

SUMMER TERM 1 OVERVIEW YEAR 4 – Writing

Summer Term Book - The Iron Man- Technology in Action

Topic – Writing an adventure narrative.

Assessment:

Teacher assessment using the statutory end of year assessment grids as a guide, alongside the National Curriculum.

For this unit, there will be a focus on:

- Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- in narratives, creating settings, characters and plot
- Use of paragraphs around a theme.
- Write for a range of purposes and audiences, showing awareness of the reader.
- Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- Selecting language that shows good awareness of the reader.
- Use paragraphs as a presentational device to structure their writing.
- Use a range of sentence structures to show a good awareness of the text type.
- Use a wider range of subordinating conjunctions, adverbs and prepositions within and across sentences.
- To punctuate more complex sentences correctly
- Use simple devices to structure the writing.
- Using fronted adverbials to emphasise the adverbial to the reader.
- Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
- Assessing the effectiveness of their own and others' writing and suggesting improvements.
- Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.

Guide Time = 3 weeks.

Very Important Points (VIPs):

- Fronted adverbials are phrases or words at the start of a sentence, which are used to describe the action that follows.
- Pronoun is a word that takes the place of a noun.
- A narrative includes the following language features; fronted adverbials, use the correct present and past verb forms, year 3 and 4 statutory spellings, nouns or pronouns used appropriately to aid cohesion and avoid repetition, conjunctions, subordinate clauses, appropriate expanded noun phrases, adverbs, prepositions, metaphors, similes, alliteration.
- Cohesive devices include conjunctions, connectives and pronouns and these devices are used to link the writing using the same verb tense throughout.
- A narrative refers to the story being told.
- Features of a narrative include; character description, setting description and a clear beginning, middle and end.
- Physical appearance refers to the looks of something.
- Personality refers to the characteristics and qualities of a person.
- An adjective is a word describing an attribute of a noun.
- An expanded noun phrase consists of a determiner, adjectives and a noun.
- An adverb is a word that modifies an adjective or verb (in relation to time, manner or place).
- A simile is the comparison of one thing with another e.g. "As brave as a lion."
- Effective setting description uses appropriate language to describe what can be seen, heard, felt, the weather and the time of day.

Fat Question:

How have adventure narratives changed over time?

End point:

To write an adventure narrative with reference to the Iron Man.

	<ul style="list-style-type: none"> • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause • using fronted adverbials 	
Links to prior learning (sequencing) and canon book	<p>Children will have written narratives in previous years, so this unit will build on children's existing knowledge and understanding of story structures and writing.</p> <p>This unit will also build on skills introduced in Year 3 and in Autumn term 2:</p> <ul style="list-style-type: none"> • Using mostly correctly: capital letters, full stops and commas for lists. • Selecting some vocabulary that fits the purpose of their writing. • Write effectively and coherently for different purposes. • Some use of present perfect forms of verbs instead of simple past. • Using some subordinating conjunctions to express time and cause, including: if, when, because, although. • Using informal language (abbreviations, contractions). • Paragraphs organised around a theme.. • Writing in first person. • Expanded noun phrases. • Using pronouns appropriately. • Write effectively and coherently for different purposes.. • Using some subordinating conjunctions to express time and cause, including: if, when, because, although. 	
Links to other learning (cross fertilisation)	<p>Children will be reading the canon book "The Iron Man' during Reading for Purpose lessons, when they will answer a range of retrieval, inference and vocabulary questions.</p> <p>Across all of our curriculum subjects, learning will cross-fertilised where appropriate: In DT and Art, they will understand and use mechanical systems in their products.</p>	

	<p>In Music, children will be using different instruments to create different sounds.</p> <p>In Geography and History, children will be able to locate counties and cities of the United Kingdom, geographical regions and identify human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time</p> <p>In PSHE, the focus will be based on having healthy relationships and building friendships through differences.</p> <p><u>Thematic Questions:</u></p> <p><u>The World Beyond Us:</u> How have sci-fi novels allowed us to think about the 'World beyond us'?</p> <p><u>Modern Britain:</u> How do you think stories will change over the next century?</p> <p><u>Healthy Bodies & Healthy Minds:</u> What is the impact of reading daily on our mental health?</p> <p><u>The World Around Us:</u> How do stories from different countries create suspense?</p> <p><u>Culture:</u> What lessons can we learn from stories from different countries?</p> <p><u>Technology in Action:</u> How does technology change how we access stories?</p>	
Links to future learning	<p>Children will continue to develop and embed writing techniques such as different tenses, pronouns, fronted adverbial, prepositions, conjunctions and first person, which will support their writing development as they progress through UKS2.</p> <p>Throughout Year 4, children should start to incorporate language features that help to impact and interest the reader. This will be built upon throughout UKS2.</p> <p>During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension. As in years 3 and 4,</p>	

	<p>pupils should be taught to enhance the effectiveness of their writing as well as their competence. Throughout Upper Key Stage Two, children will use the language conventions and grammatical features practiced within this unit, across a range of different writing styles and continue to successfully describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</p>	
Character/Wider Development ('50 things', cultural capital, skills)	<p>Evidence shows that reading a range of fiction texts improves our vocabulary, which can be applied in not only writing but also to enhance speaking and listening.</p> <p>Children will gain a deeper understanding of how different authors have different styles of writing and approaches for specific purposes SLS library service can provide a range of fiction and non-fictions books to supplement the children's learning.</p> <p>Children may have the opportunity to speak with a local author.</p> <p>They could tweet questions to famous authors to help them with their writing.</p> <p>Another possible visit is to the coast, to allow children to understand the setting for 'The Iron Man'.</p> <p>Each schools' '50 things' document can be applied here, which is personal to their school.</p>	

OVERVIEW OF TEACHING SEQUENCE

Key Facts/Learning	Learning Focus or Key Question	Learning Outcomes (NC)	Key Words/Vocabulary	Greater Depth/SEND	Misconceptions	Activities and Resources
<p>Phase 1: Features of a narrative. (2 lessons)</p> <p>Children will be reading, analysing and understanding the structure of a narrative.</p> <p>They will also make comparisons between different narratives.</p>	<p>LO: To identify and understand the structural features of an adventure narrative.</p> <p>LO: To identify and understand the language features included in an adventure narrative.</p>	<p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Using dictionaries to check the meaning of words that they have read.</p> <p>Discussing words and phrases that capture the reader's interest and imagination.</p> <p>Asking questions to improve their understanding of a text.</p> <p>Retrieve and record information from non-fiction.</p> <p>Use the first two or three letters of a word to check its</p>	<p>Y3/4 Statutory Spellings Adjective Adverb Appearance Character Expanded Noun Phrase Narrative Personality Plot Sequence Setting Simile Personality Appearance Introduction Build up Tension Dilemma Resolution Ending Impact</p>	<p>GD: To identify a range of features independently, across two or more texts, which include more ambitious and advanced vocabulary and structures suited for a Year 4 child. Explain, with evidence, what makes some narratives more effective than others do.</p> <p>SEND: Focus on one text and look for features with a given feature list. Provide the features and they identify it in the text or vice versa; highlight a feature in the text and they identify what it is. Consider reading ability when choosing a text. Focus on one text, to fully understand the structure and features. Opportunity for group work to allow discussion to lead this work.</p>	<p>Children may think:</p> <p>All stories have a happy ending.</p> <p>All stories have the same theme (e.g. adventure).</p> <p>All stories need to be written in third person.</p> <p>An effective story has to be pages long.</p>	<p>LO: To identify and understand the structural features of an adventure narrative.</p> <p>Children to read several WAGOLLS of different narratives. Allow children to be exposed to as many as possible so they can get an understanding for the tone of an adventure story. Use this lesson as a 'Hook' lesson and allow children to explore using their own questioning to adults and their peers. Get children to rank the WAGOLLS from most effective to least effective and have class discussion as to why they have put the WAGOLLS in the order that they have.</p> <p>Deepen the moment Which is the most important feature and why? Justify your answer.</p> <p>LO: To identify and understand the language features included in an adventure narrative.</p> <p>Children to use the WAGOLLS from the previous lesson to pick the most effective. They will put this on large sugar paper to start unpicking the language features which has already been modelled by class teacher. Allow children to work in mixed ability groups to discuss language features and children will be expected to not only identify these but explain why they are effective.</p> <p>Deepen the moment...</p>

		<p>spelling in a dictionary.</p> <p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.</p> <p>Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p>				Which WAGOLL is the least effective? What would you do to edit and improve it?
<p>Phase 2: Features of a setting and character description. (2 lessons)</p>	<p>LO: To understand and identify the features of a setting description.</p>	<p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Using dictionaries to check the meaning</p>	<p>Y3/4 Statutory Spellings Adjective Adverb Appearance Character Expanded Noun Phrase</p>	<p>GD: To identify a range of features independently, across two or more texts, which include more ambitious and advanced vocabulary and structures suited for a Year 4 child.</p>	<p>Children may think: Character and setting description is just one paragraph isolated. (As opposed to be</p>	<p>LO: To understand and identify the features of a setting description.</p> <p>Show an example of a setting description. What features can they identify? Explain the importance of enticing the reader and how all language choices must be carefully chosen to heighten interest.</p>

<p>Children will understand the elements of a narrative including the setting and character description.</p>		<p>of words that they have read.</p> <p>Discussing words and phrases that capture the reader's interest and imagination.</p> <p>Asking questions to improve their understanding of a text.</p> <p>Retrieve and record information from non-fiction.</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary.</p>	<p>Narrative Personality Plot Sequence Setting Simile Personality Appearance Introduction Build up Tension Dilemma Resolution Ending Impact</p>	<p>Explain, with evidence, what makes some setting descriptions more effective than others do.</p> <p>Begin writing setting description independently.</p> <p>SEND: Focus on one text and look for features with a given feature list. Provide the features and they identify it in the text or vice versa; highlight a feature in the text and they identify what it is. Consider reading ability when choosing a text. Focus on one text, to fully understand the structure and features. Opportunity for group work to allow discussion to lead to beginning to write their own setting description.</p>	<p>subtly integrated throughout the narrative).</p> <p>A character description is just about how a character looks.</p> <p>A setting description is just what can be seen.</p>	<p>Children to look at two setting descriptions and identify the main features in their books. They will then discuss the most effective and least effective with a description about why. Children will identify the effectiveness of the structure and language used and how it makes it more interesting to read.</p> <p>Deepen the moment... A setting description is just a written explanation of what you can see. Do you agree? Justify your answer.</p>
	<p>LO: To understand and identify the features of a character description.</p>	<p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Using dictionaries to check the meaning</p>	<p>Y3/4 Statutory Spellings Adjective Adverb Appearance Character Expanded Noun Phrase</p>	<p>GD To identify a range of features independently, across a two or more texts, which include more ambitious and advanced vocabulary and structures suited for a Year 4 child.</p>	<p>Children may think: Character and setting description is just one paragraph isolated. (As opposed to be</p>	<p>LO: To understand and identify the features of a character description. Show an example of a character description. What features can they identify? Explain the importance of enticing the reader and how all language choices must be carefully chosen to heighten interest.</p>

		<p>of words that they have read.</p> <p>Discussing words and phrases that capture the reader's interest and imagination.</p> <p>Asking questions to improve their understanding of a text.</p> <p>Retrieve and record information from non-fiction.</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary.</p>	<p>Narrative Personality Plot Sequence Setting Simile Personality Appearance Introduction Build up Tension Dilemma Resolution Ending Impact</p>	<p>Explain, with evidence, what makes some character descriptions more effective than others. Begin writing character description independently.</p> <p>SEND: Focus on one text and look for features with a given feature list. Provide the features and they identify it in the text or vice versa; highlight a feature in the text and they identify what it is. Consider reading ability when choosing a text. Focus on one text, to fully understand the structure and features. Opportunity for group work to allow discussion to lead to beginning to write their own character description.</p>	<p>subtly integrated throughout the narrative).</p> <p>A character description is just about how a character looks.</p> <p>A setting description is just what can be seen.</p>	<p>Children to look at two character descriptions and identify the main features in their books. They will then discuss the most effective and least effective with a description about why. Children will identify the effectiveness of the sentences and language used and how it makes it more interesting to read.</p> <p>Deepen the moment... How can we use character description effectively to convey a character's personality?</p>
<p>Phase 3: (SPaG) (4 lessons)</p> <p>Children will be exposed to the main grammatical techniques that will support their story writing.</p>	<p>LO: To understand the importance of paragraphs in an adventure narrative.</p>	<p>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p>	<p>Y3/4 Statutory Spellings Adjective Adverb Appearance Character Expanded Noun Phrase Narrative Personality Plot</p>	<p>GD: To identify the importance of paragraphs independently, across a two or more texts, which include more ambitious and advanced vocabulary and structures suited for a Year 4 child.</p>	<p>Children may think:</p> <p>That you don't need paragraphs in a narrative.</p> <p>Paragraphs are split up by every sentence.</p>	<p>LO: To understand the importance of paragraphs in an adventure narrative.</p> <p>Look at a two narratives one with paragraphs and one without. Compare the WAGOLLs and explore the effectiveness of a well-written narrative that includes paragraphs. Children critique the examples texts – this would be a good opportunity for them to work in small groups / a partner to carry out their critique and support their understanding.</p>

