

English Year 4 Summer Term 2003

Mr. G. Jennings

Range

Fiction and poetry: Stories/short novels, etc. that raise issues, e.g bullying, bereavement, injustice, stories by the same author; stories from other cultures. Range of poetry in different forms, e.g. haiku, cinquain, couplets, lists, thin poems, alphabets, conversations, monologues, syllabics, prayers, epitaphs, songs, rhyming forms and free verse.

Non-Fiction: (i) Persuasive writing: adverts, circulars, flyers; (ii) discussion texts: debates; editorials; (iii) information books linked to other curricular areas.

Medium Term Targets: 1. Understand how the meaning of sentences is shaped and marked by punctuation, word order and connectives.	2. Recognise the ways writers present issues and points of view in fiction and on-fiction texts.
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CONTINUOUS OBJECTIVES		
TEXT LEVEL WORK Comprehension and composition	SENTENCE LEVEL WORK Grammar and punctuation	WORD LEVEL WORK Phonics, spelling and vocabulary
<p>Reading comprehension</p> <p>10 to describe and review own reading habits to widen reading experience.</p>	<p>Pupils should be taught:</p> <p>Sentence construction and punctuation</p> <p>2 beginning to use the apostrophe appropriately in their own writing;</p> <p>4 to recognise how commas, connectives and full stops are used to join and separate clauses; to identify in their writing where each is more effective. (Grammar for Writing 32)</p>	<p>Pupils should be taught:</p> <p>Revision and consolidation from Year 3</p> <p>1 to read and spell words through:</p> <ul style="list-style-type: none"> • identifying phonemes in speech and writing; • blending phonemes for reading; • segmenting words into phonemes for spelling; • correct reading and spelling of high frequency words from KS1 and Y3; • identifying syllabic patterns in multi-syllabic words; • using phonic/spelling knowledge as a cue, together with graphic, grammatical and contextual knowledge when reading unfamiliar texts; • recalling the high frequency words learnt in KS1 and Y3; • Spelling strategies; <p>2 to identify mis-spelt words in own writing; to keep individual lists (e.g. spelling logs) and learn to spell them</p> <p>3 to use independent spelling strategies, including :</p> <ul style="list-style-type: none"> • sounding out and spelling using phonemes; • using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc?): • using word banks and dictionaries; <p>4 to practise new spellings regularly by 'look, say, cover, write, check' strategy;</p> <p>Handwriting</p> <p>13 to use joined handwriting for all writing except where other special forms are required;</p> <p>14 to build up speed and ensure consistency in size and proportions of letters and spacing between letters and words;</p> <p>15 to use a range of presentational skills e.g.:</p> <ul style="list-style-type: none"> • print script for captions, sub-headings and labels; • capital letters for posters, title pages, headings; • range of computer-generated fonts and point sizes.

Children will have spelling lists to learn in preparation for weekly tests. The words will be drawn from the words in NLS Appendix List 2 and lists of words will be constructed to support the learning of the term's "spelling conventions and rules" objectives. Children will have several short handwriting "instruction and practise" sessions each week.

Weeks 1 and 2: Stories/short novels

Stories/short novels, etc. that raise issues, e.g. bullying, bereavement, injustice, stories by the same author.			
RANGE/TEXTS and OUTCOMES	TEXT LEVEL WORK Comprehension and composition	SENTENCE LEVEL WORK Grammar and punctuation	WORD LEVEL WORK Phonics, spelling and vocabulary
<p>Letts Unit 3.2 and 3.3 Focus on Comprehension Unit 17; Unit 18 Passwords English Textbook p 47 Passwords anthology p 32 Focus English Unit 19</p> <p>Writing Outcomes Writing alternative endings</p>	<p>Reading comprehension</p> <ol style="list-style-type: none"> to identify social, moral or cultural issues in stories, e.g. the dilemmas faced by characters or the moral of the story, and to discuss how the characters deal with them; to locate evidence in text; to understand how paragraphs or chapters are used to collect, order and build up ideas; to write critically about an issue or dilemma raised in a story, explaining the problem, alternative courses of action and evaluating the writer's solution; to read further stories or poems by a favourite writer, making comparisons and identifying familiar features of the writer's work; <p>Writing composition</p> <ol style="list-style-type: none"> to explore the main issues of a story by writing a story about a dilemma and the issues it raises for the character; to write an alternative ending for a known story and discuss how this would change the readers views of the characters and events of the original story; 	<p>Grammatical awareness</p> <ol style="list-style-type: none"> to understand that some words can be changed in particular ways and others cannot, e.g. changing verb endings, adding comparative endings, pluralisation and that these are important clues for identifying words classes; (Grammar for Writing 30) <p>Sentence construction and punctuation</p> <ol style="list-style-type: none"> to identify the common punctuation marks including commas, semi-colons, colons, dashes, hyphens, speech marks, and to respond to them appropriately when reading; 	<p>Spelling conventions and rules</p> <ol style="list-style-type: none"> to explore the occurrence of certain letters, e.g. 'v' and 'k' and letter strings, e.g. 'wa' (e.g. swat, water), 'wo' (e.g. worship, won) and 'ss' (e.g. goodness, hiss, missile) within words; deduce some of the conventions for using them at the beginnings, middles and endings of words; (Spelling Bank p.31, p.32) to distinguish the two forms: its (possessive no apostrophe) and it's (contracted 'it is') and to use these accurately in own writing. (Spelling Bank p.37)

