

Half-term plan for topic/book	<i>Max and the Millions</i>			
Book to read to the class	A Roman Story			
Reading INTENT	<i>Understanding fiction/non fiction, identifying the features of a myth, predicting, empathising with a character, obtaining new vocabulary, reading for pleasure</i>			
Writing IMPACT	<i>These could include: writing in role, non-fiction writing, describing a character, writing about a setting, or longer pieces of writing, such as stories, poetry and plays</i>			
Year group	Reading: decoding and comprehension <i>These can be oral outcomes. They do not have to be written</i>	Writing: composition <i>You should break down the writing process of longer pieces into stages, and include editing to improve the proofreading process</i>	Writing: grammar, vocabulary and punctuation <i>Grammar can be taught either within reading/writing or as a stand-alone activity</i>	Writing transcription: spelling and handwriting <i>Handwriting should be taught daily until correct letter formation is embedded. It should then be taught regularly to ensure accurate joining. Spelling is cumulative and needs to be taught daily</i>
Week 1	<p>Baseline - children to read books of their choosing during DEAR whilst T listens and makes notes against Y4 expectations. What are their oral targets? SEN/LA concentrate on decoding ability ready for any necessary phonics interventions.</p> <ol style="list-style-type: none"> Dictionary skills refresher - what is a dictionary? Why do we use one? How do they work? What are the steps to use one? Guide the class on finding words of their choice. Write down the steps as reference to go on the working wall. Complete brief worksheet as practise. Read the blurb on the inside of the front cover (read it to SEN and discuss/use questions directed to the class to prepare them) Q: What is a blurb? Why do books use them? Discuss the features of blurbs - children on whiteboards to copy down any unknown vocabulary. Put them on the flip chart paper with the definitions. Vocabulary challenge: Use the words in conversation or work this week! <p>Qu: What does it mean to be deaf? D: How do you think being deaf has affected Max's ability to enjoy school? Make links to other SEN - how do you think those children feel? Why do you think that? Qu: What is a replica model? Have a picture ready for reference. Qu: What is a civilisation? Link to the Romans - discuss the features of a civilization. D: What are the qualities of a successful civilization? Why do you think that? Can you give evidence for your answer?</p> <p>Reading Comprehension Homework on Google Classroom.</p>		<p>Recovery - KS1/2 Basics</p> <p>Nouns, adjectives and verbs - what are they? Use songs and poems to help with this.</p> <p>What is a full stop and when do we use one? What is an exclamation mark and when do we use one? What is a question mark and when do we use one? What is a capital letter and when do we use one?</p> <p>Add in the missing punctuation into differentiated passages. SEN - read aloud and see if they can recognise tone, breaths etc and when it is needed.</p> <p>Recap on range of sentences - Punctuating commands, statements and question marks. Telling the difference between sentence styles. Ext: Write and punctuate a range of own sentence styles.</p>	<p>Twinkl Spellings Year 4 Term 1A Week 1 See Google Drive</p> <p>Spellings also sent home as homework as support for in class work/test.</p>
Week 2		<p><i>Writing to Inform</i></p> <p>3. Read Chapter 1 of Max and the Millions</p> <p>Pg 1 - Boarding house: Show class pictures of CB's boarding school - discuss what life was like at boarding school. CB to layout daily life with some photos and how boarding school can be experienced by some. Give contextual understanding to the book. How does a day in the life of someone at boarding school differ from your school day? Put up on the board a table - one side is all the steps in a boarding school child's day and the other side is blank. Children fill in the other side. Compare and contrast.</p>	<p>Year 3 Recap 'Ready to Write'</p> <p>Vowels and consonants</p> <p>Use the forms a or an according to whether the next word begins with a consonant or a vowel.</p> <p>Look at the word 'determiner' - what are they and what are they for?</p> <p>Expand sentences using more than one clause with a wider range of conjunctions including: when, if, because, although.</p>	<p>Twinkl Spellings Year 4 Term 1A Week 2 See Google Drive</p> <p>Spellings also sent home as homework as support for in class work/test.</p>

