

Year 4
Spring 2



English Unit
Planning
Guidance
Passport to Europe



Year 4 Spring 2

Passport to Europe

This half term block, based around a theme of *Passport to Europe*, consists of two English units:

- Novel as a theme
- Non-chronological reports

Cross curricular links

Although the units will stand alone, they can be planned to run alongside geography, design technology and music. A context for writing a non-chronological report could be a region in a European country, including information around a classical European composer. For novel as a theme, any appropriate text could be selected. Design technology could be linked via creating a passport holder or a money container for two or more currencies.

Vocabulary, Grammar and Punctuation

Skills have been specifically identified for each unit from *Key Learning in Writing*. The full set of units include all skills for the year group. However, if these units and/or skills are rearranged from the planned order, modifications to the identified grammar skills may be necessary. When planning, consider if the suggested skills are the most appropriate for the class or if different skills are needed based on assessments of children's outcomes. This may involve the revisiting of skills from previous year groups. Refer to *Key Learning in Writing* for the year group to ensure full coverage over the year.

Overview



| | | | | | | |
|---------------|---|---|---|---|--|---|
| Year 1 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| | Penguins, Possums and Pigs Stories by the same author Non-chronological reports Poems on a theme | Fire! Fire! Repetitive patterned stories Poems on a theme Range of non-fiction texts | Growth and Green Fingers Classic stories or story on a theme Instructions Traditional rhymes | Family Album Traditional tales Recounts | The Great Outdoors Stories with familiar settings Non-fiction texts: booklets Traditional rhymes | Robots Stories with fantasy settings Poems to learn by heart Recounts |
| Year 2 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| | The Place Where I Live Stories with familiar settings Non-chronological reports Poems on a theme | Fighting Fit Traditional tales with a twist Instructions | Explorers Stories by the same author Non-chronological reports | The Farm Shop Stories with familiar settings Persuasion Riddles | Wind in the Willows Animal adventure stories Recount: letters Classic poems | Buckets and Spades Story as a theme Explanations Poems on a theme |
| Year 3 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| | There's No Place Like Home Folk Tales Recount: biographies | Healthy Humans Fables Poems with a structure Persuasion: letters | Rock and Roll! Story as a theme Poems on a theme Discussion | The Iron Man Novel as a theme Recount: diaries | What the Romans Did For Us Playscripts Non-chronological reports | How Does Your Garden Grow? Classic poetry Mystery / Adventure / Fantasy stories Explanations |
| Year 4 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| | Sparks Might Fly! Stories with fantasy settings Explanations Film and playscripts | The Great Plague Fairy tales Classic poetry Recount: newspapers | The Art of Food Stories with issues and dilemmas Persuasion | Passport to Europe Novel as a theme Non-chronological reports | Water, Water Everywhere Stories with a theme Poems with a structure Information booklets | Hunted Folk tales Debate Poems on a theme (optional) |
| Year 5 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| | A Kingdom United Legends Persuasion | Food, Glorious Food! Stories with historical settings Film and play scripts Classic narrative poetry | Earthlings Science fiction stories Information booklets Poems with a structure | Inventors and Inventions Novel as a theme Magazine: information text hybrid | Amazon Adventure Stories from other cultures Debate | Faster, Higher, Stronger Myths Reports Poems with figurative language |
| Year 6 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| | Survival! Novel as a theme Biography | Britten's Got Talent? Classic fiction Poetry – Songs and Lyrics Persuasion: A Formal Review | Heroes and Villains Older literature Information text hybrid Poems with imagery | Super Sleuth Detective / crime fiction Explanations | Oh! I Do Like To Be Beside The Seaside Short stories with flashbacks Discussion and debate Classic narrative poetry | |

Guidance for English Unit Planning

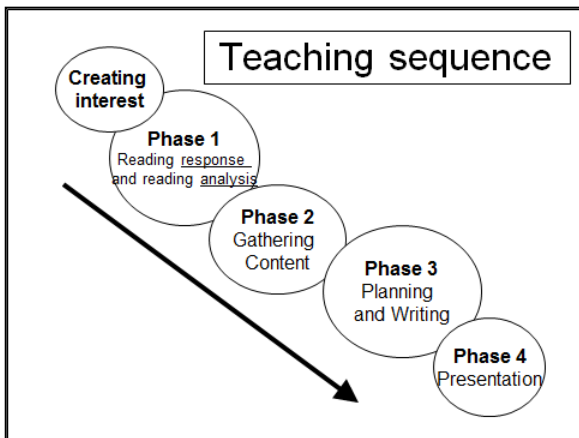
Key Learning

The *Key Learning in Reading* and *Key Learning in Writing* documents reflect complete coverage of the National Curriculum for English and provide the basis for constructing a unit of English. These frequently need breaking down further to form lesson objectives.