		<p>Organising paragraphs around a theme.</p> <p>In narratives, creating settings, characters and plot.</p>	<p>Sequence Setting Simile Personality Appearance Introduction Build up Tension Dilemma Resolution Ending Impact</p>	<p>Explain, with evidence, what makes a narrative more effective through the use of paragraphs. Have a go at writing their own paragraphs around a theme.</p> <p>SEND Focus on one set of paragraphs and understand their importance in a narrative. Provide some options of effectiveness and a text without paragraphs to guide them in the right direction.</p>	<p>They may struggle to identify the theme of each paragraph.</p>	<p>Class teacher will then take feedback and discuss the effective text; modelling key reasons as to what makes it more effective using paragraphs.</p> <p>Write about why the narrative with paragraphs is the most effective. After whole-class discussions, children are to write-up their discussions.</p> <p>Children are to write a short extract with paragraphs to show their understanding of the importance.</p> <p>Provide children with a WABOLL text and make further comparisons as to how effective this is in comparison to the others.</p> <p>Deepen the moment... Why are paragraphs important in other text types such as an explanation text or news report?</p>
	<p>L.O: To successfully identify and use expanded noun phrases.</p>	<p>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>In narratives, creating settings, characters and plot.</p>	<p>Y3/4 Statutory Spellings Adjective Adverb Appearance Character Expanded Noun Phrase Narrative Personality Plot Sequence Setting Simile Personality Appearance Introduction Build up</p>	<p>GD To identify independently the effect of expanded noun phrases and their importance in narratives. Independently compare two extracts and figure out which is the most effective and why. Begin writing their own paragraph including expanded noun phrases.</p> <p>SEND In a group, compare the effectiveness of expanded noun phrases in short extracts. Make</p>	<p>Children may think:</p> <p>Expanded noun phrases are just another name for an adjective.</p> <p>They may struggle with picking appropriate adjectives to describe the noun.</p> <p>They need a comma between the two adjectives.</p>	<p>L.O: To successfully identify and use expanded noun phrases.</p> <p>Children to understand what expanded noun phrases are and their effectiveness in a narrative. Show an example of a text without and with expanded noun phrases and ask children to identify what makes the extract with expanded noun phrases most effective. What do expanded noun phrases allow the author to do? What effect do they have on the reader and their imagination? Children to have a go at their own expanded noun phrases around a theme of your choice.</p> <p>Deepen the moment... Can you write a short paragraph about an adventure you have been on using expanded noun phrases?</p>

			Tension Dilemma Resolution Ending Impact	sure extracts are reader level appropriate. Begin to write short sentences including expanded noun phrases or complete 'fill the gap' exercises.		<i>NB: Suggested LOs that can be adapted by teachers to make them appropriate to the needs of their own class.</i>
	LO: To identify and understand the importance of varying sentence structure.	Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. Using conjunctions, adverbs and prepositions to express time and cause. Indicating possession by using the possessive apostrophe with singular and plural nouns. Using and punctuating direct speech.	Y3/4 Statutory Spellings Adjective Adverb Appearance Character Expanded Noun Phrase Narrative Personality Plot Sequence Setting Simile Personality Appearance Introduction Build up Tension Dilemma Resolution Ending Impact	<u>GD:</u> To independently identify the difference in sentence structure and how changing sentences can have a positive effect on the narrative they are writing. Explain, with evidence, what makes setting descriptions more effective by changing sentence structures and including adverbs. <u>SEND:</u> Focus on one sentence structure and understand why it is effective. Provide sentences for SEND to edit and change the structure.	Children may think: The longer the sentence, the more effective it is. Using commas to create splicing. Simple sentences are ineffective.	LO: To identify and understand the importance of varying sentence structure. Look at the difference between different sentence structures. Discuss the effectiveness of varying sentence structure especially in narratives. Share a range of sentences with the children and they have to decide which are the most enticing for the reader. CT to model and explain - focusing on how to build the different sentence structure and editing sentences to make them more effective.. Children to practise this objective through spotting when to change the structure of a sentence and the most effective structure as well as when to add adverbs to make descriptions more specific. Deepen the moment... With your shoulder partner, assess each other's work, detailing two positives and one part they can improve.

