**Introduction**

This document is a scheme of work created by Cambridge as a suggested plan of delivery for Cambridge Primary English stage 4. Learning objectives for the stage have been grouped into topic areas or ‘Units’. These have then been arranged in a recommended teaching order but you are free to teach objectives in any order within a stage as your local requirements and resources dictate.

The scheme for English has assumed a term length of 10 weeks, with three terms per stage and three units per term. An overview of the sequence, number and title of each unit for stage 4 can be seen in the table below.

The scheme has been based on the minimum length of a school year to allow flexibility. You should be able to add in more teaching time as necessary, to suit the pace of your learners and to fit the work comfortably into your own term times.

Speaking and Listening learning objectives are recurring, appearing in every unit and as such are listed separately at the start of each unit below. These are followed by the objectives for the topic of the unit (the objectives are summarized rather than following the precise wording in the curriculum frameworks). Activities and resources are suggested against the objectives to illustrate possible methods of delivery.

There is no obligation to follow the published Cambridge Scheme of Work in order to deliver Cambridge Primary. It has been created solely to provide an illustration of how delivery mightbe planned over the six stages.

A step-by-step guide to creating your own scheme of work and implementing Cambridge Primary in your school can be found in the Cambridge Primary Teacher Guide available on the Cambridge Primary website. Blank templates are also available on the Cambridge Primary website for you to use if you wish.

Nine units of work are suggested for children working at Stage 4. In each school term there are three units: fiction, non-fiction and poetry. The range of topics suggested is:

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| **Term**  **Focus** | **1** | **2** | **3** |
| **Fiction**  (40% of teaching time) | **Unit 1A: Historical fiction**  Reading, analysing then planning and writing historical fiction. | **Unit 2A: Fantasy stories**  Reading, analysing then planning and writing fantasy stories. | **Unit 3A: Stories about problems and issues**  Reading, analysing then planning and writing stories that address problems and issues. |
| **Non-fiction**  (40% of teaching time) | **Unit 1B: Non-chronological reports**  Reading, analysing then planning and writing non-chronological reports. | **Unit 2B: Newspaper style reports**  Reading, analysing then planning and writing newspaper style reports. | **Unit 3B: Explanations and persuasion**  Reading, analysing then planning and writing explanation and persuasion. |
| **Poetry**  (20% of teaching time) | **Unit 1C: Poems and playscripts on common themes**  Reading, analysing then planning and writing poems and playscripts, based on common themes. | **Unit 2C: Poems from different times and cultures**  Reading, analysing then planning and writing poems from different times and cultures. | **Unit 3C: Poems in a variety of forms**  Reading, analysing then planning and writing poems in a variety of forms. |

**Scheme of Work –** English stage 4

**Overview**

For children to become more proficient in their literacy skills, it is important that they keep revisiting and consolidating new skills in different contexts. For this reason, many of the literacy objectives are revisited in different ways in every unit. This gives all children the opportunity to grasp the ideas involved.

Within each term, it is not important in which order the units are taught – the level of expectation is consistent across all three units. It is important, however, that you should teach the term 1 units before the term 2, and the term 2 before the term 3.

The teaching and learning of literacy is a continuum; the prior knowledge expected for these units is developed in earlier stages, and the skills and understanding developed in Stage 4 are important for the children to make good progress in subsequent stages. If this level of work is not appropriate for the students in your class, it is recommended that you use ideas from the stage 3 or stage 5 units of work: comparable texts are often studied in each stage, so matching text type with appropriate learning objectives is usually fairly easy.

In general, specific texts are not recommended because of the different resources available in each school and location. Teachers have the flexibility to include locally or nationally relevant resources. Descriptions of the types of texts you will need to teach are given at the beginning of the unit. Large print and picture texts are never assumed, although many are available that are appropriate for children of this age and the more the children can see and read the text, the more effectively you can teach. Where relevant, websites are recommended. The list of websites is not exhaustive, and CIE cannot be held responsible for their contents.

It is assumed throughout that you have access to a whiteboard, blackboard or flipchart to record brief texts for general discussion and analysis.

**Scheme of Work –** English stage 4

The objectives listed below should be taught, reinforced and developed throughout the entire school year.

You may wish to allocate time each day to teaching these objectives, or you may prefer to allocate a set amount of time each week.

Recommended Prior Knowledge:

Children should be familiar with skills and knowledge taught in previous stages. In particular they should:

* be familiar with all common ways of representing short and long vowel phonemes;
* use a variety of strategies for decoding unrecognised words including using grammatical and contextual cues as well as various phonic strategies;
* be aware of simple morphology and know some common prefixes (including *un, dis, de, re*) and suffixes (including *–s, -ed, -ing, -ful, -less, -ly*) and know what they signify;
* read longer texts with sustained concentration and awareness of when meaning is lost;
* form all letters correctly and use largely joined up writing;
* write longer texts independently, with a high degree of accurate spelling;
* use sentence punctuation effectively and commas in lists.

Ongoing work:

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| **Framework Code** | **Learning objectives** | **Suggested Teaching Activities** | **Resources** |
| On-going work in Phonics and Spelling | | | |
| 4PSV3  4PSV4 | To apply effective strategies to tackle unfamiliar words in reading.  To identify syllabic patterns  in multi-syllabic words. | Have regular five minute sessions, including at the beginning or end of literacy lessons, where you write a tricky word on the board and ask children what they can tell you about it. Encourage observations which include reference to:   * any recognised long or short vowel phonemes and the possible pronunciations (ask children to make links to other words when they explain the possible; pronunciations e.g. *ea* could be ‘ee’ as in *‘bead* or ‘e’ as in *bread*); * any recognised syllables and possible pronunciations (with analogous words); * prefixes or suffixes that are recognised; * possible pronunciations of the word.   When children have given you all the information they can from looking at the word, write the word in a sentence and ask children to read it in the context of a sentence.  What new information can they give you about the word now? |  |

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| **Framework Code** | **Learning objectives** | **Suggested Teaching Activities** | **Resources** |
| 4PSV5  4PSV6  4PSV7  4PSV9 | To recognise homophones and make the right choices.  To spell words with common letters strings but different pronunciations.  To begin to generate some spelling rules and ways of remembering spellings.  To revise rules for spelling words with common inflections *ing, ed, s.* | Children are familiar with different ways of spelling the same phoneme. Introduce them to the word ‘homophone’ and explain that it means ‘same sound’ i.e. words which are pronounced the same but spelt differently.  Focus on common grammatical homophones e.g. *here, hear; there, their, they’re; your, you’re; to, too, two; which, witch.*  Children need to make correct choices whenthey are writing. Ask children to think of ways they can remember which form is correct in a sentence.  Recognise less common homophones e.g. *piece, peace; ate, eight; night, knight; him, hymn; draw, drawer (in some accents).*  Ask children to find pairs ofhomophones and write definitions of each word.  In addition to recognising different ways of spelling the same phoneme, children need to be aware of different ways of pronouncing the same letter pattern.  Find pairs of homographs (same spelling, different pronunciations) e.g. *wind, read, lead, row, bow.*  Make collections of words which have the same letter pattern but are pronounced differently e.g. *head, bead; cough, enough, through; height, weight; what, hat.* |  |

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| **Framework Code** | **Learning objectives** | **Suggested Teaching Activities** | **Resources** |
| 4PSV4  4PSV8  4PSV15  4PSV16 | To recognise syllables, prefixes, suffixes and related words and use this information in spelling and reading. | As they encounter longer words in their reading, and as their vocabulary develops and you encourage them to use longer words in their writing, children need to begin to develop an understanding of word structure. Examine multi-syllabic words and model how to analyse them.  Do they have prefixes or suffixes? If so, what is the root word left?  Can I use this information to pronounce or spell the word? What do the prefixes or suffixes tell me about the word?  Divide the word into syllables. A syllable must have a vowel sound and the vowel usually has consonants surrounding it. The precise placement of the syllable boundary is not important, but breaking down the word into syllables can help both with pronunciation and with spelling. |  |
| 4PSV1  4PSV11 | To use known spellings and spelling patterns in all writing. | Once children have been taught to spell words, insist that the children use them in all of their writing.  Ask children to keep spelling logs of all their errors. In the spelling log they should write the correct version of the word, identify the tricky bit and find other words which include the same tricky bit.  Ask children to correct the words that you know they should be able to spell.  Teach children to identify those words they need to learn and focus on. |  |

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| **Framework Code** | **Learning objectives** | **Suggested Teaching Activities** | **Resources** |
| Ongoing work in developing vocabulary | | | |
| 4PSV12  4PSV14  4SL2 | To collect words from reading and to use a wider range of more precise, expressive vocabulary in writing. | Encourage the children to extend their vocabulary.  Use more challenging vocabulary when you talk to the children, sometimes giving alternative forms for the words you use to explain them.  Ask children to collect words from their reading that might be useful in writing.  Encourage the use of dictionaries including electronic handheld dictionaries, if available.  When children are writing and talking: expect them to make precise vocabulary choices of powerful verbs and specific nouns; ask them to use thesauruses to look for alternatives for mundane words and phrases. |  |
| Ongoing work in handwriting | | | |
| 4Wp1 | To use joined up handwriting in all writing. | Children should be able to join all of their writing by now.  Always link the teaching of spelling to the teaching of handwriting so that children learn to spell kinaesthetically as well as orally and visually.  Offer additional teaching support for children whose letter formation is still not secure and who are not joining their writing.  Check that children’s pencil grip is comfortable for more sustained writing.  Once you are confident of children’s handwriting, introduce a greater variety of writing tools including fountain pens and roller ball pens (but not usually ball points at this time). |  |
| 4Wn1 | To make the presentation of writing fit its purpose. | Remind children of the three different styles and purposes of handwriting:   * personal writing – this is used for notes, letters to friends etc; * fast and fluent – This is the most common style of writing you do in school. It should be neat and legible, but fairly quick; * presentation writing – this is only used when the writing is to be displayed or has a special significance. This writing is slow, painstaking and beautiful to look at. |  |

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| **Framework Code** | **Learning objectives** | **Suggested Teaching Activities** | **Resources** |
| Ongoing work in reading | | | |
| 4Rf1  4Rf2 | To extend the range of reading both silently and aloud. | Continue to work to extend the range and quality of the books the children read, and to extend the children’s interaction with the texts.  Encourage children to keep reading journals in which they record their responses to the books they have read.  Children can keep reading journals to share with groups in which they reflect on questions you have asked them about the characters, setting or plot.  Check that children are able both to read closely and to skim and scan for information or evidence in a text.  Talk about different styles of reading, both silently and aloud, and discuss the purposes of the different approaches. |  |
| 4SL6 | To adapt the pace and volume when reading aloud. | As children read aloud in groups, to the class and in performances, help them to understand the need to change the style and volume of their reading to adapt it for the audience they are reading for. |  |
| 4GPr1  4GPr2 | To recognise and respond to punctuation. | As children read aloud, check that they are using punctuation to guide intonation.  Talk explicitly about:   * the different functions of the punctuation marks; * how we respond to the punctuation marks in reading; * how the punctuation marks help us as readers to make sense of a sentence. |  |
| Ongoing work in speaking and listening | | | |
| 4SL1  4SL2  4SL4  4SL5 | To speak confidently and make effective contributions in group and class discussions. | Across the curriculum, when you have class and group discussions, encourage children to:   * recognise that different kinds of language and vocabulary are appropriate for different situations; * think about what they want to say so that they can express and develop their ideas thoughtfully; * share their own opinions and give evidence from books, general knowledge and previously expressed ideas to support their own; * listen to what others in the group are saying and respond politely to their ideas; * both give and accept criticism of their ideas in a group, when the criticism is appropriately phrased. |  |

**Scheme of Work –** English stage 4

**Unit 1A: Historical fiction**

***Reading, analysing then planning and writing historical fiction***

Context

This is the first of nine units for Stage 4. You should expect to cover three units each term (fiction, non-fiction, poetry and plays). Time suggested for this unit is 4 weeks.

Texts needed:

* Three or four short historical novels or a range of historical stories. You will need to have extracts of these stories enlarged for all children to share, or multiple copies.
* Use a good example of a short historical story. Ideally, find historical stories which are linked to work in history.
* A class novel, which is a chapter book that you can read gradually throughout the unit. You should expect to read it aloud to the children, either with the children simply listening, or with them following in their own copies.
* A range of books that the children can read with increasing independence.

Outline

Children will read and discuss a variety of stories, first, enjoying the texts as readers, then reading as writers and analysing features of the text and finally planning and writing a story based on one of the texts you have read and analysed.

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| **Framework code** | **Learning objectives** | **Suggested Teaching Activities** | **Resources** |
| Grammar and Punctuation work for Stage 4 Term 1 | | | |
| 4GPr5  4PSV8 | To recognise adverbs.  To recognise -*ly* as a suffix  linked to adverbs. | Introduce the word class ‘adverbs’ and explain that there are three kinds of adverbs:   * adverbs of manner which tell you *how* something was done *(softly, slowly, silently);* * adverbs of time which tell you *when* something was done (e.g. *later, meanwhile, afterwards, next*); * adverbs of place which tell you *where* something was done (e.g. *outside, upstairs*).   As with many parts of speech, adverbs are often found in adverbial phrases (where a group of words does the job of an adverb e.g. *very softly, later that day, in the garden*).  As you read, point out the use of adverbs and adverbial phrases.  Explore where they can come in a sentence - they are mobile and can occur in many places e.g. *Sweetly, she smiled; she sweetly smiled; she smiled sweetly*.  Notice that adverbs are often used at the beginning of a paragraph in fiction texts.  Discuss how the adverb adds to the meaning of a sentence.  Point out that adverbs are often used as connectives, linking ideas in a text. |  |

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| **Framework code** | **Learning objectives** | **Suggested Teaching Activities** | **Resources** |
| 4GPr6  4GPw3  4PSV2 | To investigate all tenses of verbs. | Remind children about the importance of verbs in sentences.  Ask children to identify the verbs in sentences in a text.  As well as ‘doing word’ verbs, remind children of all the parts of the verb *to be* – which is the most common verb in the English language – and the verb *to have.*  Make a poster collection of all the parts of the verb *to be*. Children should add to the collection each time they come across a new part of the verb.  Talk about features of verbs which help us to recognise the tense (e.g. the -*ed* ending for regular past tense).  Introduce irregular verbs and check that children know all the tenses of these common verbs and can match past and present.  Discuss all the different ways in which the future tense can be realised. |  |

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| **Framework code** | **Learning objectives** | **Suggested Teaching Activities** | **Resources** |
| 4GPr4 | To introduce the idea that commas can be used to mark clauses in a sentence. | Find adverbs of time and place in sentences. Point out how often they are linked with commas.  Introduce children to the expressions *main clause* and *subordinate clause*, explaining that the main clause in a sentence introduces the main idea and that subordinate clauses add information which is linked to the main idea.  Find sentences in your stories which contain more than one clause and a comma (e.g. *Oliver Bard and his friend Toki were in the way, so she sent them off to find firewood*). Ask children to identify the main information in thesentence and then to find the additional information which is introduced by a connective. Note how often there isa comma dividing the clauses.  Ask children to search for commas in a text. They already know that commas:   * are found in lists; * are linked to speech punctuation.   Now can they find commas which separate clauses in texts? |  |

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| **Framework code** | **Learning objectives** | **Suggested Teaching Activities** | **Resources** |
| Stage 4 Term 1 Reading historical fiction | | | |
| 4Rf1 | To read and enjoy historical fiction. | Read and enjoy historical fiction texts. Ask children to give their first responses, supported by reference to the text, about:   * their reaction to the text. Did they enjoy it? How did it make them feel? * particular passages/ events they thought were particularly effective or interesting. Can they begin to explain the features of those parts of the text? * the characters they empathised with and were interested in. Why did they like these characters?   Find out the children’s impressions of the setting:   * would they have recognised this as a historical story? Why? Ask children to find examples in the text. * did children learn anything new about the times from the story? * was the setting believable? Again, can children find evidence?   Would the children have liked to have lived in the setting? What are the features of the setting they like/ dislike the most? |  |
| 4Rf3  4Rf4  4Rf9 | To read and enjoy historical fiction, understanding how the setting and mood of the times is created.  To recognise how much we need implicit knowledge to read historical fiction. | Reread a historical story. Focus first on the setting.  Ask children to look for clues that the setting isn’t the modern day (e.g. *All wood was precious and every house had a pile of logs against the wall ready for winter*). Each of the clues individually doesn’t have to beexclusively evidence of the historical nature of the setting, but the accumulation of clues should support it.  Discuss the fact that a historical story can’t include all of the details about the place. The writer needs to assume that the reader will infer more information and so create a more complete picture of the setting. Can the children think of anything which they have added to their picture of the story although it’s not mentioned explicitly in the text? E.g. *where was Groa cooking? In an oven or over a fire? Why did the women spin and* *dye wool?*  As well as giving historical facts, the writer has to interest us in the place and give it an atmosphere. Can children find words and phrases at different points in the story that help to create this atmosphere?  How much does the weather and time of day contribute to the story? They are part of the setting as much as the place is. |  |

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| **Framework code** | **Learning objectives** | **Suggested Teaching Activities** | **Resources** |
| 4Rf3  4Rf4  4Rf9 | To read and enjoy historical fiction, understanding how the characters are created. | Discuss the characters:   * how much do we know about them? * how are the characters in historical stories different from those in modern stories? * could the story you are reading happen still in modern times? If so, would the characters’ actions and feelings be similar?   Ask the children to briefly describe each of the characters. |  |
| 4Rf2  4Rf6  4Rf7  4Rf8 | To understand how the story is structured. | Introduce the idea that most short stories are told in five main stages:   * the introduction, where we are introduced to the characters and setting. * the problem or build up. Something happens which triggers the rest of the story. * the climax or conflict. This is the most exciting part of the story. This is what the story is about. * the resolution. This is where the climax is resolved and the story begins to wind down. * the conclusion. This brings the story to an end, or adds a twist, or suggests a sequel.   Some of the stages are sometimes conflated and a different number of paragraphs may be used for different parts of the story, but this is a typical story structure.  Reread a story.  Ask children to draw the events of the story on a flowchart with five boxes. Can they write one important event in each of the boxes to show the structure of the story?  Explore whether each stage the children identified begins at the beginning of a new paragraph. It is normal for authors to use a new paragraph to mark that they are moving on to the next stage in their writing. |  |

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| **Framework code** | **Learning objectives** | **Suggested Teaching Activities** | **Resources** |
| 4Wf1  4Wf2  4Wf4 | To plan a historical story. | Ask children to say how they previously planned writing. They should have experienced:   * planning on a flowchart; * planning on a mind map diagram; * planning from a story map.   They may also have experienced other planning ideas.  Introduce them to the idea of planning this story from a paragraph plan. This can be like a flowchart, or linear down a piece of paper, but is likely to include more information than an action flowchart.  Each paragraph on the plan should have:   * a heading showing which part of the story the paragraph relates to; * notes about the characters and setting; * notes about the action in the paragraph.   Limiting the amount of space children are allowed for planning should help to avoid them writing the whole story in their plan.  Ask children to share their plan with a response partner and tell their story aloud, using the plan as a guide. The response partner should make suggestions for improvement. If necessary they can alter their plan. |  |
| 4Rf1  4Rf2  4Rf5  4Rf7 | To write a historical story from a plan. | Once children have planned their story, ask them to write the first draft. Give them the success criteria for the story e.g.   * that the story should have a historical setting which should be built through detail; * that characters should be build through detail; * that the story should be written in paragraphs and have a good story structure. |  |
| 4PSV1  4PSV12  4PSV14  4GPr5 | To redraft the story, improving the selection of vocabulary and checking spelling and punctuation. | Once children have written their first draft, ask them to do the writer’s mumble and read the story aloud several times to:   * check that it makes sense; * look at the choice of words. (Try to improve the quality of the verbs and the choice of nouns); * check the punctuation; * check the spelling. |  |

**Scheme of Work –** English stage 4

**Unit 1B: Non-chronological reports**

***Reading, analysing then planning and writing non-chronological reports.***

Context

This is the second of nine units for Stage 4. You should expect to cover three units each term (fiction, non-fiction, poetry and plays). Time suggested for this unit is 4 weeks.

Texts needed

* A range of non-chronological reports, ideally linked to a cross-curricular subject you are studying.
* A class novel, which is a chapter book that you can read gradually throughout the unit. You should expect to read it aloud to the children, either with the children simply listening, or with them following in their own copies.
* A range of books that the children can read with increasing independence.

Outline

Children will read and discuss a variety of texts, first finding information in the texts as readers, then reading as writers and analysing features of the text and finally planning and writing a report based on one of the texts you have read and analysed.

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| **Framework code** | **Learning objectives** | **Suggested Teaching Activities** | **Resources** |
| 4PSV8  4GPr5 | To recognise adverbs.  To recognise *–ly* as a suffix linked to adverbs. | Introduce the word class ‘adverbs’ and explain that there are three kinds of adverbs:   * adverbs of manner which tell you *how* something was done *(softly, slowly, silently);* * adverbs of time which tell you *when* something was done (e.g. *later, meanwhile, afterwards, next*); * adverbs of place which tell you *where* something was done (e.g. *outside, upstairs*).   As with many parts of speech, adverbs are often found in adverbial phrases (where a group of words does the job of an adverb e.g. *very softly, later that day, in the garden*).  As you read, point out the use of adverbs and adverbial phrases:  Explore where they can come in a sentence - they are mobile and can occur in many places e.g. *Sweetly, she* *smiled; she sweetly smiled; she smiled sweetly*.  Notice that adverbs are often used at the beginning of a paragraph in fiction texts.  Discuss how the adverb adds to the meaning of a sentence.  Point out that adverbs are often used as connectives, linking ideas in a text. |  |
| 4GPr6 | To investigate all tenses of verbs. | Remind children about the importance of verbs in sentences.  Ask children to identify the verbs in sentences in a text.  As well as ‘doing word’ verbs, remind children of all the parts of the verb *to be* – which is the most common verb in the English language – and the verb *to have.*  Make a poster collection of all the parts of the verb *to be*. Children should add to the collection each time they come across a new part of the verb.  Talk about features of verbs which help us to recognise the tense (e.g. the *ed* ending for regular past tense).  Introduce irregular verbs and check that children know all the tenses of these common verbs and can match past and present.  Discuss all the different ways in which the future tense can be realised. |  |

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| **Framework code** | **Learning objectives** | **Suggested Teaching Activities** | **Resources** |
| 4GPr4 | To introduce the idea that commas can be used to mark clauses in a sentence. | As you find adverbs of time and place in sentences, point out how often they are linked with commas.  Introduce children to the expressions *main clause* and *subordinate clause*, explaining that the main clause in a sentence introduces the main idea and that subordinate clauses add information which is linked to the main idea.  Find sentences in your stories which contain more than one clause and a comma (e.g. *Oliver Bard and his friend Toki were in the way, so she sent them off to find firewood*). Ask children to identify the main information in the  sentence and then to find the additional information which is introduced by a connective. Note how often there is a comma dividing the clauses.  Ask children to search for commas in a text. They already know that commas:   * are found in lists; * are linked to speech punctuation.   Now can they find commas which separate clauses in texts? |  |
| Phonics Spelling and Vocabulary for this unit of Stage 4 Term 1 | | | |
| 4PSV10 | To be confident with alphabetical order. | If children are to use indexes and other alphabetically organised texts efficiently, it is important that they are very familiar with alphabetical ordering. Develop this by:   * having time challenges for finding words in dictionaries; * reciting the alphabet; * having round the class quizzes where children compete to answer questions like ‘*which letter comes after T?* * placing letter tiles in order starting with e.g. R; * completing ‘fill in the missing letter’ activities where the first letter in the sequence is not necessarily A. |  |

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| **Framework code** | **Learning objectives** | **Suggested Teaching Activities** | **Resources** |
| Stage 4 Term 1 Reading non-chronological reports | | | |
| 4Rn3  4Rn7 | To find information in non-chronological reports. | Teach children how to draw and use a KWWL grid. This is a grid with four columns. In the first you record *what you* ***K****now* about a subject; in the second you record ***W****hat you would like to find out*; in the third you write ***W****here*  *you will search* for the information and in the fourth you record *what you* ***L****earned*.  Model asking a general question (e.g. *Why do we have seasons?*), then:   * complete the first column (what we **K**now) of the KWWL grid together; * frame questions to record in the second column (**W**hat you Want to know); * suggest sources in the third column (**W**here to look). Include books, ICT and internet resources.   Allocate different questions to different groups of children and challenge them to find the answer to their question.  When the children have had time for their research, gather together again and record what you have learned in the ‘**L**’ column.  Ask pairs of children to complete their own KWWL grid with a question of their own devising. |  |
| 4Rn3 |  | Ask children to reflect on ways in which they found information in non-chronological report texts (either online or in books).  Can children list the organisational features they used? Record idea such as:   * the contents and index (check that children recognise the differences in organisation and function); * headings and sub-headings; * topic sentences (the first sentence of a paragraph which generally introduces the topic for the paragraph).   What other strategies did the children use? For example looking for relevant pictures and looking near the pictures for reference to them.  Ask children to evaluate the different organisation features.   * which was most useful? Why? * which was least useful? Why?   Did any of the children fail to find any information?  Can they explain why not?  Can others help them to solve their problem? |  |

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| **Framework code** | **Learning objectives** | **Suggested Teaching Activities** | **Resources** |
| 4Rn1  4Rn3 | To know or find language features of non-chronological report texts. | Ask children to reread a paragraph of text. Agree a list of language features of report texts (this should be revision from Stage 3) including:   * written in the present tense, unless it’s a historical report; * written in a slightly formal style, not a chatty style; * written in full sentences with few questions (except as headings or sub-headings); * topic sentences to introduce the topic for the paragraph. |  |
| 4Rn2 | To confirm the function of paragraphs in non-chronological reports. | Revisit the use of paragraphs in report texts. Let children read a page from a report text and consider the paragraphs.  How do paragraphs help to structure and organise ideas?  How are paragraphs in non-fiction texts used differently from those in fiction texts? |  |
| 4Wn7  4SL3  4SL5 | To summarise a paragraph in a sentence. | Ask children to reread a paragraph from a report text, then shut the book and tell a partner what the key ideas in the paragraph were. They can only use one sentence to summarise the key ideas. In a sentence, there should only be one (or at the most two) main ideas.  Having spoken the summary, children should write the sentence.  Once children have summarised several paragraphs from the full text, ask them to compare their summary with the text.  Have they isolated all the main ideas?  What has been left out of the summary?  Are the summary sentences very similar to the topic sentences, or are there differences? |  |

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| **Framework code** | **Learning objectives** | **Suggested Teaching Activities** | **Resources** |
| Stage 4 Term 1 Writing non-chronological reports | | | |
| 4Rn6  4Wn3  4Wn5  4Wn6 | To plan a non-chronological report using information collected from other texts. | Ask children to tell you how they previously planned non-fiction report texts.  A mind map/concept map/spider diagram is the most effective way of planning these texts, because it allows children to organise and link information on the page and it doesn’t matter in which order they think of or find out the information.  Model for children how to record the information from the KWWL chart on a mind map diagram (don’t forget to include the information in the K column). Demonstrate how to:   * write the central theme in the centre of the page (e.g. *seasons*); * write related big topic around the word - these will eventually become headings (e.g. *the sun, the tilt of the* *earth, the effects*).   Information found can be collected and linked to the relevant headings.  Ask children to complete a diagram like this for their own research, using their own KWWL grid. |  |
| 4Wf4 | To plan and write a nonchronological report using information collected from other texts.  To present the final text in paragraphs, using headings and subheadings appropriately. | Model using the diagram you completed in a planning session for creating a report text.  Determine the order of the paragraphs.  Write the title and main heading.  Model crafting sentences to include the information you have recorded. Once you have recorded all the information about one aspect, write a new heading and record the information in sentences.  Before the children begin to write their own text, give them the success criteria. For example:   * to write a non-chronological report text using appropriate sentences and vocabulary; * to organise the information into paragraphs; * to use headings to help the reader to locate information quickly and effectively. |  |
| 4PSV1  4PSV12  4PSV14  4GPw5 | To redraft the report, improving the selection of vocabulary and checking spelling and punctuation. | Once children have written their first draft, ask them to do the writer’s mumble and read the report aloud several times to:   * check that it makes sense; * look at the choice of words. (Try to improve the quality of the verbs and the choice of nouns); * check the punctuation; * check the spelling. |  |

**Scheme of Work –** English stage 4

**Unit 1C: Poems and playscripts on common themes**

***Reading, analysing then planning and writing poems and playscripts based on common themes***

Context

This is the third of nine units for Stage 4. You should expect to cover three units each term (fiction, non-fiction, poetry and plays).

Time suggested for this unit is 2 - 3 weeks.

Texts needed

* A variety of poetry anthologies containing both modern and classic poetry and including poems with themes in common. Try to select anthologies that are appropriate for all of the reading attainments in the class.
* Sets of playscripts for children to read. These may be linked to books you have read in class.
* A class novel, which is a chapter book that you can read gradually throughout the unit. You should expect to read it aloud to the children, either with the children simply listening, or with them following in their own copies.
* A range of books that the children can read with increasing independence.

Outline

Children will read and discuss a variety of poems, firstly, enjoying them as readers, then reading as writers and analysing features of the text and finally planning and writing a poem based on one of the those you have read and analysed.

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| **Framework code** | **Learning objectives** | **Suggested Teaching Activities** | **Resources** |
| Stage 4 Term 1 Reading poems and playscripts | | | |
| 4Rf1 | To read and enjoy poetry. | Let children browse through collections of poems and choose those that they particularly enjoy which are based on the sense or observation to share with the class. Possibly ask children to make copies of the poems to add to a class anthology.  Work in groups with the children and discuss each poem:   * likes and dislikes – did you like/ dislike the poem? Why? Were there certain words or phrases that you liked/ disliked? * effects – what effect does the poem have on you, the reader? * pictures – does the poem paint a picture in your mind? How? * patterns – look for patterns of rhyme, rhythm, alliteration, lines, verse structure * words – which words and phrases were particularly effective? Why? * interesting things – what else would you like to say about the poem?   For individual poems, you can ask questions and have discussions about different topics, but this list includes many of the issues it is interesting to discuss with poetry. Bring some of the poems discussed by groups back to the whole class for a wider ranging discussion and to model good discussion for groups where they didn’t happen. |  |
| 4Rf1 | To extend the range of poems children read. | Try to extend children’s choices of poems beyond modern, light hearted verse.  Once children have selected their choice of poems, find some other ‘classic’ poems which are on a similar theme. |  |
| 4Rf4  4Rf9  4Rf11  4Rf13  4Rf14 | To discuss the features of different poems. | Choose pairs of poems which share a theme but are from different eras and compare them. Discuss the following points:   * the theme. Can the children recognise what the theme of each poem is? Do they agree that they have broadly the same theme? * can children identify words and phrases which show that one of the poems is older than the others? * the rhyme, rhythm and verse structure. How are these similar and different? * what the poem looks like on the page.   Reread both of the poems and ask children to discuss their responses and suggest reasons. |  |

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| **Framework code** | **Learning objectives** | **Suggested Teaching Activities** | **Resources** |
| 4Rf4  4Rf9  4Rf12  4Rf13 | To read playscripts noticing how scenes are built up. | Let groups of children read playscripts aloud. Talk about the experience and check that the children are aware of the basic structures of playscripts, including:   * layout conventions; * the use of adverbs to show how a character speaks and moves; * the use of stage directions.   Ask children to plot the development of the story on a flowchart. Compare how the story of a play matches the story in a narrative text.  Look at the use of new scenes and acts to show the progression and structure of the story.  What are they most closely linked to in narrative stories? |  |
| 4Rf14  4Wf7 | To plan to write a poem based on the structure and theme of an existing poem. | Reread one of the poems that has been previously used in comparison. Ask children what they recall of:   * its theme; * its structure (verses, rhyme and rhythm); * its vocabulary.   In shared writing, write a new poem which is closely linked to one of those you have studied. It should have the same theme and a similar structure.  Let children try their own poems, but remind them that poems need to be drafted, redrafted and polished many times before they are ‘finished’. |  |
| 4Rf12 | To plan and write a playscript based upon a familiar story. | Work together to use a flow diagram to plot the development of a known story. Discuss how you could use this as the basis of the story for a playscript.  Ask children to make a list of characters, then to work in small groups to write one scene’s worth of dialogue as a playscript. Remind them:   * about layout and playscript conventions; * that each character can only be developed through what they say - in a playscript you can’t use narrative to describe someone or somewhere.   Try to keep the speeches from each character consistent so that each  character has a clear ‘voice’ in the play. |  |
| 4PSV1  4PSV12  4PSV13  4PSV14  4GPw5 | To redraft the poem/playscript, improving the selection of vocabulary and checking spelling and punctuation. | Once children have written their first draft or the poem and the play, ask them to do the writer’s mumble and read the story aloud several times to   * check that it makes sense; * look at the choice of words. Try to improve the quality of the verbs and the choice of nouns; * check the punctuation; * check the spelling. |  |

**Scheme of Work –** English stage 4

**Unit 2A: Fantasy stories**

***Reading, analysing then planning and writing fantasy stories***

Context

This is the fourth of nine units for Stage 4. You should expect to cover three units each term (fiction, non-fiction, poetry and plays). Time suggested for this unit is 4 weeks.

Texts needed:

* Three or four short fantasy or science fiction stories. You will need to have extracts of these stories enlarged for all children to share, or multiple copies.
* A class novel, which is a chapter book that you can read gradually throughout the unit. You should expect to read it aloud to the children, either with the children simply listening, or with them following in their own copies.
* A range of books that the children can read with increasing independence.

Outline

Children will read and discuss a variety of stories, first enjoying the texts as readers, then reading as writers and analysing features of the text and finally planning and writing a story based on one of the texts you have read and analysed.

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| **Framework code** | **Learning objectives** | **Suggested Teaching Activities** | **Resources** |
| Grammar work for Stage 4 Term 2 | | | |
| 4PSV8  4GPr5 | To recognise *–ly* as a suffix linked to adverbs.  To recognise adverbs. | Continue work from last term on recognising adverbs and adverbial phrases. |  |
| 4GPr6 | To investigate all tenses of verbs. | Continue the work on tenses from last term. |  |
| 4GPr4 | To develop the use of commas to mark clauses in a sentence. | Continue the work on commas from last term. |  |
| 4GPr3 | To use apostrophes correctly. | Remind children of the use of apostrophe to show omission of letters in words like *we’ll, can’t, I’m, didn’t* etc.  Introduce the possessive apostrophe, emphasising the fact that it is only used to show ownership and that plurals do not have an apostrophe.  Find examples of possessive apostrophes in reading and talk about what they signify.  Give children little exercises in deciding whether or not to use an apostrophe.  When children are revising their writing, remind them to circle all of the apostrophes they have used and check that they need apostrophes in these places. |  |

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| **Framework code** | **Learning objectives** | **Suggested Teaching Activities** | **Resources** |
| 4PSV12  4Rf5 | To increase the accuracy of description. | Find words and phrases which describe people, things and places in books and poems. The three most likely ways of describing are:   * a specific noun (e.g. *the caretaker* rather than *the man*); * adding an adjective (e.g. *the old caretaker);* * using a simile or metaphor (e.g. *The caretaker who was as old and wrinkled as a tortoise* or *The tortoise* *crawled towards us, clutching a broom in his hand*).   Children may not be familiar with simile and metaphor, so spend time exploring this way of describing:   * ask children to suggest a simile for a place or person in the book. * give children sentence starters: e.g. *He walked as slowly as…* * make outlandish statements about a character or creature. * look for similes and metaphors in books and poems (some whole poems are extended metaphors). * listen for them in spoken language.   Revisit the accuracy of adjectives, particularly those with comparative and superlative forms.  Find comparative and superlative forms of adjectives.  Consider the suffix –*ish* and its use with adjectives (e.g. *warmish, reddish*).  Make lists of adjectives which express degrees of something (e.g. *ancient, antique, aged, old, elderly*; *enormous, huge, vast, big, large*).  Add similes into your lists of degrees. Where do they tend to fit? |  |

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| **Framework code** | **Learning objectives** | **Suggested Teaching Activities** | **Resources** |
| 4Rf1  4Rf2  4Rf11 | To read and enjoy fantasy. | Read and enjoy fantasy texts. Ask children to give their first responses, supported by reference to the text, about:   * their reaction to the text. Did they enjoy it? How did it make them feel? * particular passages/ events they thought were particularly effective or interesting. Can they begin to explain the features of those parts of the text? * the characters they empathised with and were interested in. Why did they like these characters?   Find out the children’s impressions of the setting:   * would they have recognised this as fantasy? Why? Ask children to find examples in the text. * was the setting believable? Again, can children find evidence? * would the children have liked to have lived in the setting? What are the features of the setting they like/ dislike the most? |  |
| 4PSV13  4Rf2  4Rf3  4Rf4  4Rf9  4Rf11  4Rf13 | To read and enjoy fantasy, understanding how the setting and mood of the times is created.  To recognise how much we need implicit knowledge to read fantasy. | Reread a fantasy story.  Focus first on the setting. The setting is one of the key features which make fantasy fiction different from contemporary fiction.  Look at one of the settings used in the story:   * what are we told about it? * what are we NOT told about the setting, but left to infer? (e.g. *if the place is dark and cold, we can infer that it* *is unwelcoming; if it has unearthly plants and trees, we can infer that the setting is not on earth*)?   Study the language used to describe the setting:  Does the author make use of:   * specific nouns; * adjectives; * figurative language (including metaphor and simile)?   Can the children find examples of each?  Evaluate how effective these descriptions are.  Is a writer who is trying to create a weird planet more or less likely to use simile to compare things to Earth?  Discuss the children’s answers. |  |

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| **Framework code** | **Learning objectives** | **Suggested Teaching Activities** | **Resources** |
| 4Rf2  4Rf3  4Rf4  4Rf9  4Rf10  4Rf11  4Rf13  4Wf3 | To read and enjoy fantasy, understanding how the characters are created. | Discuss the characters:   * how much do we know about them? * do we know most about what they look like, what they think about or what they do? In different books the answer will be different. * how are characters described? Specific noun, adjective or simile? How does the way they are described contribute to our reaction to them? * could the story you are reading happen on Earth? If so, would the characters’ actions and feelings be similar?   Let the children describe a character and others try to guess which character is being described. Which characteristic is the one that gives it away? |  |
| 4Rf6  4Rf7  4Rn2 | To recognise how the story is structured. | Remind the children of the five stages in a short story: introduction, problem/ build up, climax/conflict, resolution and conclusion.  Draw a hump-backed bridge. Put the introduction on the ground on the left and the conclusion on the ground at the right. The highest point of the hump should be the climax (which is the highest, most interesting point in the story) with the problem and the resolution on the slopes of the bridge.  This can be a visual metaphor for the story, with the slope and height of the bridge showing the level of excitement in the story.  Reread your story.  Ask children to draw the events of the story on a flowchart with five boxes. Can they write one important event in each of the boxes to show the structure of the story? |  |
| 4Wf2 | To consider story openings prior to writing them. | Examine the opening lines of a variety of fantasy stories. Discuss the following points:   * the fact that most stories don’t begin with the words *One day…* How do they begin? Does the opening line make any difference? * how does a writer hook the reader into wanting to read to the end of a story? * how soon in the story does the writer establish that it’s a fantasy? * how early are the characters introduced? |  |

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| **Framework code** | **Learning objectives** | **Suggested Teaching Activities** | **Resources** |
| 4Wf1  4Wf2  4Wf3  4Wf4  4SL2  4SL5 | To plan a fantasy story. | Remind children how to use a paragraph planner to plan their story.  Each paragraph on the plan should have:   * a heading showing which part of the story the paragraph relates to; * notes about the characters and setting; * notes about the action in the paragraph.   Limiting the amount of space children are allowed for planning should help to avoid them writing the whole story in their plan.  Ask children to share their plan with a response partner and tell their story aloud, using the plan as a guide. The response partner should make suggestions for improvement.  If necessary they can alter their plan. |  |
| 4Wf2 | To explore alternative openings for the story. | Once the children have established the plan for their story, ask them to plan two or three alternative openings.  Each opening should have a different kind of beginning:   * an expression of time (e.g. *One fine day*); * dialogue (e.g. *“What’s your name?” asked …);* * action (e.g. *He ran as he had never run before).*   Once the children have written each of their story beginnings, they should evaluate them and decide which one to use. |  |
| 4Wf1  4Wf2  4Wf4  4Wf7 | To write a fantasy story from a plan. | Once children have planned their story, ask them to write the first draft. Give them the success criteria for the story, e.g.   * that the story should have a fantasy setting that should be built through detail; * that characters should be built through detail; * that the story should be written in paragraphs and have a good story structure, including a strong beginning. |  |
| 4PSV1  4PSV12  4PSV14  4GPw1  4GPw2  4GPw3  4GPw4  4GPw5 | To redraft the story, improving the selection of vocabulary and checking spelling and punctuation. | Once children have written their first draft, ask them to do the writer’s mumble and read the story aloud several times to:   * check that it makes sense; * look at the choice of words. Try to improve the quality of the verbs and the choice of nouns; * check the punctuation; * check the spelling. |  |

**Scheme of Work –** English stage 4

**Unit 2B: Newspaper style reports**

***Reading, analysing then planning and writing newspaper style reports***

Context

This is the fifth of nine units for Stage 4. You should expect to cover three units each term (fiction, non-fiction, poetry and plays). Time suggested for this unit is 4 weeks.

Texts needed:

* A range of newspapers that all carry news stories on the same topic. This can include on-line news stories, national newspapers and local newspapers.
* A class novel, which is a chapter book that you can read gradually throughout the unit. You should expect to read it aloud to the children, either with the children simply listening, or with them following in their own copies.
* A range of books that the children can read with increasing independence.

Outline

Children will read and discuss a variety of newspaper style reports, first enjoying the texts as readers, then reading as writers and analysing features of the

text and finally planning and writing a story based on one of the texts you have read and analysed.

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| **Framework code** | **Learning objectives** | **Suggested Teaching Activities** | **Resources** |
| 4PSV8  4GPr5 | To recognise *–ly* as a suffix linked to adverbs.  To recognise adverbs. | Continue work from last term on recognising adverbs and adverbial phrases. |  |
| 4GPr6 | To investigate all tenses of verbs. | Continue the work on tenses from last term. |  |
| 4GPr4 | To develop the use of commas to mark clauses in a sentence. | Continue the work on commas from last term. |  |
| 4GPr3 | To use apostrophes correctly. | Remind children of the use of apostrophe to show omission of letters in words like *we’ll, can’t, I’m, didn’t* etc.  Introduce the possessive apostrophe, emphasising the fact that it is only used to show ownership and that plurals do not have an apostrophe.  Find examples of possessive apostrophes in reading and talk about what they signify.  Give children little exercises in deciding whether or not to use an apostrophe.  When children are revising their writing, remind them to circle all of the apostrophes they have used and check that they need apostrophes in these places. |  |

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| **Framework code** | **Learning objectives** | **Suggested Teaching Activities** | **Resources** |
| 4PSV12  4Rf5 | To increase the accuracy of description. | Find words and phrases which describe people, things and places in books and poems. The three most likely ways of describing are:   * a specific noun (e.g. *the caretaker* rather than *the man*); * adding an adjective (e.g. *the old caretaker);* * using a simile or metaphor (e.g. *The caretaker who was as old and wrinkled as a tortoise* or *The tortoise* *crawled towards us, clutching a broom in his hand*).   Children may not be familiar with simile and metaphor, so spend time exploring this way of describing:   * ask children to suggest a simile for a place or person in the book. * give children sentence starters: e.g. *He walked as slowly as…* * make outlandish statements about a character or creature. * look for similes and metaphors in books and poems (some whole poems are extended metaphors). * Listen for them in spoken language.   Revisit the accuracy of adjectives, particularly those with comparative and superlative forms.  Find comparative and superlative forms of adjectives.  Consider the suffix –*ish* and its use with adjectives (e.g. *warmish, reddish*).  Make lists of adjectives which express degrees of something (e.g. *ancient, antique, aged, old, elderly*; *enormous, huge, vast, big, large*).  Add similes into your lists of degrees. Where do they tend to fit? |  |

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| **Framework code** | **Learning objectives** | **Suggested Teaching Activities** | **Resources** |
| Stage 4 Term 2 Reading newspapers | | | |
| 4Rn3  4Rn4 | To know and name different features in a newspaper. | Give the different newspapers to pairs of children. Identify, and ask the children to label, different parts or aspects of the newspaper including:   * masthead (newspaper name) * headline * by-line * story / report * column * adverts * classified adverts * leader * sections e.g. sports, TV listings, film guides etc.   Once all of these things have been identified, discuss their purpose and where they are on the page and in the paper. Focus particularly on the headline, whose purpose is not only to introduce the story but also to grab the readers’ attention and make them want to read the story. Point out that some headlines contain puns, alliteration, common phrases which are perhaps used slightly oddly and that headlines are not written in sentences.  Discuss the front page of the newspaper and liken it to the cover of a book. Talk about why newspapers often start more than one story on the front page and then have to continue some of the stories on inside pages.  Compare the stories on the front pages of national and local newspapers. Look at a page and ask children to identifywhether it’s from a local or national paper. What clues did they use?  What does being ‘Front Page News’ tell us about the story’s importance?  Is it a fact that some news is more important than other news, or is it an opinion? Who makes that decision?  Help children to understand that even facts are prioritised by the editor of a newspaper, so that the order in which the stories are presented is one way in which the editor can express opinions about the importance of the news. |  |

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| **Framework code** | **Learning objectives** | **Suggested Teaching Activities** | **Resources** |
| 4Rf4  4Rn4  4Rn5  4Rn7 | To read newspaper reports and recognise that they usually contain both fact and opinion. | Give children different newspapers and ask them to find reports about an event that you have preselected (ideally it will be front page news in some newspapers and inside in others).  Ask all of the children to read the account of the event in their paper.  Make a table with two columns: fact and opinion. Discuss what the terms mean.  Ask one pair of children to tell you something from their newspaper article.  Is it in everybody’s paper? If so, it may well be a fact and can be recorded in the fact column.  Is it in some papers, but not others? Or are there contradictory ideas in different papers? If so, add the ideas to the ‘opinions’ column.  Discuss the way that newspaper articles contain both facts and opinions, but mixed together so you can’t always tell which is which very easily.  Talk about why newspapers do this and the effect it has on readers. |  |
| 4Rf9  4Rn4  4SL5 | To consider the written style of different newspapers. | Pairs of children should team up with pairs who have different kinds of newspapers, so that all children have the opportunity of reading a variety of styles of newspaper and of seeing how they are laid out, how they use colour,  what kind of stories they think will interest their readers etc.  Ask children to choose any story and read it, looking at the language. They should consider, for example:   * the length and complexity of the sentences and the number of different kinds of connectives; * how many sentences there are in a paragraph; * how the newspaper uses headings; * whether the style is chatty or formal; * the kind of vocabulary chosen – is it everyday, chatty vocabulary or more formal vocabulary? * how they refer to eye witnesses and the kind of information they give about them; * how many facts and how many opinions are in a story; * the wording of the headlines.   Ask each group of four to evaluate the newspapers and tell you which they would prefer to read and why. |  |

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| **Framework code** | **Learning objectives** | **Suggested Teaching Activities** | **Resources** |
| 4Rn6  4Wn5  4Wn6  4Wn7 | To pick up the main points of an article. | Give children an article to read, without the headline. Ask them to write a headline for the article, which should pick up on the main point in a way which will draw the reader in.  Discuss the process of making notes, establishing that:   * notes don’t have to be written in sentences; * notes should include all the key words and key ideas from the article.   Ask the children to make notes to show what the article was about. You could these notes as the bases of the children’s own writing. |  |
| Stage 4 Term 2 Writing a newspaper report | | | |
| 4Wn3  4Wf5 | To plan a newspaper report. | The newspaper report the children write could be about:   * an event in the news (local, national or international); * something that happened in the school; * an event in a book.   Children can use a concept map or a flow diagram (which may be more appropriate) for planning their newspaper report. They should plan using different colours to record facts and opinions.  Remind them to think about headings and the order in which the events will be reported in the piece. |  |
| 4Wn4  4Wf4  4Wn6 | To write a newspaper report from a plan. | Once children have planned their report, ask them to write the first draft. Give them the success criteria for the report. For example:   * the language and style will be modelled on that in one of the newspapers you have looked at; * the report should be presented in paragraphs; * there should be a headline to grab the readers’ attention and introduce the report. |  |
| 4PSV1  4PSV11  4PSV12  4PSV14 | To redraft the story improving the selection of vocabulary and checking spelling and punctuation. | Once children have written their first draft, ask them to do the writer’s mumble and read the report aloud several times to   * check that it makes sense; * look at the choice of words. Try to improve the quality of the verbs and the choice of nouns; * check the punctuation; * check the spelling. |  |

**Scheme of Work –** English stage 4

**Unit 2C: Poems from different times and cultures**

***Reading, analysing then planning and writing poems from different times and cultures***

Context

This is the sixth of nine units for Stage 4. You should expect to cover three units each term (fiction, non-fiction, poetry and plays). Time suggested for this unit is 2 weeks.

Texts needed

* A range of poetry anthologies containing both modern and classic poetry and including poems from different cultures and times. Try to include some from the country where you are living. Try to select anthologies that are appropriate for all of the reading attainments in the class.
* A class novel, which is a chapter book that you can read gradually throughout the unit. You should expect to read it aloud to the children, either with the children simply listening, or with them following in their own copies.
* A range of books that the children can read with increasing independence.

Outline

Children will read and discuss a variety of poems, first enjoying them as readers, then reading as writers and analysing features of the text and finally planning and writing a poem based on one of those you have read and analysed.

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| **Framework code** | **Learning objectives** | **Suggested Teaching Activities** | **Resources** |
| 4PSV13  4Rf1  4Rf4  4Rf11  4Rf13 | To read and enjoy poetry. | Let children browse through collections of poems and choose those that they particularly enjoy, which are clearly based in a time or culture, to share with the class. Possibly ask children to make copies of the poems to add to  a class anthology.  Work in groups with the children and discuss each poem:   * likes and dislikes – did you like/ dislike the poem? Why? Were there certain words or phrases that you liked / disliked? * effects – what effect does the poem have on you, the reader? * pictures – does the poem paint a picture in your mind? How? * patterns – look for patterns of rhyme, rhythm, alliteration, lines, verse structure. * words – which words and phrases were particularly effective? Why? * interesting things – what else would you like to say about the poem?   For individual poems, ask questions and have discussions about different topics, but this list includes many of the issues it is interesting to discuss with poetry.  Bring some of the poems discussed by groups back to the whole class for a wider ranging discussion and to model good discussion for groups where they didn’t happen. |  |
| 4Rf1  4Rf11  4Rf13 | To extend the range of poems children read. | Try to extend children’s choices of poems beyond modern, light hearted verse. Once children have selected their choice of poems, find some other ‘classic’ poems which are on a similar theme as well as those from other cultures. |  |
| 4Rf14 | To discuss the features of different poems. | Choose pairs of poems which share a theme but are from different eras and cultures and compare them.  Discuss what it is about the poem which tells us which time or culture is it based in? Give the children any relevant background information you know about the poem. Discuss the vocabulary, the sentence structures and the images and references.  Extend the children’s language use describing poetry structure to include words like: rhyming couplet, rhyme pattern, alternate line of rhyme, chorus etc.  Encourage children to read the poems aloud, appreciating the time, the culture  and the structure. |  |

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| **Framework code** | **Learning objectives** | **Suggested Teaching Activities** | **Resources** |
| Stage 4 Term 2 writing poems based on poems from other times and cultures | | | |
| 4Rf11 | To plan to write a poem based on the structure and theme of an existing poem. | Reread one of the poems you have previously used in comparison. Ask children what they recall of:   * the time and culture in which it was written; * its structure (including patterns of rhyme); * its vocabulary.   In shared writing, write a new poem which is closely linked to one of those you have studied, but changing it to a different time and place (including modern times).  Explore what it might mean to ‘change it’ to a different time and culture. What should stay the same? What can legitimately change? |  |
| 4PSV1  4PSV12  4PSV14  4GPw5 | To redraft the poem, improving the selection of vocabulary and checking spelling and punctuation. | Once children have written their first draft of their poem, ask them to do the writer’s mumble and read it aloud several times to:   * check that it makes sense; * look at the choice of words. Try to improve the quality of the verbs and the choice of nouns; * check the punctuation; * check the spelling. |  |

**Scheme of Work –** English stage 4

**Unit 3A: Stories about problems and issues**

***Reading, analysing then planning and writing stories that address problems and issues***

Context

This is the seventh of nine units for Stage 4. You should expect to cover three units each term (fiction, non-fiction, poetry and plays). Time suggested for this unit is 4 weeks.

Texts needed

* Three or four short stories in which characters face dilemmas or problems and have to solve them (e.g. *rejection, loss*, *rivalry, friendship problems*). You will need to have extracts of these stories enlarged for all children to share, or multiple copies.
* A class novel, which is a chapter book that you can read gradually throughout the unit. You should expect to read it aloud to the children, either with the children simply listening, or with them following in their own copies.
* A range of books that the children can read with increasing independence.

Outline

Children will read and discuss a variety of stories, first enjoying the texts as readers, then reading as writers and analysing features of the text and finally planning and writing a story based on one of the texts you have read and analysed.

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| **Framework code** | **Learning objectives** | **Suggested Teaching Activities** | **Resources** |
| 4PSV8  4GPr5 | To recognise *–ly* as a suffix linked to adverbs  To recognise adverbs. | Continue work from last term on recognising adverbs and adverbial phrases. |  |
| 4GPr4 | To develop the use of commas to mark clauses in a sentence. | Continue the work on commas from last term. |  |
| 4GPr3 | To use apostrophes correctly. | Continue the work on apostrophes from last term. |  |
| 4PSV12  4Rf5 | To increase the accuracy of description. | Continue work on adjectives and figurative language from last term. |  |
| 4GPr7 | To explore the grammar of different sentences. | Find or write an example of a simple statement e.g. *Samir was worried.* Ask the children to tell you information about the sentence. Discuss points such as these:   * it begins with a capital letter and ends with a full stop; * it has a verb; * it only has one main clause; * it is a sentence in the past tense; * it is a very short sentence.   Introduce the word ‘statement’ and explain that most sentences are statements.  Can the children think of any other sentence types? (Hint that they might be able to if they think about the kinds of punctuation that can be found at the end of a sentence).  Ask the children to turn your statement into a question. Explore what has changed and what has stayed the same.  Ask the children to turn your statement into a command. Explore what has changed and what has stayed the same.  Once children have explored the three sentence types using this simple sentence, find longer sentences in books you are reading and explore how you would transform those into different sentence types. |  |

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| **Framework code** | **Learning objectives** | **Suggested Teaching Activities** | **Resources** |
| Stage 4 Term 3 Reading stories that address problems and issues | | | |
| 4Rf11  4SL5 | To develop an understanding of ‘author’ and read a variety of books by the same author. | Can the children name any authors? Ask them what they know about the authors they name.  Discuss the idea that if you read a book by an author and you like the book, you may want to try and find other books by the same author.  If the children are keeping reading journals, suggest that they record their responses to different books by the same author.  If any child is particularly fond of an author and has read two or three books by that author, ask the child to do a brief presentation to the class explaining why they like that author. |  |
| 4Rf1  4SL5 | To read and enjoy stories that address problems and issues. | Read and enjoy the chosen stories. Ask children to give their first responses, supported by reference to the text, about:   * their reaction to the text. Did they enjoy it? How did it make them feel? * particular passages/ events they thought were particularly effective or interesting. Can they begin to explain the features of those parts of the text? * the characters they empathised with and were interested in. Why did they like these characters? * did one of the characters have a problem that they had to solve? Ask the children to summarise the problem and the solution. |  |
| 4Rf3  4Rf4  4Rf9  4Rf13  4SL5 | To read and enjoy stories that address problems and issues, understanding how the characters are created. | Discuss the characters:   * how much do we know about them? * do we know most about what they look like, what they think about or what they do? In different books the answer will be different. * how are characters described? Specific noun, adjective or simile? How does the way they are described contribute to our reaction to them? * what was the main problem faced by the character? Evaluate whether the character solved the problem in a satisfactory way. * look again at what we know about the characters. In the fantasy stories we knew most about what they did. In this story, was the emphasis on what the characters did or felt and thought? * how did the author show the reader how the characters felt and thought?   Were the readers ever asked to infer feelings from what was written in the text? Can children find an example? |  |

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| **Framework code** | **Learning objectives** | **Suggested Teaching Activities** | **Resources** |
| 4Rf3  4Rf4  4Rf9  4Rf10  4Rf13 | To read and enjoy stories that address problems and issues, understanding how the setting and mood are created.  For children to recognise how much we need implicit knowledge to read stories that address problems and issues. | Reread a story.  In stories with ‘issues’ the setting is usually less important than the character and the problem, but nonetheless, the story is established within a setting which can increase the drama in the story.  Look at the main setting used in a story. What are we told about it?  What are we NOT told about the setting, but left to infer?  How does the setting contribute to the story? Could the same story happen in a different setting? How would the story have to change?  Study the language used to describe the setting. Does the author make use of specific nouns, adjectives and figurative language (including metaphor and simile)? Can the children find examples of each? Evaluate how effective these descriptions are. |  |
| 4Rf6  4Rf7  4Rn2 | To recognise how the story is structured. | Remind the children of the five stages in a short story: introduction, problem/ build up, climax/conflict, resolution and conclusion and of the story bridge drawn in the last session to help the children to plan.  Reread the story.  Ask children to draw the events of the story on a flowchart with five boxes. Can they write one important event in each of the boxes to show the structure of the story? |  |
| 4Wf2 | To consider story openings prior to writing them. | Examine the opening lines of the stories. Discuss these points:   * the fact that most stories don’t begin with the words *One day.* How do they begin? Does the opening line make any difference? * how does a writer hook the reader into wanting to read to the end of a story? * how early are the characters introduced?   When is the problem introduced? |  |
| 4Wf2 | To consider story endings prior to writing them. | Examine the endings of the stories. Discuss:   * whether the ending was satisfactory and left the reader feeling that the story was rounded off nicely; * whether or not the ending related to the beginning; * how the author built up to the ending of the story, so that it wasn’t a sudden, abrupt ending; * whether or not all the loose ends were tied up; * the final sentences of the stories. Evaluate their effectiveness. |  |

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| **Framework code** | **Learning objectives** | **Suggested Teaching Activities** | **Resources** |
| 4Wf3 | To write a character study. | Before the children write their own story, ask them to write a character study. This can either be from a story already shared together, or from a new story that they plan to write. The character study should include all the information the child thinks the reader needs to know about the character. This *may* include:   * age and family; * description of the character’s looks and appearance; * descriptions of the character’s friends; * the character’s reactions to the friends or the friends’ reactions to the character; * what the character likes to do; * the character’s fears, worries and dislikes. |  |
| 4Wf1  4Wf2  4Wf4  4Wf6  4Wf7 | To plan a story with an issue. | Remind children how to use a paragraph planner to plan their story.  Each paragraph on the plan should have:   * a heading showing which part of the story the paragraph relates to; * notes about the characters and setting; * notes about the action in the paragraph.   Limiting the amount of space you allow children for planning should help to avoid them writing the whole story in their plan.  Ask children to share their plan with a response partner and tell their story aloud, using the plan as a guide. The response partner should make suggestions for improvement. If necessary they can alter their plan. |  |
| 4Wf1  4Wf2  4Wf4  4Wf6  4Wf7 | To write a story from a plan. | Once children have planned their story, ask them to write the first draft. Give them the success criteria for the story e.g.   * that the story should be about a character who has a problem; * that character should be built through detail; * that the story should be written in paragraphs and have a good story structure, including a strong beginning and ending. |  |
| 4PSV1  4PSV12  4PSV14  4GPw2  4GPw3  4GPw4  4GPw5 | To redraft the story, improving the selection of vocabulary and checking spelling and punctuation. | Once children have written their first draft, ask them to do the writer’s mumble and read the story aloud several times to:   * check that it makes sense; * look at the choice of words. Try to improve the quality of the verbs and the choice of nouns; * check the punctuation; * check the spelling. |  |

**Scheme of Work –** English stage 4

**Unit 3B: Explanations and persuasion**

***Reading, analysing then planning and writing explanations and persuasion***

Context

This is the eighth of nine units for Stage 4 You should expect to cover three units each term (fiction, non-fiction, poetry and plays). Time suggested for this unit is 4 weeks.

Texts needed:

* A range of short texts containing explanation or persuasion. You can find persuasive letters in adverts and holiday brochures as well as in letters to newspapers and magazines, including those aimed at children, and explanations are in many non-fiction books including manuals. The exercise *New Life* in Classroom Activities for Cambridge International Primary Programme has an explanatory text. You will need to have extracts of these stories enlarged for all children to share, or multiple copies.
* A class novel, which is a chapter book that you can read gradually throughout the unit. You should expect to read it aloud to the children, either with the children simply listening, or with them following in their own copies.
* A range of books that the children can read with increasing independence.

Outline

Children will read and discuss a variety of explanations and persuasive texts, first enjoying the texts as readers, then reading as writers and analyzing features of the text and finally planning and writing a text based on one of those you have read and analysed.

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| **Framework code** | **Learning objectives** | **Suggested Teaching Activities** | **Resources** |
| 4PSV8  4GPr5 | To recognise *–ly* as a suffix linked to adverbs.  To recognise adverbs. | Continue work from last term on recognising adverbs and adverbial phrases. |  |
| 4GPr4 | To develop the use of commas to mark clauses in a sentence. | Continue the work on commas from last term. |  |
| 4GPr3 | To use apostrophes correctly. | Continue the work on apostrophes from last term |  |
| 4PSV12  4Rf5 | To increase the accuracy of description. | Continue work on adjectives and figurative language from last term. |  |
| 4GPr7 | To explore the grammar of different sentences. | Find or write an example of a simple statement e.g. *Samir was worried.* Ask the children to tell you information about the sentence. Discuss points such as these:   * it begins with a capital letter and ends with a full stop; * it has a verb; * it only has one main clause; * it is a sentence in the past tense; * it is a very short sentence.   Introduce the word ‘statement’ and explain that most sentences are statements. Can the children think of any other sentence types? (Hint that they might be able to if they think about the kinds of punctuation that can be found at the end of a sentence).  Ask the children to turn your statement into a question. Explore what has changed and what has stayed the same.  Ask the children to turn your statement into a command. Explore what has changed and what has stayed the same.  Once children have explored the three sentence types using this simple sentence, find longer sentences in books you are reading and explore how you would transform those into different sentence types. |  |

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| **Framework code** | **Learning objectives** | **Suggested Teaching Activities** | **Resources** |
| Stage 4 Term 3 Reading explanations and persuasive texts | | | |
| 4Rn3 | To understand the main features of non-fiction text types. | Look together at an explanatory text. Many explanations are presented in flow charts and diagrams and often contain language similar to that of a report text. The main difference between the text types is expressed in their purpose.  A report text aims to describe how things are.  An explanation explains a process or how something works.  Key features of explanations are:   * the order in which the events are described is important, whereas in a non-chronological report, it isn’t. The ordering of paragraphs in an explanation is therefore crucial; * there are usually a lot of connectives, which are either *cause and effect* (so… because…) or are *time* connectives (then… after that…).   Show children a simple explanatory text (e.g. *New Life*) and ask them to find features which show that it is an explanation, not a report text. |  |
| 4Rn2  4Rn3  4Rn6 | To understand the main features of non-fiction text types  To find key ideas and understand how paragraphs are used to organise information. | Ask children to consider an explanatory text. Ask them to:   * consider how many main ideas there are in each paragraph (often just one: the paragraphs in explanatory texts are often similar to those in report texts and begin with a topic sentence); * list the main ideas in each paragraph; * explore what happens to the explanation if the main ideas are mixed up. Does the explanation still make sense? * compare explanatory texts with flow charts and those without. Is the language different? Where are the ideas easier to follow? |  |
| 4Wn7 | To summarise an explanation. | Once children have read an explanation, ask them to re-read each paragraph and summarise its main point in one or two sentences. Remind children that summaries:   * are written in sentences; * state the main point, but not necessarily using the key words and phrases from the original text. |  |

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| **Framework code** | **Learning objectives** | **Suggested Teaching Activities** | **Resources** |
| 4Rn1  4Rn3  4Rn5 | To consider how persuasive texts are structured and ordered to make a convincing argument. | Look together at some persuasive texts (e.g. adverts for holidays in brochures). Read and discuss each text:   * what is the purpose of the text? * do you find it convincing? Why? * who do you think the text is aimed at? Why? * do you think that the text is based on opinions or facts? Find some of each.   Look more carefully at the structure. Does your text have:   * an opening statement explaining why it would be good for you if you …? * points to prove the opening statement, usually followed by evidence for them? * a summary at the end, recommending that you should … ?   Some persuasive texts also refer to reasons against the argument in order that they can ‘rubbish’ them. |  |
| 4Rn1  4Rn3  4Rn5 | To explore the language used in persuasive texts. | Ask children to compare a persuasive text with a report text. Look at:   * the language used. Which is more formal (usually the report) and which is more chatty (usually the persuasive)? Discuss why; * which of the texts talks to the reader more directly? Point out that persuasive texts often address the reader directly, even using pronouns like *we* to identify very closely with the reader and to assume that the reader agrees with the writer; * which of the texts uses a greater variety of descriptive adjectives? Most likely the persuasive text, which needs adjectives to make the point more dramatic; * which text contains more opinions? Again, most likely the persuasive text, which is an expression of opinion. |  |
| 4GPr8  4Rn1  4Rn5 | To explore the connectives used in persuasive texts. | Choose a persuasive text which is written in paragraphs in order to look more closely at connectives.  Give children highlighter pens to highlight persuasive connectives. Look, for example, at connectives such as: *if… so* or *if … then; although; however; nevertheless; therefore; moreover; furthermore; because; and.*  Point out that these connectives are rarely found in report or explanatory texts, but are found commonly in persuasive texts. The precise choice of connective depends on the audience and purpose the text is written for.  Time connectives are found much less often in persuasive texts. |  |

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| **Framework code** | **Learning objectives** | **Suggested Teaching Activities** | **Resources** |
| Stage 4 Term 3 Writing explanations and persuasive texts | | | |
| 4SL1  4SL3  4SL4  4SL5 | To develop ideas, express opinions, consider alternative opinions and deal politely with dissent. | Before children begin to try to write either of these text types, they need time to develop the necessary language skills through speaking and listening activities. These can include, for example:   * explaining the rationale behind a decisions or opinion; * preparing a short presentation to explain how something works; * planning a radio advert for a school event; * participating in a class debate. |  |
| 4Wf4  4Wn4  4Wn5  4Wn6 | To plan and write an explanation. | Link the children’s explanation writing to a cross curricular area e.g. explaining the water cycle, the processes involved in picking, preparing and shipping tea, the life cycle of a chicken etc.  Before the children begin their plan, remind them:   * that their explanation should begin with a general statement to introduce the topic; * that ideas should be explained in paragraphs; * of the importance of getting the paragraphs in the right order, to make a series of logical steps; * that time connectives are often appropriate; * to finish with a conclusion.   Children should use a flowchart to plan their explanation, with the introduction in the first box and the conclusion in the last.  They may find it helpful to record ideas for connectives on their plan to make sure that they aren’t using the same one repeatedly.  Ideally, children should share their plan with a response partner before beginning to write. Response partners should check that the plan makes sense and that all of the important information has been included. |  |

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| **Framework code** | **Learning objectives** | **Suggested Teaching Activities** | **Resources** |
| 4GPr8  4Wf4  4Wn1  4Wn2  4Wn4  4Wn5  4Wn6 | To plan and write a persuasive text. | Before children begin to plan a persuasive text, they need to be sure that they have enough information and understand the issues.  Notes and information from other sources should be assembled before children start trying to put them into a persuasive framework.  One effective way of planning a persuasive text is to write each successive point you want to make on a separate small sheet of paper, and then exploring how changing the order of the points can impact on the persuasive power. Again, it is sensible to try to record connectives on the plan.  Ideally, children should share their plan with a response partner before beginning to write. Response partners should check that the plan makes sense and that all of the important information has been included. |  |
| 4PSV1  4PSV12  4PSV14  4GPw5 | To redraft the text, improving the selection of vocabulary and checking spelling and punctuation. | Once children have written their first draft, ask them to do the writer’s mumble and read the story aloud several times to:   * check that it makes sense; * look at the choice of words. Try to improve the quality of the verbs and the choice of nouns; * check the punctuation; * check the spelling. |  |

**Scheme of Work –** English stage 4

**Unit 3C: Poems in a variety of forms**

***Reading, analysing then planning and writing poems in a variety of forms***

Context

This is the ninth of nine units for Stage 4. You should expect to cover three units each term (fiction, non-fiction, poetry and plays). Time suggested for this unit is 2 weeks.

Texts needed:

* A range of poetry anthologies containing poems written in a variety of forms including haiku, tanka and cinquain, limerick, riddle and lists. Try to select anthologies that are appropriate for all of the reading attainments in the class.
* A class novel, which is a chapter book that you can read gradually throughout the unit. You should expect to read it aloud to the children, either with the children simply listening, or with them following in their own copies.
* A range of books that the children can read with increasing independence.

Outline

Children will read and discuss a variety of poems, first enjoying them as readers, then reading as writers and analysing features of the text and finally planning and writing a poem based on one of those you have read and analysed.

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| **Framework code** | **Learning objectives** | **Suggested Teaching Activities** | **Resources** |
| Stage 4 Term 3 reading poems of different forms | | | |
| 4PSV13  4Rf1  4Rf4  4Rf9  4Rf10  4Rf11  4Rf13 | For children to read and enjoy poetry. | Let children browse through poems with given forms. Work in groups with the children and discuss each poem:   * likes and dislikes – did you like/ dislike the poem? Why? Were there certain words or phrases that you liked / disliked? * effects – what effect does the poem have on you, the reader? * pictures – does the poem paint a picture in your mind? How? * patterns – look for patterns of rhyme, rhythm, alliteration, lines, verse structure. * words – which words and phrases were particularly effective? Why? * interesting things – what else would you like to say about the poem?   For individual poems, ask questions and have discussions about different topics, but this list includes many of the issues it is interesting to discuss with poetry.  Bring some of the poems discussed by groups back to the whole class for a wider ranging discussion and to model good discussion for groups where they didn’t happen. |  |
| 4Rf14  4Wn1 | To discuss the features of syllabic poetry. | What have the children noticed about the poems written with syllabic forms? Have they deduced that the syllable pattern is:   * haiku: 3 lines, 17 syllables: 5,7,5; * tanka: 5 lines, 31 syllables: 5,7,5,7,7; * cinquain: 5 lines 22 syllables: 2,4,6,8,2.   Both haiku and tanka are traditional Japanese forms; the cinquain was invented in the 20th century in America.  In all of these poems, the aim is to capture a moment in nature or the seasons, and the challenge is not to use similes to do so.  Re-read the syllabic poems you have looked at so far, count the syllables and consider how successful the poet was at ‘capturing a moment’. |  |

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| **Framework code** | **Learning objectives** | **Suggested Teaching Activities** | **Resources** |
| 4Rf14  4Wn1 | To discuss features of other poems written in a specific form. | Reread examples of limericks, riddles and lists. What can the children tell you about them? What are the features which describe the poems and challenge the poet?  The limerick has got its famous 5 line skipping rhythm, with a twist in the final line.  In riddles, the poem or verse must build up a puzzle where there are clues for the reader to solve.  List poems use a repeating line or phrase or are a list. |  |
| Stage 4 term 3 writing poems with specific forms | | | |
| 4Rf14  4Wn1 | To plan to write a poem with a specific form. | Let children reread the poems, particularly those with the form they choose to write in.  Ask children to jot down the key features of the form they are writing in.  Children can then work in pairs, or alone, to draft the poem. |  |
| 4PSV1  4PSV12  4PSV14  4GPw5 | To redraft the poem, improving the selection of vocabulary and checking spelling and punctuation. | Once children have written their first draft of the poem, ask them to do the writer’s mumble and read it aloud several times to:   * check that it makes sense. Read it aloud. Does it ‘work’? * check that it meets all the requirements of the form; * look at the choice of words. Try to improve the quality of the verbs and the choice of nouns; * check the punctuation; * check the spelling. |  |