		<p>Read Pg 2 and 3 - What is a serum? What power do you think the serum has? Why is it the most important part? What will happen if you put too much on the civilization? Why do you think that? What would happen if you put too little on the civilization? Why do you think that?</p> <p>Qu: Why do you think Mr Darrow said 'Light and Water - That's all it needs?' Link to scientific knowledge.</p> <p>What do you think goes into a serum like that?</p> <p>Link to witches potions and brews. Activity - Give children a spell on the board and an A3 sheet of paper. Working together, they need to draw all the ingredients the witch will need to make the eventual outcome.</p> <p>4. Link now to Max and the Millions - Mr Darrow wanted the tiny objects to come to life. What are the ingredients he will need in the serum to do that? Activity: Give children a serum bottle on an A3 piece of paper - children to draw all the ingredients he will need. Encourage them to use their imagination, they can use witches' brews as a basis or they can try to be more scientific - IE: H2O and CO2 etc. Differentiate through this idea.</p> <p>Inform children that they will be writing a recipe for Mr Darrow's serum. Get them to write the list of ingredients down.</p> <p>Give them a range of recipes to look at. Pictorial recipes for SEN children. How many steps are there? What vocabulary is used? Discuss modal verbs/compare the difference between commands, questions and statements. Look at the difference in tone. What punctuation has been used?</p> <p>Look at a recipe as a class - what are the key features? Organisational structures.</p>		
<p>Week 3</p>	<p>3. Children read from page 4 - 7</p> <p>Children can read in pairs alternating a page each or however they feel most comfortable, ensuring that all children are reading aloud throughout this process.</p> <p>Read the pages to your SEN children and ask them questions which will be directed to the whole class eventually to give them a head start. Discuss with SEN children a list of unknown vocabulary and talk with them about what the words mean. Can they put them in a sentence?</p> <p>Ask TA to helicopter listening to children read, supporting with fluency and writing anything of note for you to see later.</p> <p>Children write down any unknown vocabulary on whiteboards, looking them up in a dictionary as they go along - writing the definitions on the whiteboards ready to add to the working wall. If dictionary skills need to be reassessed, stop and go back over the 'How to' list you wrote last week</p> <p>Qu: Why do you think Mr Pitt gave the children who asked whether there will be cyborg teachers detention?</p>	<p>1. Write a class brainstorm of non-negotiables for recipe writing</p> <p>Recap on what you did last week - what do the children remember? What did they discover?</p> <p>Go through recipes via a flipchart to recap. Children should also have kept all of their scaffolding activities in a folder to refer to. What are the organisational structures of recipe writing? What is the purpose of a recipe?</p> <p>With the children supporting, model an example serum recipe on the board. Set out expectations of how they should set it out and the detail/description necessary.</p> <p>Discuss adjectives - refer them back to the vocabulary wall as well to lay out expectations of vocabulary use. Children can use word mats if necessary.</p> <p>Children begin to write their recipe.</p> <p>2. Children finish writing their recipe.</p> <p>Give children an editing sheet with basic non-negotiables (use last week's SPaG to support this) to go back and check their work, using purple pen to make necessary changes. HA</p>	<p>Expand sentences using more than one clause with a wider range of conjunctions including: when, if, because, although.</p>	