The Teaching Sequence

A suggested unit outline follows the teaching sequence:

- Creating Interest
- Reading:
 - Reading and responding
 - Reading and analysing
- Gathering content
- Writing
- Presentation



The amount of time spent in any one phase needs to be tailored to the needs of the class.

Writing Outcomes

Extended Writing Outcomes:

Each unit of work should result in at least two (and possibly three) extended, written outcomes. This allows children several opportunities to practise and apply newly acquired skills in context. Outcomes are identified as follows:

1. Scaffolded outcome

This is completed on a daily basis during the writing phase. It is supported through daily, whole-class, shared and modelled writing. It may be further supported by small-group, guided writing for some pupils. Each section is supported through teaching, with the children working on their own version following the teacher's model. For a narrative unit, this might appear like this:

| | Teacher's Role | Children's Role |
|-------|--|------------------------------|
| Day 1 | Shared writing/modelling – story opening | Writing their own opening |
| Day 2 | Shared writing/modelling – build up | Writing their own build up |
| Day 3 | Shared writing/modelling – problem | Writing their own problem |
| Day 4 | Shared writing/modelling – resolution | Writing their own resolution |
| Day 5 | Shared writing/modelling – ending | Writing their own ending |

The effectiveness of this model is enhanced by:

- feedback and marking on a daily basis and pupils being given time to respond;
- use of ideas and vocabulary gathered during earlier phases displayed on the working wall;
- displaying the shared and modelled writing from across the writing phase.

2. Independent extended writing outcome

This is a second opportunity for the children to write in the same genre or text-type, but this time, more independently. Generally, this would take one (or at most two lessons) and should take place soon after the completion of the unit. The children should have time to think, plan and discuss their ideas and they should also have access to prompts created through the unit, e.g. content from the working wall, genre checklists, word banks, dictionaries etc.

Crucially however, **there should be no adult modelling of writing to support the completion of this second outcome.**

As well as giving children another opportunity to apply their skills, this outcome is very useful to inform assessment and next steps in teaching and learning. Consequently, feedback and marking for this outcome might be less in-depth and feature on completion of the piece only. This provides an ideal opportunity for pupils to make improvements to their independent writing via redrafting and self-editing. The piece can still be used for assessment purposes, provided that the process is not over-scaffolded by the teacher and is the result of the child's own improvement.

3. Cross curricular application

This works best for non-fiction units. It usually takes place some time after the completion of the English unit and in another area of the curriculum. This provides opportunity for children to revisit text types and revise skills. Pupils should be given time to refresh their knowledge and understanding of the text type, looking back at their own writing and prompts created. Again, this outcome is particularly useful for assessment purposes and children should be given opportunity to edit and improve their own writing.

Publishing Writing

Children invariably write more effectively when they have a real audience and purpose for their writing. Thought should be given to this at the outset and shared with the children. This might involve:

- writing stories to entertain Year 2, for example: arranging an opportunity for the children to share their stories with them in small groups;
- writing, then redrafting, non-chronological reports to make a class book which is put on display in the school library;
- children reading, rehearsing and performing their own poetry to be recorded and shared on the school website.

Short writing

Of course, all writing must not be left until the writing phase! Writing skills need to be constantly practised and revisited throughout the reading and gathering content phases. Outcomes should be linked to a specific learning objective e.g. *LO: To infer character thoughts and feelings – Outcome: diary.*

Examples of short writing opportunities include:

- diary entries
- character profile
- dialogue exchange
- fact file
- letter to a problem page
- book review

Grammar and Punctuation

An age-appropriate grammar and/or punctuation focus should be selected for each unit, based on the genre or text type from the unit. However, it is important that teachers consider the children's current skills in relation to grammar and adjust this focus if necessary. For example, it is not appropriate to teach main and subordinate clauses to a Year 3 class who are not secure with simple sentence construction.

As well as the acquisition of grammar skills, knowledge and terminology, it is important that children are shown how to apply these appropriately in their own writing.

The process involves:

- Short, sharp grammar warm-ups - a highly effective way of introducing and practising the skills initially;
- The teacher modelling the appropriate application during the writing phase;
- Establishing the expectation that the children will apply the skills appropriately in their own writing;
- The children having opportunity to self and peer assess;
- Teacher feedback and marking which reflects the grammar or punctuation focus.

