

# The Magic Finger : English : Year 4

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To show understanding of a text by answering questions	In this first lesson, as a class, you will begin to read Roald Dahl's 'The Magic Finger' together, and discuss the events that have happened so far. In their independent activities, children will use extracts from the text to answer comprehension questions. In the alternative activity, children will use The Magic Finger Spinner to select and answer questions about the book.	<ul style="list-style-type: none"> <li>Do children show understanding of the main events in the text so far?</li> <li>Can children answer questions and justify their responses?</li> <li>Can children share and explain their opinions of events in the text so far?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>'The Magic Finger' by Roald Dahl (not included)</li> <li>Worksheet 1A/1B/1C</li> <li>Extract Sheet 1A/1B</li> <li>The Magic Finger Spinner (FSD? activity only)</li> <li>Question Cards (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To explore the feelings of characters	Children will first recap on what has happened in 'The Magic Finger' so far, before reading together another section of the text. Children are encouraged to think about how each of the Greggs might be feeling at different points, and why. In their independent activities, they explore and record the thoughts and feelings of the characters in more detail, using prompt questions, thought bubbles, and in the FSD? activity, role-play.	<ul style="list-style-type: none"> <li>Can children discuss and answer questions about the text?</li> <li>Can children say what a character might be thinking or feeling?</li> <li>Can children put themselves into 'the shoes of' a character?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>'The Magic Finger' by Roald Dahl (not included)</li> <li>Question Cards</li> <li>Worksheet 2A/2B</li> <li>Extract Sheet 2A</li> <li>Challenge Card (FSD? activity only)</li> <li>Character Name Tags (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To understand a character's point of view	In this lesson, children will themselves read a short extract of the next part of the text, 'The Magic Finger'. After discussing some questions as a class about what they have just read, they will then explore the opposing viewpoints of the Gregg family and the ducks, in preparation for small-group debates. In the alternative activity, children are challenged to step into the shoes of Mr Gregg, and write a plea to the ducks to spare his family.	<ul style="list-style-type: none"> <li>Can children put themselves into both the shoes of the Greggs and the ducks?</li> <li>Can children think of reasons both for and against the ducks being allowed to shoot at the Greggs?</li> <li>Can children explain and justify their opinions clearly?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>'The Magic Finger' by Roald Dahl (not included)</li> <li>Extract Sheet 3A (Teaching Input)</li> <li>The Greggs vs The Ducks Sheet 3A/3B/3C/3D</li> <li>Mr Gregg's Plea Sheet (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To ask and answer questions as a character	Children will first discuss the 'cliffhanger' that the section of the story from the previous lesson ended on. As a class they will then read to the end of the book, and answer some questions together. In their independent activities, children are tasked to generate questions to ask some of the characters from 'The Magic Finger', then use role-play to ask and answer them. In the FSD? activity, children are challenged to conduct a talk show titled 'The Greggs who became the Eggs'.	<ul style="list-style-type: none"> <li>Can children use evidence from the text to justify their answers?</li> <li>Can children generate appropriate questions to ask different characters?</li> <li>Can children answer questions in the role of a specific character?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>'The Magic Finger' by Roald Dahl (not included)</li> <li>Worksheet 4A/4B</li> <li>Talk Show Challenge Card (FSD? activity only)</li> <li>Name Tags (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To be able to summarise a text	In this final lesson, children will first discuss their opinions of the book, before exploring what a summary is, and what it should include. In their independent activities, they will write their own summaries of 'The Magic Finger'. In the alternative activity, they are challenged to write a letter to the Coopers from the Eggs, summarising what happened to them as a warning to the Coopers.	<ul style="list-style-type: none"> <li>Do children understand what a summary is?</li> <li>Can children use their knowledge of the text to write an appropriate summary of it?</li> <li>Can children articulate and explain their own viewpoints?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Group Notes Sheet</li> <li>Summary Notes Tables</li> <li>Worksheet 5A/5B/5C</li> <li>Summary Checklist Cards</li> <li>Challenge Cards (FSD? activity only)</li> <li>Letter Template (FSD? activity only)</li> </ul>

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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 sentences 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>