All Saints’ C of E Junior School

Literacy Short Term Planning

**Year Group:** 4 **Text:** “**One Plastic Bag**” – 4 weeks

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| Genre: | Fiction/ Story from another culture/ Environment (link to topic-Living Together) |
| Text types | Formal letter, persuasion, newspaper report, diary, kenning poem, story planning and writing |
| Punctuation/Grammar | Direct Teaching: Apostrophes for contraction, Direct/indirect speech, Homophones (there/their/they’re, your/you’re), subordinate clauses, Fronted Adverbials, Expanded Noun Phrases, Time adverbials/conjunctions.  Other y4 writing skills taught continuously eg. Paragraphs, Sentence punctuation (all levels, including commas and brackets), spelling, dictionary use, writing mats/pyramids available. |

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| **WEEK COMMENCING: 20.01.20** | | **TEACHERS: Mrs Ross, Mrs Garrett, Mr Jacobs** | | |  | | | |
|  | Focus activity for whole class.  (Text, Word, Sentence, Speaking & Listening) | Independent Groups / Guided Work  (Indicate teacher and TA support) | | Plenary |  | | | |
| **Week 1**  Inference, Formal Letter, News Report | | | | |  | | | |
| **Monday 20th** | * Introduce the new text, showing **One Plastic Bag** book, explaining it will link well with our new topic about different communities and life in Sierra Leone. * Think, pair,share – name as many materials you can which can be recycled here in UK? Which of these is causing the most problems at the moment/ in the news a lot? Do they know why? * Discuss the problem of plastic.(show some images, refer to recent First News examples) * Give them the 4 photos of key events in the story- can they put them in order, predicting what the story may be about – discuss with partner. | **LO: To infer the meaning of a story**  Chn stick sheet with 4 photos of key events in the story  Ask them to write a paragraph inferring meaning from the text and pictures so far. What do they think the story is about?  Chn share some of their inference ideas. Whose are similar?  Finally, read them the whole book.  *TA support LA group, asking them to share their ideas. Support for spelling/modelling sentences*. | Discuss how we know this is set in another country (people, clothing, language, environment…any other evidence?)  Now tell them a bit more about the story in preparation for tomorrow.   * It links with the current One World Link (Bo) project this year which is called Talking Rubbish. This project is about caring for our environment. Bo schools will also be using this book. | |  |  |  |  | |  |
| **Tuesday 21st** | Way in: Show a video about plastic pollution.  This Tearfund one is short and punchy.”The world has a Rubbish Problem”  <https://www.youtube.com/watch?v=K8x2xXxWd-o>  -Explain that we feel strongly about the problem of plastic and we’ve discussed many reasons why – difficult to recycle, ends up polluting the oceans…  -Think/pair/share –where does most of our plastic come from? (retailers/shops/companies)  -We want to express our views to our local supermarket by writing a formal letter.  Discussion:   * Make a list on IWB of all the bad effects of plastic in the environment. * Make a second list of reasons why Tesco might actually benefit from reducing their plastic use | **LO: To investigate and plan a formal letter.**  **Explain the SC:**   * Introduction should explain the problem * Details about the problem * Questions (rhetorical)and exclamation marks * Paragraphs * Conclusion summing up what you want them to do * Polite and formal tone * No abbreviations/contractions (I am, not I’m)   Using the letter planning template chn will make notes in each of the 4 sections – intro, reason 1, reason 2, conclusion.  T support LA group –share ideas, children work together and teacher models using and improving their suggestions. |  | |  |  |  |  | |  |
| **Wednesday 22nd** | Use Twinkl Powerpoint:**Persuasive text.**  Explain that the aim of their letter is to persuade Tesco to use less plastic packaging.  Go through the Organisation and Features (add these to yesterday’s SC) – children can make notes of phrases/words they think will be useful(draft books)  Analyse together the persuasive text example (Children should stop watching TV) | **LO: To use the features of formal language**  Children re-read their letter plans from yesterday.  Display SC from yesterday with additions of:   * Logical conjunctions * Time conjunctions * Persuasive phrases to help convince   Pupils use their notes from today and their plan to write their formal letter.  T support LA group –share ideas, children work together and teacher models using and improving their suggestions. | Contractions:  How many different contractions can they think of in pairs – write 2 lists on board – can they edit their letters to check they haven’t used a contraction, but the more formal version with no apostrophe. | |  |  |  |  | |  |
| **Thursday 23rd** | Bbc news report about Ivory Coast (3.05mins)  Ivory Coast schools made from plastic waste - BBC World Service  <https://www.youtube.com/watch?v=vaos1rbWgns>  Explain that today we’ll be learning about something happening in another part of West Africa, concerning recycling plastic.  Imagine today you are newspaper journalists.  Watch this event closely so you can report on it.  Draft books:  Watch a second time while I pause the clip so you journalists have time to make notes, listening carefully to details,  Teach about the 4 Ws for the introduction- chn could write what? Where? Who? And When? In the margin to prepare to answer these. | **LO: To make notes from a news report**  **Draft books:**  Make notes for your Intro in journalistic style – how can you grip your reader?  Remember to explain 4 Ws needed in an introduction.  What? Where? Who? When?  T support LA group –share ideas, children work together and teacher models using and improving their suggestions. | Go over the answers to the 4 Intro questions:  What? Plastic has been recycled into bricks for building classrooms  Where? Ivory Coast (Cote d’Ivoire) Discuss use of brackets for adding extra info.  Who? UNICEF and Conceptos Plasticos from Columbia.  (You could use brackets to explain acronyms)  When? Since 2018 | |  |  |  |  | |  |
| **Friday 24th** | Use Twinkl KS2 Newspaper Report differentiated prompts.(saved in OPB folder)  Give every child the \*\* blank sheet to write thei plan on.  Give LA the \* in addition to guide them.  Share ideas for name of newspaper.  Share ideas for a good Heading (who can make it catchy?)  Discuss each of the paragraphs. | **LO: To plan my newspaper report**  Chn complete their plan on sheet- *note making* in each section  T support LA group –share ideas, children work together and teacher models using and improving their suggestions.  SEN- can use Newspaper Writing Template SEN .(saved in OPB folder) | Discuss who has managed to answer the questions  Why? –because in Ivory Coast 1.6m children don’t go to school.  How? They have now built a factory to make the bricks. | |  |  |  |  | |  |
|  | Week 2 (w/c 27th Jan 2020)  Complete newspaper report and Gari Instructions |  |  | |  |  |  |  | |  |
| **Monday 27th** | **Focus on Direct/Indirect speech**  Explain the difference between the two types of quotes you find in newspaper articles:  Draw a speech bubble coming from teacher Angeline’s mouth saying: I once tripped over something while walking to the blackboard! This was not a classroom!  Get a child to come and roleplay this scene as Angeline (encourage expression and drama!).  On whiteboards, can they write this as direct and indirect speech.  IS: Angeline said that she once tripped…  DS: Angeline, a teacher for over 40 years, said, “I once tripped over ……”  Share good examples/model on board. | **LO: To write my newspaper report using key features**  **Display Success Criteria:**   * suitable heading * sub-headings for paragraphs * Intro -4 Ws-Who, where, what, when? * Paragraphs – why? and how? * Past tense * Quotes from a key person (direct and/or indirect speech) * Specific vocabulary   Fold page of Lit book in half vertically to create 2 columns.  Explain they will be writing their final report using their plan from yesterday to guide them. | Swap books. Read eachothers’ reports. Choose a really good sentence – explain why you chose it. | |  |  |  |  | |  |
| **Tuesday 28th** | * Ask for volunteers to read their reports so far. * Address any concerns. * Re-cap the difference between Direct and Indirect speech – ask for examples - could show under visualiser (if anyone’s got this far.) | Chn continue writing newspaper report in books.  Stick in Success Criteria marking grids for self/teacher assessment. |  | |  |  |  |  | |  |
| **Wednesday 29th** | No Lit today – PE swap |  |  | |  |  |  |  | |  |
| **Thursday 30th** | **LO: To understand how gari is made**  Intro:   * Show the children/let them handle a real cassava root. How does it feel (waxy shiny skin) * Play a guessing game - What is it? Where does it grow? (under the ground like a potato.) * Show them a bag of gari – dry powdered cassava root * Explain that many of the foods we eat are processed- they go through a process (either by hand or in a factory) which changes the original ingredients. * In Sierra Leone gari is one of the staple foods alongside rice (an everyday, essential food; in UK it is bread and potatoes) | **Part 1-video**   * Use the Reel Lives Sierra Leone DVD – go to Food. * Watch narrated video of how gari is made in Sierra Leone. Watch again and this time chn use their draft books to make notes of key parts of the process. * Tell them they are researchers and authors who have been asked to write instructions for a book about Sierra Leonean Food. * **Part 2- tasting gari**   In groups of 3, chn are given a few spoons of dry gari in their bowl which they can taste dry, then add dry milk powder and hot water and stir (This is to make it more authentic –they don’t have fresh milk in Sierra Leone, only longlife or powdered milk). Some may enjoy sweetening it with a little honey. Take a vote of who likes/ok/hates the taste. Take a photo for topic books. | ***Resources:***   * Reel Lives Sierra Leone DVD (we have 2 copies in the Bo Resources Box) * Reel Lives Sierra Leone | Global Dimension * Some cassava root (available in Morrisons and some grocers shops which sell African/Jamaican veg) * Bag of dry gari * Bowls and spoons (Supply of plastic teaspoons in Bo Box, one per child) * Jug of hot water * Powdered milk * Honey   NB- check for dairy intolerance | |  |  |  |  | |  |