Week 3 and 4: Discussion

Discussion texts; debates, editorials			
RANGE/TEXTS and OUTCOMES	TEXT LEVEL WORK Comprehension and composition	SENTENCE LEVEL WORK Grammar and punctuation	WORD LEVEL WORK Phonics, spelling and vocabulary
<p>Letts Unit 3.6 Focus on Comprehension Unit 15 Passwords English Textbook p 71 & 72 Passwords anthology p 48 Focus English Unit 28</p> <p>Writing Outcomes A written argument presenting one point of view. A written argument elaborating more than one point of view</p>	<p>Reading comprehension</p> <ol style="list-style-type: none"> to read, compare and evaluate examples of arguments and discussions, e.g. letters to press, articles, discussion of issues in books, e.g. environment, animal welfare; how arguments are presented, e.g. ordering points to link them together so that one follows from another, how statistics, graphs, etc. can be used to support arguments; <p>Writing composition</p> <ol style="list-style-type: none"> to assemble and sequence points in order to plan the presentation of a point of view. e.g. on hunting, schools rules to use writing frames if necessary to back up points of view with illustration and examples; to present a point of view in writing, e.g. in the form of a letter, a report, or a script, linking points persuasively and selecting style and vocabulary appropriate to the reader; 	<p>Sentence construction and punctuation</p> <ol style="list-style-type: none"> to use of connectives, e.g. adverbs, adverbial phrases, conjunctions, to structure and argument, e.g. 'if...', 'then'; 'on the other hand...'; 'finally'; 'so'. (Grammar for Writing 32) 	<p>Vocabulary extension</p> <ol style="list-style-type: none"> to investigate compound words and recognise that they can aid spelling even where pronunciation obscures it, e.g. handbag, cupboard; (Spelling Bank p.38)

Week 5 and 6: Stories from other cultures

Stories from other cultures			
RANGE/TEXTS and OUTCOMES	TEXT LEVEL WORK	SENTENCE LEVEL WORK	WORD LEVEL WORK
<p>Letts Unit 3.1; Unit 3.5 Focus on Comprehension Unit 20, 21 & 22 Passwords English Textbook p 48 Passwords anthology p 35/36 Focus English Unit 24</p> <p>Writing Outcomes Writing a story in a series of chapters</p>	<p>Comprehension and composition</p> <p>Reading comprehension</p> <ol style="list-style-type: none"> 1 to identify social, moral, or cultural issues in stories, e.g. the dilemmas faced by characters or the moral of the story, and to discuss how the characters deal with them; to locate evidence in text; 2 to read stories from other cultures, by focusing on e.g. differences in place, time, customs, relationships; to identify and discuss recurring themes where appropriate; 3 to understand how paragraphs or chapters are used to collect, order and build up ideas; <p>Writing composition</p> <ol style="list-style-type: none"> 12 to write an alternative ending for a known story and discuss how this would change the readers views of the characters and events of the original story; 13 to write own longer stories in chapters from story plans; 	<p>Grammar and punctuation</p> <p>Grammatical awareness</p> <ol style="list-style-type: none"> 1 to understand that some words can be changed in particular ways and others cannot, e.g. changing verb endings, adding comparative endings, pluralisation and that these are important clues for identifying words classes; (Grammar for Writing 30) <p>Sentence construction and punctuation</p> <ol style="list-style-type: none"> 2 to identify the common punctuation marks including commas, semi-colons, colons, dashes, hypes, speech marks and to respond to them appropriately when reading; 	<p>Phonics, spelling and vocabulary</p> <ol style="list-style-type: none"> 6 to spell words with common letter strings but different pronunciations, e.g. tough, through, trough, plough; hour, journey, could, route, four (Spelling Bank p.33)

