

Summer 1 OVERVIEW YEAR 4 – Writing

Term 5 Book – The Iron Man

Topic(s) – Writing a set of instructions.

Guide Time = 2 weeks.

Assessment:

Teacher assessment using the statutory end of year assessment grids as a guide.

For this unit, there will be a focus on:

- Successfully structuring a set of instructions
- Write for a range of purposes and audiences, showing awareness of the reader.
- Selecting language that shows good awareness of the reader.
- 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.
- To use commas after fronted adverbials.
- 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.

Links to prior learning (sequencing) and canon book

Children will have written instructions in previous years, so this unit will build on children's understanding of instructions in LKS2.

Very Important Points (VIPs):

- A set of instructions gives us the steps that must be followed in a particular order on how to do something.
- Features of a set of instructions include: an introductory paragraph explaining what the end result should be, headings and subheadings, a list of equipment/what you will need, steps in chronological order, imperative verbs, bullet points or numbers to separate steps, adverbs, prepositions and conjunctions to show time, place and cause, fronted adverbials, subordinating clauses, a concluding sentence.
- There are multiple types of instructions including; step by step guides, recipes, activity instructions, science investigations, how to make/play/work/build/look after something.
- **Chronological order-** The order in which things happen.
- **Imperative verbs-** Verbs that tells someone to do something. The sentence it is in becomes a command or order.
- **Time connective-** Words that join phrases or sentences together to help us understand when something is happening.
- **Fronted adverbial-** Fronted adverbials are phrases or words at the start of a sentence which are used to describe the action that follows.
 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 possibility describe how certain we believe something to be.

Fat Question:

	<p>This unit will also build on skills introduced in Year 3:</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. • The structure of a set of instructions. • Expanded noun phrases. • Using pronouns appropriately. <p>Children will have looked at the skill based on ordering information chronologically in previous years which will be built on during this text type.</p>	<p>How do instructions impact day to day life?</p> <p>Do instructions have the same impact verbally as they have written down?</p> <p>End point: To write a set of instructions on how to capture the Iron Man using the literacy canon book. Pages 13-19. Teacher choice – Use the book and follow this as a guide or allow children to build on this using their own ideas on how they would capture the Iron Man.</p>
<p>Links to other learning (cross fertilisation)</p>	<p>Children will be reading the canon book 'The Iron Man' during Reading for Purpose when they will answer a range of retrieval, inference and vocabulary questions. They will also have the opportunity to predict and summarise accordingly. Across the curriculum subjects will be cross fertilised accordingly. In art, children will look at sculptures which links closely with instructions as they will follow instructions in order to create their own sculpture. In computing, children will be able to design and write a program using instructions and will understand that this is coding. This will help to build on their understanding of how important effective instructions need to be. In DT, they will use prior knowledge of stable and sturdy structures to create their own scaffolded Iron Man. Again, instructions will be needed to follow in order to create this structure. In</p>	

	<p>history, children will look at the Anglo-Saxons and will be looking at their timeline which links to the importance of chronological order which is a key feature within instructions. In Spanish, children will follow instructions in order to learn the new vocabulary. In music, children will be exploring improvisation before creating their own simple compositions following guidance and instructions in order to create the best musical piece.</p> <p><u>Thematic Questions</u></p> <p>The World Beyond Us: How would instructions be beneficial to someone visiting from another planet?</p> <p>Modern Britain: How have recipes evolved over time? How have instructions changed over time?</p> <p>Healthy Bodies & Healthy Minds: How can instructions impact your mental health?</p> <p>The World Around Us: If people stopped using instructions, how would this impact the world around us?</p> <p>Culture: Do all cultures use instructions?</p> <p>Technology in Action: Does technology impact the effectiveness of instructions?</p>	
<p>Links to future learning</p>	<p>Children have written instructions in KS1. They will build on this knowledge during LKS2. Throughout Year 4, children should start to incorporate language features that help to impact and interest the reader. This can be achieved through effectively choosing ambitious and effective vocabulary and increasing knowledge based on instructional writing and the layout. This will be built on throughout UKS2.</p>	

