning lines for a play, such as a Christmas Show, Harvest Festival, class sharing, the Key Stage 2 show etc.</p> <p>Playscripts are also available for the children to borrow from the school library as part of our reading scheme.</p>	<p>Next learning:</p> <p>Year 5:</p> <p>Children know that playscripts have the following features and apply these in their writing:</p> <p>-Cast list with a brief description of each character (expanded noun phrases).</p> <p>-Plays are divided into scenes and acts.</p> <p>-Just after the scene number and title is a short description of the setting. This tells you what the stage looks like, e.g. <i>The wolf is centre stage, with trees at the back and a picnic basket is to stage left on the floor at the front.</i></p> <p>-Some plays have a narrator to help set the scene for the audience, but lots of plays don't.</p> <p>-The character names are positioned down the lefthand side to indicate which person is speaking.</p> <p>-Speech marks ARE NOT used to indicate speech.</p> <p>-A full colon comes after the character's name and introduces the dialogue.</p> <p>-Dialogue is referred to as a character's part or lines.</p> <p>-A character's lines need to be interesting and show their thoughts and feelings. The audience learn a lot about the characters' feelings, behaviour, motivations etc through what they say.</p>

-Stage directions tell the performers where to stand, what to do and how to say the lines, e.g. *walks behind the chair and scratches head*.
-Stage directions are written in the present tense.
-Stage directions are written within brackets.
-Adverbs are used to show how a line should be said, e.g. *(quietly)*, *(slowly)*, *(quickly)*, *(happily)*, *(excitedly)*, *(sadly)* etc.

Knowledge of punctuation is a common theme throughout all English units:

-commas to clarify meaning or avoid ambiguity in writing.
-hyphens to avoid ambiguity.
-brackets, dashes or commas to indicate parenthesis.
-semi-colons, colons or dashes to mark boundaries between independent clauses.

Key Vocabulary:

Play, playscript, characters, cast, cast list, scenes, acts, lines, action, direction, stage, narrator.