

WW2 English : Evacuee Diaries : Year 4

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To develop an evacuee character.	Children will be reminded of the experiences of evacuee children and why the government carried out evacuations during WW2. They will use this knowledge and understanding to create evacuee characters which they will role play so as to create personalised details.	<ul style="list-style-type: none"> Can children give a description of their character's appearance? Can children give a description of their character's personal thoughts and feelings? Can children speak and write in character? 	<ul style="list-style-type: none"> Slides Worksheet 1A/1B Question Cards 1A Evacuation Labels (FSD? activity only) Worksheet 1C (FSD? activity only)
Lesson 2	To identify key features of a diary entry.	Children discuss and identify the purpose of writing a diary and the features that go into this genre of writing. They have a go at writing a diary entry on their own and can use this to construct their own targets for their final piece of writing in the following lessons.	<ul style="list-style-type: none"> Are children able to identify the purpose of a diary entry? Can children identify some key features of diary writing? Can children discuss model texts to identify diary writing features? 	<ul style="list-style-type: none"> Slides Worksheet 2A/2B/2C Model Text 2A (FSD? Activity only) Challenge Card 2A (FSD? Activity only) Worksheet 2D (FSD? Activity only)
Lesson 3	To plan the paragraphs of a diary entry.	The children will be taught about TiP ToP paragraphs to help them decide when to include paragraph breaks in their writing. They will use this knowledge to plan out rough ideas into paragraphs for their diary entries, thinking carefully about changes in time, topic, place or person speaking.	<ul style="list-style-type: none"> Can children describe when a new paragraph is needed? Are children able to plan a chronological sequence of events for their diary entries? Are children able to edit a text to add paragraph breaks? 	<ul style="list-style-type: none"> Slides Worksheet 3A/3B/3C Paragraph Break Arrows TiP ToP Poster Worksheet 3D (FSD? Activity only)
Lesson 4	To prepare some expanded noun phrases to use in a diary entry.	Using photographs of evacuees in WW2 the children will practise writing expanded noun phrases which they can use in their diary entry. They will explore how adding more detail can help writing be more specific and convey information concisely.	<ul style="list-style-type: none"> Can children write a simple noun phrase? Are children able to add prepositional phrases to make expanded noun phrases? Can children identify expanded noun phrases in a sentence? 	<ul style="list-style-type: none"> Slides Phrase Builder Cards 4A Worksheet 4A/4B Picture Cards 4A Spiral Sentences Cards 4A (FSD? Activity only) Word Bank (FSD? Activity only)
Lesson 5	To write an evacuee's diary entry.	Children will use the learning and skills they have prepared throughout the previous lessons to consolidate into a diary entry of an evacuee on the day they leave home. They will use the supporting resources to help them in their writing and take the time to peer review their writing.	<ul style="list-style-type: none"> Can children include an expanded noun phrase in a longer piece of writing? Are children able to include various features of a diary in their writing? Can children use clear and accurate paragraphs in their writing? 	<ul style="list-style-type: none"> Slides Writing Frame 5A Model Text 5A Feature Cards 5A Checklist 5A Checklist 5B (FSD? Activity only)

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Reading - word reading	
<ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	
Reading - comprehension	
<ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • using dictionaries to check the meaning of words that they have read • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • discussing words and phrases that capture the reader's interest and imagination • recognising some different forms of poetry [for example, free verse, narrative poetry] 	<ul style="list-style-type: none"> • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • asking questions to improve their understanding of a text • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • identifying main ideas drawn from more than one paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning • retrieve and record information from non-fiction • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say
Writing - transcription HANDWRITING	
<ul style="list-style-type: none"> • 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 - transcription SPELLING	
<ul style="list-style-type: none"> • use further prefixes and suffixes and understand how to add them (English Appendix 1) • 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 	
Writing - composition	
<ul style="list-style-type: none"> • 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 • 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] • 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 - spelling, punctuation and grammar	
<ul style="list-style-type: none"> • 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 • 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 	
English Appendix 2	
WORD	
<ul style="list-style-type: none"> • The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] 	
SENTENCE	TEXT
<ul style="list-style-type: none"> • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) • Fronted adverbials [for example, Later that day, I heard the bad news.] 	<ul style="list-style-type: none"> • Use of paragraphs to organise ideas around a theme • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
PUNCTUATION	TERMINOLOGY FOR PUPILS
<ul style="list-style-type: none"> • Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] • Apostrophes to mark plural possession [for example, the girl's name, the girls' names] • Use of commas after fronted adverbials 	determiner pronoun, possessive pronoun adverbial