



## TSS Primary English MTP 2022-2023 Year 4 Block 2 – Fantasy Stories

Entry Point (Hook)		Exit Point (Writing Outcome)	
<ul style="list-style-type: none"> <li>• Discuss how dragons feature in many stories and films – why might this be? Why is this fantasy? What is fantasy?</li> <li>• Read the book – Tell Me A Dragon by Jackie Morris.</li> <li>• Children use art to develop their ideas, painting, drawing or collaging, individual or group dragon creations. Discuss ideas for a dragon with a partner. Develop rich language to describe features of their dragon, including its size, shape, the texture of its skin, how it moves and its personality.</li> <li>• Draw dragons on each pebble or name the dragon and write the name on the pebble.</li> <li>• Create dragon masks.</li> </ul>		<ul style="list-style-type: none"> <li>• Write a chapter of HTTYD (where the Vikings battle the sea dragon) using separate paragraphs.</li> </ul>	
Key Vocabulary		Key Targets and Learning Objectives: Text Structure	
<ul style="list-style-type: none"> <li>• Colon</li> <li>• Ellipse</li> <li>• Brackets</li> <li>• Comma</li> <li>• Past Tense</li> <li>• Adjective</li> <li>• Noun</li> <li>• Verb</li> <li>• Adverb</li> </ul>	<ul style="list-style-type: none"> <li>• Preposition</li> <li>• Determiner</li> <li>• Question Mark</li> <li>• Speech Marks</li> <li>• Paragraph</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).

- Adverbial phrases 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. (4Wg.02)
- Prepositional phrases to place the action – e.g. On the mat... Behind the tree... In the air...
- Connectives - although before (or other preposition) even though
- Use of powerful speech verbs within dialogue - "Hello," she whispered. (4Wg.07)
- 'ing' clauses as starters – e.g. Sighing, the boy finished his homework.
- Use of embedded clauses with 'who', 'which' and 'when' - The Vikings, who came from Scandinavia, invaded Scotland. The Fire of London, which started in Pudding Lane, spread quickly. (6Wg.07).
- List of 3 for description – e.g. He wore old shoes, a dark cloak and a red hat.

#### 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)
- Commas – before and after embedded clause (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)

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

- To act out/learn off by heart sections of the fantasy story – as whole class, in groups.
- Hot seating and thought tapping key characters from the HTTYD story.
- Evaluate own and others' writing, suggesting improvements for sense, accuracy and content (4Wp.04).