

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

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

SPaG knowledge for this term			Writing knowledge
Term	Definition	Example	
Phrase	A group of words - usually to describe - that does not include a noun.	That book about the Romans, My uncle Dylan's foot	<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 prefixes and suffixes</li> </ul> <p style="text-align: center;"><b><u>Speaking and Listening disciplinary knowledge</u></b></p> <p>To know how to give well-structured narratives for different purposes and express feelings                      To understand how to consider &amp; evaluate different viewpoints, attending to and building on the contributions of others                      To know relevant strategies to develop their vocabulary and use effectively.                      To know how to apply standard English with increasing command, speaking audibly and fluently (not making grammatical mistakes).</p>
Clause	A clause is an idea that contains a verb.	The tightrope walker performed in the circus act.	
Simple sentence	A sentence made of one main clause but may have phrases added to it.	Beneath the sky, the wolf howled at the moon.	
Compound sentence	Two main clauses joined by a co-ordinating conjunction	My mother is kind and my father is helpful.	
Complex sentence	A main and a subordinate clause joined by a subordinating conjunction.	I like to go to the shops since it makes me feel helpful.	
Fronted adverbial	A group of words that describes how, where, why or when. Prepositional phrases are classed as a type of adverbial. If a verb is present, this is an adverbial clause (eg running wildly)	With eagerness, Under the duvet, Before spring came	
Inverted commas	Commas that surround speech. They can be in pairs or used singularly.	""	
Direct speech	The words said by someone as they said them - these are surrounded by inverted commas and follow clear rules. Open speech marks, capital letter, direct speech, punctuation and closed speech marks.	"Don't step on my mopped floor!" exclaimed Bob.	

Explicit SPaG Teaching:

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
L.O To understand the difference between a phrase and a clause L.O To know when a word is used for a preposition phrase or to begin a subordinate clause (although, before etc. Function as both. See testbase) L.O To independently identify phrases and clauses.	L.O To understand the difference between the suffix s and the possessive s L.O To know where to place the apostrophe of possession L.O To independently identify the purpose of the S at the end of a word, only adding an apostrophe for possession.	L.O To understand the three sentence structures L.O To know what makes a simple, compound or complex sentence L.O To independently identify or write simple, compound or complex sentences.  (only with the subordinate clause in the second part of the sentence)	Test week	L.O To understand L.O To know L.O To independently  (use gap analysis from the test to re-teach prior knowledge to and to address misconceptions)	L.O To understand L.O To know L.O To independently  (use gap analysis from the test to re-teach prior knowledge to and to address misconceptions)	L.O To understand L.O To know L.O To independently  (use gap analysis from the test to re-teach prior knowledge to and to address misconceptions)

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	Reading	Toolkit	Skill	Speaking and listening	Planning	Drafting	Editing/Revising	Publishing
<p>Week 1</p> <p><b>Text: Visual Literacy How to train a dragon</b></p> <p>Purpose: To Entertain (1<sup>st</sup> Person Narrative)</p> <p>Audience: (to be decided)</p> <p><b>Adventurous vocabulary for the week:</b></p>	<p><b><u>(Play a prefix/suffix game this week - loop cards or something similar for retrieval)</u></b></p> <p><b><u>Read a note from Hiccup</u></b></p> <p><b><u>L.O To analyse a text</u></b></p> <p>Look at the use of different sentence structures and directly addressing the audience. Children to echo read and perform</p> <p>Answer VIPERS questions</p> <p>Have a discussion with the class - is this the sort of book you would like to read?</p> <p>Imagine it was your job to write this story - what dangers would your main character face?</p> <p>What would make you want to read this story and be entertained?</p> <p>What would your purpose be for writing since you are the author?</p> <p>Who would our audience be?</p> <p>Who could we write this story for so that we are</p>	<p><a href="https://www.youtube.com/watch?v=Yk52kI87-VI">https://www.youtube.com/watch?v=Yk52kI87-VI</a></p> <p>Watch until 2 mins.</p> <p>Ask the children what would they include in a description for Stoic the Vast?</p> <p>What would make a good character description (Children to draw upon Beowulf from last term)</p> <p><b><u>L.O To give descriptions of specific features.</u></b></p> <p>Give the children a selection of Vikings from the clip</p> <p>How can we describe them?</p> <p>What can we describe about them specifically?</p> <p>Develop or give word banks for</p> <p>Eyes Nose Hands Stature Manner of walking Voice</p> <p>Then children to draw and orally describe their Viking main character.</p> <p>Use a fronted adverbial bank that includes prepositions</p> <p>(This could be a great opportunity to revisit the apostrophe of possession)</p>				<p><b><u>L.O To develop a character description that gives specific detail</u></b></p> <p>Model writing a detailed and specific description introducing a character.</p> <p>Use the word banks from yesterday.</p> <p>Children to then write their 2-3 paragraphs.</p> <p><i>Stoic was vast. His shadow would dominate a building, his biceps could be seen at a great distance and he was as tall as a mighty oak tree. Between his hands, he wouldn't be seen without his axe. This trusty axe that had seen him through so many battles. Across his forearm, scars would shimmer in the glow of the fire.</i></p> <p><i>No-matter where you went, everyone had heard of Stoic. His bravery was legendary while his heroic deeds were the inspiration for sagas and songs.</i></p> <p><i>Other than his size, his auburn hair which extended into his vast beard made him easily recognisable. His fingers were as thick as tree branches yet his watery-blue eyes shone with kindness. This man was a great leader. This man was a hero. This man was a chief.</i></p>		