	<p>L.O: To identify and use more advanced language features.</p>	<p>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p>	<p>Y3/4 Statutory Spellings Adjective Adverb Appearance Character Expanded Noun Phrase Narrative Personality Plot Sequence Setting Simile Personality Appearance Introduction Build up Tension Dilemma Resolution Ending Impact</p>	<p>GD: To independently identify the difference in sentences that include more advanced language features and those that don't. To understand the effectiveness of these language features in character descriptions. Explain, with evidence, what makes character descriptions more effective by including more language features.</p> <p>SEND: Focus on one language feature s and understand why it is effective. Provide sentences for SEND to edit and include this language feature. If confident, focus on another language feature as well.</p>	<p>Children may think:</p> <p>Metaphors and similes are the same.</p> <p>They may struggle with appropriate comparisons.</p> <p>Having lots of figurative language in one paragraph is effective.</p>	<p>L.O: To identify and use more advanced language features.</p> <p>Children to recap a range of advanced language features used in character descriptions such as similes, metaphors and alliteration. Children to understand the effect of this on the reader's imagination and interest. Class teacher to model how to identify these features and then children to identify them in their book. Children then encouraged to create their own sentences using the differing sentence structure discussed in previous lesson and advanced language features.</p> <p>Deepen the moment... With your shoulder partner, assess each other's work, detailing two positives and one part they can improve.</p>
	<p>L.O: To identify and use fronted adverbials.</p>	<p>Using fronted adverbials.</p> <p>Using commas after fronted adverbials.</p> <p>Composing and rehearsing sentences orally</p>	<p>Y3/4 Statutory Spellings Adjective Adverb Appearance Character Expanded Noun Phrase Narrative</p>	<p>GD: To independently identify the difference in sentences that include fronted adverbials and those that don't. Consider using subordinate clauses as fronted adverbials.</p>	<p>Children may think that:</p> <p>Any word at the start of a sentence can be a fronted adverbial because it is at the front.</p>	<p>L.O: To identify and use fronted adverbials.</p> <p>Fronted adverbials are phrases or words at the start of a sentence which are used to describe the action that follows. They can be used as sentence starters. Normally, a comma is used after an adverbial, although there are still plenty of exceptions to this rule. Class teacher to model and explain, with examples and addressing misconceptions.</p>

		(including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	Personality Plot Sequence Setting Simile Personality Appearance Introduction Build up Tension Dilemma Resolution Ending Impact	SEND: Focus on editing sentences to include fronted adverbial. To challenge, get children to write their own sentence.	Adverbs cannot be fronted adverbials. Fronted adverbials can only be one word. All adverbs end in 'ly'.	Discuss the meaning of the feature 'fronted adverbial' and the importance behind using a fronted adverbial. Practise choosing an effective fronted adverbial to complete the sentence before allowing children to write about a given picture using fronted adverbials as a key feature. Discuss and model the use of the comma needed after the fronted adverbial. Discuss and model the different types of fronted adverbials including; time, frequency, place, manner, degree. <ol style="list-style-type: none"> 1. Adverbs of time describe how long and when an action occurred. 2. Adverbs of place describe the location of where an action occurred. 3. Adverbs of manner describe how something happened. 4. Adverbs of frequency describe how often an action happens. 5. Adverbs of manner describe how something happens. <p>Deepen the moment... <i>I peered through the window excitedly and saw animals as far as the eye could see!</i> <i>I was on a Safari- can you believe it? I sat comfortably in my seat raring to go. The tour guide put on his seatbelt and we were off!</i></p> Change this piece of writing to include fronted adverbials.
Phase 3: Plan and write. Children will begin to plan and draft their narrative using	To plan the sequence of my narrative. To write the first paragraph	Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its	Y3/4 Statutory Spellings Adjective Adverb Appearance Character	GD: Children ensure they have achieved all of the identified features. GD peer coaching to challenge and improve each other's plans.	Children may think: You need to write full sentences for a plan.	To plan the sequence of my narrative. Re-cap children's learning so far including new grammatically learning. Using a template, briefly plan the first, second, third and final paragraph of their story using a story mountain and including key vocabulary for each section. Create a word bank of expanded noun phrases, adjectives and fronted adverbials.

