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**Purpose, Audience and Register**

**Purpose** = The purpose is to write their own ending when Ali returns to the village following the discovery of Tutankhamun’s tomb.

**Audience** = The audience are young people or historians interested in the discovery of Tutankhamun’s tomb.

**Levels of Formality** = An informal register will be used.



**Crofton Junior School**

**English Knowledge Organiser Year 4 - Spring 1/2 (Unit 6)**

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| **Unit of Work** | A descriptive recount of when Ali returned home after the discovery of Tutankhamun’s tomb |
| **Text Type / Genre** | Fiction – Narrative (Description)  |
| **Text Driver the Unit of Work links to** | I Was There… Tutankhamun’s Tomb (Sue Reid)  |

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| **Overview of the Unit of Work including End of Unit Outcome**  | Pupils will develop their reading skills by referring back to their first impressions of the three main characters from the start of the story: Ali, Ahmed and Ali’s father and reflecting on their prediction about which character would change the most by the end of the story using their inference skills from the character’s thoughts, feelings and actions. They will build on their initial understanding of the relationship between Ali and his father, and Ali and his grandfather and how Ali and his father’s relationship changed by summarising across sections of the text. Pupils will recall their understanding of direct speech using inverted commas from Year 3. They will develop their understanding of the rules of direct speech, as well as using dialogue for purpose: to move the narrative forward. They will also be taught how to use dialogue to give clues about the characters’ personality through what they say and how they say it. They will do this by using synonyms for ‘said’ and adverbs/adverbial phrases which links to characterisation. The pupils will use these skills to plan and draft the ending when Ali returns to the village to inform everyone that he has found the tomb of Tutankhamun by using purposeful dialogue and descriptive detail (expanded noun phrases, fronted adverbials and subordinate clauses to develop details) which describes the discovery of the tomb, and his personal thoughts and feelings. Pupils will edit their work against the success criteria following marking and feedback, and will proof read for grammar, punctuation and spelling errors. |
| **Links to Reading Objectives** | Pupils will compare how the first impressions of the main characters compare to the characters towards the end of the story. They will summarise across the whole text how the characters have changed, and use point and evidence to answers questions, as well as use this information of the characters to inform their written work. They will apply their understanding of the characters’ personalities (from retrieval and inference of their actions, thoughts and the events) through the dialogue that they write.  |
| **Prior Learning** | Vocabulary, Grammar and Punctuation Knowledge: * In Year 3, pupils used inverted commas to indicate when a character is speaking.
* In Year 4 autumn term, pupils used adverbs and adverbial phrases to express time, place and cause and learnt that adverbials placed at the front of a sentence are known as fronted adverbials with a comma placed afterwards.
* In Year 4 autumn term, pupils used expanded noun phrases to add purposeful description. They learnt that the noun can be modified with an adjective or two before the noun.
* In Year 4 autumn term, pupils developed their understanding of main and subordinate clauses and how to extend their sentences with more than one clause by using a wider range of conjunctions including when, if, because and although. Clauses can be used in different positions within a sentence and commas separate clauses if the subordinate clauses come before the main clause.
* In Year 4 autumn term, pupils developed their understanding of paragraphs to organise their writing around a theme: time, topic and talk (dialogue).

Text Type – Narrative* In Y3 in the summer term, pupils retold a significant event from the perspective of Lila to entertain and engage the audience and to express her personal thoughts and feelings. This was inspired by the text: The Firework Maker’s Daughter.
* In Y3 in the summer term, pupils wrote a narrative to retell the whole text from the perspective of a different character. This was inspired by the text: Escape from Pompeii.
* In Y4 in the autumn term, pupils wrote a first-person narrative to describe Scrooge’s first encounter with the Ghost of Christmas Past. This was inspired by the text: A Christmas Carol.
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| **Text Type Features** **(a fictional ending)** | * A narrative ending is written in an informal style.
* A narrative ending is a passage of text which specially concludes the end of the story, and usually links back to the opening events/characters.
* It will focus on the dialogue between the main characters interspersed with descriptive detail using expanded noun phrases, fronted adverbials and conjunctions.
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| **Sticky Knowledge** | During the spring term, time is spent revisiting key sticky knowledge from the Y4 autumn term (expanded nouns, fronted adverbials, conjunctions) to ensure this is secure. Children will practise retrieval of key skills through regular recall/starter tasks. The children will learn:* Dialogue is a conversation between at least two people, and is used purposefully to move the events of a story forward.
* The conventions of direct speech, including: a new line for a new speaker; inverted commas around what is spoken; closing punctuation between the closing inverted commas.
* Different synonyms for ‘said’ and adverbs can be used to convey character action/implied thoughts and feelings.
* Dialogue can be used effectively to convey a character’s personality through what the character says, and the way they speak and as a result, the reader understands the personality of the character (show not tell).
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| **New Vocabulary** | * **dialogue** – a conversation between two or more people as a feature of a book, play, or film
* **direct speech** - a sentence in which the exact words spoken are reproduced in speech marks (also known as quotation marks or inverted commas)
* **characterisation** - the description of a character based on its physical appearance, how it acts or what it says. This can be conveyed through language choice and effective use of direct speech. The reader uses the clues to infer about the character’s personality, thoughts and feelings.
* **personality** - the combination of characteristics or qualities that form an individual's distinctive character
* **plundered** - to rob or take goods or valuables by force
* **crammed -** completely filled (a place or container) to the point of overflowing
* **clamouring** – a group of people who shout loudly and insistently
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| **Post Learning** | * In Y4 in the summer term, pupils will write the next chapter based on Ruby encountering the leopard in chapter 24 of the following text: When the Mountains Roared.
* In Y5 in the spring term, pupils will write a narrative to rewrite an event in the story from the perspective of the main character. This will be inspired by the text: The Explorer.
* In Y5 in the summer term, pupils will write a narrative to describe the duel between Grendel and Beowulf. This will be inspired by the text: Beowulf.
* In the spring term of Y6, pupils will write a narrative detailing the ‘Dark Deed’ where King Duncan is murdered by his cousin. This will be inspired by the text: Macbeth.
* In the summer term of Y6, pupils will write a first-person narrative from the perspective of Michael to describe the island from his viewpoint when he first wakes up on the beach following his ordeal at sea. This will be inspired by the text: Kensuke’s Kingdom.
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