



English Medium-Term Plan – Summer 1

Half-term plan for topic/book		<i>Folk Tales of North East of England – Philip Atkinson</i>		
Book to read to the class		<i>Mr Stink – David Walliams (reading for pleasure)</i>		
Reading aims		<p><i>I can attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words</i></p> <p><i>I can predict what might happen based on the details I have read</i></p> <p><i>I can read silently for short periods of time</i></p> <p><i>I can use non-fiction texts to retrieve information</i></p> <p><i>I can read books that are structured in different ways</i></p>		
Writing outcomes		<p><i>I can use the diagonal and horizontal strokes that are needed to join letters</i></p> <p><i>I understand which letters should be left unjoined</i></p> <p><i>I can use heading and subheading to aid presentation</i></p> <p><i>I can produce non-narrative writing using simple organisational devices such as heading and subheadings</i></p> <p><i>I can use pronouns to avoid repetition</i></p> <p><i>I can express time, place and cause by using conjunctions</i></p> <p><i>I can spell family words correctly</i></p> <p><i>I can spell words with the /ai/ sound</i></p>		
Year group: 4	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	Oral comprehension Making predictions based on what they have read /heard	<u>Introduction to Folk Tales</u> (Talking about texts) <u>Listening To and Understanding a Folk Tale</u> Identifying Features of Text Type <u>Creating a Response to a Folk Tale</u> Retelling Folk Tales in own words	Identifying Language Features of Text Type Conjugating Verbs correctly	Spellings taken from 3-4 class list and from related sets of spelling rules. Handwriting to focus on correct letter formation and size, letters resting on the line and beginning to use the correct flicks for joins

		(storyboarding)		
Week 2	Retell a Folk Tale (Oral Performance) using a Story S <u>Characterisation</u> Reading to reflect on the writer's ideas and craft	<u>Characterisation</u> <u>Character Study (Fitzheugh of Cotherstone)</u> Reading to reflect on the writer's ideas and craft) pupils identify instances of positive and negative characterisation. Pupils speculate on why the writer has chosen to characterise in this way, and speculate on the intended influence on the reader.	Identifying Adjectives /Verbs/ Thesaurus work	Spellings taken from 3-4 class list and from related sets of spelling rules. Handwriting to focus on correct letter formation and size, letters resting on the line and beginning to use the correct flicks for joins
Week 3	<u>Awareness of Genre</u> (Awareness of genre – reading). Becoming more familiar with the genre of Folk tales	<u>Identifying Contrasts</u> Compare and contrast two folk tales The Midridge Faeries / The Rothley Faeries Speculate about an illustration. Look closely at illustrations and interpret meaning from them. Use drama to generate ideas for writing about thoughts feelings of character(s) in	Recap conventions for direct /indirect speech.	Spellings taken from 3-4 class list and from related sets of spelling rules. Handwriting to focus on correct letter formation and size, letters resting on the line and beginning to use the correct flicks for joins
Week 4	Reading for meaning (literal and inferred). Analyse the endings of two /three Folk Tales. Look at the messages contained within them.	Endings / Purpose Analyse the endings of two /three Folk Tales. Look at the messages contained within them Change /adapt an ending keeping true to the folk tale.	Varying sentence openings (using fronted adverbials, clause order, subordinate clauses.	Spellings taken from 3-4 class list and from related sets of spelling rules. Handwriting to focus on correct letter formation and size, letters resting on the line and beginning to use the correct flicks for joins
Week 5	Self / peer evaluation (reading and appraising).	<u>Preparing to Write Own Folk Story</u> (Imaginative writing). Planning a piece of creative writing, writing and improving/editing/evaluating	Vocabulary choices – improving words for effect. Thesaurus work	Spellings taken from 3-4 class list and from related sets of spelling rules. Handwriting to focus on correct letter formation and size, letters resting on the line and beginning to use the correct flicks for joins

Week 6	Comprehension using lyrics of North Eastern traditional songs (Blaydon Races/ When the Boat Comes In /Bobby Shaftoe etc)	<u>Poetry / Songwriting</u> Writing adapted versions of well know Folk Songs. Creating modern day versions (paired /group writing)	Rhyming techniques	Spellings taken from 3-4 class list and from related sets of spelling rules. Handwriting to focus on correct letter formation and size, letters resting on the line and beginning to use the correct flicks for joins
Week 7	Summary skills	Writing original songs poems	Syllables	Spellings taken from 3-4 class list and from related sets of spelling rules. Handwriting to focus on correct letter formation and size, letters resting on the line and beginning to use the correct flicks for joins