Character/Wider Development ('50 things', cultural capital, skills)	<p><u>Plant it, grow it, eat it</u> is one of the 50 things that would link well to this topic as you would need to practise following instructions in order to be successful with the three parts to this process.</p> <p><u>Learn to swim / learn to play a musical instrument</u> are two important skills that could link to the instructions text type as these are two skills that you would need to be listening to and following instructions for.</p>	
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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:</p> <p>Reading, analysing and understanding the structure of a set of instructions.</p>	<p>LO: To understand and identify the language features of a set of instructions.</p>	<p><u>Reading Comprehension:</u></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>Y3/4 statutory spellings</p> <p>Instructions, features, chronological order, adjective, time connective, imperative verb, fronted adverbial,</p>	<p>GD:</p> <p>To identify a range of features independently across a couple of texts which more ambitious vocabulary and structures. Explain with evidence what makes some instructions more effective than others.</p>	<p>Children may think:</p> <p>Instructions are only used when making something.</p> <p>Instructions can be in any order.</p> <p>Instructions have to be</p>	<p><u>LO: To understand and identify the language features of a set of instructions.</u></p> <p>Read a couple of WAGOLLS and discuss what they notice about instructions. Have they ever seen/used instructions before? If so, for what? Model identifying the features to ensure children understand the features and expectation of analysing a set of instructions. What makes some more effective than others? Including thinking about what the purpose of the instructions is.</p> <p>Children to create the features list. What do they notice?</p>

		<p>-asking questions to improve their understanding of a text. -retrieve and record information from non-fiction.</p> <p><u>Transcription</u> -use the first two or three letters of a word to check its spelling in a dictionary.</p> <p><u>Handwriting</u> -use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. -increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes 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>	<p>adverbs, suffix, prefix.</p>	<p><u>SEND:</u> Focus on one text and look for features with a given feature list. Consider reading ability when choosing a text. Opportunity for group work to allow discussion to lead this work.</p>	<p>started with 'bossy' verbs only.</p>	<p>Compare instructions based on their features.</p> <p>Compare the WAGOLs and look into the effectiveness of a good set of instructions. What makes it effective? Write about which instructions are the most and least effective explaining why.</p> <p>Deepen the moment- 'Instructions are only used to explain how to make something.' Do you agree? Explain your answer.</p>
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<p>Phase 2: SPAG elements</p> <p>(Suggested 4/5 lessons)</p>	<p>LO: To understand chronological order.</p>	<p><u>Vocabulary, Grammar and Punctuation:</u></p> <ul style="list-style-type: none"> -extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. -using the present perfect form of verbs in contrast to the past tense. -choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. -using fronted adverbials. -using commas after fronted adverbials. <p><u>Handwriting</u></p> <ul style="list-style-type: none"> -use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. -increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and 	<p>Y3/4 statutory spellings, chronological order, time, main clause, subordinate clause, Iron Man.</p>	<p><u>GD:</u> Children are to retell a series of events using a range of sentence types, clauses, chronological order and ambitious vocabulary using the canon book. OR a wanted poster using the above throughout.</p> <p><u>SEND:</u> Children to order key events from the book using simple sentences and peer support.</p>	<p>Children may think:</p> <p>Chronological order is only used in instructions.</p> <p>Chronological order is only needed during English sessions.</p> <p>Children may struggle with ordering facts when not using adverbials of time.</p>	<p><u>LO: To understand chronological order.</u></p> <p>Discuss the term chronological order. Ask the children why chronological order is important. Why is it important for a set of instructions? Can they offer an example? E.g. How can you make a sandwich successfully if it is in the wrong order? Allow children time to sequence different events and practise putting them into order before they use this knowledge to write about an event they have witnessed / or have read from the book and retell the events in order. CT to model.</p> <p>Another idea could include the children retelling events from the book through a wanted poster. This would need to include an understanding of how the events occurred linked to the crime Iron Man has committed. This would also provide further depth to the writing as the poster would need to include the appearance, nature of the crime, last seen, reward etc.</p> <p>Deepen the moment- 'Instructions are the only text type that needs to be in chronological order.' Do you agree? Justify your answer with reasons.</p> <p><u>Resource-</u> What is chronological order? - BBC Bitesize</p>
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		descenders of letters do not touch].				
Phase 2: SPAG elements	LO: To use time connectives and imperative verbs.	<p><u>Vocabulary, Grammar and Punctuation:</u></p> <ul style="list-style-type: none"> -extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. -using the present perfect form of verbs in contrast to the past tense. -choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. -using fronted adverbials. -using commas after fronted adverbials. <p><u>Handwriting</u></p> <ul style="list-style-type: none"> -use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. -increase the legibility, consistency and quality of their handwriting [for 	time connective, imperative verb, verb form, action, adverb, Y3/4 statutory spellings	<p><u>GD:</u> Children to be able add time connectives and then imperative verbs to sentences before writing their own. Encourage using a range of connectives to show a range of word choice and understanding.</p> <p><u>SEND:</u> To underline time connectives and then imperative verbs. Add imperative verbs to sentences.</p>	<p>Children may think:</p> <p>Imperative verbs are rude.</p> <p>Time connectives must have the time in them.</p> <p>Imperative verbs can only come at the start of a sentence.</p>	<p><u>LO: To use time connectives and imperative verbs.</u></p> <p>Look at time connectives and imperative verbs. Practise adding them to sentences. Discuss the difference between a time connective and an imperative verb.</p> <p>Time connectives are words that join phrases or sentences together to help us understand when something is happening. They can be conjunctions, prepositions or adverbs.</p> <p>A verb is a doing word and an imperative verb tells you what to do often seen at the start of a sentence and they create a command.</p> <p>Share a range of sentences with the children and they have to decide where the time connectives and imperative verbs are. Children to practise this objective through spotting the time connective and the imperative verb. Then they can practise adding these to separate sentences before writing their own sentences using time connectives and imperative verbs.</p> <p>Deepen the moment- 'A time connective has to include the time.' Do you agree? Justify your answer.</p>

		example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].				
Phase 2: SPAG elements	LO: To understand fronted adverbials.	<p><u>Vocabulary, Grammar and Punctuation:</u></p> <ul style="list-style-type: none"> -extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. -using the present perfect form of verbs in contrast to the past tense. -choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. -using fronted adverbials. -using commas after fronted adverbials. <p><u>Handwriting</u></p> <ul style="list-style-type: none"> -use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. -increase the legibility, consistency and quality of 	fronted adverbials, conjunction, subordinate clause, time, manner, frequency, place, degree.	<p>GD:</p> <p>Add fronted adverbials to given sentences before writing their own. Include using a comma after the fronted adverbial. Expect to see them using a range of fronted adverbial types.</p> <p>SEND: Identify fronted adverbials. Then add fronted adverbials to given basic sentences. Word mats given to support and peer support.</p>	<p>Children may think:</p> <p>Any word at the start of a sentence can be a fronted adverbial because it is at the front.</p> <p>Fronted adverbials are the same as adverbials.</p> <p>As long as the word or phrase has a comma after it then it must count as a fronted adverbial.</p>	<p><u>LO: To use fronted adverbials.</u></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.</p> <p>RECAP yesterday's lesson regarding time connectives and imperative verbs. How do fronted adverbial differ? How do they extend sentences and provide further information?</p> <p>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 related to a similar theme as yesterday. Children can be provided with sentences in which they need to underline the fronted adverbial. They can add the comma to show understanding of the fronted adverbial. Then they can add a fronted adverbial to a sentence. Then they can write their own. Discuss the different types of fronted adverbials including; time, frequency, place, manner, degree. Consider using subordinate clauses as fronted adverbials.</p> <ol style="list-style-type: none"> 1. Adverbs of time describe how long and when an action occurred.

