

4565

SPaG knowledge for this term			Writing knowledge
Term	Definition	Example	
Word class	Noun, adjective, adverb, verb, preposition, determiner or conjunction.		<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>
Article	A an the - the three special determiners.	A an the	
determiner	The word that says which one or how many; it always comes before the noun.	Bucket loads of that my her our many few	

Explicit SPaG Teaching:

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Test week</b>	L.O To know the different word classes L.O To understand the different word classes L.O To identify different word classes	L.O To know when to use a or an L.O To understand the three articles L.O To identify the three articles	L.O To know how to extend sentences using conjunctions L.O To understand how I can use conjunctions in my writing L.O To identify conjunctions missing in a sentence	L.O To know what a determiner is L.O To understand where the determiner is in a sentence L.O To identify determiners.	L.O To know to use different determiners L.O To understand how determiners change the impact of a sentence L.O To identify determiners I can use in my writing.

Handwriting

Week 1	Week 2	Week 3	Week 4	Week 5 (Y3/4 words)	Week 6 (Y3/4 words)
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## Year Four MTP Writing Spring 2: Writing to inform

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

Ph pl bl	Bu bi be pi pe	Bo ba bs pa po ps	Bb pp	accident believe strange reign interest various possible grammar	woman women promise therefore opposite ordinary perhaps pressure
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	Reading	Toolkit	Skill	Speaking and listening	Planning	Drafting	Editing/Revising	Publishing
<p>Week 1</p> <p><b>Text:</b> Purpose: To inform Audience: Year 4s at wet play time</p> <p style="background-color: yellow;">Key vocabulary for the week:</p>	<p><u>L.O To understand the Year 4 toolkit for writing instructions.</u></p> <p>Show the children a set of age related Y3 instructions and a set of Y4 - how are they different how are they similar?</p> <p>Create the toolkit including an introduction directly addressing the reader, top tips and warnings.</p>	<p><u>L.O To revise instructions using ARMS.</u></p> <p>Give the children a set of instructions for brushing teeth. Have some aspects from the tool kit missing or int he wrong place.</p> <p>Teach the children to add, remove, move and then substitute language to make these instructions clear and engaging to the reader.</p>	<p><u>L.O To be able to talk through a sequence.</u></p> <p>Play snakes and ladders with the children. Are they familiar? What are the rules? Play through and ask them to develop a sequence on whiteboards. They play and test the sequence.</p> <p>Shared write instructions for playing snakes and ladders.</p>	<p>(not in books)</p> <p>Create a simple board game - one each - that they can write instructions for. It can be a variation of snakes and ladders or something else with trivia cards - depending on time and the strengths of the cohort.</p>				
<p>Week 2</p> <p><b>Text:</b> Purpose: Audience: Year 4s at wet play time</p> <p style="background-color: yellow;">Key vocabulary for the week:</p>			<p><u>L.O To develop a writer's voice.</u></p> <p>Show the children a sentence written in the way they speak and one written using a writers voice relating to snakes and ladders - which one is clearer?</p> <p>Revisit the use of commands and adverbials (Y3 skill) through a challenge</p>		<p><u>L.O To plan a set of instructions.</u></p> <p><u>Model creating a set of instructions that are clear and not complicated. (my turn then your turn)</u></p>	<p><u>L.O To write a set of instructions</u></p>		<p><u>L.O To publish my instructions ready to share with others.</u></p> <p>Ask the children if they would like to share their instructions with other Y4 children around teh trust.</p> <p>Games and instrcutions can be photocopeid and sent out so publishing with no errors is really importatnt.</p> <p>Chidlren to ensure they have applied their spell-check</p>