It is advisable to address one or two objectives for grammar and/or punctuation within a unit; this allows skills to be taught and secured through a 'little and often' approach.

Spelling and Handwriting

Spelling and Handwriting should be taught regularly with content taken from Lancashire *Key Learning in Writing* or directly from National Curriculum 2014.

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| English | |
|-----------------------------|--|
| Key Learning | |
| Unit | Novel as a Theme |
| Outcome | <ul style="list-style-type: none"> ▪ Story based on a plot structure from a focus text. |
| Possible Duration | <ul style="list-style-type: none"> ▪ 3-4 weeks. |
| Key Learning Reading | <ul style="list-style-type: none"> ▪ Listen to, read and discuss a range of fiction. ▪ Regularly listen to whole novels read aloud by the teacher. ▪ Read books and texts, which are structured in different ways, for a range of purposes and respond in a variety of ways. ▪ Use punctuation to determine intonation and expression when reading aloud to a range of audiences. ▪ Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination. ▪ Explain the meaning of key vocabulary within the context of the text. ▪ Demonstrate active reading strategies, e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images. ▪ Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence. ▪ Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning. ▪ Orally retell a range of stories. ▪ Make and respond to contributions in a variety of group situations, e.g. <i>whole class, independent reading groups, book circles</i>. |
| Key Learning Writing | <ul style="list-style-type: none"> ▪ Use nouns for precision. ▪ Explore, identify, collect and use noun phrases. ▪ Identify, select and effectively use pronouns. ▪ Explore, identify and use Standard English verb inflections for writing, e.g. <i>We were</i> instead of <i>we was</i>; <i>I was</i> instead of <i>I were</i>; <i>I did</i> instead of <i>I done</i>. ▪ Improvise and compose dialogue, demonstrating their understanding of Standard and non-Standard English. ▪ Create sentences with fronted adverbials for 'when' and 'where' ▪ Read and analyse narrative in order to plan and write own version. ▪ Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative ▪ Discuss and record ideas for planning, e.g. <i>story board, boxing-up text types to create a plan</i>. ▪ Develop settings and characterisation using vocabulary to create atmosphere. ▪ Plan and write an opening paragraph which combines the introduction of a setting and character/s. ▪ Link ideas across paragraphs using fronted adverbials for when and where, e.g. <i>Several hours later...</i>, <i>Back at home...</i> ▪ Generate and select from vocabulary banks, e.g. <i>powerful adverbs, adverbial phrases</i>. |

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Suggested Texts

- Gulliver's Travels by Miss Marie Crook.
 - Stepping Stones: Gulliver's Travels - adapted by Nick Eliopoulos. (Kindle Edition)
 - Ladybird Classics: Gulliver's Travels by Ladybird.
 - Jonathan Swift's Gulliver.
 - Gulliver's Travels: A Graphic Novel adapted by Lewis Helfand (*note American spellings*)
 - Fig's Giant by Geraldine McCaughrean.
 - Lilliput by Sam Gayton
 - Gulliver's Travels 1939 Film on YouTube <https://www.youtube.com/watch?v=9BQwDif4UxY>
 - Gulliver's Travels 1977 Film (U Rated).
 - Gulliver's Travels 2010 Film (PG Rated).
 - Aladdin Arabian Nights Kindle Edition - Maplewood Books.
 - Around the World in Eighty Days – Ladybird version by Joyce Faraday.
 - The Dancing Bear by Michael Morpurgo.
- Picture Books:
- Leon and the Place Between by Graham Baker-Smith.
 - Hurricane by David Wiesner.
 - Free Fall by David Wiesner.
 - The Fantastic Flying Books of Mr Morris Lessmore by W.E Joyce.

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English

Novel as a Theme – Creative Learning Opportunities and Outcomes

Creating interest

- Set up the theme of 'Passport to the World' using:
 - A short film of a magic carpet ride such as this one on YouTube <https://www.youtube.com/watch?v=mQ0MWF4gs0>
 - 'A Whole New World' from Disney's Aladdin on YouTube <https://www.youtube.com/watch?v=0eWUhXPhlaE> or https://www.youtube.com/watch?v=eitDnPO_83k
 - Theme tune to 'Those Magnificent Men in their Flying Machines' on YouTube <https://www.youtube.com/watch?v=UPgS26ZhqZs>

Or

- Involve the children in a visualisation session using this magic carpet ride relaxation guide on YouTube <https://www.youtube.com/watch?v=80QVNBPRVXI>
- Encourage children to answer key questions such as: Where did you go? What did you see? Describe it using your senses... see, hear, smell, taste and touch.
- Capture visualisations and thoughts and allow children to choose how they record their responses e.g. via images with annotations; writing words, phrases or sentences; a poem; personal recount or story map. Link to previous grammar skills, e.g. prepositions (Y3) and present/past progressive verbs (Y2).
- Pose a question, e.g. Where do you want to go on your next journey? A new place; a familiar place; an imaginary place? What will you see/do there? Record ideas via own choice in short writing.