HERON WAY PRIMARY SCHOOL ENGLISH MTP

	<p>QU: Why does Mr Pitt think abolishing school lunches and dismantling the library is a good idea? Do you think the children will agree? Why/Why not?</p> <p>D: Is Mr Pitt a good headteacher? Why do you think that? Can you think of any other headteachers in any other books you have read? What is the same? What is different?</p> <p>Qu: Why does Max's chair have a Special Seat written on it? How do you think this made him feel? Why do you think that?</p> <p>4. Recap on what has happened so far in the text. Children continue reading from pg 7 to pg 20.</p> <p>Model with a TA how to use the sentence stem sheets. CB to create videos to show classes on this that you can play.</p> <p>Children use sentence stem sheets to give feedback to their partner about their reading. LA - can they ask questions to their partner about what they have just read? Using your modelling from earlier to demonstrate. Use Ipad to film some of the children's interactions to look at later. How are they using the sheets? What do we need to scaffold further?</p> <p>Pick children who use them well to model to the class every few minutes. Celebrate their bravery.</p> <p>TA to read to SEN children - discuss vocabulary and begin to ask each other questions about the text. What do you wonder?</p> <p>T to discuss some of the questions asked and answered around the room. What went well? Even better if?</p> <p>Teachers then read to the class from page 15 to 27 as relaxation/decompression time.</p> <p>Reading Comprehension Homework on Google Classroom.</p>	<p>to use thesauruses to upscale vocabulary (this will extend them also).</p> <p>If finished, children write their work up in best.</p>		
<p>Week 4</p>	<p>4. Read pg 31 - 50</p> <p>Children can read in pairs alternating a page each or however they feel most comfortable, ensuring that all children are reading aloud throughout this process.</p> <p>Read the pages to your SEN children and ask them questions which will be directed to the whole class eventually to give them a head start. Discuss with SEN children a list of unknown vocabulary and talk with them about what the words mean. Can they put them in a sentence?</p> <p>Ask TA to helicopter listening to children read, supporting with fluency and writing anything of note for you to see later.</p> <p>Children write down any unknown vocabulary on whiteboards, looking them up in a dictionary as they go along - writing the definitions on the whiteboards ready to add to the working wall. If dictionary skills need to be reassessed, stop and go back over the 'How to' list you wrote last week</p> <p>Pg 38-49 used as the focus for questioning this week due to the unusual layout.</p> <p>Qu: What changes on page 38? Why has the font and layout changed? What does this indicate? Have you seen this elsewhere in any other texts?</p> <p>Qu: Do you think this change refers to what Max is doing? The perspective has changed - who do you think the text is now referring to?</p> <p>D: Do you like the change in layout? Why do you think the author has used this? Did they need to? Would you have known that the text was now from the tiny humans perspective if they hadn't?</p>	<p><i>Writing to Persuade</i></p> <p>1. Recap Chapter 5 with the children</p> <p>Qu: What was the relationship like between Mr Darrow and Max? How do you know?</p> <p>D: How has Mr Darrow's leaving affected Max? How has it made him feel? Why? Explore more than just 'sad'. Relate to their own life - has anyone left in your life that has made you feel a certain way?</p> <p>Children will be writing a letter to Mr Darrow from Max, trying to persuade him to come back to St. Goliaths.</p> <p>Why would Max want to get Mr Darrow to come back to school?</p> <p>Discuss with the class that you are writing a letter.</p> <p>Children look at examples of persuasive letters - together, label all of the features of a letter. This can be via a worksheet in their book.</p> <p>Why do we write letters? Have you ever seen a letter? What needs to be added to a letter? Does every letter have the same thing in it? Look at the difference between formal and informal letter writing. Mr Darrow and Max are friends so which style is necessary? Using yesterday's work and the features of a letter - come up with a list of things that the children will use in their writing in the form of a checklist. Children use them whilst they are writing.</p> <p>Brainstorm reasons that Max would give to Mr Darrow to get him to come back to school. Talk about</p>	<p>Year 3 Recap 'Ready to Write'</p> <p>What is a conjunction?</p> <p>Express time, place and cause using conjunctions (for example: when, before, after, while, so, because)</p> <p>What is an adverb?</p>	<p>Twinkl Spellings Year 4 Term 1A Week 3</p> <p>See Google Drive</p> <p>Spellings also sent home as homework as support for in class work/test.</p>