<p>their learning from the previous lessons.</p> <p>(5 lessons)</p>	<p>of my narrative.</p> <p>To write the second paragraph of my narrative.</p> <p>To write the third paragraph of my narrative.</p> <p>To write the final paragraph of my narrative.</p>	<p>structure, vocabulary and grammar</p> <p>Discussing and recording ideas</p> <p>Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Organising paragraphs around a theme.</p>	<p>Expanded Noun Phrase Narrative Personality Plot Sequence Setting Simile Personality Appearance Introduction Build up Tension Dilemma Resolution Ending Impact</p>	<p>Children will ensure their writing includes a range of sentence types including subordinate clauses, to aid the cohesion in their writing.</p> <p>SEND: Children use word banks to support them.</p> <p>Possible use of small group planning to enable discussion of ideas as support.</p>	<p>Planning doesn't need much thought or time put into it.</p> <p>You have to stick to your plan without adapting/evolving when coming to writing the first draft.</p>	<p><u>To write the first paragraph of my narrative.</u> Re-cap day one in the WAGOLL text that the children have previously unpicked during this unit. Discuss what makes the introduction effective. Write the first draft following steps to success focusing on setting and character description and engaging the reader with specific vocabulary.</p> <p><u>To write the second paragraph of my narrative.</u> Re-cap day two in the WAGOLL text that the children have previously unpicked during this unit. Discuss the importance of keeping the reader interested by using the technique of creating suspense. Write the first draft following steps to success focusing on creating tension/suspense.</p> <p><u>To write the third paragraph of my narrative.</u> Re-cap day three in the WAGOLL text that the children have previously unpicked during this unit. Discuss the importance 'resolution' section of the story mountain. Write the first draft following steps to success.</p> <p>Modelling and addressing misconceptions will occur throughout all lessons to support the children's understanding and demonstrate expectations.</p> <p><u>To write the final paragraph of my narrative.</u> Re-cap day three in the WAGOLL text that the children have previously unpicked during this unit. Discuss the importance of the ending to a story. Will you leave it on a cliff hanger? Discuss the impact this will have on the reader. Write the first draft following steps to success.</p> <p>Modelling and addressing misconceptions will occur throughout all lessons to support the children's understanding and demonstrate expectations.</p>
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<p>Phase 4: Edit and improve.</p> <p>Children will edit and improve their work ensuring that they are not editing in mistakes. Lots of peer coaching and adult support.</p> <p>(3 lessons)</p>	To edit each paragraph of my narrative.	<p>Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements.</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proofread for spelling and punctuation errors.</p>	<p>Y3/4 Statutory spelling list word mats.</p> <p>Improve Edit Alternative Appropriate Effective Analyse Evaluate Strengths Weaknesses Peer check Self-check</p>	<p>GD: Children expected to use resources such as word banks, dictionaries and thesaurus to improve their own vocabulary.</p> <p>SEND: Ensure that SEND children spend a suitable amount of time editing 'the basics' such as full stops, capital letters using adjectives and conjunctions.</p>	<p>Children may think that:</p> <p>Editing means that I can make my work untidy.</p> <p>I have no mistakes because I cannot find any.</p> <p>I need to change every adjective to a word that is longer.</p> <p>Proof reading means reading through my work quickly.</p>	<p>LO: To edit each paragraph of my narrative. Class teacher to model how to edit effectively, using the editing stations and addressing the difference between editing and improving. Using the editing stations, edit each paragraph using a variety of peer coaching, adult support and available resources.</p> <p>Deepen the moment: Short, simple sentences are just as effective as longer, more complex ones. Do you agree? Justify your answer.</p>
<p>Phase 5: Publishing and presenting.</p> <p>Children will write their final piece into their</p>	To write the final draft of my narrative.	Read their own writing aloud, to a peer, adult or the whole class, using appropriate intonation and controlling the tone	<p>Y3/4 Statutory spelling list word mats.</p> <p>Presentation Handwriting</p>	<p>GD: Continue to edit and improve their writing as publishing. Children should be able to spot any final mistakes or up</p>	<p>Capital letters can be joined to lowercase letters.</p> <p>Handwriting can be of any size.</p>	<p>To write the final draft of my narrative. Write the final draft after self-checking and peer-checking success criteria has been met and mistakes have been rectified.</p> <p>Use cursive style handwriting to publish writing.</p>

