Year 4 Autumn 2:

English			
Key Learning			
Unit	**Fairy Tales**	**Classic Narrative Poetry**	**Recount: Newspapers**
Outcome	▪ Innovated narrative based on a model.	▪ Learn a poem by heart for performance.	▪ Newspaper report.
Possible Duration	▪ 3-4 weeks.	▪ 1-2 weeks.	▪ 2-3 weeks.
Key Learning Reading	▪ Listen to, read and discuss a fairy tale. ▪ Retell a fairy tale. ▪ Identify, analyse and discuss themes e.g. *safe and dangerous, just and unjust.* ▪ Explain the meaning of key vocabulary within the context of the text. ▪ Make predictions based on information stated and implied. ▪ Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.	▪ Listen to, read and discuss a classic narrative poem. ▪ Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination. ▪ Explain the meaning of key vocabulary within the context of the text. ▪ Demonstrate active reading strategies e.g. generating questions, finding answers, constructing images. ▪ Prepare a poem to read aloud, showing understanding through intonation, tone, volume and action. ▪ Learn a poem by heart and rehearse for performance.	▪ Read books and texts for a range of purposes and respond in a variety of ways. ▪ Listen to, read and discuss a range of newspapers in print and on screen. ▪ Demonstrate active reading strategies e.g. *generating questions, finding answers.* ▪ Analyse and evaluate texts looking at language, structure and presentation. ▪ Analyse and evaluate how specific information is organised within a newspaper text. ▪ Navigate texts to locate and retrieve information in print and on screen. ▪ Explain how paragraphs are used to order ideas, and how they are linked.
Key Learning Writing	▪ Create sentences with fronted adverbials for when e.g. *As the clock struck twelve, the soldiers sprang into action.* ▪ Use commas to mark clauses in complex sentences. ▪ Use inverted commas and other punctuation to indicate direct speech e.g. *The tour guide announced, "Be back here at four o' clock."* ▪ Read and analyse a fairy tale in order to plan and write their own versions. ▪ Discuss and record ideas for planning e.g. *chunk a plot.*	▪ Explore, identify, collect and use noun phrases e.g. *The crumbly cookie with tasty marshmallow pieces melted in my mouth.*	▪ Identify, select and effectively use pronouns. ▪ Explore, identify, collect and use noun phrases e.g. *The stranger, **dressed in red and yellow**...* ▪ Read and analyse non-fiction in order to plan and write their own versions. ▪ Identify and discuss the purpose, audience, language and structures of non-fiction for writing. ▪ Discuss and record ideas for planning e.g. *text map, non-fiction bridge, boxing-up text types to create a plan.* ▪ Organise paragraphs in a newspaper report.

Year 4 Autumn 2:

English		
Key Learning (contd.)		
Unit	**Fairy Tales**	**Classic Narrative Poetry** / **Recount: Newspapers**

Unit	**Fairy Tales**	**Classic Narrative Poetry**	**Recount: Newspapers**
Suggested Texts	Fairy Tales set in 1600s ▪ The Pied Piper from Short Stories Short (**here**). ▪ The Pied Piper from Yankeeweb (**here**). ▪ The Pied Piper from Read Room (**here**). ▪ The Pied Piper from Lancashire Grid for Learning (**here**). ▪ Puss in Boots by Phillip Pullman. ▪ Puss in Boots film (2011). ▪ Puss in Boots from Storynory (**here**). ▪ Puss in Boots YouTube clips (**here**) and (**here**).	▪ The Pied Piper of Hamelin illustrated version by Robert Browning and Kate Greenaway. ▪ The Pied Piper YouTube clip (**here**). ▪ The Pied Piper from Lancashire Grid for Learning (**here**). ▪ Old Possum's Book of Practical Cats by T.S. Eliot with illustrations by Rebecca Ashdown. ▪ Macavity the Mystery Cat by T.S. Eliot, recited by Michael Rosen on the BBC Schools website (**here**).	▪ First News (**here**). ▪ BBC News 'Hamelin: German town hit by new plague of rats' (**here**). ▪ Fairy Tale News by Colin and Jacqui Hawkins. ▪ The Fairy Tale Times by Sherill B Flora and J. Browning Wroe. ▪ Extra! Extra!: Fairy-Tale News from Hidden Forest by Alma Flor Ada *(be aware of American spellings).* ▪ Sesame Street News Flash - The Pied Piper YouTube clip (**here**). ▪ The Pied Piper: News report from the Makewaves website (**here**). ▪ Talk for Writing across the Curriculum: How to teach non-fiction writing 5-12 years by Pie Corbett.

