

Year 4 English MTP 4RP – Autumn 2022

RPI in every reading lesson:

- Fluency will be developed through both paired reading (having been previously modelled by the class teacher) and reading groups, with the teacher working with separate groups throughout.
- Children will build up a wide variety of vocabulary.
- Children will be able to give informed impressions of character, using carefully found evidence from the text, being able to both write this and verbally justify answers.
- Range of question styles, being able to explain what each is asking for and be able to answer them in a timed session.
- Love of reading and enjoyment is visible throughout.

Fundamental principles and teaching techniques to ensure that work is of a high standard from all pupils.

- Clear expectations for listening – repeating and learning the information. Time taken to rehearse vocabulary. Emphasis on learning and being able to explain the key vocabulary.
- Exemplary behaviour and comments made on sitting and listening.
- Repetition in oral work and insistence that the correct terms are used within writing – also using the drafting/writing process for any written answers.
- Modelling of writing key words and date/title.
- Demonstration of high standards through construction and presentation.
- Insistence of copying key words correctly with fingers underneath words for accuracy.
- End products – handwriting and writing up is beautifully presented.

At the end of these units of work children will:

Know: how the definitions of all key words, how to analyse a character carefully using evidence from the text.

Can do: impression and evidence of characters both through a table and in a written paragraph, methodically summarise key events to recognise how characters develop and change throughout, recognise where key clues and events are in order to answer inference questions. Write a descriptive letter and description using ideas collected from the text

Understand all vocabulary and be able to explain and discuss without prompts, understand the author’s reasoning behind specific sections.

Reading	Purpose and Learning Outcomes	Key elements to be taught through text.	Writing link
The Midnight Fox 2 weeks	To develop the mental model Develop fluency in reading Develop understanding	Partner-talk and feedback <ul style="list-style-type: none"> • Understanding how the author can create atmosphere, suspense and tension through vocabulary choices in setting 	descriptive letter – written from first person Write a letter to Petie from Tom’s point of view describing his first 3 days on

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	<ul style="list-style-type: none"> • Being able to answer simple retrieval questions • Be able to understand where clues are within the text for inference questions and appropriately give enough detail in written answers. • Impression and evidence of characters. • Impression and evidence of settings. • Be able to identify where vocabulary has been used to create atmosphere. 	<p>descriptions (description of the forest Chapter 8, The Stormy Rescue Chapter 17).</p> <ul style="list-style-type: none"> • Impression and evidence of Tom. • Compare the change in Tom from before the trip to at the end of the trip (negative to positive). • Key vocabulary: : hate, loathe, despise, abandoned, tremendous, sullen. quivered, scent, fascination, awe, gracefully, trotted, pounced 	<p>the farm. Use the collection of descriptions for what he is doing and what Bubba’s room is like. Explore the characters of Petie and Tom and their relationship</p> <ol style="list-style-type: none"> 1) Collect synonyms for ‘boring’ and ‘miserable’. 2) Collection of words and phrases from the book which describe Bubba’s room and the things Tom was doing on the farm.. 3) Use to write 3 paragraph descriptive letter. <p>Grammar focus:</p> <ul style="list-style-type: none"> • Expanded noun phrases (including thesaurus work for better synonyms and powerful adjectives. • Use of apostrophes correctly.
<p>Parker-Hamilton (Short Story) 1-2 weeks</p>	<ul style="list-style-type: none"> • To enable practise summarising chunks of text. • To enable practise reading aloud fluently and practising expression. Shorter story and so develop on same passages each day. 	<ul style="list-style-type: none"> • Work on questioning methods, inference and using retrieval based inference (looking deeper) • Reading fluently • Reading with appropriate expression • Key Words : terrific – excellent, wonderful, marvellous, outstanding, magnificent, superb, splendid, first-rate 	<p>letter of complaint</p> <ol style="list-style-type: none"> 1. collect the ways P-H is helpful to begin with 2. collect ways he begins to irritate the family 3. find synonyms (see key words) 4. Use to write 3 paragraph letter

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		<p>impressive – accomplished, helpful – thoughtful, considerate, obliging, beneficial, worthwhile dreadful unhelpful – uncooperative, inconsiderate, troublesome, unreasonable, annoying annoying – irritating, infuriating, exasperating, maddening</p>	
<p>Non-fiction reading: Rivers</p> <p>Rivers and Coasts Rushing Rivers Journey Of A River (illustrated) 1 week</p>	<ul style="list-style-type: none"> • To enable practise skimming and scanning to find relevant information from the text. • Be able to understand and recognise the key features of non-fiction writing. 	<ul style="list-style-type: none"> • Be able to understand subject specific vocabulary. Within this, children will be able to successfully use a dictionary or a glossary to find the definitions of words, practising their speed. • Be able to answer questions based on a non-fiction text (use the recent non-fiction text on Summer NFER as a guide, especially on questions children have struggled with). • Children will be taught to summarise key information having skimmed and scanned appropriately and found the relevant information which is required. • Children will be able to recognise the key features of non-fiction (based on Oak National Rushing 	<p>Rivers writing: non-chronological report on the structure of rivers</p> <ul style="list-style-type: none"> • Factual information • Writing process followed • Higher level vocabulary and sentence structure used such a subordinate clauses and carefully used developing punctuation. <p>Well structured paragraphs with information included.</p>

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		Rivers first lesson). Front cover, contents page, glossary (how do we know words are within the glossary?) difference between a label and a caption, subheadings, subject specific vocabulary, photographs.	
Grammar Focus			
Begin with revision of KS1/Year 3 Word Class – noun, proper noun, verb, adjective, adverb. Noun Phrases (link to The Midnight Fox). Punctuation to demarcate sentences – full stops, exclamation marks, question marks. Types of sentences (link to punctuation) – statement, question, command, exclamation (link to Parker-Hamilton). Punctuation – commas (link to ‘Power of 3’ sentences). Determiners (articles) – a/an. Punctuation – Apostrophes (for omission/singular possession). Expressing time, place and cause – conjunctions, adverbs, prepositions (link to Medusa). Punctuation – Inverted Commas (link to Medusa).			