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**Purpose, Audience and Register**

**Purpose** = The purpose is to write the next chapter based on Ruby encountering the leopard in chapter 24 to entertain with a focus on building tension.

**Audience** = The audience are children aged 8-11, who have been reading the story (When the Mountains Roared).

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

**Crofton Junior School**

**English Knowledge Organiser Year 4 Summer Unit 1**

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| **Unit of Work** | Narrative Ending |
| **Text Type / Genre** | Fiction - Narrative |
| **Text Driver the Unit of Work links to** | When the Mountains Roared by Jess Butterworth |

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| **Overview of the Unit of Work including End of Unit Outcome** | Pupils will continue to explore narrative writing, with a focus on building tension to sustain the reader’s interest and move the plot forward. Pupils will explore the themes in the book, including good Vs evil, loyalty Vs betrayal and life Vs death, in order to make links to the conventions of the genre (adventure). They will build on their understanding of the author’s choices, which are designed to maintain the reader’s interest and build tension (short sentences for emphasis, exciting and powerful synonyms, fronted adverbials and fronted subordinate clauses to make the reader wait for an outcome and keeping some elements of the narrative hidden to encourage the reader to continue reading). Pupils will also explore the relationship between Ruby and the leopards and how this has an impact on her behaviour and actions and this will inform choices in their own writing.  The narrative structure will include previously taught skills, including direct speech and detailed descriptions with expanded noun phrases. In addition, pupils will build on their skills of ‘show not tell’ to develop their ability to describe the physical reactions of the characters, making purposeful vocabulary choices, to further build tension. The narrative will continue the conventions of the When the Mountains Roared, using first person and present tense. The pupils will also end their narrative chapter on a cliff hanger in the same style as the author, Jess Butterworth. 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 identify themes and conventions of the adventure story in order to develop their understanding of the author’s choices and the impact of these. Pupils will build on their retrieval and inference skills to understand the relationship between Ruby and the animals in the story. This will inform their predictions about what the characters will do after the end of chapter 24. Building upon skills already taught in Year 4, pupils will make informed predictions about what may happen to Ruby after encountering the leopard in chapter 24. They will use what they have previously read in the story to make purposeful links and then use their predictions to choose a plot for the next chapter of the book. Predictions will be linked to prior knowledge of the story, characters and they will be in keeping with the conventions and themes that have been identified.  They will apply their predictions to the development of the plot for their own chapter. |
| **Prior Learning** | Vocabulary, Grammar and Punctuation Knowledge:   * In Year 4 spring term, pupils practised using dialogue in a conversation between at least two people purposefully to move the events of a story forward. * In Year 4 spring term, pupils learnt 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. * In Year 4 spring term, pupils explored different synonyms for ‘said’ and adverbs that can be used to convey character action/imply thoughts and feelings. * In Year 4 spring term, pupils used dialogue effectively to convey a character’s personality through what the character says, and the way they speak and as a result, the reader understood the personality of the character (show not tell). * 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 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 and spring terms, 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.   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. * In Y4, in the spring term, pupils wrote their own ending when Ali returned to the village following the discovery of Tutankhamun’s tomb. This was inspired by the text: I was there…Tutankhamun’s tomb and it incorporated speech to move the story forward. |
| **Text Type Features** | * A narrative chapter is written in an informal style. * A narrative chapter is a passage of text which continues to move the story forward while following the same themes and conventions of the story so far. * It will include dialogue between the main characters alongside descriptive detail using expanded noun phrases, purposeful vocabulary to develop ‘show not tell’ skills, fronted adverbials and a range of conjunctions. * Vocabulary choices will be purposeful to build tension for the reader. |
| **Sticky Knowledge** | During the summer term, time is spent revisiting key sticky knowledge from the autumn and spring terms to embed this knowledge.  The children will learn:   * There are three main tenses: past, present and future.   There are different verb forms: simple past/present; past/present progressive; past/present perfect. (The simple past: an action completed in the past; simple present: an action is happening currently/happens regularly; past progressive: an ongoing action in the past; present progressive: a current action in progress/unfinished action; past perfect: that one event happened before another in the past; present perfect: an action that started in the past but continues to the present.   * How to use apostrophes for possession. They will recall how to use apostrophes to mark singular possession in nouns (Year 2 revision) and they will develop this further to focus on apostrophes to mark plural possession (for example, the girl’s name, the girls’ names). * 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). * How to use purposeful expanded noun phrases incorporating prepositional phrases. * How to use a range of sentence structures for purposeful effect. |
| **New Vocabulary** | * **themes** – the ideas that recur in a piece of literature * **conventions** – the rules to be followed when writing a specific text * **tension** – the sense that something ominous is going to occur * **leopard** – powerful big cats related to lions and tigers * **elusive** – hard to find or capture (chapter 24) * **guttural** – a harsh speech sound produced in the throat (chapter 24) * **retreating** – the act of moving back or away from a person or situation (chapter 22) * **foliage** – the leafy parts of a tree or plant (chapter 20) |
| **Post Learning** | * 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. |