		<p>their handwriting [for example, by ensuring that the downstrokes 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>				<ol style="list-style-type: none"> 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- Time connectives and fronted adverbials are exactly the same. Do you agree? Explain your answer.</p>
<p>Phase 2: SPAG elements</p>	<p>Consolidation lesson.</p>	<p><u>Vocabulary, Grammar and Punctuation:</u></p> <ul style="list-style-type: none"> -extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. -using the present perfect form of verbs in contrast to the past tense. -choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. -using fronted adverbials. -using commas after fronted adverbials. <p><u>Handwriting</u></p> <ul style="list-style-type: none"> -use the diagonal and horizontal strokes that are needed to join letters and 				<p><u>LO: Consolidation lesson – teacher to choose an area of learning that needs to be addressed for their cohort.</u></p> <p>Teacher choice</p>

		<p>understand which letters, when adjacent to one another, are best left unjoined.</p> <p>-increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes 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>				
<p>Phase 3: Plan and write.</p> <p>(suggested 3 lessons)</p>	<p>HOOK LESSON</p>	<p><u>Vocabulary, Grammar and Punctuation:</u></p> <p>-using conjunctions, adverbs and prepositions to express time and cause. -extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. -using the present perfect form of verbs in contrast to the past tense. -choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. -using fronted adverbials. -using commas after fronted adverbials.</p> <p><u>Composition</u></p>	<p>Y3/4 statutory spellings, features, instructions, Iron Man, capture, farmer.</p>	<p>GD: To rehearse a section of the WAGOLL before performing to the rest of their peers with actions. Then create a story map including all features you must remember in a set of instructions.</p> <p>SEND: To choose some actions for a small part of the WAGOLL. Then using a given proforma complete the story map to help remember the key parts of a set of instructions. Differentiated</p>	<p>Children may think:</p> <p>Instructions are just for making items.</p> <p>All instructions are effective.</p> <p>It is hard to find actions to help remember the different language features.</p>	<p><u>LO: HOOK LESSON (LO to be created by the teacher)</u></p> <p>This lesson will be based on the purpose of your instructions. Linked to the literacy canon book the children are going to be asked by the farmers to help them write a set of instructions to help capture the Iron Man. Pages 13-19. They can take the details from the book and turn them into a set of instructions. Some children could build on the ideas from the book creating their own entrapment of the Iron Man.</p> <p>A suggested idea for this lesson is to use the talk for writing approach to learn the WAGOLL to help them remember the different features. This could then be performed to the rest of the class before they story map this into their books to help them to remember the important parts of the instructions.</p> <p><u>Deepen the moment:</u> Always, sometimes, never. A set of instructions helps you.</p>

		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -plan their writing by: -discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. -progressively building a varied and rich vocabulary and an increasing range of sentence structures. -organising paragraphs around a theme. -in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p><u>Handwriting</u></p> <ul style="list-style-type: none"> -use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. -increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes 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>sheets given to help prompt ideas.</p>		
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	<p>LO: To plan the instructions.</p>	<p><u>Vocabulary, Grammar and Punctuation:</u></p> <ul style="list-style-type: none"> -using conjunctions, adverbs and prepositions to express time and cause. -extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. -using the present perfect form of verbs in contrast to the past tense. -choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. -using fronted adverbials. -using commas after fronted adverbials. <p><u>Composition</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -plan their writing by: -discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. -progressively building a varied and rich vocabulary and an increasing range of sentence structures. 	<p>Y3/4 statutory spellings, features, instructions, plan, sections, introduction, steps, skills, equipment conclusion, beware.</p>	<p><u>GD / SEND:</u></p> <p>Using differentiated sheets to help organise their plans and each section. Children will be encouraged to add further guidance on how to capture the Iron Man using the book and further research.</p> <p>SEND to have word banks and prompts to help support their plan writing. They can be a part of a guided group.</p>	<p>Children may think:</p> <p>A plan needs to have loads of detail.</p> <p>A plan can be rushed.</p> <p>It is acceptable to mix the order of the plan up when writing it.</p>	<p><u>LO: To plan the instructions.</u></p> <p>Children will plan out the full set of instructions. They will include brief notes for each section of the instructions. They will have a title, an introduction, an equipment list/what you will need, the steps in chronological order and a conclusion. The conclusion can include a 'beware' section related to the dangerous nature of the Iron Man. Children will be given a proforma to follow and a differentiated planning sheet can be provided to help with the mapping out of ideas.</p> <p>They can take the details from the book and turn them into a set of instructions. Some children could build on the ideas from the book creating their own entrapment of the Iron Man.</p> <p>Deepen the moment- Always, sometimes, never. A plan can be written in any order. Justify your answer.</p>
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		<p>-organising paragraphs around a theme. -in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <u>Handwriting</u> -use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. -increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes 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>				
<p>Phase 3: Plan and write.</p>	<p>LO: To write the instructions.</p>	<p><u>Vocabulary, Grammar and Punctuation:</u> -using conjunctions, adverbs and prepositions to express time and cause. -extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p>	<p>Y3/4 statutory spellings, features, instructions, plan, sections, introduction, steps, skills, equipment conclusion, beware.</p>	<p><u>GD:</u> To include all expected features in the instructions using technical and ambitious vocabulary/ language choice throughout. <u>SEND:</u> Word banks given to help</p>	<p>Children may think:</p> <p>They can just write their plan out.</p> <p>That this has to be the best and only draft.</p>	<p><u>LO: To write the instructions.</u></p> <p>Using their plans, the children must now begin writing their instructions. They will need clear guidance on how their instructions need to be laid out before they begin. Look at the WAGOLL and talk about what their instructions needs to include. What are you wanting them to achieve? How do they want to impact the reader? RECAP – the effectiveness of the WAGOLL. Why is it a WAGOLL? Break it down into smaller chunks with a clear focus for each part of the instructions. Constant reminders of the features they need to include. Are they using</p>

