

Year 4 English LTP 20-21 – Learning Journeys
Persuade Inform Entertain Discuss

<p align="center">Autumn 1 Proud to Be/ Amazing Animals</p>	<p align="center">Autumn 2 Rowdy Romans</p>	<p align="center">Spring 1 Wonderful World of Walliams</p>	<p align="center">Spring 2 Thrilling Theatre</p>	<p align="center">Summer 1 Groovy Greeks</p>	<p align="center">Summer 2 Spectacular Spies</p>
<p align="center">Learn in Journey 1</p>  <p align="center">Character description. Letter between characters.</p>	 <p align="center">Two character descriptions. How has the mother's viewpoint changed?</p>	 <p align="center">Teach: Diary Entry (as Tom) Drop-In: Narrative (TMQ opening) Reading: Inference/Language for Effect</p>	 <p align="center">Teach: Narrative (Boxed-up Macbeth) Drop-In: Diary Entry (as character of choice) Reading: Themes & Conventions</p>	 <p align="center">The Snake Haired Gorgon Teach: Newspaper Article (Death of Medusa) Drop-In: Narrative (own Greek myth) Reading: Inference/Monitor & Summarize</p>	 <p align="center">Teach: Formal Letter (To police about theft) Drop-In: Persuasive Advert (Wanted poster for criminal) Reading: Clarity/Respond & Explain</p>
 <p align="center">Two setting descriptions – one before the change and one after. First person narrative about exploring the forest.</p>	 <p align="center">Explore portal stories and discuss Journeys.</p>	<p align="center">  SUPPORTING LEARNING SERVICE SCHOOL LIBRARY STOCHES-IN-SHANNING </p> <p align="center">Hampshire Information Book Award</p> <p align="center">Teach: Persuasive Advert Poster (for favourite book) Drop-In: TQC based on a text Reading: Retrieval (Appeal, Authority, Accuracy)</p>	 <p align="center">Teach: Play Script (AMSND Scene) Drop-In: Letter (Of advice to mixed up lovers) Reading: Language for Effect</p>	 <p align="center">Teach: Narrative Description (of animal of choice) Drop In: Explanation (How a mythical creature really works) Reading: Inference/Monitor & Summarize</p>	 <p align="center">Teach: Poetic Forms (Poems about spy pigeon) Drop In: Diary Entry (From pigeon's perspective) Reading: Themes & Conventions</p>
<p align="center">Learn in Journey 2</p>  <p align="center">Diary extract from animal's point of view (mimic text style)</p>	 <p align="center">Write a non-fiction text in the style of Ice Bear. Explore viewpoints and formally.</p>				

Year 4 English LTP 20-21 - Guided Reading

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Guided Reading Carousel</p> <p>Using G.R. group sets</p> <p>Differentiated groups with appropriate texts</p> <p>No more than 3 texts per class</p> <p>Children being heard reading as much as possible</p> <p>Extended eyes-on-print time</p> <p><i>Year team to make appropriate choices with regards to text choices (making use of sets so every child can have eyes on print)</i></p> <p>ERIC:</p> 	<p><i>The Lion, the Witch and the Wardrobe</i></p> <p>Inference Respond & Explain</p>  <p>ERIC:</p> 	<p><i>David Walliams' THE WORST TEACHERS</i></p> <p>Inference</p>  <p><i>David Walliams' MIDNIGHT THE GANG</i></p> <p>Select & Retrieve</p> 	<p><i>National Theatre ALL ABOUT THEATRE</i></p> <p>Select & Retrieve Language for Effect</p>   <p>Shall I compare thee summer's day? Thou art lovely and temperate</p> <p>CLARITY</p>  <p><i>Romeo & Juliet Extracts (RSC Toolkit)</i></p> <p>Monitor & Summarize Themes & Conventions</p> 	<p><i>Atticus the Snottealer's Ice-Cream Spies</i></p> <p><i>The Boy Who Fell Out of The Sky</i></p> <p>Respond & Explain</p>  <p><i>Greek Myths & Legends</i></p> <p>Select & Retrieve Inference</p>  	<p><i>The Adventures of Sherlock Holmes</i></p> <p><i>A Scandal in Bohemia</i></p> <p>Monitor & Summarize Clarity</p>   <p><i>The Usborne Official SPY'S HANDBOOK</i></p> <p>Monitor & Summarize Clarity</p>  
<p>Learning Journey 1</p>					