Week 7 and 8: Persuasive writing

Persuasive writing: adverts, circulars, flyers			
RANGE/TEXTS and OUTCOMES	TEXT LEVEL WORK	SENTENCE LEVEL WORK	WORD LEVEL WORK
<p>Letts Unit 3.8 & 3.10 Focus on Comprehension Unit 16 Passwords English Textbook p 65 & 70 Focus English Unit 26</p> <p>Writing Outcomes Design advert for school summer fair</p>	<p>Comprehension and composition</p> <p>Reading Comprehension</p> <ol style="list-style-type: none"> 18 from examples of persuasive writing, to investigate how style and vocabulary are used to convince the intended reader; <p>Writing composition</p> <ol style="list-style-type: none"> 19 to 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, e.g. puns, jingles, alliteration, invented words; 25 to design an advertisement, such as a poster or radio jingle on paper or screen, e.g. for a school fete or an imaginary product, making use of linguistic and other features learnt from reading examples. 	<p>Grammar and punctuation</p> <p>Sentence construction and punctuation</p> <ol style="list-style-type: none"> 3 to understand how the grammar of a sentence alters when the sentence type is altered, when, e.g. a statement is made negative, noting, e.g. <ul style="list-style-type: none"> • the order of words; • verb tenses; • additions and/or deletions of words; • changes to punctuation; (Grammar for Writing 31) 	<p>Phonics, spelling and vocabulary</p> <p>Spelling conventions and rules</p> <ol style="list-style-type: none"> 8 to practise extending and compounding words through adding parts, e.g. ful, ly, ive, tion, ic, ist; revise and reinforce earlier work (Y3) on prefixes and suffixes; investigate links between meaning and spelling; (Spelling Bank p.35)

Week 9 and 10: Poetry

Range of poetry in different forms, e.g. haiku, cinquain, couplets, lists, thin poems, alphabets, conversations, monologues, syllabics, prayers, epitaphs, songs, rhyming forms and free verse.			
RANGE/TEXTS and OUTCOMES	TEXT LEVEL WORK Comprehension and composition	SENTENCE LEVEL WORK Grammar and punctuation	WORD LEVEL WORK Phonics, spelling and vocabulary
<p>Letts Unit 3.4 & 3.9 Focus on Comprehension Unit 19 Passwords English Textbook p 54 & 56 Passwords anthology p Focus English Unit 21, 23, 25</p> <p>Writing Outcomes Range of poems Revision of poem(s)</p>	<p>Reading comprehension</p> <p>4 understand the following terms and identify them in poems: verse, chorus, couplet, stanza, rhyme, rhythm, alliteration;</p> <p>5 to clap out and count the syllables in each line or regular poetry;</p> <p>6 to describe how a poet does or does not use rhyme, e.g. every alternate line, rhyming couplets, no rhyme, other patterns or rhyme;</p> <p>7 to recognise some simple forms of poetry and their uses, e.g. the regularity of skipping songs, the chorus in songs;</p> <p>9 to read further stories or poems by a favourite writer, making comparisons and identifying familiar features of the writer's work;</p> <p>Writing composition</p> <p>14 to write poems, experimenting with different styles and structures, discuss if and why different forms are more suitable than others;</p> <p>15 to produce polished poetry through revision, e.g. deleting words, adding words, changing words, reorganising words and lines, experimenting with figurative language.</p>	<p>Sentence construction and punctuation</p> <p>3 to understand how the grammar of a sentence alters when the sentence type is altered, when, e.g. a statement is made negative, noting, e.g.</p> <ul style="list-style-type: none"> the order of words; verb tenses; additions and/or deletions of words; changes to punctuation; <p>(Grammar for Writing 31)</p>	<p>Spelling strategies</p> <p>3 to use independent spelling strategies, including</p> <ul style="list-style-type: none"> building from other words with similar patterns and meanings, e.g. medical, medicine; spelling by analogy with other known words, e.g. light, fright; <p>Spelling conventions and rules</p> <p>9 to recognise and spell the suffixes: -ible, -able, -ive, -tion, -sion; (Spelling Bank p.36)</p> <p>Vocabulary extension</p> <p>12 to understand how diminutives are formed, e.g. suffixes: -ette; prefixes: mini-; adjectives, e.g. little; nouns, e.g. sapling; and nicknames, e.g. Jonesy; (Spelling Bank p.39)</p>

Week 11 and 12: Information texts

Information books linked to other curricular areas			
RANGE/TEXTS and OUTCOMES	TEXT LEVEL WORK Comprehension and composition	SENTENCE LEVEL WORK Grammar and punctuation	WORD LEVEL WORK Phonics, spelling and vocabulary
<p>Various texts as used in Science, Geography, History and RE</p> <p>Writing Outcomes Summaries</p>	<p>Reading comprehension</p> <p>20 to summarise a sentence or paragraph by identifying the most important elements and rewording them in a limited number of words;</p> <p>Writing composition</p> <p>24 to summarise in writing the key ideas from e.g. a paragraph or chapter;</p>	<p>Sentence construction and punctuation</p> <p>3 to understand how the grammar of a sentence alters when the sentence type is altered, when, e.g. a statement is made negative, noting, e.g.</p> <ul style="list-style-type: none"> the order of words; verb tenses; additions and/or deletions of words; changes to punctuation; <p>(Grammar for Writing 31)</p>	<p>Vocabulary extension</p> <p>7 collect, classify with common roots, e.g. advent, invent, prevent; press, pressure, depress; phone, telephone, microphone; investigate origins and meaning. (Spelling Bank p.34)</p> <p>12 to understand how diminutives are formed, e.g. suffixes: -ette-; prefixes: mini; adjectives, e.g. little; nouns, e.g. sapling; and nicknames, e.g. Jonesy. (Spelling Bank p.39)</p>