<p>publishing book ensuring they focus on SPaG and handwriting.</p> <p>(2 lessons)</p>		<p>and volume so that the meaning is clear.</p> <p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</p> <p>Increase the legibility, consistency and quality of their handwriting</p>	<p>Cursive Self-assess Peer assess Edit Amendments</p>	<p>level vocabulary before starting their final draft.</p> <p>SEND: Ensure correct letter formation and pre-cursive handwriting. Adults and peers to check edited work before starting on final draft.</p>	<p>Letters can be as close together as I want.</p> <p>I don't need to check my work because I have already edited it.</p>	<p>Deepen the moment: A final draft can still be edited to improve it. Do you agree? Justify your answer using a real life scenario.</p>
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Context (big picture learning):

Children will use the reading canon book, The Iron Man as a basis to write an adventure narrative using a variety of language features. Children will learn the key features of what makes an adventure narrative effective through comparing a narratives. Children will be able to identify features that are used effectively including structural and language features. They will then go on to learn / recap important SPaG lessons to help with their writing. Next, they will be able to use this knowledge to plan a narrative through pictorial story mountains and normal plans before going on to write an adventure narrative. Children will use their editing and redrafting skills to check they have included all of the correct structural and grammatical features. They will use this vital part of the writing to up level their work before going onto the final phase of publishing and presenting. The importance behind this learning is to help children understand the concept of narrative writing and how important it is to be as descriptive as possible.

Folder name (Trust shared > Primaries > KS2 > Year 3/4 Planning > Cycle B > Summer 1 - The Iron Man> English

Year 4 Adventure Narrative Knowledge Organiser

Key Vocabulary

Adjective – describes a noun

Adverb – describes a verb

Appearance – what a person looks like

Character – a made-up person in a story

Expanded noun phrase – tells you more about a noun

Narrative – a story

Personality – the character and nature of a person

Plot – the main events of a narrative (what happens)

Sequence – the order events in a narrative take place

Setting – the location in which a story takes place

Structure – the overall layout of a story

Fat Question

How have narratives developed over time?

lots of yummy, cold ice cream

Determiner

Used to introduce a noun to specify which one or how many; a/an, the, three, most.

Adjective

A word that describes a noun; monstrous, vivid, delightful, familiar.

Noun

A person, object or animal; garage, Henry, leopard, sofa.

Learning intent

Writing, reading and responding to stories helps us to understand more about the world. They bring new perspectives and are vital for our growth and development as a person. As writers, we will use The Iron Man as a basis for writing a well-developed and exciting adventure narrative using a variety of techniques including adjectives, expanded noun phrases, similes, adverbs and fronted adverbials.

VIPs

- Fronted adverbials are phrases or words at the start of a sentence, which are used to describe the action that follows.
- Pronoun is a word that takes the place of a noun.
- A narrative includes the following language features; fronted adverbials, use the correct present and past verb forms, year 3 and 4 statutory spellings, nouns or pronouns used appropriately to aid cohesion and avoid repetition, conjunctions, subordinate clauses, appropriate expanded noun phrases, adverbs, prepositions, metaphors, similes, alliteration.
- Cohesive devices include conjunctions, connectives and pronouns and these devices are used to link the writing using the same verb tense throughout.
- A narrative refers to the story being told.
- Features of a narrative include; character description, setting description and a clear beginning, middle and end.
- Physical appearance refers to the looks of something.
- Personality refers to the characteristics and qualities of a person.
- An adjective is a word describing an attribute of a noun.
- An expanded noun phrase consists of a determiner, adjectives and a noun.
- An adverb is a word that modifies an adjective or verb (in relation to time, manner or place).
- A simile is the comparison of one thing with another e.g. "As brave as a lion."
- Effective setting description uses appropriate language to describe what can

