

Year Group: Y3/4 SO wb 06.09.21

Genre: Narrative: To plan and write a character and setting description.

Text: Fantastic Mr Fox - Roald Dahl

Week One - Reading	06.09.21 Mon	<p>Introduce book, discuss what the story might be about - what clues do we get from the title. Who is the author? Read the first 2 chapters of <i>Fantastic Mr Fox</i>. Discuss story so far. What characters have we been introduced to - how would we describe them? Focus on powerful key words from text.</p> <p>Children to discuss information into 3 categories: -What they know -What they don't know -What they can predict Children to make a prediction based on the front cover of <i>Fantastic Mr Fox</i>.</p> <p>Year 3 - Comprehension: Objective 7 - Can make predictions based on what is stated and implied. Inference: Objective 12 - Can predict what might happen from details stated and attempt to predict from details implied.</p> <p>Year 4 - Inference: Objective 15 - Can predict what might happen from both details stated and those implied.</p>
	07.09.21 Tue	<p>Discuss what we know about the story so far. Read again the chapter about the 3 farmers and 'The shooting, the terrible shovels and the terrible tractors' chapters. Watch clip from film showing the farmers Boggis, Bunce and Bean. Discuss the farmers in more detail and the reasons why they take such action. Are they right or wrong to? Discuss as group powerful vocabulary to describe each farmer - do they have any similar characteristics? HA/MA: Children to write on post-it notes words and phrases to describe the 3 different farmers and stick on large class Venn Diagram. Pictures up on board to remind children which farmer is which.</p> <p>LA: As above. Children to have word banks with lots of different words and phrases. Children must pick the correct words and stick in correct area of Venn Diagram. Year 3 -Language for effect: Objective 17 - Can discuss how language is used to create emphasis, humour, atmosphere or surprise. Year 4 -Language for effect: Objective 18 - Can discuss how shades of meaning can</p>
	08.09.21 Wed	<p>Recap on story so far. Have titles up of chapters on IWB to help remind children what happened and in which chapter. What do you think will happen next? Read chapters 6, 7 and 8. Character Hotseat children to help think about characters emotions. Children to ask questions. How are the characters feeling? Discuss emotion charts.</p> <p>HA/MA: Children are to make an inference about how Mr Fox would be feeling, using the text to justify their answers.</p>

	<p>LA: Children are to make an inference about how Mr Fox would be feeling, beginning to use the text to justify their answers.</p> <p>Year 3 - Inference: Objective 10 - Can infer character's feelings, thoughts and motives for their actions e.g. "He wasn't happy there - that's why he ran away."</p> <p>Year 4 - Inference: Objective 13 - Can infer characters' feelings, thoughts and motives from their actions and justifying inferences with evidence e.g. "There are clues that tell us he wasn't happy there - that's why he ran away."</p>
<p>09.09.21 Thurs</p>	<p>Sequence the events in the story so far.</p> <p>HA/MA: To write a short summary of the story so far.</p> <p>LA: To use pictures to support their sequencing of the events.</p> <p>Year 3 -Inference: Objective 13 - Can identify main ideas from more than one paragraph e.g. use evidence from across a text to explain events and /or ideas.</p> <p>Year 4 -Comprehension: Objective 11 - Can identify main ideas drawn from more than one paragraph and summarise these.</p>
<p>10.09.21 Fri</p>	<p><u>EXTENDED WRITING</u>: Shared write - retelling Fantastic Mr Fox.</p> <p>Finish the final two chapters of Fantastic Mr Fox.</p> <p>HA/MA: Should finish the final part of the story themselves.</p> <p>LA: Should write 5 independent sentences.</p> <p>Year 3: Composition: Objective 20 - Can discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Objective 21 - Can discuss and record ideas.</p> <p>Objective 22 - Can compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Objective 23 - Can organise paragraphs around a theme.</p> <p>Objective 24 - Can create settings, characters and plot in narratives.</p> <p>Objective 26 - Can assess the effectiveness of their own and others' writing and suggest improvements.</p> <p>Objective 27 - Can propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Objective 28 - Can proof read for spelling and punctuation errors.</p> <p>Objective 29 - Can read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>Year 4 - Composition: Objective 21 - Can discuss writing similar to that which they</p>

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Week Two - SpaG	13.09.21 Mon	<p>Spelling lesson: Year 3 and 4 statutory spelling list.</p> <p>Spelling games (anagrams, look cover write check, dice game) followed by a dictation.</p> <p>Year 3: Spelling: Objective 9 - Can write from memory simple sentences dictated by the teacher that include using the GPCs (of those covered so far).</p> <p>Year 4 - Spelling: Objective 10 - Can spell words from the Y4 spelling list (of those covered so far).</p>
	14.09.21 Tue	<p>Word classification:</p> <p>Write a definition for each category (LA cut and stick). Sorting words in the correct category in a table. Locating the correct word type in a sentence using different coloured pencils.</p> <p>Year 3 Vocabulary, Grammar and Punctuation: Objective 19 - Can understand, and is able to use, the terms: adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant letter, vowel, vowel letter, inverted commas.</p> <p>Year 4 - Vocabulary, Grammar and Punctuation: Objective 20 - Can understand, and is able to use, the terms: determiner, pronoun, possessive pronoun, adverbial.</p>
	15.09.21 Wed	<p>Fronted adverbials</p> <p>Locate the fronted adverbials in the text.</p> <p>Fill in the blanks with the missing fronted adverbials.</p> <p>Write their own sentences using fronted adverbials (underline the fronted adverbial</p>