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		<p>Edit some instructions to use the writers voice rather than be chatty.</p> <p>Challenge to develop a warning or a top tip.</p>					strategies from spelling sessions.
<p>Week 3</p> <p><b>Text:</b> How dogs/pirates really work</p> <p>Purpose:</p> <p>Audience:</p> <p><b>Key vocabulary for the week:</b></p>	<p><b>L.O To retrieve the key features of an explanation text</b> (use pages from Dogs - save some Pirates for HA)</p> <p>Retrieval: what do we know about the features of explanation texts- use of texts in GR and finding features.</p> <p>Give the children the opportunity to explore different pages and to understand the text type.</p> <p>Why would a reader enjoy this text? Why is this a great way to get information across to a reader?</p> <p>Children to complete toolkits (features given to them) by finding evidence in the text.</p>			<p>L.O To use a text as an example.</p> <p>Take p8-9, 10-11 and 12-13 and 14-15 from How Dog work. Children to read these pages.</p> <p>How could we create this same text type for cats?</p> <p>In a team of 4, children to create a text about cats.</p>	<p>L.O To understand how to redraft writing</p> <p>Photocopy the work from yesterday so that each member of the group has their own copy. Model taking the work and showing the children how to add information (ARMS) and moving it so that it looks clearer for a reader to understand.</p> <p>Children to annotate the photocopies and stick in their books. Using lined paper, write on flaps and stick over the top.</p>		<p>L.,O (2 days) To publish an explanation text.</p>
<p>Week 4</p> <p><b>Text:</b></p> <p>Purpose: Letter to persuade</p> <p>Audience:</p> <p><b>Key vocabulary for the week:</b></p>	<p>L.O To understand how adverbials can create cohesion</p> <p>Challenges looking at sequencing an explanation - edit and revise text to make it cohesive between paragraphs.</p>	<p>L.O To plan an explanation text by conducting research</p> <p>Introduce what we have been asked to do- write about the formation of a river, to be displayed near to the river in Boston. To be displayed at Black Sluice. Retrieval: How is a river formed? Retrieval using key vocabulary from Geog term 3. Link to the water cycle form prior learning too. Use of</p>	<p>L.O TO plan a cohesive explanation text.</p> <p>Retrieval: How is a river formed? Sequence the steps of river formation as a plan together. Teaching/Modelling: teach/ task Look at sentences and vocabulary picked out yesterday. How do we create cohesion between paragraphs and steps in the process. Identify words and phrases used to create fronted adverbials which help to give cohesion to the writing. A clearly identified sequence for explanation. Activity: Use identified examples of vocabulary to explain to rehearse sentences</p>	<p>L.O To write an explanation text.</p>	<p>L.O To reflect on thh detain in my writing.</p> <p>USE ARMS</p> <p>Go through each letter and children to work to add, move, remove and substitute words from the geography unit pages and resources.</p>	<p>Publish : How the water cycle really works</p>	

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			<p>models made in Geography.</p> <p>Who is the audience. Why were the books entertaining to us last week=&gt; We could personify a rain drop or a river.</p> <p>Activity: Use prior knowledge from the children's Geography books of how a river is formed to explain it. Use correct technical vocabulary. Begin to orally rehearse in groups. Plenary Children talk through the formation of a river. Make a note of key phrases and sequence as they walk through. How have they used technical vocabulary correctly?</p>	<p>orally. And then model writing them. Where in the process would the fronted adverbial be best used to help create cohesion? Choose where in the process and add to the sequence as enhanced planning. Plenary Which fronted adverbials/ adverbial phrases work best? Why? Where do they work best? How can the correct technical vocabulary be used?</p>			
<p>Week 5 <b>Text:</b></p> <p>Purpose: To inform Audience: <b>Key vocabulary for the week:</b></p>	<p><u>L.O To understand the features of a leaflet and their purpose</u></p> <p>Look at a selection of leaflets. What are the organisational features? Why are they so interesting to the reader? Why is the information being presented in this way and not in a letter or poster?</p>	<p>L.O To punctuate lists accurately.</p>	<p>L.O To use the meeting strategy to create ideas for a leaflet.</p> <p>Bring out the history/ geography/RE books. (teacher to select based upon children's interest)</p> <p>What knowledge do we have on our mind map that would make an interesting leaflet? Mind map.</p>		<p>L.O To begin to draft a leaflet.</p> <p>Model using different conjunctions, organisational devices and talking to the reader directly.</p>	<p>L.O To develop my writing by adding information.</p> <p>ARMS Why do we need the A? Add the information. What do the readers need to know?</p>	
<p>Week 6 <b>Text:</b></p> <p><b>Key vocabulary for the week:</b></p>				<p>L.O To develop my own ideas to create a leaflet.</p> <p>What would the children like to make a leaflet on? Foot ball? Mine craft? They need to be an expert in it.!</p>	<p>L.O To draft my leaflet</p>	<p>To develop my writing my moving information.</p> <p>Children to look at the original leaflets. Is their information organised int he best way to be accessible to the reader?</p>	<p>L.O To publish my leaflet.</p>

Drama strategies:

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### 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.

### Paired improvisation

This strategy helps to get children quickly into a drama. Pairs are given roles or agree them for themselves. They begin a dialogue on a signal, making the conversation up, in role as the characters, as they go along.

### 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.

### Conscience alley

Conscience or decision alley is a means of exploring a character's mind at a moment of crisis and of investigating the complexity of the decision they are facing.

The class create two lines facing each other. One child in role as a particular character walks down the 'alley' between the lines. Children voice the character's thoughts, both for and against a particular decision or action that the character is facing, acting as his/her conscience. The child in role listens to his conscience before making a decision about the course of action to take.

### Meetings

The teacher in role, perhaps as an official, can call a meeting for the whole class to attend. Meetings enable information to be shared with the whole group so that a group decision can be made about the situation they face. Meetings encourage children to adopt a collective role, e.g. as islanders or Romans, which can help less confident children. Meetings used at the start of a drama can be an efficient way of creating roles or focusing on a problem.