

Walton on the Hill Primary School
Medium Term Plan – English



Year 4	Class Teacher (s):	SD	Unit Title:	Polar Regions	
Term	Writing Objectives (Disciplinary Knowledge)		SPAG Objectives (Substantive Knowledge)		Topic Links & Cross Curricular opportunities
	<ul style="list-style-type: none"> I can use modelling, examples or familiar texts to help me write pieces appropriate to the task. I can use a dictionary I can sequence paragraphs logically. I can create an opening and closing which link together. I can plan out my ideas using information from reading and research and select appropriate grammar and vocabulary. I can integrate dialogue and description to convey character and set the scene. I can use a variety of sentence openers – I.S.P.A.C.E I can mostly use the correct subject-verb agreement when using singular and plurals E.g. Neither of them (like / likes) going to bed. I can proof-read my work and identify some of my errors eg. Spelling, punctuation & grammar. I can also improve work by redrafting identified sections and responding to marking comments. I can use the steps to success to assess my own and others work and suggest improvements. 		<ul style="list-style-type: none"> I can usually use expanded noun phrases to convey precise and detailed information concisely – eg. ‘The teacher’ expanded to ‘the strict maths teacher with curly hair.’ I can often use fronted adverbials (Sadly/Happily...), adverbial phrases (after a while) and subordination (when it stopped raining...). I understand the difference between plural and possessive –s I can make predictions about a story I can use inverted commas to write direct speech I can use apostrophes to mark plural possession e.g. the girl’s name, the girls’ names I understand the following words: determiner, pronoun, possessive, adverbial 		<p>Geography- Polar Regions PSHE- Relationships Science- Habitats</p>
Week	Key Objectives	Stimulus (text, visual literacy etc)	Outcomes/genres	Key Vocabulary	
10	<p>Exploring the changing relationship between Sol and his father. Narrative features: point of view, third person Character inference</p>	White Fox	Character and setting Description	Character, Alaska, Seattle, Settings,	

11	Using dictionaries Understanding the meaning of key vocabulary Extracting key information Headings and Sub-headings Bullet Points Creating a fact file using extracted information	White Fox	Non-chronological Report	Non-fiction, passive voice, Fact file, appearance, habitat, diet, behaviour, hyphen, subheadings, adjectives, glossary
12	Expanded noun phrases Fronted Adverbials Prepositional phrases Description and dialogue Structuring a narrative	White Fox	Narrative Writing from an alternative viewpoint	Nouns, adjectives, sentences, subject, punctuation, present tense, expanded noun phrase, reported clause, personification, similes.
13	Adverbials of Time Third person Adjectives for description Organisation	Who is Ernest Shackleton?	Biography	Chronological order, time adverbials, Fronted adverbial, relative clause, formal tone, third person, biography, purpose, audience, layout
14	Persuasive language Emotive language Imperative verbs Second person	Shackleton's Journey	Persuasive argument	Opinion, connectives, Persuasion, second person, emotive, audience, rhetorical questions, repetition, exaggeration, imperative verbs
15	Direct speech Reporting clauses Reported speech Formal tone Third person	Shackleton's Journey	Newspaper Report	Headline, picture caption, lead, body, background, direct speech, inverted commas, speech marks, third person, formal, columns
Evaluation				