Year 4 Autumn 2:

English

Fairy Tales – Creative Learning Opportunities and Outcomes

Creating interest	Learning outcomes
• Listen to a soundtrack and/or view a clip of the opening of the focus fairy tale e.g. *The Pied Piper DVD version, Walt Disney's The Pied Piper or Puss in Boots.* • Raise questions using who, what, where and when about the clip and answer in pairs, small groups then whole class.	• Children will be able to raise and answer questions. • Children will be able to identify the characters, setting and events, and predict further.
Reading **Grammar:** Warm ups throughout the reading phase - focus on using fronted adverbials for 'where'. **Reading and responding** • Read three different openings to the same fairy tale e.g. *The Pied Piper* or *Puss in Boots,* and involve children in identifying new words and phrases. Clarify and discuss any new vocabulary encountered to aid understanding of the text. Extend with use of dictionaries and thesauruses to build a store of words for further use and display on working wall. • Continue to read and explore the next events of one version of the fairy tale and use a film version if available. • Model prediction of events and character behaviour using images from a film version and/or short sections of the text. • Retell the key events in the fairy tale. • Clarify understanding of the text using point + evidence e.g. in The Pied Piper tale *'I think the Pied Piper is angry because the mayor didn't pay him the money. I think this because it says he used an angry voice.'* • Draw inferences around a range of characters in the fairy tale and provide opportunities for children to explore via drama e.g. interviewing characters in role, freeze framing or hot seating. Follow-up with short writing opportunities in role as a character e.g. *think, say, feel* bubbles, diary in role or role on the wall. • Independently read other versions of the same fairy tale. Discuss any new vocabulary, clarify and collect.	**Learning outcomes** • Children will be able to identify and clarify new vocabulary. • Children will be able to predict events and character behaviour. • Children will be able to identify a point and back up their thinking with evidence from a text. • Children will be able to infer character thoughts, feelings and speech.

English

Fairy Tales – Creative Learning Opportunities and Outcomes (contd.)

Reading and analysing
- Model chunking the fairy tale into key events using a plot pattern e.g.

The Pied Piper	Extract the basic plot	New tale
Hamelin is infested with rats.		
Mayor offers a reward for anyone who can rid the town of rats.		
Pied Piper offers to get rid of the rats and does so by piping a tune.		
Rats disappear.		
Mayor is not happy that the Piper only played a tune and won't pay.		
Pied Piper gets his revenge by piping his flute to take the children of Hamelin away.		

- Discuss the themes across the texts, e.g. *revenge.*
- Create a class checklist of features for use during the writing phase.

- Children will be able to retell using key points.
- Children will be able to discuss themes using evidence from the text.
- Children will be able to identify key events in a fairy tale and create a plot pattern.

Gathering content
Grammar: Warm ups throughout the gathering content phase - focus on the use of inverted commas for speech.
- Using the plot pattern created, extract the basic plot details and model innovation for a new tale.
- Develop ideas based on the model and use *think, say, feel* approaches to add detail to the new plot.
- Develop the use of what characters will say using drama and link to writing speech in the new tale.

The Pied Piper	Extract the basic plot	New tale
Hamelin is infested by rats.	Town is in trouble – infested by animals/insects or other problem.	
Mayor offers a reward for anyone who can rid the town of rats.	Head of town offers a reward for someone to help.	
Pied Piper offers to get rid of the rats and does so by piping a tune.	Someone comes along and offers to help rid the town of the problem.	
Rats disappear.	Animals/insects/problem disappears.	
Mayor is not happy that the Piper only played a tune and won't pay.	Head of town is not pleased by how the problem has been solved.	
Pied Piper gets his revenge by piping his flute to take the children of Hamelin away.	Revenge is taken by the helper.	

Learning outcomes
- Children will be able to generate ideas for a new tale.
- Children will be able to say what new characters are thinking, saying and feeling to add details to a plan.
- Children will be able to develop use of speech for use in the new tale.

Year 4 Autumn 2:

English

Fairy Tales – Creative Learning Opportunities and Outcomes (contd.)

Writing

- Use the new plot pattern created. Use shared writing techniques to model a section at a time with the children.
- Focus on skills – appropriate use of fronted adverbials for 'where' and the inclusion of speech using inverted commas.
- Children follow the modelling each day from the whole class focus and use their own plan to inform writing.
- Use AFL, marking and feedback to adjust shared writing focus daily.