| **Friday 31st** | * Use Twinkl Powerpoint: Writing instructions (saved here in One Plastic Bag folder) and teach the key features. * Remind them they are authors writing a book about Sierra Leonean food. * Chn need their draft books-read their notes from yesterday. * Show Video of Gari making again, telling children they should be thinking about how this information will be turned into instructions, they can add to their notes if they wish. | **LO:TBAT write clear instructions**  Give each child the 9 photos of the process of making gari (screen shots from the video) –work with a partner to sequence them and write numbers on the back. Chn cut them up and stick in Topic books.  First they can write a ‘What you need’ list –work with partner to compile list. Then stick in photo one and write instruction for stage one alongside. Continue with all 9 stages.  **Display Success Criteria:**   * Title * Time adverbials * Imperative (bossy) verbs * 2nd person * Appropriate vocabulary * Clear description of what to do * Adverbs (to describe the verbs)   Use these in a marking grid afterwards for chn to do self assessment, teacher to use for marking. See sheet to print in Gari folderand OPB folder: Instructions Success Criteria. | Resources   * Twinkl PPT * Reel Lives DVD * Colour prints of the 9 photos for each child   (Highlight all 9 photos, , saved in Gari photos folder,send to print and choose the option to print 9 photos on a page) | |  |  |  |  | |  |

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| **Instructions Success Criteria** | **I think:** | **My teacher thinks:** |
| Title |  |  |
| Time adverbials |  |  |
| Imperative (bossy) verbs |  |  |
| 2nd person |  |  |
| Appropriate vocabulary |  |  |
| Clear description of what to do |  |  |
| Adverbs (to describe the verbs) |  |  |

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| **Week 3 (w/c 3rd Feb 2020)**  Drama/roleplay, Diary, Kenning Poem. | | | |
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| Mon  3rd Feb | Revise the homophones:There/Their/They’re using PPT from Twinkl or similar.  Children use whiteboards to write the correct one for various examples.  **LO: To show empathy and understanding of a character’s thoughts and feelings.**  Explain that today our drama activities will all help us with our writing task tomorrow, in the role of Isatou.  **1.Drama/role-play**  *Use the PPT of the book.*  Tell the children that today they are each going to imagine they are Isatou when she is a girl at the start of the book.  As teacher reads **One Plastic Bag** (up to page 9 only) children have to act out the story. Can they use all their senses (esp for page 1) to really feel like they are part of the story. They can imagine grandma and the children (p7).  Ask them to freeze. Go round the room with pretend microphone – ask different children questions:  Eg. There seems to be a problem? Why do you look so sad? Where does the plastic come from? Praise relevant/creative responses and encourage empathy.  Take photos for books. | **2. Listen to next part of story** (up til page 20 …away from those who mock them…)  Isatou is now grown up. She has thought of a solution to the plastic problem.  **3.Hot seat volunteer Isatou.** Draw out how she’s feeling – mixed emotions – happy that her 5 friends are helping with the recycling but upset/annoyed/worried that some village people call them dirty and mock them. Concerned whether they will sell. Hopes that others will help clear up the plastic. Etc.  Get children to ask her questions.  **4.Pairs- Isatou and a Reporter**- ask her questions about the project she plans to do. Also, about why some people don’t like it. Draw out how she thinks this will affect them and how she feels about being mocked/teased.  Take photos of drama and hot-seating for books. | Write **Empathy** on the board – what does it mean? Discuss as a class. Can children give examples of when Empathy is a useful/good skill to have? |
| Tue  4th | Teach how to add a subordinate clause- use PPT from Twinkl.  Do some examples with sentences from One Plastic Bag. | LO: To write an effective diary entry.  Write a diary entry (for the evening pictured on p.20) – after the women have all done their crocheting and have gone home. What might Isatou say to her diary.  SC   * 1st person * Describe main events that have taken place * Emotive language * Thoughts and feelings * Time and fronted adverbials * Informal/chatty style * Subordinate clauses to add detail | Volunteers read their diary entry. Class give constructive comments. |
