

### Literacy Planning Overview (Year 4-Fiction)

<p><b>Unit 1</b></p> <p>Autumn 1</p>	<p><b>Key writing purpose:</b></p> <p><i>To use the structure and characters from Lost or Stolen? to write a new chapter of the story with a different dilemma and setting.</i></p> <p>My story chapter:</p> <ul style="list-style-type: none"> <li>“ uses what I know about the characters to show how they react to their new dilemma and what the consequences are</li> <li>“ describes a new setting using the senses and similes so the reader can build a strong picture in their minds.</li> </ul> <p>Grammar:</p> <ul style="list-style-type: none"> <li>“ includes direct speech, which is set out and punctuated correctly.</li> </ul>	<p><b>Recommended Reading:</b></p> <p>Cinderella: A FairyTale - Charles Perrault and Loek Koopmans                  Cendrillon:A Caribbean Cinderella - Robert D. San Souci and Brian Pinkney                  The Egyptian Cinderella - Shirley Climo and Ruth Helier                  Snow White in New York - Fiona French                  Snow White - Josephine Poole and Angela Barrett</p> <p><u>Non-Fiction</u></p> <p>'Gadget Magic' ;The Greatest Gadget of Them All?'</p> <p>Children look at information texts presented in a variety of styles, in a magazine feature format. They create and present their own information texts. Then they plan a presentation to pitch a new gadget to potential investors.</p>
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<p><b>Unit 2</b></p> <p>Autumn 2</p>	<p><b>Key writing purpose:</b></p> <p><i>To write a poem in free verse about a small, unexpected event.</i></p> <p>My poem:</p> <ul style="list-style-type: none"> <li>“ describes one particular moment in great detail</li> <li>“ creates strong feelings and makes a vivid picture in the reader's mind</li> <li>“ uses poetic features, e.g. <i>alliteration</i>, <i>simile</i> and <i>personification</i></li> <li>“ is written in free verse, so I have used line breaks instead of commas to show the reader where to pause when reading aloud.</li> </ul>	<p><b>Recommended Reading:</b></p> <p>Heard it in the Playground - Allan Ahlberg                  The Puffin Book of Utterly Brilliant Poetry - Brian Patten (Editor)                  Don't Tell the Teacher - Gervase Phinn                  I Like This Poem - Kaye Webb (Editor)                  Boy: Tales of Childhood - Roald Dahl                  Matilda - Roald Dahl                  The Worst Witch Collection - Jill Murphy</p> <p><u>Non-Fiction</u></p> <p>'Your Alien Experiences' ;The Daily Blab'</p> <p>Children explore recounts and journalistic texts. They learn about the main features of recounts through reading and analysing some journalistic reports. They then write their own newspaper report.</p>
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<p><b>Unit 3</b></p> <p>Spring 1</p>	<p><b>Key writing purpose:</b></p> <p><i>To write a new story using some of the characters from The Bogey Men and the Trolls Next Door.</i></p> <p>My story:</p> <ul style="list-style-type: none"> <li>“ is written from the point of view of one of the band members</li> <li>“ gives extra information by including powerful adverbs and adjectives</li> <li>“ uses at least one of the features of Kaye Umansky’s style, e.g. <i>comical images, extra information in brackets, made-up adjectives such as ‘trollish’.</i></li> </ul> <p>Grammar:</p> <ul style="list-style-type: none"> <li>“ includes the first person past tense, because I am writing in role as a character.</li> </ul>	<p><b>Recommended Reading:</b></p> <p>Trolls Go Home (Troll Trouble) -Alan MacDonald                  The Secret Book of Trolls- Danny Willis                  Troll Wood - Kathryn Cave and Paul Hess                  Jabberwocky and other poems - TigThomas                  Night of the Gargoyles - Eve Bunting and David Wiesner                  Science Verse - Jon Scieszka and Lane Smith</p> <p><u>Non-Fiction</u></p> <p>The Stellar Stage School' ;'How the Voice Works'</p> <p>Children explore the language and organisational features of explanation texts through examples of visual, verbal and written explanations. They create their own explanations in a variety of forms, culminating in the delivery of an explanatory lesson on how to get the 'pop star look'.</p>
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<p><b>Unit 4</b></p> <p>Spring 2</p>	<p><b>Key writing purpose:</b></p> <p><i>To write a play script scene based on the characters from Rumpelstiltskin.</i></p> <p>My scene:</p> <ul style="list-style-type: none"> <li>“ uses play script conventions, e.g. <i>names before speech, stage directions and scene descriptions</i></li> <li>“ uses dialogue and stage directions to show how the characters think, move and speak</li> <li>“ includes a final speech, where the character argues that the Judge should let him go.</li> </ul> <p>Grammar:</p> <ul style="list-style-type: none"> <li>“ includes <i>-ing</i> endings for stage directions which are verbs, e.g. <i>standing, strutting.</i></li> </ul>	<p><b>Recommended Reading:</b></p> <p>Children of the Dragon: Selected Tales from Vietnam - Sherry Garland and Trina Schart Hyman                  Stories from Around the World Heather Amery and Linda Edwards                  Illustrated Stories from Grimm - Ruth Brocklehurst, Gill Doherty and Raffaella Ligi                  Brothers Grimm Folk Tales - The Brothers Grimm, Michael Foreman and Brian Alderson</p> <p><u>Non-Fiction</u></p> <p>'Junior Detective!'</p> <p>Children read an explanation about how the police use different sorts of evidence to prove who has committed a crime. Next they look at several pieces of evidence and evaluate them, choosing two to present to a 'court'.</p>
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<p><u>Unit 5</u> Summer 1</p>	<p><b>Key writing purpose:</b> <i>To use the historical setting and characters from Runaways! to write a new part of the story from one character's point of view.</i></p> <p>My story:</p> <ul style="list-style-type: none"> <li>“ is written from John’s or Hannah’s point of view</li> <li>“ has characters that seem real because I have used their speech and actions to show (rather than tell) the reader what they are thinking and feeling</li> <li>“ has historical references to describe the setting.</li> </ul> <p>Grammar:</p> <ul style="list-style-type: none"> <li>“ uses the first person and past tense, because I am writing in role as a character</li> <li>“ may include standard and non-standard English for dialogue, depending on which character is speaking.</li> </ul>	<p><b>Recommended Reading:</b></p> <p>Hetty Feather - Jacqueline Wilson and Nick Sharratt Smith - Leon Garfield Street Child - Berlie Doherty Cecily's Portrait - Adele Geras Lizzie's Wish - Adele Geras</p> <p style="text-align: center;"><u>Non-Fiction</u></p> <p>'London Herald'</p> <p>Children broaden their knowledge of Victorian times by exploring journalistic texts that are typical of the period. They will learn about the features of newspaper articles and entries. Then they write their own entry for a class newspaper set during the Victorian era.</p>
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<p><u>Unit 6</u> Summer 2</p>	<p><b>Key writing purpose:</b> <i>To use ideas and characters from Sugarcane Juice to write a new tension-filled episode of the story.</i></p> <p>My story episode:</p> <ul style="list-style-type: none"> <li>“ is set on a bus, which is vividly described using simile and metaphor</li> <li>“ uses powerful verbs to describe the action</li> <li>“ has dialogue that creates atmosphere and tension.</li> </ul> <p>Grammar:</p> <ul style="list-style-type: none"> <li>• includes correct use of pronouns to avoid repetition, e.g. <i>he, they</i></li> <li>“ uses direct speech, which is set out and punctuated correctly.</li> <li>• present tense.</li> </ul>	<p><b>Recommended Reading:</b></p> <p>Haroun and the Sea of Stories Sal man Rushdie Stories from India - Anna Milbourne and Linda Edwards The Wheel of Surya - Jamila Gavin Seasons of Splendour: Tales, Myths and Legends of India - Madhur Jaffrey and Michael Foreman Rickshaw Girl/- Mitali Perkins and Jamie Hogan</p> <p style="text-align: center;"><u>Non-Fiction</u></p> <p>Children develop their understanding of persuasive techniques used in advertising so that they can create their own marketing campaign with a clear message. They analyse a film trailer and a poster and design their own versions for a new film.</p>
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