Learning outcomes

- Children will be able to write a story, based on a model, which includes:
  - Appropriate use of fronted adverbials for 'where'.
  - Use of speech using inverted commas.
- Features of the fairy tale genre.

Outcome

- Innovation of a fairy tale with appropriate features.

Presentation

- Present the story to an audience. This could include oral telling for a younger audience or assembly.
- Publish as a book for the school library, on the school's website or using ICT e.g. as a comic strip using *Comic Life* - (**here**).

Year 4 Autumn 2:

English

Classic Narrative Poetry - Creative Learning Opportunities and Outcomes	
Creating interest - Use objects, images and word cards to represent the nouns from the first verse of the poem selected e.g. The Pied Piper: *dogs, cats, rats, babies, cradles, kegs, nests, hats* or Macavity: *cat, street, paw, eyes, head, square.* - Reveal each item from a box or bag and ask children to identify what they are. View or listen to an oral telling of the relevant verses and spot them in the context of the poem e.g. The Pied Piper YouTube clip (**here**) or Michael Rosen's recitation on the BBC Schools (**here**). - Discuss the use of the nouns in context of the poem.	**Learning outcomes** - Children will be able to identify nouns within the context of a poem.
Reading **Grammar:** Warm ups throughout the reading phase - focus on exploring, identifying collecting and using noun phrases. **Reading and responding** Model reading the first verse of a poem and identify key vocabulary to discuss. - Underline new vocabulary which needs further discussion and which captures the children's interest. - Provide dictionaries for children to investigate new vocabulary in pairs or small groups. Include thesauruses to extend vocabulary and create synonym charts. - Review as a class, clarifying and explaining vocabulary as appropriate, and add definitions and notes around a large version of the poem to the working wall. - Develop children's responses to the poem using an approach such as zone of relevance. Provide a bank of words which may or may not be relevant to the main character. Children place words in the relevant zone justifying with evidence from the text. Record responses in writing. - Repeat with further verses of the poem. - Model creating a character circle by identifying a key character and adding key words and phrases from the poem. Children create their own character circle using information gained from reading with key words and phrases from the poem and word banks and synonyms. Focus on using noun phrases to describe the key character and link to the grammar focus. - Model writing a short descriptive poem with noun phrases to describe e.g. *The Pied Piper, The Great Plague, Macavity.* - Children create their own descriptive poems.	**Learning outcomes** - Children will be able to read and discuss key vocabulary in a poem. - Children will be able to collect words and phrases and investigate meanings. - Children will be able to represent key points in a poem using images and key vocabulary. - Children will be able to create a poem with noun phrases.
Reading and analysing - Listen to or view a poem being performed e.g. The Pied Piper YouTube clip (**here**), Macavity YouTube clip (**here**) or Michael Rosen's recitation on the BBC Schools (**here**). - Discuss how the poem is presented through oral telling with images, words and phrases for emphasis. - Discuss various presentations of the poem e.g. in print, on screen, oral telling without images, oral telling with images. - Which do the children prefer and why? Record responses in writing as a poem review.	**Learning Outcomes** - Children will be able to identify how a poem is presented. - Children will be able to express their preferences and give reasons.

Year 4 Autumn 2:

English

Classic Narrative Poetry - Creative Learning Opportunities and Outcomes (contd.)

Gathering content
- Prepare a poem to read aloud by text mapping the lines of each verse with pictures and vocabulary (similar to a story map) in pairs or small groups.
- Identify images, props and actions for the poem and annotate poetry map accordingly.
- Rehearse the poem in preparation for performance.

Learning outcomes
- Children will be able to learn a poem by heart in preparation for performance to an audience.

Writing (presenting and performing)
- Present poems to other groups or record using ICT for playback and review.
- Model the process of giving constructive feedback. Children propose changes for their own or others' performance after viewing.
- Children adjust performance in the light of evaluation and rehearse, identifying the improvements.
- Children perform to a wider audience e.g. another class, assembly, venue out of school etc.

Learning outcomes
- Children will be able to perform a poem using intonation, tone, volume and action.
- Children will be able to provide carefully constructed feedback for their own or others' performances.
- Children will be able to adjust a performance after evaluation and feedback.

Outcome
- Oral presentation of a poem learned by heart as a class or a small group.

Presentation
- Presentation of a poem to an audience e.g. assembly, other class, recorded for live playback.
- Presentation of poem with noun phrases using artwork or ICT combining words, phrases, images and sounds e.g. *Powerpoint, Photostory3*.

Year 4 Autumn 2:

English

Recount: Newspapers - Creative Learning Opportunities and Outcomes

Creating interest • Listen to, or view breaking news linked to a fairy tale, such as 'Sesame Street News Flash - The Pied Piper' YouTube clip (**here**) or 'The Pied Piper: News report' (**here**). Alternatively, the teacher could be in role at the news desk to present the scenario. • Engage children in discussion to explore the genre of news reporting. Pose key questions e.g. What is happening? How is this different to a story? Have you seen anything like this before? What does it remind you of? Record responses in writing.	**Learning outcomes** • Children will be able to identify that information is presented via a news report.
Reading **Grammar:** Warm ups throughout the reading phase – focus on identifying, selecting and effectively using pronouns. **Reading and responding** • Model reading a newspaper report from e.g. *First News*. Emphasise intonation, tone and volume. Children evaluate the reading of the text. • Provide children with a copy of the same text or other newspaper text in pairs. • Use a true/false game with statements on cards for children to sort into piles to retrieve information from the newspaper reports. Children create own true/false statements for another newspaper article and challenge others to find the information. • Use the question hand and model raising questions using who, what, where, when, why about a newspaper article read. Model finding answers and identify where this information is found in an article (usually the opening paragraph). • Children raise own questions and find answers in pairs or small groups linked to a further newspaper article. • View news reports on screen and compare how these are presented with written newspapers. **Reading and analysing** • Read a newspaper report such as this one on the BBC News website (**here**), and 'box up' each section. This involves physically drawing a rectangle or 'box' around each section of the text and labelling e.g. headline, other headings, photograph, caption, paragraphs. • Discuss the content of each section and how paragraphs are organised and linked together. • Investigate language features of a newspaper including headlines, eye-witness reports, use of tenses, 'over the top' language and key focus on pronouns. • Children evaluate further newspaper texts in pairs identifying language, structure and presentation. These could be linked to the fairy tale theme e.g. *Extra! Extra!: Fairy-Tale News from Hidden Forest* by Alma Flor Ada *or The Fairy Tale Times* by Sherill B Flora and J. Browning Wroe.	**Learning outcomes** • Children will be able to identify, select and use pronouns. • Children will be able to read, discuss and retrieve information from a newspaper text. • Children will be able to read using intonation and expression. • Children will be able to generate and answer questions with reference to the text. • Children will be able to analyse the structure of a newspaper report. • Children will be able to explain how paragraphs are organised in a newspaper report. • Children will be able to identify the language features of a newspaper report (recount).

Year 4 Autumn 2:

English

Recount: Newspapers - Creative Learning Opportunities and Outcomes (contd.)

Gathering content **Grammar:** Warm ups throughout the gathering content phase – focus on exploring, identifying collecting and using noun phrases for application in a newspaper report. - Identify an event to report on. This could be an event from the fairy tale unit. - Return to the chunked plot and model reorganisation into a timeline of events. Select one key section to report on from the plot which will provide exciting content. - Focus on the key events and develop ideas through drama e.g. *on the spot reporting, interviewing in role on location, eyewitness statements, news desk drama, press conference etc.* - Use the 'boxed up' frame created in the analysis phase. Model adding details to each section to create a plan using notes and bullet points. Children create their own plan individually or in pairs. - Evaluate and discuss the content for each paragraph e.g. *introduction, re-telling of events, eyewitness statements etc.* - Investigate the headline for the newspaper using a range of techniques e.g. *alliteration, summary, play on words.* - Children create own headlines.	**Learning outcomes** - Children will be able to develop ideas using drama. - Children will be able to create their own plan. - Children will be able to organise ideas into a paragraphs. - Children will be able to investigate and decide on an appropriate headline.

Writing
- Use the plan created. Use shared writing techniques to model a section at a time. Focus on skills – using appropriate pronouns and noun phrases.
- Children follow the modelling each day from the whole class focus and use their own plan to inform writing.
- Use AFL, marking and feedback to adjust shared writing focus daily.
	Learning outcomes
	- Children will be able to write a newspaper report with:
	  – appropriate pronouns.
	  – noun phrases.

Outcome
- Newspaper report.

Presentation
- Present news as a broadcast to a live audience or record for playback at a later date.
- Use a website to publish a broadcast e.g. *Making the News* (**here**).