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	writing for a real purpose?							
<p>Week 2  <b>Text: Visual Literacy How to train a dragon</b>            Purpose: To Entertain (1<sup>st</sup> Person Narrative)            Audience: (to be decided)</p> <p><b>Adventurous vocabulary for the week:</b></p>	(Retrieval activity this week – word class)			<p>L.O To use improvisation to develop a saga.</p> <p>Explain that in a saga, the story is legendary and changed the lives of the people in the tale. It must be a historically important event or occurrence – like when Beowulf defeated Grendel.</p> <p>Although the text and clip we looked at last week was from 'How to train a dragon' your story is going to have a slightly different title around surviving a dragon attack – eg:</p> <p><u>How to survive at a time where dragons ruled the skies.</u></p> <p>Imagine you are very old, (could use prop beards and Viking hats for this) and you are telling your grand children and children of the village all about when you were young and you had to survive at a time where dragons would often fly to your village to steal your sheep.</p> <p>(Watch the remainder of the clip).            Children to improvise a tale where one day they had to defend their home or flock.</p> <p>Plan on a story on a box it up plan</p>	<p>L.O know how to develop my story plan</p> <p>Look at the key events on the plan.</p> <p>Where is there the opportunity to describe a character?</p> <p>Add in from last week's learning.</p> <p>Plan vocabulary for their dragon in their story</p> <p>Ensure Fronted adverbial openers are planned in.</p> <p>Ensure prepositions are planned in.</p> <p>Children to ensure they have commas in a list</p> <p>An exclamation            A question            Adventurous vocabulary using last week and the working wall resources.</p> <p>Key questions: What impact will this have to the reader? How will it entertain them?</p>	<p>L.O To draft a short story.</p> <p>Children to draft their short story.</p> <p>Use my turn your turn if needed for each box section.</p> <p>Scribe where needed.</p> <p>(2 lessons)</p> <p>Key questions: What impact will this have to the reader?            How will it entertain them?</p>	<p>L.O To ensure sentences are clear and effective.</p> <p>Give the children a paragraph with no demarcation for full stops.</p> <p>What is going on in this paragraph?</p> <p>Show ARMS poster            What do we need to remove to make sure this makes sense?            What punctuation should be added to make this paragraph clear?            How can we substitute vocabulary to improve it?            How can we add in sentence openers?</p> <p>Children to go through each of their paragraphs and check.            *Makes sense            *does any punctuation need adding to make sure the paragraph is clear?            *Vocabulary            *sentence openers</p>	

