



Year Group: 4

Term: Autumn 1



Subject: English

## 'Gorilla'

Author: Anthony Browne

Publisher: Anthony Browne

<p><b>Outcome:</b> To write a narrative</p>	<p><b>Writing outcome:</b> To write a narrative based on the story of 'Gorilla'</p> <p><b>Greater depth writing outcome:</b> To write the narrative from the animal's viewpoint and include some speech.</p>
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National Curriculum Skills		
Spoken Language	Reading Comprehension	Writing Composition
<ul style="list-style-type: none"> <li>• Listen and respond</li> <li>• Maintain attention and participate actively in collaborative conversations</li> <li>• Ask relevant questions</li> <li>• Use spoken language: speculating, hypothesising, imagining and exploring ideas</li> <li>• Participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>• Consider and evaluate different viewpoints</li> </ul>	<ul style="list-style-type: none"> <li>• Read for a range of purposes</li> <li>• Identify themes and conventions</li> <li>• Discuss words and phrases that capture the reader's interest and imagination</li> <li>• Check text makes sense</li> <li>• Explain meaning of words in context</li> <li>• Ask questions to improve understanding of a text</li> <li>• Draw inferences (characters' feelings, thoughts and motives); justify with evidence</li> <li>• Predict what might happen from what is stated and implied</li> <li>• Retrieve and record information from non-fiction</li> <li>• Participate in discussion about books</li> </ul>	<ul style="list-style-type: none"> <li>• Plan writing by discussing the structure, vocab and grammar of similar writing</li> <li>• Discuss and record ideas</li> <li>• Compose and rehearse sentences orally</li> <li>• Proof-read for spelling and punctuation errors</li> <li>• Build an increasing range of sentence structures</li> <li>• In narratives, create settings, characters and plot</li> <li>• Assess the effectiveness of own and others' writing</li> </ul>
Pathways to Write Keys		
Gateway keys	Mastery keys	Feature keys
<ul style="list-style-type: none"> <li>• Use punctuation correctly - full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) (Y2)</li> <li>• Use prepositions, conjunctions and adverbs to express time, place and cause (Y3)</li> <li>• Group related ideas into paragraphs (Y3)</li> <li>• Use past and present tenses correctly and consistently including the present perfect tense (Y2 /3)</li> </ul>	<ul style="list-style-type: none"> <li>• Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases</li> <li>• Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>• Use fronted adverbials</li> <li>• Organise paragraphs around a theme (Use paragraphs to organise and sequence more extended narrative structures)</li> <li>• Use commas after fronted adverbials</li> </ul> <p>Re-cap: Use inverted commas for direct speech (Year 3)</p>	<ul style="list-style-type: none"> <li>• Use small details to describe characters and evoke a response</li> <li>• Use small details for time, place and mood</li> <li>• Sequence stories in different stages: introduction, build up, climax, resolution</li> <li>• Use 1st or 3rd person consistently</li> <li>• Use tenses appropriately</li> </ul>