



Year 4

<b>The Firework Maker's Daughter</b>
Poetry: imagery
<ul style="list-style-type: none"> <li>Performing within character</li> <li>Personification</li> <li><b>Poem about a volcano</b></li> </ul>
Description: character
<ul style="list-style-type: none"> <li>Expanded noun phrases</li> <li>Describing using implied clues about appearance and behaviour</li> <li><b>Description of Lila</b></li> </ul>
Description – settings
<ul style="list-style-type: none"> <li>Varied sentence openers</li> <li>Describing using the senses</li> <li><b>Description of volcano</b></li> </ul>
Fiction: other cultures
<ul style="list-style-type: none"> <li>Co-ordinating and subordinating conjunctions</li> <li>Story structure (story mountain)</li> <li>How to Build a challenge</li> <li><b>Short story in the style of 'Firework Maker's Daughter'</b></li> </ul>
Explanation
<ul style="list-style-type: none"> <li>Cause and effect conjunctions</li> <li>Introduction and conclusion</li> <li>Diagram</li> <li><b>Explanation of the water cycle</b></li> </ul>
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<b>The Fastest Boy in the World</b>
Instructions
<ul style="list-style-type: none"> <li>Imperative verbs</li> <li>Adverbs</li> <li>Lists with bullet points</li> <li>Sub-headings</li> <li><b>Instructions on making sandwich/packed lunch for journey to Addis Ababa</b></li> </ul>
Description: settings
<ul style="list-style-type: none"> <li>Extending sentences (clauses)</li> <li>Describing using senses</li> <li><b>Description of Kidame (waiting for the bus/on bus)</b></li> </ul>
Fiction: story openers
<ul style="list-style-type: none"> <li>Present perfect</li> <li>Perspective – describing from a distance (and then nearer)</li> <li>Beginning stories with description</li> <li><b>Description in first person of drawing near to Addis Ababa and then on arrival</b></li> </ul>
Fiction: dialogue
<ul style="list-style-type: none"> <li>Full speech punctuation</li> <li>Direct speech</li> <li>Incorporating dialogue into a story</li> <li><b>Dialogue between Solomon and Grandfather</b></li> </ul>
Poetry: imagery
<ul style="list-style-type: none"> <li>Similes and metaphors used effectively</li> <li>Collaborate with a group to perform a poem</li> <li><b>Poem based on theme of winter (inspiration: 'Winter' Shakespeare)</b></li> </ul>
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<b>The Wreck of Zanzibar</b>
Description: settings
<ul style="list-style-type: none"> <li>Noun and pronoun agreement</li> <li>Developing a vivid image/mood by extending ideas</li> <li><b>Description of the ocean/sailing in a schooner (page 10-11)</b></li> </ul>
Poetry: performance
<ul style="list-style-type: none"> <li>Performing with expression</li> <li>Onomatopoeia</li> <li><b>Poem about the ocean</b></li> </ul>
Recount: newspaper
<ul style="list-style-type: none"> <li>Third person</li> <li>Speech punctuation</li> <li>Direct and indirect speech</li> <li>Introduction and conclusion</li> <li><b>Newspaper report for sinking of Titanic</b></li> </ul>
Recount: diaries
<ul style="list-style-type: none"> <li>Past perfect tense</li> <li>First person</li> <li>Past tense</li> <li><b>Diary entry for surviving passenger</b></li> </ul>
Persuasive: leaflet
<ul style="list-style-type: none"> <li>Subordinating conjunctions: if, although</li> <li>Exaggerated language</li> <li>Power of three</li> <li>Alliteration</li> <li><b>Save the turtle leaflet</b></li> </ul>
Persuasive: letter
<ul style="list-style-type: none"> <li>Standard English</li> <li>Exaggerated language</li> <li><b>Persuasive letter to Billy to come home</b></li> </ul>

<b>The Thieves of Ostia</b>
Poetry: structure
<ul style="list-style-type: none"> <li>Using poem structure to perform</li> <li>Repetition</li> <li>Using sentences to change into lines</li> <li><b>Write a poem with repetition</b></li> </ul>
Description: character
<ul style="list-style-type: none"> <li>Adverbs</li> <li>adjectives</li> <li>Grouping ideas into paragraphs</li> <li>Focussing on appearance to imply character</li> <li><b>Character description of someone in streets of Ostia</b></li> </ul>
Fiction: historical
<ul style="list-style-type: none"> <li>Fronted adverbials (with commas)</li> <li>Describing an opening scene</li> <li>Use accurate historical features/elements</li> <li><b>Describe Roman market scene as an opening for a story</b></li> </ul>
Non-chronological report
<ul style="list-style-type: none"> <li>Extending sentences with conjunctions</li> <li>Topic sentences</li> <li>Technical/subject-specific vocabulary</li> <li>Grouping ideas into paragraphs</li> <li><b>Non-chronological report on Roman life</b></li> </ul>
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<b>Charlotte's Web</b>
Argument
<ul style="list-style-type: none"> <li>Conjunctions: if, though</li> <li>Causal conjunctions</li> <li>Developed points for both sides</li> <li>Introduction and conclusion</li> <li><b>Balanced argument: should animals be kept in zoos?</b></li> </ul>
Description: characters
<ul style="list-style-type: none"> <li>Speech punctuation</li> <li>Using ambitious vocabulary to describe a character</li> <li>Developing character through simple dialogue</li> <li><b>Dialogue between Fern and Wilbur</b></li> </ul>
Fiction: characters in stories
<ul style="list-style-type: none"> <li>Apostrophes</li> <li>Using a character as main focus of a story extract</li> <li>Ambitious vocabulary</li> <li><b>Short story about Wilbur escaping with another character</b></li> </ul>
Description: settings
<ul style="list-style-type: none"> <li>Extending sentences with noun phrases</li> <li>Creating descriptions with contrasting moods (negative and positive)</li> <li><b>Contrasting moods in short descriptions about the farmyard</b></li> </ul>
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Playscripts
<ul style="list-style-type: none"> <li>Behave and act like a character</li> <li>Collaborate with a group for a performance</li> <li><b>Adapt an extract from Charlotte's Web into a short playscript</b></li> </ul>
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<b>The Railway Children</b>
Poetry: repetition and rhythm
<ul style="list-style-type: none"> <li>Performing with expression</li> <li>Rhythm aiding structure of lines</li> <li>Using rhyme within a poem</li> <li><b>Write and perform a train poem</b></li> </ul>
Recount: personal experience
<ul style="list-style-type: none"> <li>prepositions</li> <li>first person</li> <li>effective organisation in paragraphs</li> <li><b>first person recount of Caldecotte experience</b></li> </ul>
Settings: description
<ul style="list-style-type: none"> <li>Determiners</li> <li>Ambitious vocabulary</li> <li>Imagery</li> <li><b>Description of journey on a steam train</b></li> </ul>
Fiction: plot
<ul style="list-style-type: none"> <li>paragraphs</li> <li>Structure of a story</li> <li>Develop a plot convincingly</li> <li><b>Write the next chapter of Railway Children (perhaps what happens in one year's time)</b></li> </ul>
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