

Year 4 Pathway Summer 2 - Different Worlds

 <p><i>The Lion, the Witch and the Wardrobe</i> C. S. Lewis</p>	 <p><i>Jabberwocky</i> Lewis Carroll</p>	 <p>OR <i>Pride: The Story of Harvey Milk and the Rainbow Flag</i> Rob Sanders</p>
<p>20 sessions, 4 weeks</p>	<p>10 sessions, 2 weeks</p>	<p>10 sessions, 2 weeks</p>
<p>Own version narratives (set in other worlds) Poems, eyewitness reports, imaginary conversations, writing in role</p>	<p>Nonsense poems Performance poetry, explanatory descriptions</p>	<p>Biographies of Harvey Milk Thought bubbles, speech, simple leaflets</p>

Writing (Composition)

Plan 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

Draft and write by:

- Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures

- Organising paragraphs around a theme

- In narratives, creating settings, characters and plot
- In non-narrative material, using simple organisational devices (headings and sub-headings)

Evaluate and edit by:

- Assessing the effectiveness of their own and others' writing and suggesting improvements
- Reading 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
- Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

Reading Comprehension

- Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume, action
- Recognising some different forms of poetry, (free verse, narrative poetry)
- Identifying themes and conventions in a wide range of books
- Discussing words and phrases that capture the reader's interest and imagination
- Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- Asking questions to improve their understanding of a text
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Identifying main ideas drawn from more than one paragraph and summarising these
- Justifying answers with evidence from several points in the text using correct technical language e.g. metaphor and simile

Vocabulary, Grammar & Punctuation

- Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]
- Use inverted commas to punctuate direct speech
- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)
- Fronted adverbials [for example, Later that day, I heard the bad news.]
- Use of paragraphs to organise ideas around a theme

Use of commas after fronted adverbials

Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun

Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition