

Kingfisher Federation English Curriculum Year 4/5 Year B

Autumn Year b

	Story – defeating a monster Story focus – character	Recount - Newspaper	Discussion	Instructions
Key text	Krak the Cobbler and Smok the Dragon	Dragon Defeated	Should children do housework?	How to fix a puncture on a monster truck
Learning Outcome	Learn the text by heart with actions Innovate text Independent application – write own defeating a monster story	Learn the text by heart with actions Innovate text Independent application – write own newspaper report, maybe linked to another curriculum area	Learn the text by heart with actions Innovate text Independent application – write own discussion text entitled Should children	Learn the text by heart with actions Innovate text Independent application – write own set of instructions (possible link to science/DT)
Hook – 1 lesson	Ask children to draw and design their own dragon. Can use a template but children add colour and features. Display pictures.		Get the children to do some jobs in classroom or around school. Discuss how they felt. Maybe as a class agree to sort and tidy an area of the school.	
Sentence The children must be given quick write practise time of these during the sequence and they must be included in the writer’s toolkit.	<u>Y4 Dialogue which used the pattern – verb + adverb</u> – “Hello,” she whispered shyly. <u>Y5 Stage directions in speech (speech + verb + action)</u> e.g. “Stop!” he shouted, picking up the stick and running after the thief.	<u>Y4/5 secure use of simple sentences</u> <u>Secure use of compound sentences</u> (Coordination) using coordinating conjunction and / or/ but/so/for/nor/yet (coordinating conjunctions) <u>Develop complex sentences</u> (subordination) Main and subordinate clauses with a	<u>Y4 Long and short sentences:</u> Long sentences to enhance description or information. Short sentences to move events on quickly. <u>Y5 Use of rhetorical questions</u>	<u>Y4 more specific/technical vocabulary to add detail</u>

		range of subordinating conjunctions.		
Language These can be taught as one off lessons in the sequence or as starters. These are not required in the toolkit.	Conjunctions – coordinating and subordinating	Moving sentence chunks (how, when, where) around for different effects e.g. The siren echoed loudlythrough the lonely streetsat midnight	Conditionals - could, should, would Plural and possessive -s	Prepositions
Punctuation	<p>Y4</p> <ul style="list-style-type: none"> ● capital letters ● Full stops ● Question marks ● Exclamation marks ● Commas for fronted adverbials and clauses ● Full punctuation for direct speech ● Apostrophes for possession and plurals ● Ellipses <p>Y5 All year 4 punctuation and then</p> <ul style="list-style-type: none"> ● Commas to clarify meaning or avoid ambiguity in writing ● Hyphens ● Brackets, dashes or commas to indicate parenthesis 	<p>As previous unit.</p> <p>Please check the first unit for required punctuation for each year group for the whole academic year. These will need to be taught and should be identified and discussed in each unit on the model text. They may be the need to add lessons on teaching a specific punctuation mark to the children.</p>		
Writing expectations	<ul style="list-style-type: none"> ● Capital letters and full stops used perfectly 	<ul style="list-style-type: none"> ● Bold and eye catching headline 	<ul style="list-style-type: none"> ● Introduction is a statement of the issue to be discussed 	<ul style="list-style-type: none"> ● Title on what needs to be achieved ● The text tells you what to do in steps

	<ul style="list-style-type: none"> ● Powerful adjectives used to describe the monster ● Clear beginning, middle and end to the story ● Use of different sentence openers ● Conjunctions used to extend ideas and sentences ● All in the same person ● Time connectives move the story on ● Written in paragraphs ● Use of direct speech 	<ul style="list-style-type: none"> ● Paragraphs are written in columns ● Subheadings used ● Writing is in news style with short informative sentences giving details about who/what/where when/how? ● Use quotations which are punctuated ● Picture or photograph with captions 	<ul style="list-style-type: none"> ● Arguments for are included ● Arguments against included ● Conclusion is a summary of discussion ● Written in present tense ● Written in third person ● Abstract nouns used e.g. truth, reason, answer, belief ● Logical connectives e.g. therefore, however 	<ul style="list-style-type: none"> ● Labelled diagrams ● Simple, easy to understand language ● Imperative verbs used e.g. press, mix ● Written in second person ● Only necessary detail included ● Number or time connectives used
--	---	--	---	--

Spring term YEAR B

	Story – Finding tale Story focus – setting	Persuasion	Non-chronological report	Explanation
Key text	Reilly	Why Reilly should be punished	Famous Buccaneer Pirates	How to hide a Pirate’s treasure
Learning Outcome	Learn the text by heart with actions Innovate text Independent application – write own finding tale story	Learn the text by heart with actions Innovate text Independent application – write own persuasion letter asking for something from head of school	Learn the text by heart with actions Innovate text Independent application – write own report, maybe link to history or geography topics	Learn the text by heart with actions Innovate text Independent application – write own explanation –maybe of something in science

