



## TSS Primary English MTP 2022-2023 Year 4 Block 1 – Recounts – Diary

| Entry Point (Hook)  |  | Exit Point (Writing Outcome)  |  |
|---|--|---|--|
| <ul style="list-style-type: none"> <li>What is an explorer? Where have the students explored?</li> <li>Watch a video about explorers. Why do people explore?</li> <li>Where would the students love to explore?</li> <li>Where is the Artic/Antarctic? Watch a video about the Artic/Antarctic.</li> <li>What are the similarities and difference to here?</li> <li>Use iced balloons/ice cubes to create the cold! Look at clothing for cold climates. Dress an explorer! Group/paired work to compile a backpack full of items needed for an explorer who is going to the Artic/Antarctic.</li> </ul> |  | <ul style="list-style-type: none"> <li>Write a series of diary entries from the perspective of an Artic/Antarctic explorer.</li> </ul>  |  |
| Key Vocabulary  |  | Key Targets and Learning Objectives: Text Structure   |  |
| <ul style="list-style-type: none"> <li>Adjective</li> <li>Noun</li> <li>Verb</li> <li>Adverb</li> <li>Past Tense</li> <li>Paragraph</li> <br/> <li>Colon</li> <li>Ellipse</li> <li>Brackets</li> <li>Comma</li> </ul>   | <ul style="list-style-type: none"> <li>Preposition</li> <li>Determiner</li> <li>Question Mark</li> <li>Speech Marks</li> <li>Apostrophe</li> </ul> | <ul style="list-style-type: none"> <li>Planning – Independent use of story mountain and whole class 'Boxing up' grids (4Wc.02, 4Wp.02)</li> <li>Write in paragraphs – multiple paragraphs for each section (4Ws.02)</li> <li>Write an Introductory paragraph Introduction               <ul style="list-style-type: none"> <li>– Should detailed description of setting and characters (4Wc.04)</li> <li>– May include Heading, Hook to engage reader, Factual statement/definition, Opening question (4Ws.02)</li> </ul> </li> <li>Write separate paragraphs for each diary entry (middle sections) (4Ws.02, 4Ws.04)</li> <li>Ending – Clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning.</li> <li>The linking of ideas within and across paragraphs using a range of connectives and signposts (see Connectives &amp; Signposts doc), including (4Ws.03):               <ul style="list-style-type: none"> <li>Introduction</li> <li>Time</li> <li>Ending</li> </ul> </li> <li>Consistent use of past tense – (Consistent use of present Vs past tense (4Wg.06)</li> </ul> |  |
| Key Targets and Learning Objectives: Word Structure/Language  |  | Key Targets and Learning Objectives: Sentence Construction  |  |
| <ul style="list-style-type: none"> <li>Use Wow words, Powerful verbs (4Wv.04)</li> <li>Prepositions – behind above along before between after next to by the side of in front of during through</li> <li>Two adjectives to describe the noun – The scary, old woman... (4Wv.02, 4Wv.03)</li> </ul>  |  | <ul style="list-style-type: none"> <li>Adverb starters to add detail – e.g. Carefully, she crawled along the floor of the cave. Amazingly, small insects can... (4Wg.10)</li> </ul>   |  |



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- Adverbs for description – e.g. Snow fell gently and covered the cottage roof
- Use of determiners ‘a’ or ‘an’ - according to whether next word begins with a consonant or vowel. E.g. a rock, an open box
- Use own lists of interesting and significant words, dictionaries and thesauruses to extend the range of vocabulary used in written work (4Wv.05).
- Proofread for grammar, spelling and punctuation errors, and make corrections, including using on-screen tools (4Wp.05).

### Key Targets and Learning Objectives: Punctuation

- Consistently use accurate end-of-sentence punctuation (4Wg.01)
- Consistently use capital letters.
- Commas - for items in a list
- Commas – after ‘ly’ openers. E.g. Fortunately,.... Slowly,.... (4Wg.02)
- The five rules of using speech marks – 1) Speech marks at the beginning and end of dialogue, 2) Capital letter at the beginning of dialogue, 3) Punctuation at the end of dialogue, 4) Reporting clause, 5) New speaker, new line (4Wg.04)

- Adverbial phrases (4Wg.02)– used as a ‘where’, ‘when’ or ‘how’ starter. E.g. A few days ago, we discovered a hidden box. At the back of the eye, is the retina. In a strange way, he looked at me.
- Prepositional phrases to place the action – e.g. On the mat... Behind the tree... In the air...
- Proofread for grammar, spelling and punctuation errors, and make corrections, including using on-screen tools (4Wp.05).

### Key Targets and Learning Objectives: Speaking & Listening

- Role play scenes from Scott or Shackleton’s exploration.
- Use thought tapping to encourage empathy of Scott or Shackleton’s feelings.
- Present key facts/poster about Antarctica/Arctic or key facts about Scott/Shackleton.
- Evaluate own and others’ writing, suggesting improvements for sense, accuracy and content (4Wp.04).