

# Journey : English : Year 4

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To become familiar with the story	After predicting what the book might be about from the title and front cover, children then look at the book together, discussing how the story is told in pictures only. In their independent activities, children use the provided story strips to order the story. Alternatively, children are encouraged to retell the story orally in groups or as a class, using as much detail as they can.	<ul style="list-style-type: none"> <li>Can children discuss and share their ideas for what is happening in the picture book?</li> <li>Can children use their knowledge of the story to retell it in the correct order?</li> <li>Can children share and explain their own opinions of the book?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li><i>Journey</i> by Aaron Becker (not provided)</li> <li>Story Strips 1A/1B</li> </ul>
<b>Lesson 2</b>	To show understanding of events in the story	As a class, children will look at the book again. They are encouraged to think about the characters, the setting and how the story develops. In their independent activities, in groups or pairs, children discuss a range of given comprehension questions. In the alternative activity, children devise their own questions to ask each other about a particular page from the book.	<ul style="list-style-type: none"> <li>Can children identify and discuss the main characters, settings and events within the story?</li> <li>Can children discuss and articulate answers to a range of comprehension questions?</li> <li>Can children summarise the story?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li><i>Journey</i> by Aaron Becker (not provided)</li> <li>Discussion Sheet 2A/2B</li> <li>Challenge Cards (FSD? activity only)</li> <li>Copies of a range of pages from the book (FSD? activity only)</li> <li>Sticky Notes (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To describe a character's feelings using the 'show, don't tell' technique	In this lesson, children are introduced to and explore the 'show, don't tell' technique for conveying characters' emotions. After discussing as a class the facial expressions and body language for a range of different emotions, children then use this knowledge and understanding to write their own 'show, don't tell' sentences for different scenarios and emotions in the book.	<ul style="list-style-type: none"> <li>Do children understand what the technique 'show, don't tell' is?</li> <li>Can children identify when it has been used?</li> <li>Can children use the technique to convey different emotions?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li><i>Journey</i> by Aaron Becker (not provided)</li> <li>Worksheet 3A/3B</li> <li>Emotions to Actions Help Sheet</li> <li>Emotion Cards (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To use descriptive language	Children first recap on their knowledge of descriptive language, and the types of words which can be used to add small details to descriptions that help the reader to visualise events more clearly. After working as a class to improve the descriptive detail of some simple given sentences, children are then tasked with writing an audio description for one of the double-page spreads in the book, aimed at someone who cannot see the pictures.	<ul style="list-style-type: none"> <li>Do children know some of the 'ingredients' of descriptive language?</li> <li>Can children use them to produce their own descriptive writing?</li> <li>Can children identify successful examples of descriptive writing, and explain why?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li><i>Journey</i> by Aaron Becker (not provided)</li> <li>Worksheet 4A/4B/4C</li> <li>Help Sheet</li> </ul>
<b>Lesson 5</b>	To know how to use and punctuate direct speech	Children recap on the correct use of inverted commas when using direct speech, as well as closing punctuation and reporting clauses. In their independent activities they apply this knowledge by adding the correct punctuation to given direct speech sentences, as well as writing their own based on imagined conversations between characters in the book.	<ul style="list-style-type: none"> <li>Can children explain what direct speech punctuation is?</li> <li>Can children both identify and position direct speech punctuation correctly in a sentence?</li> <li>Can children use direct speech punctuation accurately in their own writing?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li><i>Journey</i> by Aaron Becker (not provided)</li> <li>Worksheet 5A/5B/5C</li> <li>Direct Speech Help Sheet</li> <li>Conversation Challenge Sheet (FSD? activity only)</li> </ul>
<b>Lesson 6</b>	To plan a story	As a class, revisit the book and focus on what we know about the character of the boy, and the purple bird. Children deduce and infer what might have happened to the boy between the first double-page spread of the book, and the last. They are then challenged to plan the boy's story. In the alternative activity, children are tasked with planning a sequel to <i>Journey</i> , with the boy and girl having an adventure together using their magic crayons.	<ul style="list-style-type: none"> <li>Can children infer parts of the boy's story from the clues given in the book?</li> <li>Can children plan a story based on or inspired by the clues/events in the book?</li> <li>Can children discuss each other's work, giving advice and suggestions?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li><i>Journey</i> by Aaron Becker (not provided)</li> <li>Planning Sheet 6A/6B/6C</li> <li>Challenge Sheet (FSD? activity only)</li> <li>Planning Sheet 6D (FSD? activity only)</li> </ul>
<b>Lesson 7</b>	To write a story	In the final lesson, children look at the technique of composing and orally rehearsing their sentences before they write them down. After looking at an example of this, and exploring how it works as a class, children then use this technique when writing their story inspired by events in <i>Journey</i> .	<ul style="list-style-type: none"> <li>Can children use their plans to write a story?</li> <li>Can children compose and rehearse sentences orally before writing them?</li> <li>Can children include elements that have been taught ('show, don't tell' technique, descriptive language, direct speech)?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li><i>Journey</i> by Aaron Becker (not provided)</li> <li>Plans from previous lesson</li> <li>Oral Rehearsal Help Sheet</li> <li>Checklist 6A/6B/6C</li> <li>Writing Template 6A</li> <li>Writing Template 6B (FSD? activity only)</li> </ul>

Reading - word reading	
<ul style="list-style-type: none"> <li>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</li> <li>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>	
Reading - comprehension	
<ul style="list-style-type: none"> <li>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> <li>using dictionaries to check the meaning of words that they have read</li> <li>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>identifying themes and conventions in a wide range of books</li> <li>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>discussing words and phrases that capture the reader's interest and imagination</li> <li>recognising some different forms of poetry [for example, free verse, narrative poetry]</li> </ul>	<ul style="list-style-type: none"> <li>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>asking questions to improve their understanding of a text</li> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>predicting what might happen from details stated and implied</li> <li>identifying main ideas drawn from more than one paragraph and summarising these</li> <li>identifying how language, structure, and presentation contribute to meaning</li> <li>retrieve and record information from non-fiction</li> <li>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</li> </ul>
Writing - transcription HANDWRITING	Writing - spelling, punctuation and grammar
<ul style="list-style-type: none"> <li>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</li> <li>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].</li> </ul>	<ul style="list-style-type: none"> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>using the present perfect form of verbs in contrast to the past tense</li> <li>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>using conjunctions, adverbs and prepositions to express time and cause</li> <li>using fronted adverbials</li> <li>learning the grammar for years 3 and 4 in English Appendix 2</li> <li>using commas after fronted adverbials</li> <li>indicating possession by using the possessive apostrophe with plural nouns</li> <li>using and punctuating direct speech</li> <li>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading</li> </ul>
Writing - transcription SPELLING	English Appendix 2
<ul style="list-style-type: none"> <li>use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li>spell further homophones</li> <li>spell words that are often misspelt (English Appendix 1)</li> <li>place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>use the first two or three letters of a word to check its spelling in a dictionary</li> <li>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li> </ul>	<p><b>WORD</b></p> <ul style="list-style-type: none"> <li>The grammatical difference between <b>plural</b> and <b>possessive</b> –s Standard English forms for <b>verb inflections</b> instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]</li> </ul>
Writing - composition	<p><b>SENTENCE</b></p> <ul style="list-style-type: none"> <li>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)</li> <li><b>Fronted adverbials</b> [for example, Later that day, I heard the bad news.]</li> </ul> <p><b>TEXT</b></p> <ul style="list-style-type: none"> <li>Use of paragraphs to organise ideas around a theme</li> <li>Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid <b>cohesion</b> and avoid repetition</li> </ul>
<ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>discussing and recording ideas</li> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</li> <li>organising paragraphs around a theme</li> <li>in narratives, creating settings, characters and plot</li> <li>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>proof-read for spelling and punctuation errors</li> <li>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</li> </ul>	<p><b>PUNCTUATION</b></p> <ul style="list-style-type: none"> <li>Use of inverted commas and other <b>punctuation</b> to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]</li> <li><b>Apostrophes</b> to mark <b>plural</b> possession [for example, the girl's name, the girls' names]</li> <li>Use of commas after <b>fronted adverbials</b></li> </ul> <p><b>TERMINOLOGY FOR PUPILS</b></p> <p>determiner pronoun, possessive pronoun adverbial</p>