HERON WAY PRIMARY SCHOOL ENGLISH MTP

	<p>Qu: What has happened to the font? Why? What do you think about this?</p> <p>Qu: Who is wise man? How do you know? Why do they call him that?</p> <p>Qu: What is 'bulb'? Why do they describe the door as being enormous?</p> <p>Qu: How is their experience of their surroundings the same as ours in our world? How is it different?</p> <p>Children to use sentence stem and questioning sheets to question each other on what they read for the remaining pages.</p> <p>Reading Comprehension Homework on Google Classroom.</p>	<p>Point/Evidence/Explain to give structure to childrens' ideas. Emphasis should be on them expanding their sentences to create paragraphs around reasons for his return.</p> <p>Use childrens' ideas to model and scaffold their ideas.</p> <p>2. Children plan their letter. What will each paragraph contain? Discuss with the children using bullet points/brainstorms/letter plan template the benefits of planning a piece of writing. Ensure that children add in key features of persuasive writing into their plans.</p> <p>Children write their letters up into their book.</p>		
<p>Week 5</p>	<p>3. Read Pg 50-55</p> <p>Children can read in pairs alternating a page each or however they feel most comfortable, ensuring that all children are reading aloud throughout this process.</p> <p>Read the pages to your SEN children and ask them questions which will be directed to the whole class eventually to give them a head start. Discuss with SEN children a list of unknown vocabulary and talk with them about what the words mean. Can they put them in a sentence?</p> <p>Ask TA to helicopter listening to children read, supporting with fluency and writing anything of note for you to see later.</p> <p>Children write down any unknown vocabulary on whiteboards, looking them up in a dictionary as they go along - writing the definitions on the whiteboards ready to add to the working wall. If dictionary skills need to be reassessed, stop and go back over the 'How to' list you wrote last week</p> <p>Discuss with the children the fact that there were two different perspectives to the same event. Link to PSHE - have they ever been in an argument/event where someone else has experienced it in a different way? Give context to the idea of perspectives.</p> <p>Give children a table that is split in half. Children fill in each side as though they were Max or Luke. How do their feelings differ? Why do they differ? Children write reasons with the description.</p> <p>3. Read pg 56-71</p> <p>Children can read in pairs alternating a page each or however they feel most comfortable, ensuring that all children are reading aloud throughout this process.</p> <p>Read the pages to your SEN children and ask them questions which will be directed to the whole class eventually to give them a head start. Discuss with SEN children a list of unknown vocabulary and talk with them about what the words mean. Can they put them in a sentence?</p> <p>Ask TA to helicopter listening to children read, supporting with fluency and writing anything of note for you to see later.</p> <p>Children write down any unknown vocabulary on whiteboards, looking them up in a dictionary as they go along - writing the definitions on the whiteboards ready to add to the working wall. If dictionary skills need to be reassessed, stop and go back over the 'How to' list you wrote last week.</p> <p>Qu:</p>	<p>1. Children finish writing their letters.</p> <p>Use the checklists previously made as a basis for checking their editing.</p> <p>Children can use peer editing sheets to edit their partners' work, giving them feedback on what they have done well and what they could do better, using purple pen.</p> <p>Pupil conferencing with pupils who need to make large conceptual changes to their work/addressing misconceptions with struggling learners.</p> <p>Secure learners write their letters up in best for publishing.</p>	<p>Year 3 Recap 'Ready to Write'</p> <p>What is an adverb?</p> <p>Express time, place and cause using adverbs (for example: then, next, soon, therefore)</p> <p>What is a preposition?</p> <p>Express time, place and cause using prepositions (for example: before, after, during in, because of)</p> <p>Introduction to inverted commas to punctuate direct speech.</p>	<p>Twinkl Spellings Year 4 Term 1A Week 4</p> <p>See Google Drive</p> <p>Spellings also sent home as homework as support for in class work/test.</p>

HERON WAY PRIMARY SCHOOL ENGLISH MTP

	<p>Qu: Qu: D: Children to use sentence stem and questioning sheets to question each other on what they read for the remaining pages. Reading Comprehension Homework on Google Classroom.</p>			
Week 6	<p>ASSESSMENT WEEK END OF YEAR 3 PIRA</p>		END OF YEAR 3 GAPS	<p>Twinkl Spellings Year 4 Term 1A Week 5 See Google Drive Spellings also sent home as homework as support for in class work/test.</p>
Week 7	<p>4. Read pg 71 - 84 Children can read in pairs alternating a page each or however they feel most comfortable, ensuring that all children are reading aloud throughout this process. Read the pages to your SEN children and ask them questions which will be directed to the whole class eventually to give them a head start. Discuss with SEN children a list of unknown vocabulary and talk with them about what the words mean. Can they put them in a sentence? Ask TA to helicopter listening to children read, supporting with fluency and writing anything of note for you to see later. Children write down any unknown vocabulary on whiteboards, looking them up in a dictionary as they go along - writing the definitions on the whiteboards ready to add to the working wall. If dictionary skills need to be reassessed, stop and go back over the 'How to' list you wrote last week. Qu: Qu: Qu: D: Qu: Children to use sentence stem and question sheets to question each other on what they read for the remaining pages. Reading Comprehension Homework on Google Classroom.</p>	<p><i>Writing to Entertain</i> 1. Tell the children that they are going to write a description of Luke and Max over the next couple of weeks.. Children become Text Investigators and go back through the book thus far, writing down any words and phrases which give hints to what Luke and Max might look like/be like. Discuss with the children and create a large class bank of words and phrases. Children use salt dough/clay/plasticine to create their own models (think about sizing - link to Maths and Art with scaling) of Max and Luke using what they have found in the texts to help them. How would their personalities affect the way that they hold themselves and the way they represent themselves? Discuss how our dress sense/visual representation is influenced by our personalities and our roles within our families and our own lives? Link to fashion/dress sense etc. 2. Children explore adjectives and adverbs to be able to create rich descriptions. Discuss with children the benefits of adding rich character descriptions into our stories and writing and why we use them. Compare two different passages, one which includes description and the other that doesn't. Which one is better and why? What is the same? What is different? Look at the passage which contains the description. What kinds of words are used? What are they called? Discuss with the children that a good description doesn't just include what the character looks like. It includes background, actions, thoughts, feelings, personality, intonation and movement. Brainstorm these elements for both characters. 3. Upscaling vocabulary - Discuss with children that the way to make our ideas even better within a description is to use adjectives and expanded noun phrases. Children to be given a range of character descriptions - what kinds of words are being used? Focus on the vocabulary. Explore adjectives with the children and introduce them to a thesaurus. Go through how to use a thesaurus and why we use one with the children. Complete a quick activity to consolidate understanding of this.</p>	<p>Year 3 Recap 'Ready to Write' Use of the present perfect form of verbs instead of the simple past (for example: He has gone out to play contrasted with He went out to play) Revisit basic paragraphing.</p>	<p>Twinkl Spellings Year 4 Term 1A Week 6 See Google Drive Spellings also sent home as homework as support for in class work/test.</p>

