



## TSS Primary English MTP 2022-2023 Year 4 Block 4 Film Narrative

Entry Point (Hook)		Exit Point (Writing Outcome)	
<p>Students discuss their favourite movies and scenes from movies in relation to how they feel.</p> <p>Watch Literacy Shed: The Lighthouse.  <a href="https://www.literacyshed.com/the-lighthouse.html">https://www.literacyshed.com/the-lighthouse.html</a></p> <p>Watch up to the point that the lighthouse keeper opens the door.</p> <p>Discuss how the short film uses the music, lighting, camera angles to help build the suspense.</p> <p>Cold write the narrative, building up the tension and suspense to that point.</p>		<ul style="list-style-type: none"> <li>Write a narrative for a film clip that conveys a mood or atmosphere – suspense and tension. Use Literacy Shed’s Alma as focus.  <a href="https://www.literacyshed.com/alma.html">https://www.literacyshed.com/alma.html</a></li> </ul>	
Key Vocabulary		Key Targets and Learning Objectives: Text Structure	
<ul style="list-style-type: none"> <li>Ellipse</li> <li>Comma</li> <li>Apostrophe</li> </ul>	<ul style="list-style-type: none"> <li>Noun</li> <li>Verb</li> <li>Adjective</li> <li>Adverb</li> <li>Preposition</li> <li>Past Tense</li> <li>Embedded Clause</li> <li>Figurative language – similes metaphors personification</li> <li>Rhetorical question</li> </ul>	<ul style="list-style-type: none"> <li>Develop writing for a purpose using language and features appropriate for a range of text types (4Wc.08).</li> <li>Develop writing of a range of text types for a specified audience, using appropriate content and language (4Wc.09).</li> <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>Extended vocabulary to introduce 5 story parts (4Ws.01):               <ul style="list-style-type: none"> <li>Introduction – Should detailed description of setting and characters (4Wc.04)</li> <li>Build-up – Build in some suspense towards the problem or dilemma</li> <li>Problem/Dilemma - Include details action/</li> <li>Resolution – Should link with the problem</li> </ul> </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):</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>Powerful verbs – e.g. stare, tremble, slither (4Wv.04)</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>Use dramatic openers – At that moment, All of a sudden</li> <li>‘ly’ openers – Usually... Eventually... Finally... Carefully... Slowly... (4Wg.10)</li> </ul>	



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- Use own lists of interesting and significant words, dictionaries and thesauruses to extend the range of vocabulary used in written work (4Wv.05).
- Adverbs for description – e.g. Snow fell gently and covered the cottage roof (4Wg.10)
- Proofread for grammar, spelling and punctuation errors, and make corrections, including using on-screen tools (4Wp.05).

- Use similes and/or personification for effect – The hat hanging on the door was like a bear ready to pounce.
- Sentence of 3 for description – e.g. The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.
- Use short sentences for effect - short sentences for emphasis and making key points
- 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).

#### Key Targets and Learning Objectives: Punctuation

- (Objective)
- Consistently use accurate end-of-sentence punctuation (4Wg.01)
- Consistently use capital letters.
- Commas – after fronted adverbials/sentence openers (4Wg.02)
- Commas – before and after embedded clause (4Wg.02)
- Ellipses – to keep the reader hanging on
- Apostrophes – for singular possession. E.g. the cat's name is...
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#### Key Targets and Learning Objectives: Speaking & Listening

- (Objective)
- Evaluate own and others' writing, suggesting improvements for sense, accuracy and content (4Wp.04).
- Read their stories to other year groups, encouraging them to read with expression and build tension and suspense.