

English : Just So Stories : Reading Comprehension: Year 4

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To demonstrate understanding of a text	In this first lesson, children will find out who Rudyard Kipling was, and how the collection, 'Just So Stories', came to be. Children will read and discuss the first short story, 'How the Whale Got His Throat', before answering comprehension questions in their independent activities. In the FSD? activity, children will explore some of the language used in the story, and 'update' it using dictionaries and thesauruses.	<ul style="list-style-type: none"> Do children know who Rudyard Kipling was? Can children answer questions using evidence from the text? Can children use glossaries or dictionaries to check the meaning of words that they have read? 	<ul style="list-style-type: none"> Slides 'How the Whale Got His Throat' Story Sheets Access to the internet Glossary Sheet Worksheet 1A/1B/1C Word Detectives Sheet (FSD? activity only) Dictionaries, thesauruses (FSD? activity only)
Lesson 2	To infer characters' thoughts, feelings and motives using the text	Children will focus on the second tale in the 'Just So Stories' collection, 'How the Camel Got His Hump'. After reading and discussing the main events of the story together, children will be asked to demonstrate their understanding of characters' thoughts, feelings and motives in a range of discussion and role-play activities.	<ul style="list-style-type: none"> Can children discuss and explain the main events within the story? Can children infer a character's thoughts, feeling and/or motives? Can children support these inferences with evidence from the text? 	<ul style="list-style-type: none"> Slides 'How the Camel Got His Hump' Story Sheets Worksheet 2A Discussion Cards Talk Show Help Sheet Talk Show Name Tags Challenge Card (FSD? activity only)
Lesson 3	To ask, answer and discuss questions to improve understanding of a text	Together, children will read the third tale, 'How the Rhinoceros Got His Skin', using either the slides or the Story Sheets. They will be encouraged to discuss the characters, setting, actions and reactions within the story, before progressing to their independent activities, where they will ask, answer and discuss specific comprehension questions in pairs or small groups.	<ul style="list-style-type: none"> Can children ask and answer questions to further their understanding of a text? Can children share and discuss their opinions, as well as listening to and commenting on others' opinions? Can children provide evidence from the text to support their opinions? 	<ul style="list-style-type: none"> Slides 'How the Rhinoceros Got His Skin' Story Sheets Roll and Answer Sheets A/B/C Octahedral Dice Template Agree or Disagree? Cards (FSD? activity only)
Lesson 4	To make predictions based on part of a story	In this lesson, children will read the first part of 'How the Elephant Got His Trunk', discussing and answering a variety of comprehension questions as a class, before making predictions for what they think will happen next in the story. In the FSD? activity, children are challenged to play the roles of the Elephant's aunts and uncles and engage in a discussion about what they think has happened to their nephew.	<ul style="list-style-type: none"> Can children share their thoughts and opinions about the text? Can children make predictions based on what has already happened in the text? Can children explain the reasons for their predictions based on what they have already read in the text? 	<ul style="list-style-type: none"> Slides 'How the Elephant Got His Trunk' (Part 1) Story Sheets Prediction Sheet 4A/4B/4C Challenge Cards (FSD? activity only) Animal Faces (FSD? activity only)
Lesson 5	To summarise the main events in a text	In this final lesson, children will first recap on the main events in Part 1 of 'How the Elephant Got His Trunk', and revisit their predictions from the previous lesson. As a class, children then read and discuss Part 2 of the story. In their independent activities, children will write a summary of the whole story. Alternatively, they are challenged to write a simpler version of the story, aimed at a younger audience.	<ul style="list-style-type: none"> Can children share and explain their opinion of a story? Do children understand what a summary is? Can children retrieve key information from a text to create their own summaries? 	<ul style="list-style-type: none"> Slides 'How the Elephant Got His Trunk' (Part 1) Story Sheets 'How the Elephant Got His Trunk' (Part 2) Story Sheets Worksheet 5A/5B/5C Summary Cards Challenge Card (FSD? activity only) Booklet Template (FSD? activity only)

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	Writing - spelling, punctuation and grammar				
<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]. 	<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 				
Writing - transcription SPELLING	English Appendix 2				
<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 	<p>WORD</p> <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] 				
Writing - composition	<table border="1"> <tr> <td> <p>SENTENCE</p> <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.] </td> <td> <p>TEXT</p> <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 </td> </tr> <tr> <td> <p>PUNCTUATION</p> <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 </td> <td> <p>TERMINOLOGY FOR PUPILS</p> <p>determiner pronoun, possessive pronoun adverbial</p> </td> </tr> </table>	<p>SENTENCE</p> <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.] 	<p>TEXT</p> <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 	<p>PUNCTUATION</p> <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 	<p>TERMINOLOGY FOR PUPILS</p> <p>determiner pronoun, possessive pronoun adverbial</p>
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