

## **Coverage of Learning Objectives**

### **Spoken Language**

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

Writing – transcription Statutory requirements Spelling (see English Appendix 1)

Pupils should be taught to:

- use further prefixes and suffixes and understand how to add them (English Appendix 1) -ing, -er, -est; dis-: disappoint, disagree, disobey mis-: misbehave, mislead, misspell (mis + spell) in-: inactive, incorrect
- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

### **Handwriting**

Pupils should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Writing – composition Statutory requirements

Pupils should be taught to:

- plan their writing by:
  - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
  - discussing and recording ideas
- draft and write by:
  - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
  - organising paragraphs around a theme
  - in narratives, creating settings, characters and plot
  - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- evaluate and edit by:
  - assessing the effectiveness of their own and others' writing and suggesting improvements
  - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
  - proof-read for spelling and punctuation errors
  - read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Writing – vocabulary, grammar and punctuation Statutory requirements

Pupils should be taught to:

- develop their understanding of the concepts set out in English Appendix 2 by:
  - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
  - using the present perfect form of verbs in contrast to the past tense

- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- learning the grammar for years 3 and 4 in English Appendix 2
- indicate grammatical and other features by:
  - using commas after fronted adverbials
  - indicating possession by using the possessive apostrophe with plural nouns
  - using and punctuating direct speech
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

### Writing focus and how it is supported by drama, speaking and listening, links to other learning and outdoor and creative opportunities

#### Week 1

Creative context – Introduce Varjak Paw, read Chapter 1. Create city scapes. Each child makes their own individual city scape and then one large building (can paint etc) to stick on a larger, classroom city scape. Cat silhouettes if time.

Research information on (Mesopotamian) Persian Blues – have information printed out and chn to use sugar paper to write down their findings. Stick these around room and on working wall for chn to refer to later on.

Use this information to sketch what they think a Mesopotamian Blue looks like (on separate paper to stick in books later – some to display)

Roll on the wall with outline of Mesopotamian Blue. Do as class. Have chn's sketches from previous lesson stuck in books and they label as their own rotw. Focus on describing specific features, e.g. 'eyes the colour of danger', 'thick black whiskers', 'silky luscious hair'.

End product: Write a paragraph about Mesopotamian Blues. Include what they look like and what their characteristics are like. Live model explicitly first.

#### Learning Objectives:

- 1- I can research an animal and collect relevant vocabulary and information to inform my character description.
- 2- I can use a range of expanded noun phrases to label a picture of an animal.
- 3- I can write a paragraph using expanded noun phrases, correct use of pronouns, and adverbs of manner.

#### Week 2

*SPAG throughout week – additional focus on handwriting*

Reread family council meeting (have snippets on board/printed out for chn to read along). Split chn into groups of 6 and go outside. Chn to re-enact the family council meeting as the cats.

Come back inside and have a strong group re-enact their meeting – record to use later to inform the modelled dialogue.

Watch yesterday's video as a class and pick out the dialogue. Model writing this up on the IWB. Chn to use speech bubble planning sheet to write their pieces of dialogue. Look at speech examples from pages 11, 18 and 22 to remind chn how to write speech.

Chn to use their speech bubble planning sheet to write up a complete piece of dialogue surrounding the council meeting including all correct punctuation.

LA support – use speech support sheet from Autumn 1 to write speech before writing in their books.

Use their sheets and sentences to create a full paragraph of dialogue about the family council meeting.

#### Learning Objectives:

- 1- To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- 2- To correctly use and punctuate direct speech
- 3- To produce legible handwriting

4- To revise and correct their own writing

### Week 3

*Independent Write – Setting Description of their own city*

**Prior to lesson: Create city scape all around classroom. Video on IWB, imagery, have windows open.**

Discuss, how do you feel? What do you see? Sensory walk around classroom.

Read p. 59-62 which describe the city. Each child has their own copy of these pages and highlights key descriptive phrases within it.

Chn use sticky notes to write descriptive phrases/adjectives (can use ones from book or create their own) to stick to the class city scape created in Wk1. Gather vocab – chn to write down chosen adjectives/ENP in their books to aid their writing later.

**Before next lesson, stick images of things you would find in a city onto classroom cityscape (a cat, the sun, a car etc) for when chn arrive.**

Chn to then pick out features and describe where they are (prepositional phrases). One child to act as Varjak walking through classroom, other chn to then explain to him where a feature is (e.g. the cat is on top of the building) - each child to speak. Then choose one feature and model 'expanding' it in a pre-made template (determiner, adjectives, noun, prepositional phrase).

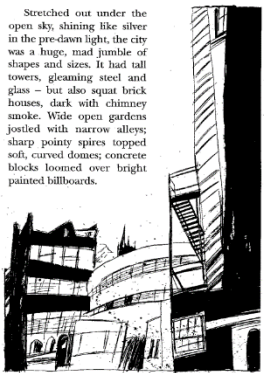
Chn then have their own template and scaffold their own ENP. After that, model turning these into full sentences. Chn to then do this in their book's underneath template.