HERON WAY PRIMARY SCHOOL ENGLISH MTP

		Add adjectives into their brainstorm to create an even larger bank of words and phrases to use in their descriptions.		
Week 8	<p>3. Read Pg 85 - 99</p> <p>Children can read in pairs alternating a page each or however they feel most comfortable, ensuring that all children are reading aloud throughout this process.</p> <p>Read the pages to your SEN children and ask them questions which will be directed to the whole class eventually to give them a head start. Discuss with SEN children a list of unknown vocabulary and talk with them about what the words mean. Can they put them in a sentence?</p> <p>Ask TA to helicopter listening to children read, supporting with fluency and writing anything of note for you to see later.</p> <p>Children write down any unknown vocabulary on whiteboards, looking them up in a dictionary as they go along - writing the definitions on the whiteboards ready to add to the working wall. If dictionary skills need to be reassessed, stop and go back over the 'How to' list you wrote last week.</p> <p>Qu: Qu: Qu: D: Qu:</p> <p>Children use sentence stems and question sheets to question each other on what they read for the remaining pages.</p> <p>4. Stand alone Reading Comprehension lesson focusing on the key skills of comprehension.</p> <p>Use one related to the Romans and HA to complete independently.</p> <p>SEN/MA to be guided through how to answer different questions. Scanning/Skimming etc. Skills introduction ready for next week.</p> <p>Reading Comprehension Homework on Google Classroom.</p>	<p>1. Use childrens' ideas and input to model and scaffold the opening paragraph of a description. Go over with children when/why we change paragraphs. (link to SPaG from previous week)</p> <p>Children write their own description using their models, thesauruses and all the planning sheets they have filled in so far to help them.</p> <p>2. Children use editing sheets and peer assessment to edit their work using purple pen. Use children's work up on the visualiser to discuss what is effective and what could be done better. Use childrens' work to edit and improve on as a class.</p> <p>Show the children that they have the ability to build on what they have written.</p> <p>HA - can write up in best if they have minimal edits to make. If not, children spend the rest of the session updating and improving on their work. Take photographs of their models to add to their work in their books.</p> <p>Children evaluate whether they have managed to bring their model to life through their description. Could they have done anything differently to their model now they have explored characters in more detail? What have they learned?</p> <p>Children read out their work to the class.</p>	<p>Year 4 coverage begins</p> <p>Pronouns</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion to avoid repetition.</p>	<p>Twinkl Spellings Year 4 Term 1A Week 7</p> <p>See Google Drive</p> <p>Spellings also sent home as homework as support for in class work/test.</p>
Week 9	<p>4. Reading Comprehension Assessment</p> <p>Can be related or unrelated to the romans - use Comprehension Ninja? To get the best one for the most consistent use of assessment.</p> <p>Reading Comprehension Homework on Google Classroom.</p>	<p><i>Writing Assessment - Writing to Inform</i></p> <p>1. Children to plan a recount of what has happened in their class text so far.</p> <p>Recap on all of the elements that are needed for a good piece of writing, using everything they have learned so far. They need to add in description, adjectives, SPaG objectives such as an array of conjunctions, rhetorical questions and the power of 3.</p> <p>2. Write their recount. 3. Edit their recount.</p>	<p>Pronouns</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</p>	<p>Twinkl Spellings Year 4 Term 1B Week 1</p> <p>See Google Drive</p> <p>Spellings also sent home as homework as support for in class work/test.</p>