

## Year Four MTP Writing Autumn 1: Writing to Inform

*'Encouraging each other, overflowing with hope.'*

SPaG knowledge for this term (Y3 mastery)			Writing knowledge
Term	Definition	Example	
Noun Noun phrase	A name, place or thing The words around the noun that describe which one, how many and the description	Hat monkey love eye That car A blue, shimmering puddle My brown bear	<p style="text-align: center;"><b><u>The pupil can, after discussion with the teacher:</u></b></p> <ul style="list-style-type: none"> <li>Write coherently using a range of expanded sentences including a wider range of conjunctions, prepositional phrases, fronted adverbials and expanded noun phrases.</li> <li>Write in paragraphs to organise ideas around a theme across narrative and non-fiction.</li> <li>Make many tense choices are used appropriately and consistently maintained.</li> <li>Ensure that most sentences correctly demarcated with the full range of KS1 punctuation and many LKS2 punctuation marks (including inverted commas, apostrophes for plural possession and commas for fronted adverbials).</li> <li><i>Punctuation: capital letters, full stops, question marks, exclamation marks, apostrophes for contraction/ singular &amp; plural possession, commas in lists &amp; after fronted adverbials, speech punctuation</i></li> <li>Make accurate proof-reading corrections to own writing and edit to improve the effectiveness of the composition.</li> <li>Ensure the accurate spelling of KS1 common exception words</li> <li>Include of Y3/4 statutory spelling words</li> <li>Use of prefixes and suffixes</li> </ul> <p style="text-align: center;"><b><u>Writing to inform: Character description -Non-chronological report</u></b></p> <p>(Building upon Y3 - see Y3 T1)</p> <p>To know how to create cohesion through the use of nouns and pronouns—considering how synonyms can be applied to create cohesion.</p> <p>To understand how to use prepositions to expand noun phrases to build detail in descriptions</p> <p>To know to use paragraphs to organise ideas with some organisational devices.</p> <p style="text-align: center;"><b><u>Writing to inform Recount - Diary</u></b></p> <p>To know how to use of paragraphs to organise ideas.</p> <p>To understand how to use expanded noun phrases effectively</p> <p>To know how to create cohesion of time in sentence openers through the use of fronted adverbials.</p> <p style="text-align: center;"><b><u>Writing to entertain - Poetry (Kennings)</u></b></p> <p>(Building upon Y3 - see T1)</p> <p>To know how to use language playfully to exaggerate or pretend</p> <p>To understand how to use similes to build images and identify idioms within their writing</p> <p>To understand how to write kennings</p> <p>To know how to use a repeating pattern</p> <p>To understand how to experiment with simple forms</p> <p style="text-align: center; color: #4F81BD; font-size: 1.2em;"><b>Speaking and listening Disciplinary knowledge</b></p> <p style="text-align: center;"><b><u>Speaking and Listening</u></b></p> <p>To know how to give well-structured narratives for different purposes and express feelings</p> <p>To understand how to consider &amp; evaluate different viewpoints, attending to and building on the contributions of others</p> <p>To know relevant strategies to develop their vocabulary and use effectively.</p> <p>To know how to apply standard English with increasing command, speaking audibly and fluently (not making grammatical mistakes).</p>
Adjective	A word that describes a noun.		
Pronoun	A word that replaces a noun to avoid repetition and to create cohesion.	He she they them ours my	
Verb	A word that shows action.	Skip/hop/dance	
Adverb	A word that describes a verb.	Slowly soon rarely	
Preposition	A word that describes where in time or place.	Between under next to after	
Direct speech	Writing what someone has said exactly as they said it, in the tense they said it in. This is demarcated by inverted commas.	"My knee hurts."	
Inverted commas	The marks that show speech. Use two for speech and one for quotations.	"Don't cry because it'll be okay." 'I saw the whole event and he is not guilty.'	
Prefix/Suffix	A group of letters that alters the meaning of the root word. Prefixes at the start of a word and suffixes at the end of the word.	Re- inter- over- -ing -tion -ed	
Consonants/ Vowels	Vowels are AEIOU and the other 21 letters are consonants.		
Clause (main)	A clause is an idea. A main clause makes sense on its own. A clause always contains a verb.	I went to the moon She cried with excitement	

Explicit SPaG Teaching:

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Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>L.O To understand nouns, adjectives, verbs and adverbs.</p> <p>L.O To know what a noun, adjective, verb and adverb is.</p> <p>L.O To identify words according to their class.</p>	<p>L.O To understand the role of a preposition in a sentence.</p> <p>L.O To know about prepositions</p> <p>L.O To identify prepositions</p>	<p>L.O To understand how to punctuate direct speech.</p> <p>L.O To know the rule of punctuating direct speech</p> <p>L.O To edit to ensure direct speech is punctuated correctly.</p>	<p>L.O To understand noun phrases</p> <p>L.O To know how to create noun phrases.</p> <p>L.O To identify noun phrases including their determiner.</p>	<p>Use this week to address any arising teaching needs identified.</p>	<p>L.O To understand pronouns.</p> <p>To know personal and possessive pronouns</p> <p>To Identify pronouns.</p>	<p>L.O To understand the apostrophe of omission</p> <p>L.O To know how to create contractions</p> <p>L.O To identify contracted and expanded words</p>

<b>Texts for the term:</b> Usbourne Beowulf								
	Reading	Toolkit	Skill	Speaking and Listening	Planning	Drafting	Editing/Revising	Publishing
<p>Week 1</p> <p><i>Character descriptions to inform (non chron report)</i></p> <p>Purpose: To inform</p> <p>Audience: Vikings</p>	<p><u>L.O To infer feelings from a text.</u></p> <p>Use the Vipers I to infer from excerpts of Beowulf relating to Grendel. Develop zone of relevance with vocabulary relating to emotions.</p> <p><u>L.O To interpret a character description</u></p> <p>Read a character description of Grendel (teacher may need to embellish according to the needs of the learners). Highlight key descriptions and talk about the text using SPaG terminology</p>	<p><u>To identify the features of wanted poster.</u></p> <p>Give different text types to sort (shopping list, a narrative, a wanted poster, a diary entry etc). Children to sort and to discuss the purpose and audience. When the wanted poster is found unpick this further creating the toolkit.</p>						

