Jane Considine Education

Unit plans included in the Jane Considine English Unit Plan Subscription

		www.janeconsidine.com	UNIT PLAN TITLE																							
			NARRATIVE												NON-FICTION									POETRY		PLAYSCRIPT
		Year 4	BIKE BOY	CHARLIE AND CHOC FACTORY	FEAST	THE PRINCESS AND THE PEA	THE IRON MAN	THE LOST THING	THE BFG	THE GREAT CHOCOPLOT	FLOAT	THE WHALE	JOURNEY	ALADDIN AND THE LAMP	FEEDING ANIMALS NATIONAL PARKS	SEORETS OF A SUN KING	STROODLES	DIGESTION EXPLANATION	SICILY HOLIDAY BROCHURE	THE CREATURE	WIZARDS OF ONCE	INVITING AN AUTHOR	ONCE UPON A RAINDROP	STILL I RISE	THE RIVER	THE PLAGUE
NATIONAL CURRICULUM IN ENGLAND STATUTORY REQUIREMENTS	SPOKEN LANGUAGE	Pupils should be taught to ask relevant questions to extend their understanding and knowledge.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Pupils should be taught to use relevant strategies to build their vocabulary.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Pupils should be taught to articulate and justify answers, arguments and opinions.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓
		Pupils should be taught to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓
		Pupils should be taught to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓
		Pupils should be taught to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Pupils should be taught to speak audibly and fluently with an increasing command of Standard English.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Pupils should be taught to participate in discussions, presentations, performances, role play, improvisations and debates.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Pupils should be taught to gain, maintain and monitor the interest of the listener(s).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Pupils should be taught to consider and evaluate different viewpoints, attending to and building on the contributions of others.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓
		Pupils should be taught to select and use appropriate registers for effective communication.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	WRITING COMPOSITION	Pupils should be taught to write sentences by saying out loud what they are going to write about.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓
		Pupils should be taught to write sentences by composing a sentence orally before writing it.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓
		Pupils should be taught to write sentences by sequencing sentences to form short narratives.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓										✓	✓	
		Pupils should be taught to write sentences by re-reading what they have written to check that it makes sense.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Pupils should be taught to discuss what they have written with the teacher or other pupils.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Pupils should be taught to read aloud their writing clearly enough to be heard by their peers and the teacher.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	WORD	The grammatical difference between plural and possessive –s									✓			✓		✓				✓	✓			✓	✓	
		Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]													✓	✓	✓	✓	✓				✓			
	SENTENCE	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)		✓	✓	✓	✓			✓	✓	✓	✓		✓	✓	✓			✓	✓			✓		✓
		Fronted adverbials [for example, Later that day, I heard the bad news.]	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓					✓					
	TEXT	Use of paragraphs to organise ideas around a theme												✓	✓	✓	✓		✓				✓			
		Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	✓			✓					✓	✓	✓		✓	✓	✓								✓	
	PUNCTUATION	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓		✓			✓	✓	✓				
		Apostrophes to mark plural possession [for example, the girl's name, the girls' names]								✓				✓		✓	✓			✓	✓				✓	
		Use of commas after fronted adverbials	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓				