

# Medium Term Planning Summer 2- English Y4

	Class Text	Class Text	Class Text	non-fiction	non-fiction	non-fiction
Class Text- Used to read aloud to the class and for the Literacy context. This must be linked to the wider curriculum topic.						
Writing Outcome	Greek Myth	Greek Myth	Greek Myth	Non-Chronological report based on in-depth historical study	Non-Chronological report based on in-depth historical study	Non-Chronological report based on in-depth historical study
Reading Skill	Retrieval (structure of non-fiction)	Retrieval	Prediction	Inference	Retrieval	Retrieval
Reading Skills Lessons and directed reading for 15 minutes per day. Teacher to allocate pages.						

<u>Reading Skills</u>	<u>Skill</u>	<u>Learning Objective</u>	<u>Lesson Outcome</u>	<u>ARE Success Criteria</u>	<u>GD Success Criteria</u>	<u>Directed Reading</u>
Week 1	<b>Retrieval</b> (Navigate the text and locate information based on structural devices)  <b>Link to in-depth study</b>	LO: Vocabulary	Children will match definitions of complex words using context of a sentence	I can read an extract and identify unfamiliar vocabulary I can use context clues to match the definition	I can use new vocabulary appropriately in a sentence	pages of <i>Eye Witness - Ancient Greece</i>
		LO: Fluency	Children will rehearse an extract of the non-fiction text to present orally to their partner <b>focus on intonation</b>	I can listen to the extract being modelled I can repeat it back I can perform the extract to my partner I can evaluate my partner's performance		pages of <i>Eye Witness - Ancient Greece</i>
		LO: use the index, glossary and contents page	Children will identify the location where key information can be found	I can read the question I can scan to locate key words I can find the correct location	I can suggest what information may be found in a given section	pages of <i>Eye Witness - Ancient Greece</i>
		LO: use the index, glossary and contents page	Children will identify the location where key information can be found	I can read the question I can scan to locate key words I can find the correct location I can answer retrieval questions	I can create my own retrieval questions	pages of <i>Eye Witness - Ancient Greece</i>
		LO: Independently apply the taught skill	differentiated text			pages of <i>Eye Witness - Ancient Greece</i>
Week 2	<b>Retrieval</b>  <b>Link to in-depth study</b>	LO: Vocabulary	Children will investigate the meaning of technical or subject specific	I can read an extract and identify unfamiliar vocabulary	I can sort words into tier 1, 2 and 3 and explain my reasoning	pages from <i>Leo and the Gorgon's Curse</i>

			words (tier 3) they meet in their reading	I can use a glossary to find the definition		
		LO: Fluency	Children will rehearse an extract of the non-fiction text to present orally to their partner <b>focus on pace</b>	I can listen to the extract being modelled I can repeat it back I can perform the extract to my partner I can evaluate my partner's performance	pages from Leo and the Gorgon's Curse	
		LO: retrieve facts from non-fiction	Children will use sub-headings, pictures and captions to locate key information	I can read the question I can scan to locate key words / images I can find the correct location	I can suggest what information may be found in a given section	pages from Leo and the Gorgon's Curse
		LO: retrieve facts from non-fiction	Children will use sub-headings, pictures and captions to locate key information	I can read the question I can scan to locate key words / images I can find the correct location I can answer retrieval questions	I can create my own retrieval questions	pages from Leo and the Gorgon's Curse
		LO: Independently apply the taught skill	differentiated text			pages from Leo and the Gorgon's Curse
Week 3	Prediction (order of lessons changed so prediction lessons are prior to any of the text being read)	LO: Make predictions using clues from the text	Children will use the cover of the Firework Maker's Daughter to make predictions about the book	<b>continue planning this with Teresa</b>		pages from Leo and the Gorgon's Curse
		LO: Make predictions using clues from the text	Children are given predictions and asked to find the clues in the text	<b>continue planning this with Teresa</b>		pages from Leo and the Gorgon's Curse

		Independently apply the taught skill	differentiated text		pages from Leo and the Gorgon's Curse
		LO: Vocabulary	Children will identify unfamiliar vocabulary in an extract and use context clues to suggest a sensible meaning	I can read an extract and identify unfamiliar vocabulary I can use context clues to match the definition	pages from Leo and the Gorgon's Curse
		LO: Fluency	Children will read an extract and evaluate their partner's performance <b>focus on intonation</b>	I can listen to the extract being modelled I can repeat it back I can perform the extract to my partner I can evaluate my partner's performance	pages from Leo and the Gorgon's Curse
Week 4	Inference	LO: Vocabulary	Children identify the writer's use of a specific word class in an extract and discuss the meanings conveyed	I can read an extract with a particular word class blanked out I can identify the word class I can suggest suitable alternatives	Pages from <i>The Firework Maker's Daughter</i>
		LO: Fluency	Children will read an extract and evaluate their partner's performance <b>focus on volume</b>	I can listen to the extract being modelled I can repeat it back I can perform the extract to my partner I can evaluate my partner's performance	Pages from <i>The Firework Maker's Daughter</i>
		LO: use information given in a paragraph to infer	Teacher models inferring questions with multiple choice answers before	I can choose the most appropriate answer from a given list	I can justify my reasons giving evidence from the text

			children attempt their own.			
		LO: make inferences from information given across more than one paragraph	Teacher models inferring questions with multiple choice.	I can choose the most appropriate answer from a given list	I can justify my reasons giving evidence from the text	Pages from <i>The Firework Maker's Daughter</i>
		LO: Independently apply the taught skill	differentiated text			Pages from <i>The Firework Maker's Daughter</i>
Week 5	Retrieval	LO: Vocabulary	Children locate words in a dictionary using the third and fourth letters	I can use alphabetical order to locate the word in a dictionary I can read and understand the definition I can use the word in my own sentence appropriately	I can identify synonyms and antonyms	Pages from <i>The Firework Maker's Daughter</i>
		LO: Fluency	Children will rehearse, then perform an extract and evaluate their partner's performance <b>focus on intonation and pace</b>	I can listen to the extract being modelled I can repeat it back I can perform an extract to my partner I can evaluate my partner's performance		Pages from <i>The Firework Maker's Daughter</i>
		LO: Retrieve information from a text	Children answer a range of retrieval questions based on a page from <i>The Firework Maker's Daughter</i>	I can skim and scan the page to find key words I can read around the word to find the information	I can create my own retrieval questions	Pages from <i>The Firework Maker's Daughter</i>

		LO: Retrieve information from a text	Children identify and discuss key sentences and words in texts which convey important information about characters, places, events, objects or ideas.	I can skim and scan the page to find key words  I can read around the word to find the information  <b>eg 'find a word in the text that shows character feels X'</b>	I can create my own retrieval questions	Pages from <i>The Firework Maker's Daughter</i>
		independently apply the taught skill	differentiated text			Pages from <i>The Firework Maker's Daughter</i>
Week 6	<b>Retrieval</b>	LO: Vocabulary	Children will analyse complex vocabulary using the vocabulary derivation board	I can identify the word class and word 'family' I can find the meaning in a dictionary I can find synonyms I can find antonyms I can use the vocabulary appropriately in a sentence		Pages from <i>The Firework Maker's Daughter</i>
		LO: Fluency	Children will rehearse, then perform an extract to the class and evaluate a peer's performance <b>focus on intonation and pace and volume</b>	I can listen to the extract being modelled I can repeat it back I can perform an extract to the class I can evaluate a peer's performance		Pages from <i>The Firework Maker's Daughter</i>

		LO: retrieve facts from non-fiction	Children will use sub-headings, pictures and captions to locate key information	I can read the question I can scan to locate key words / images I can find the correct location I can answer retrieval questions		Pages from <i>The Firework Maker's Daughter</i>
		LO: use the index, glossary and contents page	Children will identify the location where key information can be found	I can read the question I can scan to locate key words I can find the correct location I can answer retrieval questions		Pages from <i>The Firework Maker's Daughter</i>
		LO: independently apply the taught skill	differentiated text			Pages from <i>The Firework Maker's Daughter</i>
<b>Endpoints:</b>	<p><b>Knowledge:</b> Using non-fiction structure to locate information, broader knowledge of specific vocabulary, Using key words to locate information, How to infer using clues from the text and prior knowledge, How to explain reasoning</p> <p><b>Skills:</b> Use context to suggest sensible meaning of vocabulary, Use dictionaries, thesauruses and glossaries to analyse vocabulary, Develop reading fluency, Make predictions, Retrieve information from a range of texts, Use non-fiction structures (glossary, index, sub-headings, captions, diagrams) to retrieve information, Infer meaning</p> <p><b>Understanding:</b> Layout of non-fiction helps readers locate information, Authors use inference to suggest meaning,</p> <p><b>Vocabulary:</b> Topic (Ancient Greece) and science (digestion) vocabulary,</p>					

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<u>Writing</u>	<u>Skill N/C</u>	<u>Learning Objective</u>	<u>Lesson Outcome</u>	<u>ARE Success Criteria</u>	<u>GD Success Criteria</u>	<u>SEND Success Criteria</u>
		LO: Immerse	Children are immersed in the topic of Ancient Greece. They listen to, watch and read a variety of traditional Greek Myths			
		LO: Identify the features of a myth	Children identify key features; mythical creature, object with special powers, problem, setting, characters	I can identify the setting I can identify the characters I can identify the mythological creature I can identify the special object I can identify the problem I can identify previously taught language features	I can give an example of another text / story this reminds me of and explain why	Birmingham toolkit SEND learn and retell a myth
		LO: Use a range of conjunctions to extend our sentences (Rehearse) <b>toolkit</b>	Children will use co-ordinating and subordinating conjunctions in sentences. WT complete given sentences with appropriate conjunction <b>Acquire &amp; Apply</b>	I can identify coordinating conjunctions in sentences I can identify subordinating conjunctions in sentences I can write sentences about including coordinating and subordinating conjunctions	I can write a paragraph containing a range of sentences and conjunctions appropriately	Birmingham toolkit
		LO: To identify and use adverbials (words and phrases) (Rehearse)	Children are re-introduced to adverbs and adverbial phrases in	I can identify adverbs I can identify adverbial phrases	I can use a thesaurus to make a more adventurous choice	Birmingham toolkit

		<p><b>make sure children have opportunity for writing</b></p>	<p>different locations in sentences. Children identify what they are telling us (when, where, how and why)</p> <p>Children use a range of adverbs and adverbial phrases in their writing</p>	<p>I can identify the purpose of the adverb</p> <p>I can use adverbs and adverbial phrases from a word bank in my writing</p>		
		<p>LO To use a range of fronted adverbials</p> <p><b>make sure children have opportunity for writing</b></p>	<p>Children use WT: Time / place</p> <p>ARE: inc manner</p> <p>GD: inc reason</p>	<p>I can begin sentences with an adverb / adverbial phrase</p> <p>I can punctuate the fronted adverbials correctly</p> <p>I can use a range of different types of adverbs / adverbial phrases (time/place/manner/reason)</p>	<p>I can write and identify the type of fronted adverbial I am using</p>	Birmingham toolkit
		<p>LO: Use paragraphs to group related material</p>	<p>Children will identify the topic of given paragraphs. They will put jumbled sentences in the correct order to make a paragraph.</p> <p>Children will create their own paragraphs that group related material</p>	<p>I can match the topic to the paragraph</p> <p>I can give the topic for a paragraph</p> <p>I can order jumbled sentences</p> <p>I can write my own paragraphs</p>	<p>I can write well-structured paragraphs using a range of sentence types</p>	Birmingham toolkit

	<p>LO: Plan a Greek Myth</p>	<p>Children will refer back to the WAGOLL and identify how that matches a planning format. Children will plan their own myth using a given format and include language features taught this unit WT children have vocabulary and questions on their plan</p>	<p>I can use a given format to plan out individual paragraphs for my Greek myth I can plan appropriate fronted adverbials I can plan appropriate sentence types</p>	<p>I can plan out the paragraphs of my Greek myth I can I make a note of new and previously taught language features I can plan vocabulary to use</p>	
	<p>LO: write a draft of a Greek myth</p> <p><b>subject / verb /object recap</b></p>	<p>Children will begin to draft their Greek myth, writing in paragraphs and including a range of sentence types, conjunctions and fronted adverbials</p>	<p>I can use my plan to draft paragraphs for my Greek myth I can include taught features using a list</p>	<p>I can use a wide range of sentence types, conjunctions and fronted adverbials.</p>	
	<p>LO: edit to improve my writing</p> <p><b>subject / verb /object recap</b></p>	<p>Children will use an agreed list and look for features in their writing. They will record their writing aloud and listen back to their recordings while making changes and improvements.</p>	<p>I can identify coordinating conjunctions in my writing I can identify subordinating conjunctions in my writing I can identify fronted adverbials in my writing I can read my writing clearly aloud I can listen to my recording, paying careful attention to</p>	<p>I can identify the type of fronted adverbials in my writing</p>	

			grammar, tense and number of conjunctions per sentence		
	<p>LO: publish my Greek Myth</p> <p>LO: Immerse Link to in-depth study</p> <p><u><b>Would it be better to live in Sparta or Athens?</b></u></p>		Children read and analyse a non-chron (WAGOLL) about life in Athens. They then use given questions and criteria to research life in Sparta to inform their own non-chron		
	LO: identify the features of a non-chron report	Children will identify the purpose for writing and compare this with their myth. They will make links with non-fiction reading skills lessons linked to Eye Witness Ancient Greek text. They will label features – introduction, sub-headings, labels, captions, glossary, pictures	I can identify the purpose of a non-chronological report I can label key features	I can identify language features of a non-chronological report (fronted adverbials, complex sentences, compound sentences)	
	LO: Use a range of fronted adverbials (rehearse)	Children will identify the most appropriate fronted adverbials for the text type	I can identify fronted adverbials I can choose the most appropriate fronted adverbials for a non-chronological report I can use fronted adverbials appropriately in my writing	I can use a range of fronted adverbials appropriately in my writing	

		<p>LO: write an introduction</p>	<p>Children will identify the paragraph that is the introduction. They will write their own introduction to their non-chron report</p>	<p>I can say which paragraph is the introduction and why</p> <p>I can write my own introductory paragraph about life in ancient Sparta</p>	<p>I can write multiple introductory paragraphs and choose the most effective one</p>	
		<p>LO: use topic sentences to introduce paragraphs</p>	<p>Children will be introduced to topic sentences. They will match paragraphs to the correct topic sentences. They will then write their own topic sentences for given paragraphs before creating their own paragraphs with appropriate topic sentences</p>	<p>I can match paragraphs to the correct topic sentences</p> <p>I can write topic sentences for given paragraphs</p> <p>I can write my own paragraphs and appropriate topic sentences</p>	<p>I can write final sentences for my paragraphs that link back to the topic sentence</p>	
		<p>LO: plan my non-chronological report</p>	<p>Children will identify how the plan was used to write the WAGOLL</p> <p>Children will plan out their non-chronological reports using a given format. WT have questions and vocab on their plan</p>	<p>I can plan paragraphs of my non-chronological report</p> <p>I can plan appropriate fronted adverbials</p> <p>I can plan some previously taught language features</p>	<p>I can include a range of tier 3 vocabulary on my plan</p>	

	LO: plan my non-chronological report	Children plan topic sentences for each paragraph	I can identify the topic of each of my paragraphs I can write an effective topic sentence for each paragraph	I can write multiple topic sentences for a paragraph and choose the most effective one	
	LO: draft my non-chronological report	Children begin to write non-chron reports using paragraph from SPAG lesson – write an introduction They read it through and edit for spellings, language features and vocabulary as well as checking the topic sentence	I can read through my introductory paragraph I can edit to improve my vocabulary I can edit to include appropriate fronted adverbials	I can use a thesaurus to choose more adventurous vocabulary	
	LO: draft my non-chronological report	Children continue drafts in paragraphs, using topic sentences.	I can use my plan to write paragraphs of my report I can include language features from a list	I can use a wide range of sentence types and language features appropriately in my writing	
	LO: edit to improve my writing	children read through partner's work and edit against an agreed list, evaluating and giving feedback	I can read through my partner's work and check for features using a list I can say what went well I can suggest an improvement	I can explain what effect the changes have had on my writing	

				I can use my partner's feedback to make changes to my writing		
		LO: publish my writing				See IEP/ My Plan/Birmingham Toolkit
<b>Endpoints:</b>	<p><b>Knowledge:</b> Features of a Greek myth, features and purpose of a non-chronological report</p> <p><b>Skills:</b> Identify and use fronted adverbials, group material into paragraphs, editing and improving, topic sentences, writing an introduction,</p> <p><b>Understanding:</b> How to apply taught language features appropriately to a range of texts, Purpose and audience varies for different texts</p> <p><b>Vocabulary:</b> Adverb, adverbial phrase, fronted adverbial, topic sentence, paragraph, Myth, Non-chronological report, conjunctions</p>					