Hook – 1 lesson	Bring a box of really interesting objects into the classroom. Ask the children to guess what they are.		https://www.rmg.co.uk/schools-communities/teacher-resources/stories-sea-pirates-resource	
Sentence The children must be given quick write practise time of these during the sequence and they must be included in the writer's toolkit.	Y4 Start with a simile e.g. As curved as a ball, the moon shone brightly in the night sky. Y5 Expanded –ed clauses as starters e.g. Encouraged by the bright weather, Jane set out for a long walk. Terrified by the dragon, George fell to his knees.	Y4 Repetition to persuade e.g. Find us to find the fun Y5 Main and subordinate clauses with full range of conjunctions	Y4 secure use of simple sentences Secure use of compound sentences (Coordination) using coordinating conjunction and / or/ but/so/for/nor/yet (coordinating conjunctions) Develop complex sentences (subordination) Main and subordinate clauses with a range of subordinating conjunctions. Y5 Relative clauses beginning with who, which, that, where, when, whose or an omitted relative pronoun.	Y4 more specific/technical vocabulary to add detail Y5 Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (perhaps, surely)
Language These can be taught as one off lessons in the sequence or as starters. These are not required in the toolkit.	Empty words e.g. someone, somewhere was out to get him Modal verbs or adverbs for degree of possibility	Comparative and superlative Adjectives e.g. small...smaller...smallest good...better...best	Proper nouns refer to a particular person or thing e.g. Monday, Jessica, October, England	Converting nouns or adjectives into verbs using suffixes (e.g. – ate; –ise; –ify)
Punctuation	Y4 <ul style="list-style-type: none"> ● capital letters ● Full stops ● Question marks ● Exclamation marks 	As previous unit. Please check the first unit for required punctuation for each year group for the whole academic year. These will need to be taught and should be identified and discussed in each unit on the model text. They may be the need to add lessons on teaching a specific punctuation mark to the children.		

	<ul style="list-style-type: none"> ● Commas for fronted adverbials and clauses ● Full punctuation for direct speech ● Apostrophes for possession and plurals ● Ellipses <p>Y5 All year 4 punctuation and then</p> <ul style="list-style-type: none"> ● Commas to clarify meaning or avoid ambiguity in writing ● Hyphens ● Brackets, dashes or commas to indicate parenthesis 			
Writing expectations	<ul style="list-style-type: none"> ● Clear description of the setting ● Adjectives build up an atmosphere and allow reader to picture setting in their head ● Detailed description ● Short simple sentences used for effect ● Complex sentences ● Dialogue 	<ul style="list-style-type: none"> ● Title implies a point of view ● Opening sentence to hook the reader ● Reasons to support the viewpoint ● Facts and evidence to support reasons ● Conjunctions to link ideas e.g. furthermore, therefore ● Persuasive devices ● Conclusion to summarise and state opening 	<ul style="list-style-type: none"> ● Title and opening sentences clearly explain what the report is about ● Paragraph of information for each of the headings ● Tables/pictures/diagrams to add information ● Facts linked within each paragraph ● Conclusion – summary of key points ● Factual language ● Appropriate tense ● An interesting sentence to end the report 	<ul style="list-style-type: none"> ● Clear title to show what is being explained ● Opening statement to introduce the process ● Clear steps to show how or why something occurs ● In order of events ● Time conjunctions ● Causal conjunctions e.g. because, so ● Illustrations/diagrams/flow charts to make explanation clearer

Summer term Year B

	Story – Wishing tale Story focus – problem	Recount	Review	Poetry
Key text	The Clever Wish	lucky lottery winners...win again!	Summer Play	I wish
Learning Outcome	Learn the text by heart with actions Innovate text Independent application – write own wishing tale story	Learn the text by heart with actions Innovate text Independent application – write own	Learn the text by heart with actions Innovate text Independent application – write own review of the play for the local paper	Learn the text by heart with actions Innovate text Independent application – write own poem
Hook – 1 lesson	Have a template of a lamp from Aladdin. Children draw the three wishes they would want from a magic lamp.		https://www.bbc.com/culture/tags/film-reviews	
Sentence The children must be given quick write practise time of these during the sequence and they must be included in the writer's toolkit.	<u>Y4 Drop in –'ing' clause</u> e.g. The tornado, sweeping across the city, destroyed the houses.. <u>Y5 Elaboration of starters using adverbial phrases</u> e.g. Beyond the dark gloom of the cave, Zach saw the wizard move. Throughout the night, the wind howled like an injured creature.	<u>Y4 Sentence of 3 for action</u> e.g. The Romans enjoyed food, loved marching but hated the weather <u>Y4 Fronted adverbials</u>	<u>Y5 Sentence reshaping techniques</u> e.g. lengthening or shortening sentence for meaning and /or effect	<u>Rhyme, pattern and sound</u> <u>Word play</u>
Language These can be taught as one off lessons in the sequence or as starters. These are	<u>Relative clauses and relative pronouns</u>	Verb prefixes (e.g. dis–, de–, mis–, over– and re–)	Present perfect form verbs	Metaphor Personification Onomatopoeia

not required in the toolkit.				
Punctuation	<p>Y4</p> <ul style="list-style-type: none"> ● capital letters ● Full stops ● Question marks ● Exclamation marks ● Commas for fronted adverbials and clauses ● Full punctuation for direct speech ● Apostrophes for possession and plurals ● Ellipses <p>Y5 All year 4 punctuation and then</p> <ul style="list-style-type: none"> ● Commas to clarify meaning or avoid ambiguity in writing ● Hyphens ● Brackets, dashes or commas to indicate parenthesis 	<p>As previous unit. Please check the first unit for required punctuation for each year group for the whole academic year. These will need to be taught and should be identified and discussed in each unit on the model text. They may be the need to add lessons on teaching a specific punctuation mark to the children.</p>		
Writing expectations	<ul style="list-style-type: none"> ● There is at least one problem to be resolved ● Atmosphere is built up through description ● Dialogue adds extra detail ● Senses used to develop character and plot 	<ul style="list-style-type: none"> ● Opening paragraphs includes; when? Who? what? where? ● Time conjunctions ● Past tense ● Powerful verbs ● Details to add interest for reader ● Conclusion refers back to opening 		<ul style="list-style-type: none"> ● Used powerful verbs and adjectives ● Used distinctive and memorable style ● Used repetition and word play to good effect ● Chosen vocabulary carefully ● Placed words carefully

