



English LTP 2023-24

Milestone 2: Year 4

Intent:

At Reynolds Academy, we believe that writing is an essential aspect of the curriculum which will support our children in developing into articulate and imaginative communicators, who are well-equipped with the basic skills that they need in order to become life-long learners. Through the exploration of high-quality texts, pupils from Foundation Stage through to Year 6 become increasingly more knowledgeable about the writing process and become more competent writers. The children develop their skills by exploring a range of genres; building upon their knowledge linked to a chosen text type. In order to achieve this, our children develop their knowledge of genre features, language and effective composition enabling them to apply their understanding across the English curriculum and into other curriculum areas. There are opportunities in other curriculum areas for the children to revisit previously taught units of writing. Through the editing and revising process, we encourage our children to be reflective learners and to have high expectations of their own writing. As the children reach the end of their time at Reynolds Academy, our aim is that they are competent, enthusiastic writers who have the ability to turn their voices, thoughts, knowledge, opinions and artistry into powerful writing.

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Text focus	The Railway Children		The Nowhere Emporium		Charlie and the Chocolate Factory	
English NB. Text in red offers suggestions for writing.	<p><u>Narrative – Retelling stores in first person narrative</u> Children could do this in the form of a letter or as a diary.</p> <p><u>Non-fiction - Persuasive Text</u> Persuading people to choose a holiday in the countryside.</p> <p><u>Non-fiction - Explanation Text</u> Children could focus this around Steam trains.</p> <p><u>Narrative – Stories with historical settings</u> Children analyse a range of different samples of texts, exploring how the author shows a historical context. Children apply this to writing their own story set within a historical context.</p>		<p><u>Recount – Diaries and journals</u> Children could write from the perspective of Daniel from a pivotal/key point in the story.</p> <p><u>Poetry – The Power of Imagery</u> Children read and respond to a range of poems which create a vivid picture for the reader. Children write own poem based on a setting from the book.</p> <p><u>Narrative – Stories set in imaginary worlds</u> Children could use the Nowhere Emporium to travel to an imaginary world.</p> <p><u>Narrative – Mystery stories</u></p>		<p><u>Non-Fiction – Recount – Newspaper Report</u> This could be a recount of the entry into the chocolate factory or the finding of the winning tickets.</p> <p><u>Poetry – Shape Poetry</u> Poems about chocolate and sweets based on the descriptions in the book and own tasting experiences.</p> <p><u>Narrative – Stories with flashbacks</u> Could be a story from Grandpa Joe’s perspective with flashbacks to being a young boy/flashbacks to when Willy Wonka first built the factory.</p> <p><u>Narrative – narratives from other perspectives (same event, different character)</u> Tell part of the story from Charlie’s point of view. Tell a different part of the story from another character’s point of view.</p>	



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