Or

- If using Gulliver's Travels
 - Set up a collection of objects to inspire the children, e.g. a battered old suitcase, a ship in a bottle, a telescope, a compass, old fashioned maps/globes, a passport containing the stamps 'Lilliput' and 'Blefuscu'. Allow the children to explore and discuss the objects. What can they infer about the owner of the suitcase? Use question hands to generate questions and record as a short writing opportunity.
 - Read and discuss the poem 'Giants' by Lydia Pender. Collect and explore vocabulary related to big and small. Record for use during the unit. Discuss how the 'giants' are not actually giants but humans. Explore the idea of perspective, e.g. a snail would perceive a child as a giant. Record thoughts as a short writing opportunity or write a short similar poem (one or two verses) from the perspective of another creature.

Learning outcomes

- Children will be able to listen and interpret ideas.
- Children will be able to discuss and record images and visualisations.
- Children will be able to develop vocabulary.

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Reading

Grammar: Warm ups throughout the reading phase- focus on nouns for precision and noun phrases

Reading and responding

- Use a film version of the opening to the story if available, e.g. Gulliver's Travels on YouTube
<https://www.youtube.com/watch?v=9BQwDif4UxY>
- Establish the key events by discussing, raising and answering questions and collecting vocabulary inspired from the clip. Link to a short writing opportunity, e.g. raising questions for others to answer; summarising the plot; KWL grid.
- Use drama techniques, e.g. role play, acting in role or freeze frames to recreate the opening. Use emojis for emotions to explore, inspire and extend vocabulary choices. Encourage children to use these during drama activities. Extend into a short writing opportunity in which the children write in role.
- Use magic microphone to interview the main character in role and link to a writing opportunity, e.g. using the question hand prompts and answering in role.
- Through shared reading, explore the opening to the story. Model the use of intonation, expression and use of punctuation to aid effective reading aloud. Choose a version of the text, for example Gulliver's Travels, which is appropriate for the class. Focusing on the same or next key event in the story, provide differentiated texts for children to read in pairs or groups and rehearse reading aloud using intonation, expression and taking note of punctuation. Present to the class and evaluate from an audience perspective.
- Give the children a copy of chapter one from Gulliver's Travels, e.g. Gulliver's Travels (Stepping Stones: A Chapter Book: Classic by Jonathan Swift).
- Return to the sections of text read and play 'spotters' to identify new vocabulary (words and phrases) which need clarification. Focus particularly on how words and phrases have been used to create atmosphere. Use vocabulary strategies, e.g. semantic mapping, web of associations. Model using a dictionary to find definitions and discuss selecting correct definitions in relation to the context of the text. Return to the text and discuss the vocabulary identified in the context of a sentence or paragraph.
- Children to follow the modelling and explore new vocabulary from differentiated texts with a range of dictionaries and thesauruses appropriate to ability.
- During the reading phase, model using the LPDS Reading Domain Cards orally and in writing. These are available on the LPDS website.
- Apply previously taught grammar skills - model highlighting examples of fronted adverbials for 'when' and 'where', e.g. *'A moment later, dozens of equally small men joined him.'* Give children the opportunity to highlight other examples. Use further chapters/ extracts to supplement if necessary.
- Ask children to record these in two columns headed 'Fronted adverbials for when' and 'Fronted adverbials for where'. Challenge children to work together to create further examples for each column. Display on the working wall for reference during the writing phase.
- Continue to explore the text, reading and thinking about each key event in the story. Focus on the other characters in

Learning outcomes

- Children will be able to select nouns for precision and create noun phrases.
- Children will be able to listen, view and identify key points in a text.
- Children will be able to discuss events using a film text.
- Children will be able to use drama techniques to explore events, character actions and feelings using vocabulary explored.
- Children will be able to raise questions.
- Children will be able to answer questions orally and in writing.
- Children will be able to read aloud to an audience using intonation, expression and taking note of punctuation.
- Children will be able to identify characters, setting and events.
- Children will be able to summarise key points from across a text and justify with reasons.
- Children will be able to identify effective words and phrases which create atmosphere.
- Children will be able to use dictionaries to check meanings of words in the texts that they read.
- Children will be able to identify fronted adverbials for 'when' and 'where' from a selected text.
- Children will be able to develop a story map to orally re-tell a story opening.
- Children will be able to improvise and compose dialogue.

