

Year Group: Y3/4 SO wb 01.11.21

Genre: Narrative: To plan and write a letter.

Text: The Firework Maker's Daughter - Philip Pulman

Week One - Reading	01.11.21 Mon	<p>LO: To gather information from a text in order to make a prediction.</p> <p>Look at the front cover of the book and ask children to discuss with a partner, what they think the story will be about. Place prompt questions on the board to initiate talk for the simplify group: <i>Where do you think this story is set? What do you think is going to happen?</i> etc. Challenge children to discuss their ideas with a partner and then work with a partner to write their ideas in 30 words or less. Share these with the rest of the class.</p> <p>Read the opening paragraph on page 1 and discuss what is strange and familiar about the language style. What genre of story is this similar to? Continue to read chapter 1 and hand out <b>modern and old table resource</b>, asking pupils to listen out for elements in the story that are both old and modern, and record these on the resource. Ask children why they think that Pullman creates this dual word. What is the effect of this?</p> <p>LA: Make a spider diagram of Lila and write a sentence describing her. MA/HA: Collect quotes about Lila and write a short character description of her.</p> <p>Children are to write a prediction on what could happen next.</p> <p>Next Step: Can you use quotes from the text to justify your prediction.</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. Language for effect: Objective 16 - Can understand how writers use figurative and expressive language to create images and atmosphere.</p> <p>Year 4 - Inference: Objective 15 - Can predict what might happen from both details stated and those implied. Language for effect: Objective 20 - Can demonstrate understanding of figurative language e.g. in discussion, children find examples and comment on impact.</p>
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02.11.21  
Tue

LO: To make inferences on characters' feelings based on details stated or implied.

Reread the last two pages of chapter one - pages 14-15. Ask children to locate the information and note down how to become a firework maker. Do they think that Chulak has tricked Lalchand and if so, how?

Ask children to think about arguments that they have had with their own parents/carers and how this has made them feel? Ask for any examples where children feel they have been treated as though they are younger than their real age by parents. Pair children up - one as Lila and one as Lalchand. Ask children to read through the argument the two have in role: **pages 5 and 6**. How will the two be feeling? Ask children to now think about how Lila and Lalchand should have responded to one another. Ask pupils to re-enact this. **PHOTOGRAPH TO BE STUCK IN BOOKS.**

Begin to read chapter 2, **pages 16 to 18**. Carefully read Lila's letter to her father on **page 18** and discuss the tone of this. Why is it so short and what does this show about how Lila is feeling? Why has she chosen to sign off in the manner she has? How is Lila feeling at this point? Ask children to make predictions about what will happen next to her. Using **pages 4-6**, make notes under each of the headings to find evidence of why Lila may be feeling the way she does.

- What are Lila's skills and talents as a firework-maker? What belief does she have in her own abilities?
- What does Lalchand expect his daughter to be?
- Why is Lila so angry at her father?
- What reasons can you think of as to why Lila does not expect to see her father again?

Children are to write a letter to Lila's father as though they are Lila.

LA: Work bank to support. Some will also have sentence starters.

MA: Write a longer letter, without the detailed word bank or the sentence starters.

HA: Read the letter the teacher has prepared from Lila and respond as her father.

Next Step:

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."

Inference: Objective 12 - Can predict what might happen from details stated and attempt to predict from details implied.

Year 4 -Language for effect: Objective 18 - Can discuss how shades of meaning can affect understanding e.g. 'Desperately fast' might mean they are running from something.

<p>03.11.21 Wed</p>	<p>LO: To use a dictionary and a thesaurus.</p> <p>Display the following words on the board: rambunctious, charismatic and extroverted. Model how to use a dictionary to locate the definitions of these words (using guide words, alphabetical order, making an estimated guess at how far into the dictionary these words will appear). Ask children to make an educated guess as to which character all three words best fit (Chulak). Challenge children to use definitions to think of another word (synonym) which means the same as one of these words. Introduce the thesaurus and model how to use this word (or one of the originals) to find other words that mean the same. Around an image of Chulak or his name, create a spider diagram with these words and others to describe his personality. Add definitions for trickier words.</p> <p>To ensure children are using words correctly in their own work, ask them to choose one of the new words they think that they now know the meaning of. Use this in a sentence of their own on whiteboards. Teacher assess the correct use of this. Challenge children to use a fronted adverbial.</p> <p>Children are to find the definition and synonyms for the words surrounding pictures of the characters like a spider diagram.</p> <p>LA: Just Chulak. Less complex words. Sentence starters for the definition and synonyms. MA: Lila and Chulak. No sentence starters. HA: Lila and Chulak. They need to add some words of their own to the spider diagrams, find that definition and some synonyms.</p> <p>Next Step: Can you make your own dictionary question and answer?</p> <p>Year 3 - Comprehension: Objective 4 - Can explain the meaning of words in context e.g. using dictionaries or knowledge of spelling conventions.</p> <p>Year 4 - Comprehension: Objective 7 - Can explain the meaning of words in context e.g. using dictionaries or knowledge of spelling conventions.</p>
<p>04.11.21 Thurs</p>	<p>LO: To 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>Next Step: Can you write your own sequencing question using the format provided.</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>

05.11.21  
Fri

EXTENDED WRITING: To write a set of instructions to become a firework maker.

HA/MA: Independently. MA with a word bank.

LA: Cut up the sequence of the instructions and then use this to support them work writing their instructions.

Next Step: Include whatever grammar they have not included.

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.

Objective 21 - Can discuss and record ideas.

Objective 22 - Can compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.

Objective 23 - Can organise paragraphs around a theme.

Objective 24 - Can create settings, characters and plot in narratives.

Objective 26 - Can assess the effectiveness of their own and others' writing and suggest improvements.

Objective 27 - Can propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.

Objective 28 - Can proof read for spelling and punctuation errors.

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.

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Composition: Objective 22 - Can discuss and record ideas.

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Week Two - SpaG	08.11.21 Mon	<p>LO: To accurately spell words from the statutory year 3 and 4 spelling list.</p> <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>
	09.11.21 Tue	<p>LO: To use prepositions.</p> <p>Locate the preposition in a sentence.</p> <p>Write the missing preposition in a sentence.</p> <p>Correct the errors with prepositions.</p> <p>Write their own sentences based on a picture of The Firework Maker's Daughter including a preposition which they will underline in pink pen.</p> <p>Next Step: Can you explain the mistake I have made here. The firework was on table.</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 13 - Can produce noun phrases which are expanded by the addition of modifying adjectives, nouns and prepositional phrases e.g. 'the teacher' expanded to 'the strict maths teacher with curly hair'.</p>
	10.11.21 Wed	<p>LO: To use noun phrases with prepositional phrases.</p> <p>Model writing expanded noun phrases and adding a prepositional phrase onto the end.</p> <p>Children are to write their own sentences based on a picture of The Firework Maker's Daughter including a prepositional phrase at the end of an expanded noun phrase which they will underline in pink pen.</p> <p>Next Step: Can you change this prepositional phrase: The dark, gloomy grotto with a bright burning fire.</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,</p>

	<p>vowel letter, inverted commas.</p> <p>Year 4 - Vocabulary, Grammar and Punctuation: Objective 13 - Can produce noun phrases which are expanded by the addition of modifying adjectives, nouns and prepositional</p>
<p>11.11.21 Thurs</p>	<p>LO: To use inverted commas around speech with the reporting clause at the beginning of the sentence.</p> <p>Model using the reporting clause at the beginning of the sentence and show how this impacts on the punctuation.</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 6 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>12.11.21 Fri</p>	<p><u>EXTENDED WRITING</u>: LO: To write an advert to persuade people to become firework makers.</p> <p>Model locating the good parts in the WAGOLL. Next Step: Include whatever grammar they have not included.</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. Objective 21 - Can discuss and record ideas. Objective 22 - Can compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Objective 23 - Can organise paragraphs around a theme. Objective 24 - Can create settings, characters and plot in narratives. Objective 26 - Can assess the effectiveness of their own and others' writing and suggest improvements. Objective 27 - Can propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Objective 28 - Can proof read for spelling and punctuation errors. 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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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Week Three - Writing</p>	<p>15.11.21 Mon</p>	<p>LO: To plan own version of the letter.</p> <p>Read the WAGOLL and highlight the features.</p> <p>Children should map out their ideas for each paragraph.</p> <p>Children should complete a VCOP bank.</p> <p>Next Step: Include whatever grammar they have not included.</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</p>

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<p>16.11.21 Tue</p>	<p>Write first draft of the letter.</p> <p>Model locating the good parts in a WAGOLL.  Next Step: Include whatever grammar they have not included.</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.  Objective 21 - Can discuss and record ideas.  Objective 22 - Can compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.  Objective 23 - Can organise paragraphs around a theme.  Objective 24 - Can create settings, characters and plot in narratives.  Objective 26 - Can assess the effectiveness of their own and others' writing and suggest improvements.  Objective 27 - Can propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.  Objective 28 - Can proof read for spelling and punctuation errors.  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.  Composition: Objective 22 - Can discuss and record ideas.  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.  Composition: Objective 24 - Can organise paragraphs around a theme.  Composition: Objective 25 - Can create settings, characters and plot in narratives.  Composition: Objective 27 - Can assess the effectiveness of their own and others' writing and suggest improvements.  Composition: Objective 28 - Can propose changes to grammar and vocabulary to improve the consistency, including the accurate use of pronouns in sentences.  Composition: Objective 29 - Can proof read for spelling and punctuation errors.  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>
<p>17.11.21 Wed</p>	<p>Write first draft of the letter.</p> <p>Model locating the good parts in a WAGOLL.</p>

Next Step: Include whatever grammar they have not included.

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18.11.21  
Thurs

Write first draft of the letter.

Model locating the good parts in a WAGOLL.

Next Step: Include whatever grammar they have not included.

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19.11.21  
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.

Next Step: Include whatever grammar they have not included.

Year 3: Composition: Objective 26 - Can assess the effectiveness of their own and others' writing and suggest improvements.

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