

KS2 Literacy Plan ~ Year 4

Year 4 Narrative Unit 1
Phase 1

Genre: Stories with historical settings

Week commencing:

Text:	Learning outcome:	Building assessment into teaching:
The Lion and the Unicorn By Shirley Hughes ISBN: 0-09-925608-8	Phase 1 <ul style="list-style-type: none"> Children can read stories with a historical setting and find evidence about the period when the story is set. Children write character sketches using evidence deduced from the text. 	Phase 1 <ul style="list-style-type: none"> Identify how historical settings are represented in stories and find evidence about a particular historical period (teacher observation, questions).

Day:	Learning objectives:	Whole Class: Text, Word & Sentence Level	Guided group:	Independent & group tasks:	Plenary
1	1 - 3 8 - 2 Main focus: To identify evidence from texts that suggests an historical setting.	<p>Explain unit of work and learning outcome – narrative writing. Make links with History unit on WWII.</p> <p>Display on IWB opening section of chapter 1 of 'Fair's Fair' by Leon Garfield. Read & discuss clues in text that suggest that story is set in the past. (<i>got his living by running errands, holding horses, and doing bits of scrubbing on the side..</i>)</p> <p>Display scanned image of cover – in pairs identify features in setting that place story in the past – suggest an historical period? Clues?</p>	<p>Provide each group with different texts set in the past, e.g. AA - 'Street Child' by Berlie Doherty Av – 'The Wreck of the Zanzibar' by Michael Morpurgo - 'Blitz' by Robert Westall BA - "Thomas and the Tinnners" by Jill Paton Walsh</p> <p>In pairs - read identified sections and talk about how they know story is set in the past. Complete 'Clues – grid' - List features of setting or characters that place story in past; - Identify words/phrases from text that provide descriptive details linking with past; - Note any unfamiliar words/phrases.</p> <p>Prepare short oral report to present to rest of class including: Te-telling main events of passage and reporting evidence suggesting an historical story.</p>	<p>One pair from each group present oral report on passage.</p> <p>Other pairs from same group – suggest any additions to info.</p> <p>Compile class list of key features of historical stories - keep for reference.</p>	

Adapted from planning by A. Monir