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the story, e.g. the little people in Lilliput in Gulliver's Travels discovering Gulliver and capturing him.

- Use drama techniques to deepen comprehension, e.g. role play conversations between the main character, Gulliver, tied up, and the people of Lilliput. Link to short writing opportunities such as think, say, feel bubbles, or model writing speech between the characters. Children follow this modelling to write their own interchanges of dialogue.
- Model reading further sections of the text and generate questions to ask characters with a focus on motives. Use hot seating or a press conference approach to interview characters, focusing on point and evidence, e.g. *Why did you tie up Gulliver? Why did you decide Gulliver should marry? How will Gulliver help you? Why?*
- Link to writing opportunities which draw information for summarising across the text, e.g. announcements, letters, journalist's report from a press conference. Model before children write.
- Modify a story opening which combines setting and character, embedding relevant grammar skills, e.g. nouns for precision, noun phrases, fronted adverbials for when and where, emphasising the comma to demarcate. Teach the children the story opening using oral storytelling techniques.

Reading and analysing

- Model chunking the key events into a plot structure, e.g.

| Gulliver's Travels | Extract the basic plot | New plot |
|---|--|----------|
| Gulliver travels across the ocean and is washed up in the land of Lilliput. | Main character goes on a voyage and arrives in a new land. | |
| The folk in Lilliput discover Gulliver and tie him up. | Main character is captured by the people in the new land. | |
| Gulliver helps the folk in Lilliput. | Main character shows how he can help the people in the new land. | |
| Folk in Lilliput praise Gulliver and make him a hero. | People in new land praise main character. | |
| Gulliver returns home. | Main character returns home. | |

- Create a toolkit of features for writing the opening of a story (depending on the novel chosen).

- Children will be able to justify responses in role using point and evidence.

- Children will be able to summarise the key events that make up the plot.
- Children will be able to identify key features of the genre.

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English

Gathering content

Grammar: Warm ups throughout the gathering content phase – focus on the use of Standard English, e.g. pronouns and was/were agreement.

- Introduce film clips from different versions of Gulliver's Travels- discuss the language used in the 2010 version and how this is used with a modern song to create humour, e.g. War- what is it good for- <https://www.youtube.com/watch?v=rYdl4UDi4RI>
- Contrast the use of Standard/ Non-Standard English, e.g. 'guys' and 'I condemn you to the gallows'. Explore this further using a different clip, e.g. <https://www.youtube.com/watch?v=HKCQSroQbII>
- This could link to an exploration as to why Lilliput and Blefuscu went to war (over which way to crack an egg!) and could lead to a short writing opportunity, e.g. a persuasive letter to either country to try to stop the war.
- Model new ideas for a plot. Ensure children are given choices from which to select, e.g. alternative settings, character names and problems for the main character to offer help with.
- Allow children time to create their setting using adjectives and noun phrases, e.g. a new land for Gulliver to visit. Who are the inhabitants? What do they look like? What does the land look like? How are you, as the author, going to create atmosphere for your reader? Children explore this through drama and visualisation activities. Ensure there are lots of opportunities for collaborative work, e.g. collaborative drawing on large pieces of fabric with washable pens. This could lead into a developed short writing opportunity - a description of the setting using the grammar foci.
- For a more straightforward alternative, retell the story from a point of view of another character. Examples of this can be found in *Fig's Giant* by Geraldine McCaughrean; in this book, the story of Gulliver's Travels is told from the point of view of a resident of Lilliput who discovers the giant on the beach. Use this as an opportunity to explore first and third person pronouns. Extracts from *Lilliput* by Sam Gayton could also be used to support this.
- Using drama techniques, explore the story from the point of view of a new resident of Lilliput.
- Add details, vocabulary and dialogue following drama for the new re-telling in the chunk a plot structure.