Look at grammarsaurus model text as a class. Annotate key features of a setting description (ENP, adjectives, prepositional phrases, fronted adverbials with comma).

Demo write setting description.

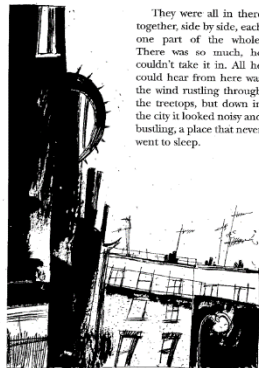
Independent write – chn to write a setting description of their own city.

Stretched out under the open sky, shining like silver in the pre-dawn light, the city was a huge, mad jumble of shapes and sizes. It had tall towers, gleaming steel and glass – but also squat brick houses, dark with chimney smoke. Wide open gardens jostled with narrow alleys; sharp pointy spires topped soft, curved domes; concrete blocks loomed over bright painted billboards.



60

They were all in there together, side by side, each one part of the whole. There was so much, he couldn't take it in. All he could hear from here was the wind rustling through the treetops, but down in the city it looked noisy and bustling, a place that never went to sleep.



61

Learning Objectives:

- 1- To gather vocabulary by exploring senses and imagery
- 2- To identify key features of a setting description
- 3- To write expanded noun phrases with prepositional phrases
- 4- To independently produce a setting description featuring expanded noun phrases and fronted adverbials

### Week 4

*Write a missing poster about their own cat*

SPAG – To use apostrophes to mark possession (use pg 7 for examples)

Take children to the part of the story where Varjak jumps over the wall and into the city. Have a talk as a class, what will his family think? Do they know where he is? What could they do to find him?

Let's write a missing poster.

Have a look at example missing posters. Children to work as groups to pick out features. E.g Title, description, picture, rhetorical question, reward, information.

After annotating the missing posters, chn to write up the success criteria in pairs. Refer to these later when checking they have included everything in their missing posters. SPAG start of lesson – how to use a thesaurus. Look at different features of a cat (pictures on IWB) and add descriptive language to describe each. Chn to then draw the ears, tail, coat, nose and teeth of their own cat and annotate with descriptive language. E.g. description, ears – *Varjak's* ears are silky and steel blue. Nose – *Varjak's* nose is delicately carved into a perfect heart shape. Focus on apostrophes for possession throughout (in their books *Varjak* should be their own cat's name). Demo write a missing poster. Chn to then write their own in their books.

Learning Objectives:

- 1- To use apostrophes for possession
- 2- To use a thesaurus to vary the adjectives used
- 3- To use alternative pronouns aid cohesion

### Week 5

*To write a narrative about their cat's adventure*

Have on IWB the words 'and then he saw them'. Discuss, what did he see? How do you think *Varjak* is feeling right now?

Read page 64 - 66 and have illustrations from p. 93 on board whilst you read. Make sure chn understand that *Varjak* thinks these are 'dogs', why do you think he thinks this?

Explain that the chn will be creating their own 'monster'. Look at all illustrations from p. 90-95 and discuss how they could create their own. Have pictures of different vehicles on the IWB for chn to refer to when creating their own monster. Have printouts of vehicles also so chn can sketch over these and add in the 'monster' features if they want to. Chn then draw their own vehicle-based monster on separate sheet. Stick in books and display on working wall.

Model labelling one of the 'monsters' with descriptive language on the IWB using one of the children's sketches. E.g. made of metal with sharp edges all around. Chn then label their own monster. P. 64 provides good examples of description.

Learning Objectives:

- 1- To use personification to describe their own object
- 2- To write expanded noun phrases with prepositional phrases
- 3- To use adverbs to add detail

### Week 6

*To plan a story*

Clearly explain to chn that over the next 2 weeks they will be writing their own story focusing on the section where their cat (created in Wk4) jumps over the wall and into the city.

Problem of the story: encountering the monster.

Model creating a story map based on example of *Varjak Paw* and his own discovering of the monster etc. (*Jump over wall – enter big city – encounter monster – escape the 'monster' - how is Varjak feeling in the end*)

Create very simple 'S' story map on a template.

Then, chn create their own planning in their books. Double page, split into 4 sections, draw a picture and write a description for each of the 4 parts of their story:

1. Jumping over the wall
2. Entering the city – what do they see/think/hear/feel (setting description) - can use prior work to help
3. Encounter the monster – what is it like? Again, look at prior work
4. Escape the monster – what is your cat going to think/feel? How will the story end? Think about how they are feeling.

### Week 7

*To write a narrative about the adventure of their own cat*

Chn to write a different section of their story in each lesson of this week. Begin each lesson with a SPAG recap of the paragraph they will be writing that lesson.

SPAG to focus on in each lesson:

1. Apostrophes for possession
2. Expanded noun phrases
3. Pronouns to aid cohesion
4. Rhetorical questions – e.g. How was he supposed to talk to these monsters? P. 66-67 for examples from text of how these are used.

Emphasise that they are the narrator of this story and not to use 'I' or 'my' etc.

HA challenge – to include speech