	<p>in pink pen)</p> <p>Year 3: Vocabulary, Grammar and Punctuation: Objective 14 - Can express time, place and cause using conjunctions (for example, when, before, after, while, so, because), adverbs (for example then, next, soon, therefore), or prepositions (for example, before, after, during, in, because of).</p> <p>Year 4 - Vocabulary, Grammar and Punctuation: Objective 19 - Can use commas after fronted adverbials.</p>
<p>16.09.21 Thurs</p>	<p>Inverted commas around speech.</p> <p>They are to circle the parts of speech in different coloured pencils. Then they should fill in the blanks where parts of speech have been missed. They should finally complete 4 lines of speech based on a picture.</p> <p>Year 3: Vocabulary, Grammar and Punctuation: Objective 18 - Can begin to recognise the use of inverted commas to punctuate direct speech.</p> <p>Year 4 - Vocabulary, Grammar and Punctuation: Objective 17 - Can use inverted commas and other punctuation to indicate direct speech (for example, a comma after the reporting clause; end punctuation with inverted commas: The conductor shouted, "Sit down!"</p>
<p>17.09.21 Fri</p>	<p><u>EXTENDED WRITING</u>: Shared write - Character description of Fantastic Mr Fox and Mrs Fox.</p> <p>Year 3: Composition: Objective 20 - Can discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Objective 21 - Can discuss and record ideas.</p> <p>Objective 22 - Can compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Objective 23 - Can organise paragraphs around a theme.</p> <p>Objective 24 - Can create settings, characters and plot in narratives.</p> <p>Objective 26 - Can assess the effectiveness of their own and others' writing and suggest improvements.</p> <p>Objective 27 - Can propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Objective 28 - Can proof read for spelling and punctuation errors.</p> <p>Objective 29 - Can read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Week Three - Writing</p>	<p>20.09.21 Mon</p>	<p>Plan own version of character and setting description of Fantastic Mr Fox and the farm.</p> <p>Children should map out their ideas for each paragraph.</p> <p>Children should complete a VCOP bank.</p> <p>Objective 20 - Can discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Objective 21 - Can discuss and record ideas.</p> <p>Objective 22 - Can compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Objective 23 - Can organise paragraphs around a theme.</p> <p>Year 4 - Composition: Objective 21 - Can discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Composition: Objective 22 - Can discuss and record ideas.</p> <p>Composition: Objective 23 - Can compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Composition: Objective 24 - Can organise paragraphs around a theme.</p> <p>Composition: Objective 25 - Can create settings, characters and plot in narratives.</p> <p>Composition: Objective 27 - Can assess the effectiveness of their own and others' writing and suggest improvements.</p> <p>Composition: Objective 28 - Can propose changes to grammar and vocabulary to improve the consistency, including the accurate use of pronouns in sentences.</p>

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21.09.21 Tue	<p>Write first draft of the beginning</p> <p>Examine a WAGOLL to identify the good parts.</p> <p>Year 3: Composition: Objective 20 - Can discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Objective 21 - Can discuss and record ideas.</p> <p>Objective 22 - Can compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Objective 23 - Can organise paragraphs around a theme.</p> <p>Objective 24 - Can create settings, characters and plot in narratives.</p> <p>Objective 26 - Can assess the effectiveness of their own and others' writing and suggest improvements.</p> <p>Objective 27 - Can propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Objective 28 - Can proof read for spelling and punctuation errors.</p> <p>Objective 29 - Can read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>Year 4 - Composition: Objective 21 - Can discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Composition: Objective 22 - Can discuss and record ideas.</p> <p>Composition: Objective 23 - Can compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Composition: Objective 24 - Can organise paragraphs around a theme.</p> <p>Composition: Objective 25 - Can create settings, characters and plot in narratives.</p> <p>Composition: Objective 27 - Can assess the effectiveness of their own and others' writing and suggest improvements.</p> <p>Composition: Objective 28 - Can propose changes to grammar and vocabulary to improve the consistency, including the accurate use of pronouns in sentences.</p> <p>Composition: Objective 29 - Can proof read for spelling and punctuation errors.</p> <p>Composition: Objective 30 - Can read their writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>
22.09.21 Wed	<p>Write first draft of the middle</p> <p>Examine a WAGOLL to identify the good parts.</p>

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<p>23.09.21 Thurs</p>	<p>Write first draft of the end</p> <p>Examine a WAGOLL to identify the good parts.</p> <p>Year 3: Composition: Objective 20 - Can discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Objective 21 - Can discuss and record ideas.</p> <p>Objective 22 - Can compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p>

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24.09.21
 Fri

Edit and improve-FINAL DRAFT

Model the editing process.

Re-draft the piece of writing to ensure that there are no spelling mistakes, no mistakes with punctuation and that vocabulary has been unlevelled.

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