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**Purpose, Audience and Register**

**Purpose** = The purpose is to recount Rosie’s day when great Great Aunt Rose came to stay and the making of the cheese-copter.

**Audience** = Since it is a diary, the audience is Rosie, the writer. It is a personal recount for personal use.

**Levels of Formality** = An informal register will be used since it is written from the perspective of a young girl for personal use only.

**Crofton Junior School**

**English Knowledge Organiser = Year 4 Autumn 1 (Unit 1)**

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| **Unit of Work** | Diary entry from the perspective of Rosie Revere |
| **Text Type / Genre** | Non-fiction - Diary Entry (Recount) |
| **Text Driver the Unit of Work links to** | Rosie Revere Engineer by Andrea Beaty |

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| **Overview of the Unit of Work including End of Unit Outcome** | Pupils will recall their grammatical knowledge of the functions of a sentence: statements, commands, exclamations and questions from Year 2 and Year 3. They will develop their understanding of expanded noun phrases (using adjectives and prepositional phrases) through application tasks relating to the text driver: Rosie Revere Engineer. They will study the part when Rosie makes the inventions for her uncle. This will be extended to when her great Great Aunt Rose comes to stay; when Rosie makes the cheese-copter and how failure leads to success. After exploring the thoughts and feelings of Rosie, initially with a letter to Uncle Fred, pupils will write in the role of Rosie Revere when she makes the cheese-copter. They will plan and draft an informal diary entry expressing their thoughts and feelings when making the cheese-copter. Pupils will reflect upon their initial draft and begin to make purposeful edits to up level this further with a particular focus on capturing the character of Rosie. Pupils will develop their knowledge of proof reading to proof read for spelling, punctuation and grammatical errors.  |
| **Links to Reading Objectives** | Pupils will use their retrieval and inference skills to explore the characters, Rosie and Uncle Fred. Pupils will explore the two characters (Rosie and Uncle Fred) when she makes the cheese hat for him, only to be laughed at. They will explore the possible reasons for Uncle Fred’s reaction linking to events in the text. They will focus on Rosie and Uncle Fred’s thoughts, feelings and actions through children exploring freeze frames of the two characters. |
| **Prior Learning** | Vocabulary, Grammar and Punctuation Knowledge: * In Year 3, pupils recalled their knowledge of the four functions of a sentence from Year 2: statement, command, question and exclamation.
* In Year 3, pupils used expanded noun phrases including a determiner and modifying adjectives.

Text Type – Diary:* In Year 3, pupils wrote a diary entry in the spring term to express Mary Anning’s thoughts and feelings when she first discovered the Ichthyosaur. This was inspired by the text: Stone Girl, Bone Girl – The Story of Mary Anning of Lyme Regis.
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| **Text Type Features (Diary)** | * A diary is a personal recount so it must be written in the first person and it must use the past tense to retell events in chronological order. It must include an introduction, the date and/or time and personal emotions and feelings to show the writer’s point of view.
* Diaries should be written in paragraphs to organise the main ideas. An introduction should answer some of the 5 Ws (when, what, who, where and why) and a conclusion should summarise the writer’s feelings.
* Diaries are written in an informal style and must use age-appropriate language choices and conventions to reflect the person whose perspective is being expressed in the diary.
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| **Sticky Knowledge** |  During the autumn term, time is spent revisiting key sticky knowledge from previous year groups to ensure this is secure before building on this. The children will learn:* That there are four functions of a sentence (as a main clause): statement, command, question and exclamation (Year 3 revision).
* A statement is a sentence which gives information and ends with a full stop.
* A command gives an order and starts with an imperative verb. These are usually short sentences.
* A question is a type of sentence which asks the reader something and ends with a question mark. It usually starts with one of the 5Ws: When, Why, What, Who Where (and How).
* An exclamation is a sentence usually beginning with What or How and shows anger, shock, amusement or urgency. It ends with an exclamation mark.
* An expanded noun phrase is a development of a noun phrase, which starts with a determiner. It includes an adjective or list of adjectives, and can be extended with a prepositional phrase. (Year 3 revision)
* Expanded noun phrases need to be used purposefully and use well-chosen adjectives.
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| **New Vocabulary** | * **determiner** - A determiner is a word placed in front of a noun that identifies the noun in further detail, such as to specify the quantity or to clarify what the noun refers to.
* **expanded noun phrase** – A phrase where adjectives, and/or prepositions are used to modify a noun.
* **apologise**: express regret for something that someone has done wrong
* **resilience/resilient**: recover from set backs and move forward; not giving up
* **synonyms for sad**: distraught, mortified, down-hearted, heartbroken
* **synonyms for laughed at**: mocked, ridiculed, smirked, scorned
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| **Post Learning** | * In Year 4, in the autumn term, pupils will develop their knowledge of writing in the first person to draft and write a first-person narrative to describe Scrooge’s first encounter with the Ghost of Christmas Past. This will be inspired by the text: A Christmas Carol.
* In Year 5, pupils will write a diary entry in the autumn term to recount Charlie Bucket’s first encounter with the chocolate factory including his initial impressions of Mr Wonka. This will be inspired by the text: Charlie and the Chocolate Factory.
* In Year 6, in the autumn term, pupils will write a diary entry based on Who Let the Gods Out? to recall what happened to Elliot Hooper from a first-person perspective to allow him to organise and articulate his thoughts and feelings after his initial encounter with Virgo.
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