Learning outcomes

- Children will be able to use Standard English, e.g. was/were agreement in past tense with correct pronouns.
- Children will be able to demonstrate their understanding of standard and non-standard English within dialogue.
- Children will be able to compare plot structures.
- Children will be able to develop a new story based on a plot structure.
- Children will be able to use adjectives and noun phrases to describe a setting.
- Children will be able to use drama techniques to explore a new character.
- Children will be able to develop a plot.
- Children will be able to improvise, compose and write dialogue for characters.

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Writing

- Referring to the new plot created, use shared writing techniques to model a section at a time with the children. Focus on skills –Standard English inflections linked to pronouns in the first or third person, nouns for precision and noun phrases. Continue to model and apply previously taught grammar skills such as the use of fronted adverbials for ‘when’ and ‘where’.
- Model writing the opening paragraph which combines characters and setting before children write their own.
- Continue to model each section/paragraph with a particular grammar skill focus each day.
- Model proofreading to check for errors in spelling, grammar and punctuation, e.g. using finger lights and encourage children to do the same.
- Children follow the modelling each day from the whole class focus and use their own plan to inform writing.
- Use AfL, marking and feedback to adjust shared writing focus daily.

Learning outcomes

- Children will be able to write a new story which includes:
 - Standard English verb inflections with appropriate pronouns e.g. first person.
 - nouns for precision
 - noun phrases
 - fronted adverbials for ‘when’ and ‘where’
 - dialogue including Standard and non-Standard English.
 - an opening paragraph which combines characters and setting.

Scaffolded Outcome:

Story based on a plot structure from the focus text or from the point of view of a new character created.

Independent extended writing outcome:

Cross curricular application:

Presentation

- Book of short stories to be placed in class or school library, or on display.

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| English | |
|-----------------------------|--|
| Key Learning | |
| Unit | Non-chronological Reports |
| Outcome | <ul style="list-style-type: none"> Information poster with flip-flap facts. |
| Possible Duration | <ul style="list-style-type: none"> 2-3 weeks. |
| Key Learning Reading | <ul style="list-style-type: none"> Listen to, read and discuss a range of non-fiction in different forms, e.g. <i>advertisements, formal speeches, leaflets, magazines, electronic texts</i>. Explain the meaning of key vocabulary within the context of the text. Navigate texts, e.g. using contents and index pages, in order to locate and retrieve information in print and on screen. Scan for dates, numbers and names. Demonstrate active reading strategies, e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images. Identify main ideas drawn from more than one paragraph and summarise these, e.g. <i>Clitheroe Castle is a worthwhile place to visit because... 1/2/3 reasons across a text</i>. Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning. Analyse and evaluate how specific information is organised within a non-fiction text, e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams</i>. |
| Key Learning Writing | <ul style="list-style-type: none"> Identify, select and use determiners, e.g. <i>a, the, this, that, these, those, some, many, every</i>. Explore, identify and use Standard English verb inflections for writing, e.g. <i>We were</i> instead of <i>we was</i>; <i>I was</i> instead of <i>I were</i>; <i>I did</i> instead of <i>I done</i>. Read and analyse non-fiction in order to plan and write their own. Identify and discuss the purpose, audience, structure, vocabulary and grammar of non-fiction. Discuss and record ideas for planning, e.g. <i>boxing-up text types to create a plan</i>. Use paragraphs to organise writing in non-fiction texts. Use organisational devices in non-fiction writing, e.g. captions, text boxes, diagram, lists. Generate and select from vocabulary banks, e.g. <i>technical language</i>. Proofread to check for errors in spelling, grammar and punctuation. Discuss and propose changes to own and others' writing with partners/small groups. |

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English

Key Learning (contd.)

Suggested Texts

- Planet Earth by Katie Daynes.
- Welcome to My Country book series, e.g. Welcome to Spain by Geraldine Mesenas.
- Why is Madrid so popular with tourists? From the BBC Bitesize website <https://www.bbc.co.uk/programmes/p011t4tt>
- Usborne First Encyclopaedia of Our World by Felicity Brooks.
- Information on foods/ flags/ fun facts from European Countries on Kids-World-Travel-Guide.com <https://www.kids-world-travel-guide.com/europe-facts.html>
- Interactive map of Europe http://www.yourchildlearns.com/europe_map.htm
- Range of resources available at <http://www.discoveryeducation.co.uk/what-we-offer/discovery-education-espresso> (subscription required)
- National Geographic Kids: Spain <https://kids.nationalgeographic.com/geography/countries/article/spain>

Non-chronological Reports – Creative Learning Opportunities and Outcomes

Creating interest

- Set up the classroom as a quiz game show scenario. An interactive version of 'Who Wants to be a Millionaire' could be used.
- Organise the class into teams as in a game show. Linked to learning opportunities in geography, pose questions for children to answer about the region studied. Alternatively, pose questions about the imaginary setting from the novel studied.
- Explain that in the unit there will be a focus on finding information about real places studied in geography and developing ideas for an information text about that place and/or an imaginary place.

Learning outcomes

- Children will be able to identify what they know about a place, either real or imaginary, from a text read or from cross-curricular contexts, e.g. geography.

Reading

Grammar: Warm ups throughout the reading phase – focus on the use of determiners, e.g. *a, the, this, that, these, those, some, many, every*.

Reading and responding

- Pre-teach vocabulary such as: *located, population, attracts, tourists, landmarks, coast*. Provide key vocabulary and definition cards which children can explore and match via active learning strategies.
- Use this vocabulary to model the creation of a class glossary before children begin their own. This can be added to as the unit progresses.
- Through shared reading, model reading information texts in a range of forms; electronic texts, leaflets,
 - Websites, e.g. <https://www.kids-world-travel-guide.com/europe-facts.html> and/or <https://kids.nationalgeographic.com/geography/countries/article/spain>
 - Books, e.g. Welcome to My Country book series e.g. Welcome to Spain by Geraldine Mesenas
 - Films, e.g. Why is Madrid so Popular with Tourists <https://www.bbc.co.uk/programmes/p011t4tt>.
- Encourage children to refer back to class glossary to discuss words in context of the text, and continue to collect further vocabulary.

Learning outcomes

- Children will be able to select and use appropriate determiners.
- Children will be able to explain the meaning of vocabulary within the context of the text.
- Children will be able to listen, view and read a range of information texts.
- Children will be able to identify information from a range of sources, e.g. books, websites, film clips.
- Children will be able to answer key questions using information from a text.
- Children will be able to scan for dates, names and numbers.
- Children will be able to identify point and evidence.

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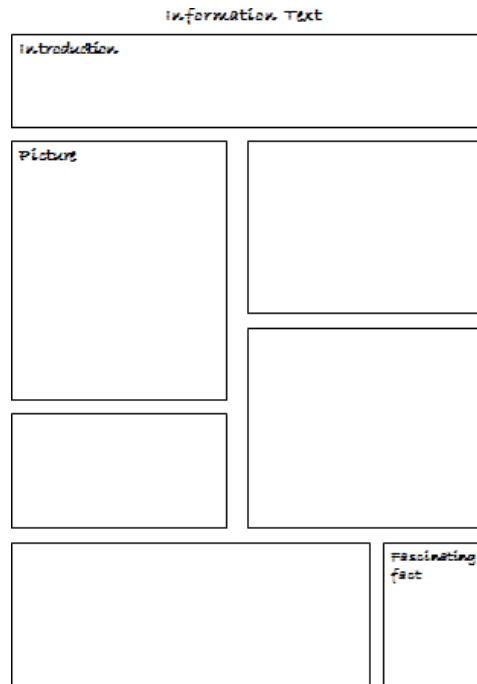
- Provide different information texts for pairs to read and play 'information ping pong' (say a fact into a microphone, pass to partner to say another fact, and repeat). Link to a short writing opportunity, e.g. fact file.
- Using electronic texts and books, model reading and navigating texts to locate information.
- Model how to read carefully to look for answers to specific questions and use scanning to locate dates, numbers, names etc. Provide copies of a text for all children and play 'fastest finger first' using finger lights to locate dates, names, numbers etc. from questions posed.
- Pose key questions to focus information finding.
- Provide groups with key question cards related to the information texts; read to find facts to answer the question. Record any additional notes.
- Provide children with the opportunity to present and find information from other groups, e.g. using the jigsaw technique.
- View information about a selected place in short sections and ask children to pass a microphone between partners or around a small group to report a fact they have found out.
- Use a true/false quiz approach linked to the information viewed such as the video clip of why Madrid is popular with tourists.
- Model providing statements for discussion, e.g.
 - Madrid is the capital city of France – true or false – discuss.*
 - When Madrid was chosen to be the capital, it attracted merchants and bankers – true or false - discuss.*
 - Madrid is famous for museums and food – true or false – discuss.*
- Provide either film clips, electronic texts, leaflets or information texts for children to read in pairs or small groups and create their own true/false quizzes.
- Set up a whole class game show scenario with the true/false quizzes children have created.
- Model reading, discussing and identifying main ideas drawn from more than one paragraph. Show the children how to summarise in writing, e.g. *Madrid is a great place to visit because... 1/2/3 reasons across a text.* Children complete their own summary from information read in their group.

Reading and analysing

- Model the analysis of an information text by 'boxing up' each section (drawing rectangles around each section of text and labelling each one), e.g. *text boxes, sub-headings, diagrams, captions, fact boxes.*

- Children will be able to summarise key points across a text.
- Children will be able to identify the structure of an information text.
- Children will be able to identify how information is presented.
- Children will be able to co-construct a non-chronological report toolkit.

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- Provide children with further information texts to box up, labelling sections and considering layout.
- Collect a range of layouts and display these on the working wall for use when deciding on the presentation of the outcome.
- Evaluate the information text further by analysing the language used, e.g. present tense, sentence types.
- Examine different information texts presented in a range of ways, e.g. leaflets, flip- flap sections, Quick Response (QR) codes, layout on the page or on screen via hyperlinks, information presented using film.
- Display the analysis of language, structure and presentation of these texts on the working wall for reference during subsequent phases.
- Read some examples of non-chronological reports written by children. Examples of reports based on real and imaginary places on Pobble website <https://app.pobble.com/search/non%20chron%20report> (Free account needed to access) - 'Test' against the non-chronological report toolkit, e.g. look for genre features and grammar skills. What are the positive features of this piece of work? How could it be improved? Remind children to reflect on their own writing in similar way when editing.

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English

Gathering content

Grammar: Warm ups throughout the gathering content phase – focus on the use of Standard English, e.g. *is/are*.

- Select content from a cross-curricular context, e.g. geography and/or develop ideas for an imaginary place from the novel as a theme unit.
- Provide groups with key questions to focus information finding. Ensure provision of relevant books, websites, fact cards and film clips for children to use for their independent information finding. Children record findings on sticky notes which are placed on the working wall.
- Alternatively, ask children to develop their own ideas in groups about the imaginary place focusing on: place, capital city, landmarks, climate, people who live there, food, religion, currency, language, animals/plants, working life and fascinating facts. Children record ideas on sticky notes and place on the working wall.
- Model how to group information by placing the sticky notes under different headings to create sections, e.g. *place, capital city, landmarks, climate, people who live there, food, religion, currency, language, animals/plants, working life, fascinating facts*.
- Watch appropriate clips, e.g. Wish You Were Here <https://www.youtube.com/watch?v=nvDzFZYgX0Q> listening to the language used and discussing/analysing the style of presentation.
- Facilitate a 'Meet the Expert' speaking and listening activity. In pairs or small groups, orally present their findings about the specific sections. Allow children to gather new information from each other and add to their notes.
- Explore different formats of how tourist information is presented, e.g. brochures, websites, leaflets.
- Decide on the format of the written outcome, e.g. flip- flap booklet.

Learning outcomes

- Children will be able to explore, identify and correctly use verb inflections for writing present tense.
 - Children will be able to read and identify content for an information text.
- or
- Children will be able to develop ideas for a fictional information text.
 - Children will be able to explore and evaluate how information is presented.
 - Children will be able to organise content for an information text.

Writing

- Use shared writing techniques to model a section at a time with the children. Focus on skills – use of appropriate determiners and Standard English verb agreement for present tense.
- Children follow the modelling each day from the whole class focus and/or use their own plan to inform writing.
- Use AFL, marking and feedback to adjust shared writing focus daily.
- Model proofreading to check for errors in spelling, grammar and punctuation. Remind children that the outcome will be published for an audience and therefore needs to be wholly accurate.
- Challenge children to incorporate a Quick Response (QR) code into their poster to further demonstrate one aspect of their chosen country, e.g. food, flag, traditional music. This will involve reading a range of websites and selecting one which is most appropriate for the audience and purpose of the piece and creating a Quick Response (QR) code link to use on their poster.

Learning outcomes

- Children will be able to create an information text which includes:
 - appropriate determiners
 - Standard English verb agreement.
 - appropriate text type features.

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Scaffolded Outcome:

Information poster using flip-flap facts and information linked to geography and/or fictional place from novel studied in the novel as a theme unit.

Independent extended writing outcome:

Cross curricular application:

Presentation

- Present an information broadcast using ICT to record. Return to the clip used in the reading phase, for example 'Why is Madrid so popular with tourists?' on the BBC Bitesize website to use as a model.
- Playback, evaluate and improve presentation before finalising for an audience.

For further information, please contact:

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