		<ul style="list-style-type: none"> -using the present perfect form of verbs in contrast to the past tense. -choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. -using fronted adverbials. -using commas after fronted adverbials. <p><u>Composition</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -plan their writing by: -discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. -progressively building a varied and rich vocabulary and an increasing range of sentence structures. -organising paragraphs around a theme. -in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p><u>Handwriting</u></p> <ul style="list-style-type: none"> -use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one 		<p>support when writing.</p>	<p>That they do not need to follow their plan in order.</p>	<p>expanded noun phrases where appropriate? Have they included a range of necessary fronted adverbials?</p> <p>Ensure you allow time for children to stop and read their work through again to check for errors. Share great examples from the children to help boost confidence and to show a good use of vocabulary within the class.</p> <p>Deepen the moment- Why do instructions need a subheading?</p>
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		<p>another, are best left unjoined.</p> <p>-increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes 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>				
<p>Phase 4: Edit and improve. (suggested 1/2 lessons)</p>	<p>LO: To edit and improve the instructions.</p>	<p>Composition</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -plan their writing by: -discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. -progressively building a varied and rich vocabulary and an increasing range of sentence structures. -organising paragraphs around a theme. -in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>evaluate and edit by:</p> <ul style="list-style-type: none"> -assessing the effectiveness of their own 	<p>Y3/4 statutory spellings, features, instructions, steps, improve, assess, evaluate, check, edit, ambitious vocabulary.</p>	<p>GD: Using a features check list, check they have included all of the expected features (found at the top of this document.) Encourage children to check their language choice and build on this – is there something else they could use to create a bigger impact on the reader?</p> <p>SEND: Choose aspects of each paragraph to build on. Have they achieved the simpler concepts? Could they include a conjunction? Etc.</p>	<p>Children may think:</p> <p>There are no mistakes in their first draft.</p> <p>There is nothing wrong with their first draft because they have included everything.</p> <p>That because you are editing it the first one isn't good enough.</p>	<p>LO: To edit and improve the instructions.</p> <p>Look at poorer examples. Ask the children to help improve your basic drafts using the features check list they create as a class to help them. Have a class discussion about how they would improve their work. Are there examples of all of the features? If not, how can they be added in?</p> <p>Children to work together to go through their own and each other's work to check the features are there and look at editing their own piece of writing. Provide scaffolding through the use of examples and word banks to help offer different ideas and guidance with this.</p> <p>Deepen the moment-</p> <p>Always, sometimes, never. Plans are not useful at the editing and improving stage. Explain your answer.</p>

