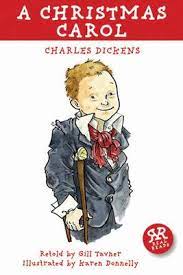
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**Crofton Junior School**

**Purpose, Audience and Register**

**Purpose** = The purpose is to describe the setting from the start of the story as an alternative opening to starting the story with dialogue as displayed by Gill Tavner.

**Audience** = School aged children (Key Stage 2)

**Levels of Formality** = An informal register is required.

**English Knowledge Organiser Year 4 Autumn 2 (Unit 2)**

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| **Unit of Work** | Setting description |
| **Text Type / Genre** | Fiction – Narrative (Description) |
| **Text Driver the Unit of Work links to** | A Christmas Carol by Charles Dickens (retold Gill Tavner) |

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| **Overview of the Unit of Work including End of Unit Outcome** | Pupils will recall their knowledge of phrases and clauses from Year 3. They will understand that a clause has a subject, verb and may contain an object to make sense on its own. They will explore main clauses and subordinate clauses and manipulate them for effect. Pupils will explore different types of narrative openers including setting description, character description, dialogue and action and the effect on the reader. After exploring openings, pupils will focus on writing a descriptive opening to A Christmas Carol as an alternative to starting the story with dialogue. To do this, pupils will explore ambitious vocabulary to create a vivid image in the reader’s mind focussing on using the five senses to enable powerful description. They will also explore creative opportunities to be purposeful with their language choices. Pupils will reflect upon their initial draft and begin to make purposeful edits to up level this further with a particular focus on ambitious and purposeful language. Pupils will develop their knowledge of proof reading to proof read for spelling, punctuation and grammatical errors. |
| **Links to Reading Objectives** | Pupils will study the opening of A Christmas Carol in depth. They will retrieve and infer information from the text, focussing on characteristics of Bob and Scrooge, and the reader’s impression of the setting. They will explore the meaning of certain vocabulary choices and how these have an effect on the reader. They will explore the opening of the story along with a variety of different story openers. Pupils will discuss and evaluate different story openers identifying which type is used and express their opinions about them. |
| **Prior Learning** | Vocabulary, Grammar and Punctuation Knowledge:   * In Year 3, pupils explored 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.   Text Type – Setting description   * In Year 3, in the autumn term, pupils drafted a setting description to describe the scene through the window of Sam’s house inspired by the text: Window. |
| **Text Type Features (Setting Description)** | * A setting description will create a picture in the reader’s mind through powerful description, introduce any characters and create the atmosphere for the story. * A story opening should make the reader want to read on. This is known an a 'hook'. It will capture the reader’s attention, leave the reader with questions making the reader want to continue reading. * A description must use powerful and effective expanded noun phrases in order to create the required atmosphere. It must include references to the five senses (touch, smell, sight, sound and taste) and descriptions will use ambitious vocabulary. |
| **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:   * The features of a main clause and of a subordinate clause. Clauses are separated by either a comma or a subordinating conjunction depending on their position within the sentence. (Year 3 revision)   + Main clause - contains a subject and a verb (may contain an object) and will make sense on its own.   + Subordinate clause – contains a verb but is dependent on a main clause in order to make sense. * Sentences can be single or multi-clause. (Year 3 revision) * A subordinating conjunction links a main clause and a subordinate clause together. The subordinate clause can be manipulated to change position within the sentence. It could be located before or after the main clause. (Year 3 revision) * The use of comma to separate the subordinate clause from a main clause if it comes first in the sentence. (Year 3 revision) * The difference between a phrase and a clause. A phrase adds additional information to words (the focus will be on expanding nouns) and they do not contain verbs. Expanded noun phrases will contain at least two purposeful adjectives to clarify the noun. (Year 3 revision) |
| **New Vocabulary** | * **Main clause** - A main clause is a group of words that contains a subject and a verb and can form complete sense on its own. * **Subordinate clause -** A subordinate clause is a part of a sentence that adds additional information to the main clause. The subordinate clause doesn't make sense on its own. It is dependent on the main clause to make sense. * **Setting** – The setting of a text is the place and time used within the text. * **Remorse** – a feeling of responsibility for wrong doing, deep regret or guilt * **Extinguished** – to be put out |
| **Post Learning** | * In Year 5, in the autumn term, pupils will describe the setting of the chocolate factory within a diary entry from the perspective of Charlie Bucket. This will be inspired by the text: Charlie and the Chocolate Factory. * In Year 5, in the spring term, pupils will describe the setting of the Amazon Rainforest as part of a narrative from the perspective of the main character Fred. This will be inspired by the text: The Explorer. * In Year 6, pupils will describe the setting of Glamis Castle within a character description of Lady Macbeth in the spring term. This will be inspired by the text: Macbeth. * In Year 6 in the summer term, pupils will describe the setting of the desert island from the perspective of Michael when he first wakes up on the beach. This will be inspired by the text: Kensuke’s Kingdom. |