

Medium Term English Planning

Class Book-

Term: Autumn 1

Year Group: Four

Journey Down the River Sea - Eva Ibbotson

<u>Week Beginning</u>	<u>Chapter/Page Reference</u>	<u>Reading Intention / Objectives</u>	<u>Spelling, Punctuation & Grammar</u>	<u>Outcome(s)</u> <u>Reading/Writing/Speaking & Listening</u> PASS - Purpose / Audience / Style / Structure	<u>Prior Learning:</u> Can you remember when we did. . .
06.09.2021	Ch ½ up to pg 26	To make predictions on the new class book. Reading books that are structured in different ways and reading for a range of purposes.	<u>Spelling:</u> ou making the /u/ sound e.g. cousin, young, double, trouble <u>Sentence:</u> extending sentences with conjunctions <u>Text:</u> Stories with Historical backgrounds/fictional writing <u>Punctuation:</u> basic sentence structure re-cap <u>Key Vocabulary:</u> River, amazon, tribe, orphan	Week 1 – Immersion Day 1 – introduce the cover and author. Children to make predictions .Hook children in with an interesting video of the Amazon rainforest. Show chn where it is on a map in location to the UK. Ask chn to write a letter as if they were Maia (baseline writing assessment) Day 2 – retrieval skills. Compare the settings and create a table of the positive and negatives of Maia moving to the Amazon Day 3 – 4 Analyse the descriptive vocab used to describe the setting – the Amazon. Children to write descriptive paragraph using advanced vocabulary learned e.g. emerald, colossal. Day 5 – Analyse -look at the different sentence structures and types of conjunctions. Introduce better words for ‘and’ and ‘but’ as used in the text.	Paragraphs (Y3)
13.09.2021	Pg 26-68 -focus on pg 29 for character descriptions	Identify main ideas drawn from the book and summarise these. Summarising chapters from the novel.	<u>Spelling:</u> ley/ei/eigh graphemes e.g. weight, prey, eight, obey <u>Sentence:</u> extending sentences with conjunctions <u>Text:</u> Stories with Historical backgrounds/fictional writing <u>Punctuation:</u> basic sentence structure re-cap <u>Key Vocabulary:</u> European, courage, sullen	Week 2 – Day 1 – Immersion . Oracy skills. -Children are to summarise and act out the story so far. They are to take images of freeze frames and upload to the app ‘book creator’ to evidence this. Day 2-3 – Immersion and Analysis – look at how the characters are feeling. Create mind maps for working wall Incidental writing – children to write a diary to show how Maia is feeling. Use a thesaurus to find better words.	Conjunctions (Y3)

				<p>-Children to include SPaG taught this week – conjunctions</p> <p>Day 4 – 5 – Immersion and Analysis – Children to highlight adjectives used in the text to describe the new characters. Create a role on the wall to describe them. Use a thesaurus to enhance vocabulary.</p>	
20.09.2021	Pg 68-85	To draw on inferences made in the text. How is Maia feeling? What evidence from the text shows this?	<p>Spelling: sure endings pleasure, leisure, treasure</p> <p>Sentence: extending sentences with adjectives to describe a setting in your story</p> <p>Text: Stories with Historical backgrounds/fictional writing</p> <p>Punctuation: - inverted commas</p> <p>Key Vocabulary: grubs, snubbing, melancholy</p>	<p>Week 3</p> <p>Day 1-2 Analysis – use of inverted commas in the book for direct speech. Incidental writing – children to write out a phone call conversation between characters in the book and use inverted commas.</p> <p>Day 3 -4-Immersion and Writing Incidental writing to practise inverted commas. Chn to write the next part of the book using prediction skills. Who will Maia bump into in the rainforest as she begins her journey? What will the conversation be? How do we punctuate it? What will happen to her in the dangerous rainforest alone? GG to model.</p> <p>Day 5 – editing flaps. Teach children how to edit writing.</p>	Inverted commas (Y3)
27.09.2021	Pg 85 -116	<p>Listening to and discussing a wide range of texts (stories with historical backgrounds). Compare this to other texts; how are they similar//different e.g. Cinderella?</p> <p>Use a dictionary to find the meaning of unfamiliar words.</p>	<p>Spelling: ture endings picture, nature, puncture</p> <p>Sentence: adverbials of time/fronted adverbials</p> <p>Text: Stories with Historical backgrounds/fictional writing</p> <p>Punctuation: - use of a comma after fronted adverbial</p> <p>Key Vocabulary: fronted adverbial,</p>	<p>Week 4</p> <p>Day 1-5 – Writing</p> <p>Children to plan to write their own story using the same setting and a historical background, like 'Journey Down the River Sea'. Plan using Story Mountain</p> <p>Day 2-3 – Children complete independent writing</p> <p>Day 4 – 5 Children edit and improve their writing</p>	Descriptive language
04.10.2021	Pg 116-174 chapter 12	<p>Ask questions to help improve your understanding of the text.</p> <p>Identify how language, structure, and presentation contribute to meaning.</p>	<p>Spelling: il prefix e.g. illegal, illegible, illiterate</p> <p>Sentence: adverbials of time/fronted adverbials continued</p>	<p>Week 5</p> <p>Day 1-2 Immersion – Children to enjoy reading a variety of newspapers and compare them to texts they've read before. Reading activities such as retrieval, summarise, infer.</p>	Story writing Paragraphs

			<p><u>Text:</u> Stories with Historical backgrounds/fictional writing</p> <p><u>Punctuation:</u> - use of a comma after fronted adverbial</p>	Day 3-5 Analyse the features of newspapers; highlight and annotate texts, look at the importance of headlines/alliteration, pictures with captions, paragraphs in columns/layout		
11.10.2021	Pg 174 -230 chapter 18	Listening to and discussing a wide range of texts (newspapers). To identify the features of newspapers	<p><u>Spelling:</u> homophones(we're, were, where)</p> <p><u>Sentence:</u> 5 W's in newspaper articles</p> <p><u>Text:</u> Stories with Historical backgrounds/fictional writing</p> <p><u>Punctuation:</u> - revision of inverted commas when using quotations in newspaper articles</p>	<p>Week 6 – Analyse –</p> <p>Day 1 – 2 the 5 W's used in opening paragraphs of newspapers. Children to write an opening paragraph of a newspaper article using the 5 W's</p> <p>Day 3 – 5 – analyse the use of quotations and inverted commas. Children to edit a newspaper and improve it using inverted commas. Who might give a quotation in a particular piece of writing? What might they say? -Analyse the use of fronted adverbials</p>	Newspaper articles	
18.20.2021	Pg230-287	To make predictions on the class book; how is it going to end? To draw on inferences made in the text.	<p><u>Spelling:</u> im and in prefix – impossible, imperfect, inactive</p> <p><u>Sentence:</u> Main and subordinate clause</p> <p><u>Text:</u> Stories with Historical backgrounds/fictional writing</p> <p><u>Punctuation:</u> - revision of inverted commas when using quotations in newspaper articles</p>	<p>Week 7 – Write</p> <p>Day 1 – children plan to write a newspaper article based on class book 'Journey Down the River Sea'</p> <p>Day 2-3 – Children to complete independent writing</p> <p>Day 4 – Editing and redrafting</p>	Newspaper articles	
Christian values:	Trust	Thankfulness	Respect	Forgiveness	Hope	Courage
British values:	Democracy	Individual Liberty	Rule of Law	Respect	Tolerance	