		<p>and others' writing and suggesting improvements. -proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences -proof-read for spelling and punctuation errors. -read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p><u>Handwriting</u> -use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. -increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes 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>				
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<p>Phase 5: Publishing and presenting.</p> <p>(Suggested 2 lessons)</p>	<p>LO: To write the final draft of the instructions.</p>	<p><u>Handwriting and Presentation</u></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 unjoined.</p> <p>-increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes 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>	<p>review, detail, presentation, edit, improve, finalise, publish, proof-read, cursive, pre-cursive final, present, handwriting.</p>	<p><u>GD:</u> Include the edits from the previous session. Write this draft up.</p> <p><u>SEND:</u> Include the edits from the previous session and break down the writing sections when writing it up.</p>	<p>Children may:</p> <p>Rush to complete it quickly.</p> <p>Forget to add in the edited parts.</p> <p>Miss out sections.</p>	<p><u>LO: To write the final draft of my letter.</u></p> <p>Write their final draft including the edits from the previous session. Ensure the correct structural features are used and the children remember to include edits when writing up.</p> <p>Deepen the moment – Explain which part of the instructions is the most important and why.</p>
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Context (big picture learning):

Children will use the reading canon book, The Iron Man to write a set of instructions using a variety of language features to help explain how to catch the Iron Man. Children will learn the key features of what makes a set of instructions effective through comparing a range of instructions. They will then use this knowledge to identify features that are used effectively in instructions. Then, they will then go on to learn / recap important SPaG lessons to help with their instruction writing. Next, they will be able to use this knowledge to plan a set of instructions before going on to write them. 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.

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

Year 4 Writing Knowledge Organiser (Instructions)

Key Vocabulary:

Instructions- Explanation of how to do something.

Features – the important aspects of something.

Conjunction – a word used to connect clauses.

Fronted adverbial- Fronted adverbials are phrases or words at the start of a sentence which are used to describe the action that follows.

Structure – something of many parts put together.

Heading – A title of a piece of writing.

Subheading- The heading given to describe the content that follows in a smaller section.

Equipment- Items needed for a particular purpose.

Steps- Explaining each stage of a process.

Chronological order- The order in which things happen.

Imperative verbs- Verbs that tells someone to do something. The sentence it is in becomes a command or order.

Time connective- Words that join phrases or sentences together to help us understand when something is happening.

Adverbs- A word that describes the verb.

Subordinate clause- A part of a sentence that adds additional information to the main clause.

Capture- An act of winning, catching, or gaining control by force.



Fat Questions

How do instructions impact day to day life?

Do instructions have the same impact verbally as they have written down?



Learning intent:

You will use the reading canon book, The Iron Man as a basis to write a set of instructions using a variety of language features to explain how to catch the Iron Man. You will learn the key features of what makes a set of instructions effective through comparing a range of instructions and use this to help you to plan and write your own.

Layout of instructions.

1. The heading.
2. An introductory paragraph explaining what the end result should be.
3. Subheadings.
4. Equipment list.
5. Steps in chronological order using numbers or bullet points.
6. A concluding sentence.

VIPs

- A set of instructions gives us the steps that must be followed in a particular order on how to do something.

- Features of a set of instructions include: an introductory paragraph explaining what the end result should be, headings and subheadings, a list of equipment/what you will need, steps in chronological order, imperative verbs, bullet points or numbers to separate steps, adverbs, prepositions and conjunctions to show time, place and cause, fronted adverbials, subordinating clauses, a concluding sentence.

- There are multiple types of instructions including; step by step guides, recipes, activity instructions, science investigations, how to make/play/work/build/look after something.

-Chronological order- The order in which things happen.

-Imperative verbs- Verbs that tells someone to do something. The sentence it is in becomes a command or order.

-Time connective- Words that join phrases or sentences together to help us understand when something is happening.

- **Fronted adverbial-** Fronted adverbials are phrases or words at the start of a sentence which are used to describe the action that follows.

Adverbs of time describe how long and when an action occurred.

-Adverbs of place describe the location of where an action occurred.

-Adverbs of manner describe how something happened.

-Adverbs of frequency describe how often an action happens.

-Adverbs of possibility describe how certain we believe something to be.