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<p>Week 3 <b>Text: Visual Literacy How to train a dragon</b> Purpose: To Entertain (1<sup>st</sup> Person Narrative) Audience: (to be decided)</p> <p><b>Adventurous vocabulary for the week:</b></p>	<p><b>(Retrieval activity punctuating one piece of direct speech)</b> <b>L.O To identify how authors describe settings</b></p> <p>Give some extracts from texts used in Guided Reading where settings have been described - include the description of Berk from the text.</p> <p>VIPERS questions</p> <p>Then draw together commonalities to create a setting description tool kit.</p>	<p>(skill arising from AFL)</p>	<p>L.O To use drawings to plan a setting description</p> <p>Key questions: What impact will this have to the reader? How will it entertain them?</p> <p>Give stills from the movie clip to support the sketches.</p> <p>Children to develop vocabulary from banks previously used. Children to use prepositions etc.</p>		<p>L.O To add a setting description.</p> <p>Explain that this will be challenging to add in a setting description without spoiling the story.</p> <p>Children will need to ask a partner to read their work to them and then decide together where the best place to add it in would be. What impact will this have to the reader? How will it entertain them?</p>	<p>L.O To publish my short story</p> <p>(include artwork of the dragon and the setting)</p>		
<p>Week 4 Assessment week and skills <b>Text:</b> Purpose: To Entertain Audience:</p> <p><b>Adventurous vocabulary for the week:</b></p>	<p>(one lesson used to complete publishing) (two lessons used for reading and SPaG tests)</p> <p>During this week, children to read/have read to them Arthur's Golden Rope.</p>		<p>L.O To understand the purpose of paragraphs</p> <p>Analyse and reason why paragraphs have been organised in a certain way.</p> <p>L.O To organise paragraphs around a theme</p> <p>(base lesson around the paragraphs mini test as challenges).</p>					
<p>Week 5 <b>Text: Arthur and the Golden Rope</b> Purpose: To Entertain Audience: class book</p> <p><b>Adventurous vocabulary for the week:</b></p>	<p>L.O To know how to box up a text into paragraphs</p> <p>Children to look through these specific pages only. Ask the children to reflect at each stage on why this text is entertaining and what impact different aspects have on a reader.</p>		<p>L.O To understand how to punctuate dialogue. (use page 27)</p> <p>Children need to know the clear rules for punctuating speech then dialogue.</p> <p>Children need to understand that dialogue is an exchange and response (three</p>	<p>L.O To understand the importance of planning when writing to entertain</p> <p>How do we want our readers to feel? How did Joe-Todd Stannton achieve this?</p> <p>Give the children a storyboard to map the key events from the box plan.</p> <p>(LA Pictures to sequence and stick on)</p> <p>In the caption boxes, develop vocab for each section/sentence openers/dialogue/prefixes and suffixes add in skills from poetry week for descriptions and 5 senses.</p>	<p>L.O To draft a 1<sup>st</sup> person story opener</p> <p>Focus group LMA</p> <p>L.O To draft a 1<sup>st</sup> person story build up</p> <p>Focus group HA</p>			

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	<p>What choices has Joe-Todd Stanton made to entertain the reader?</p> <p>Opener: Pages 11-15 Build up: P16-19 (Photo of p24-25) Dilemma: P27, 29, p42 Resolution and ending: P44 to p51</p> <p>With each part, box up the events to put them into clear paragraphs.</p>		<p>pieces of speech between two people.</p>	<p>Ensure children can articulate why we are planning – why is it important? How did Joe-Todd Stanton entertain us as readers? How will we entertain our readers so that they want to read the whole story?</p> <p>Substitute the artefacts</p>				
<p>Week 6 <b>Text:</b> Purpose: To Entertain Audience: Class Book</p> <p><b>Adventurous vocabulary for the week:</b></p>						<p>L.O To draft a 1<sup>st</sup> person story dilemma</p> <p>Focus group LA</p> <p>L.O To draft a 1<sup>st</sup> person story resolution and ending</p> <p>Focus group HMA</p>	<p>Editing and revising from AFL (this might be done at the start of each drafting lesson so that this is not an unmanageable session).</p>	<p>L.O To publish my adventure story</p>
<p>Week 7 <b>Text:</b> Purpose: To Entertain Audience: Short story writing competition</p> <p><b>Adventurous vocabulary for the week: Use of BAT display from this term</b></p>	<p><b>Short independent story for a school story writing competition</b></p> <p><b>You need to present the children with a selection of hats for different purposes</b></p> <p><b>L.O To develop a character orally</b></p> <p><b>Input &amp; Key Questions:</b> Show the children a selection of hats and share the writing competition. What might we need to do to be</p>	<p><b>LO: To be able to text map and tell a short story.</b></p> <p><b>Input &amp; Key Questions:</b> If I asked you to tell me a story, which ones do you know well enough that you could tell us all right now? Select one and model text mapping it.</p> <p>Model substituting it.</p> <p>Children to go through these processes in their groups</p>	<p><b>LO: To be able to write a short story.</b></p> <p><b>Input &amp; Key Questions:</b> Children to tell the story using their maps - ensuring they explain who the character is. Show the paragraph on the ppt. Model editing it so that chn will consider their use of vocabulary - remind 500 words - this is two pages( just over with large handwriting)</p>	<p>2<sup>nd</sup> day to write</p>	<p>Reflect on toolkits from writing to entertain term</p> <p><u>Publish including art work</u></p>			

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	<p>successful - create a s.c for an exciting short story.</p> <p>What makes a character you love? Children to share characters from their own reading</p> <p>Share the pyramid that will help the children to develop their character today.</p> <p>Who does it belong to? How old are they? What is their physical appearance? What are their likes and dislikes? What are their hopes? Dreams? Motivation? (think about the connection to the competition theme) What are they afraid of? Worried about What do others say about them?</p>	<p>Now, Model making additions, perhaps add description, dialogue, new characters and event s, extra detail. Use the toolkits you created this term to help.</p> <p>Chn to develop their story</p> <p>Finally alter characters, settings, events, opening and ending.</p> <p>Children to work on a trimmed piece of paper which can be stuck in after the writing lesson.</p>	<p>Ensure that children plan in the key skills from this term - eg dialogue, setting and character description.</p>					
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**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.