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	Children to draw and justify their choices from their reading.						
<p>Week 2</p> <p><u>Character descriptions to inform (non chron report)</u></p> <p>Purpose: To inform</p> <p>Audience: Vikings</p>			<p><u>L.O To use prepositions to develop detail in noun phrases.</u> (ensure that children know a phrase never contains a verb)</p> <p>Give children noun phrases to describe Grendel.</p> <p>Play a game involving prepositions (SPaG Challenges) and develop detail in noun phrases to describe Grendel.</p>	<p><u>L.O To use hot seating to develop descriptions.</u></p> <p>Give a card of bullet points from yesterday's lesson.</p> <p>Children to annotate and develop their descriptions once they have been hot seated.</p>	<p><u>L.O To explore vocabulary using prefixes and suffixes.</u></p> <p>Zone of relevance</p> <p>Give children key vocabulary to add to zones including prefixes and suffixes. Discuss the meaning and how the root word changes.</p> <p><u>L.O To adapt vocabulary to suit our audience</u></p> <p>If Vikings were listening to a saga (since they couldn't read) what type of vocabulary would capture their imagination?</p> <p>Then teacher to <b>model</b> writing a wanted poster for Grendel.</p> <p>Plan the wanted poster during this lesson.</p>	<p><u>L.O To be able to apply vocabulary effectively</u></p>	
<p>Week 3</p> <p><u>Character descriptions to inform (non chron report)</u></p> <p>Purpose: To inform</p> <p>Audience: The collection Lincon.</p>			<p><u>L.O To use pronouns to create cohesion.</u></p> <p>Challenges to identify pronouns</p> <p>Edit to ensure pronouns are used correctly</p> <p>Mastery in test questions</p>	<p><u>L.O To explore vocabulary using drawing</u></p> <p>Look at images of heroes. What do they have in common. Develop vocabulary (this can be brought in from the text and given on slips from the teacher).</p> <p>Zone of Relevance.</p> <p>Draw The hero and label using detailed noun phrases.</p>	<p><u>L.O To plan and draft a description to inform</u></p> <p>Revisit vocabulary</p> <p>Shared write</p> <p>Independent drafting</p>	<p><u>L.O To listen to my work and edit it for sense and CUPS</u></p> <p>Ask a partner to read the work to them to ensure that work is coherent.</p> <p>CUPS.</p>	<p><u>L.O To publish using joined handwriting.</u></p>
<p>Week 4</p> <p><u>Recount Diary</u></p> <p>Purpose: To inform</p> <p>Audience:</p>	<p><u>L.O To evaluate how authors use different adverbial openers.</u></p>	<p><u>L.O To develop examples of fronted adverbials to suit a diary recount</u></p> <p>Give tool kit children to collect examples from the given diary</p> <p>Challenges around Fronted adverbials.</p>	<p><u>L.O To retell events in the first-person using given flashbacks.</u></p> <p>As this is a new speaking and listening skill, this will need to be modelled, scaffolded and the prompts for the flash back given (perhaps as a text map with key word prompts).</p>		<p><u>L.O To understand how to write from a plan.</u></p> <p>Give the children a completed plan and model how to use it. Children to then write from the plan. Do this a paragraph at a time.</p>	<p><u>L.O To understand how to add information when revising a draft.</u></p> <p>Give children paragraphs that are missing information from the plan. Model using the plan to add information and vocabulary. Children to then apply this to their work.</p>	

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Week 5 <i>Recount Diary</i> Purpose: To inform Audience:			<u>L.O To understand how the suffix –ed and the suffix s/es shows the simple tense.</u>	<u>L.O To retell events in the first-person using flash backs.</u>  End the lesson by creating text maps to refer to in the next lesson.	<u>L.O To plan a diary to inform</u>	<u>L.O To write a diary to inform</u>		
Week 6 <i>Recount</i> Purpose: To inform Audience:			<u>Monday</u> <u>L.O To punctuate direct speech accurately.</u>	<u>Wednesday</u> <u>L.O To perform my diary to inform to support editing and revising.</u> (develop vocabulary and sentence openers and check that it makes sense – using meetings)			<u>Tuesday</u> <u>L.O To independently add information when revising a draft.</u>	<u>Thursday/Friday</u> <u>L.O To publish using joined handwriting .</u>
Week 7 <i>Poetry Kennings</i> Purpose: The people at the home for the elderly.	<u>L.O To infer the meaning of kennings.</u>		<u>L.O To explore vocabulary that surrounds autumnal animals applying word tennis.</u>		<u>L.O To prepare language to write kennings</u>	<u>L.O To write kennings</u>	<u>L.O To edit and publish kennings to entertain.</u>	

### Drama strategies:

#### Hot-seating

Hot-seating focuses closely on a character and enables motivation to be explored. It is also a good way of exploring the gaps in a character's story. Hot-seating involves the class in asking questions of someone in role as a character, fictional or historical, who sits in the 'hot-seat'. The questions can be prepared or improvised. This works best if both the role player and the questioners are familiar with the character and the narrative or situation.

#### Flashbacks and flash forwards

These strategies are effective for getting children to focus on the consequences of action rather than on the action itself. They help avoid the full-scale battle scene, for example! They encourage reflection and discussion. They stop the dramatic action and require the children to refocus on something that happened before, which may have caused a particular event, or happened later, perhaps as a consequence of the action. Other strategies, such as freeze frames, may be used to create the flashback from the perspective of different people or characters.

#### Draw a story

Read a story while the children sit and listen. Pause at the end of sections, allow some think time and tell children to draw the relevant part of the story. At the end of the story, ask children what the story is about and get them to retell the story from their drawings.