| Wed  5th | Revise the homophone  Your / You’re  (as above) Find Twinkl PPT | Introduce what a kenning is  Show them examples of Kennings. (We did one in RE in Y3 about the 3 parts of the Trinity-see RE books, Spring term-use visualiser)  Explain that each line is a noun followed by a verb.  Prep for writing Kenning Poem of One Plastic Bag:  Discuss the story structure using a story mountain:  Use the 9 story summary cards (9 key events) to attach/blu-tak to a story mountain drawn on whiteboard.  (These can form the structure for the poem.) Come up with own kennings for nouns that appear a lot in story. (Isatou/girl, basket, fruit, dirt, plastic bag, village, etc)  What verb could we add to each of these to create a verse for our kenning poem?  The end result will be a summary that reads as a poem.  Eg.  Basket breaker  Fruit scatterer  Dirt kicker.  Draft books - Children to retell story using kennings. They are allowed to share their kennings at their table and give each other ideas. However, everyone’s final result should be different. Consider verses for their poem.  HA- aim to write all 9 verses  AA- aim to write 5 verses  LA -with Teacher/TA support- write 3 or 4 verses | Resources:  9 photos of the key story events.  Plenary: children to share their retellings. |
| Thu  6th | No Literacy –swimming. Topic/science afternoon. |  |  |
| Fri  7th | Chn re-read their draft ideas for their Kenning.  Remind them of the story structure, using the 9 pictures.  Chn write up best copy of Kenning in Literacy books. | Teacher and T.A to work with L.A.  SEN group to work with teacher coming up kenning re-telling as a group. Teacher prompts and children respond with ideas. Teacher to write on whiteboard and SEN to copy in books. | At the end encourage children to share their retellings. |
| **Week 4**  Story writing | | | |
| Wed 12th | Planning a story:  Explain that One Plastic Bag is a story about someone who realises there is a problem and that they want to do something about it. Discuss what problems are there in the world that they think need solutions (deforestation, homelessness, extinction of animals, etc). They are going to write a story about a problem that bothers them and what they are going to do to solve it.  Show planning sheet (saved in OPB folder- Publisher doc) to children and model how to fill our first few sections.  Think of ways we could re-write the story  -in a UK setting  -with a boy as main character  -with a different problem. | **LO: To plan my own version of a story**  Children to fill out their planning sheet. Encourage them to talk to partners to share what problem their story will feature and how they will solve it. Remind children that if they find coming up with a story completely on their own difficult they can stick to writing their own version of One Plastic Bag (where the problem is still plastic pollution but they come up with their own idea about how to solve this issue).  SEN and L.A to work with teacher and T.A. They will write their own version of One Plastic Bag, teacher to discuss with them to support ideas and to scribe their sentences if need be. |  |
| Thu 13th  and Fri 14th | Write the story  Model taking plan and turning it into story.  Remind children of what to include from success criteria, how can we include some in our model?  Feedback on what class did well what needed to be improved on based on marking plans.  Give children a few minutes to respond to marking of plans. | **LO: To write my own version of a story**  Revise SC by getting examples of fronted adverbials etc.  Success Criteria:   * Capitals and full stops used properly * Introduce character and setting * Introduce problem and solution * Fronted Adverbials * Expanded Noun Phrases * Time adverbials/conjunctions * Written consistently in the same tense   Children to turn their plans into stories. After they are finished they should edit in purple pen and underline features from success criteria to evidence how they’ve met each one.  Teacher to work with SEN table. Scribing as necessary, letting children say a sentence before they write it, and offer feedback throughout writing process.  TA to circulate amongst lower ability to check they are getting on okay. |  |
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| **Writing a Story Inspired by One Plastic Bag Success Criteria** | **I think** | **My teacher thinks** |
| Capitals and full stops used properly |  |  |
| Introduce character and setting |  |  |
| Introduce problem and solution |  |  |
| Fronted Adverbials |  |  |
| Expanded Noun Phrases |  |  |
| Time adverbials/conjunctions |  |  |
| Written consistently in the same tense |  |  |