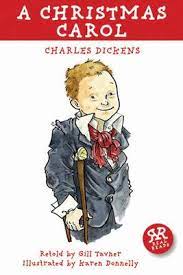
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**Purpose, Audience and Register**

**Purpose** = The purpose is to describe Scrooge’s first encounter with the Ghost of Christmas Past.

**Audience** = The audience is someone intrigued to know about Scrooge’s perspective of his encounter with the Ghost of Christmas Past.

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



**Crofton Junior School**

**English Knowledge Organiser Year 4 = Autumn 2 (Unit 3)**

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| **Unit of Work** | A descriptive recount from the perspective of Scrooge |
| **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 grammatical knowledge of adverbs from Year 3. Pupils will learn about the use of adverbials and fronted adverbials and use application tasks linked to the text driver ‘A Christmas Carol’ to embed these skills. They will study the part of the text when Scrooge encounters a visit from The Ghost of Christmas Past and focus on describing the appearance of the ghost. Through hot-seating drama activities, the children will become familiar with Scrooge’s thoughts and feelings on the night the ghost visited him. Pupils will immerse themselves in the character of Scrooge and the events that take place, including what happened when he was awoken, describing how he appeared, how Scrooge felt and what the ghost looked like. They will plan and draft a recount from the perspective of Scrooge which includes a character description of The Ghost of Christmas Past. Pupils will reflect upon their initial draft and begin to make purposeful edits to up level this further with a particular focus on fronted adverbials, expanded noun phrases, subordinating conjunctions and ambitious vocabulary. Pupils will continue to 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, Scrooge and The Ghost of Christmas Past. They will explore the meaning of words and also analyse the characters’ thoughts, feelings and actions within the text. |
| **Prior Learning** | Vocabulary, Grammar and Punctuation Knowledge:   * In Year 3, pupils explored the use of adverbs to express time, place and cause. * In Year 3, pupils used expanded noun phrases including a determiner and modifying adjectives. * 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 – Character description:   * In Year 3, pupils described the character of Max the hedgehog as part of a missing poster to inform members of the public about his disappearance so that they could help to find and return him. This was inspired by the text: The Hodgeheg. * In Year 3, pupils described the character of Om (a Stone Age child) from the first-person perspective of a 21st century child. This was inspired by the text: Stone Age Boy. |
| **Text Type Features**  **(Character Description)** | * A character description is written in an informal style. * A character description is a passage of text which specifically outlines what your character looks like and details their personality traits too. * It includes expanded noun phrases, fronted adverbials and conjunctions in order to describe the character’s appearance and actions. |
| **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:   * An adverb is a word that gives more meaning to a verb by adding details about how (manner), when (time), where (place) or how often something happens (frequency). They can also be used to modify adjectives (Year 3 Revision). * An adverbial phrase is two or more words that tell us more about a verb or an adjective. They work like adverbs. They give us more information about how, when or where something happens – manner, time, place. * A fronted adverbial is followed by a comma to separate it from the main clause of the sentence. * A subordinating conjunction links a main clause and a subordinate clause together. The subordinate clause can be manipulated to change position within the sentence. * An expanded noun phrase is the development of a noun phrase, which starts with a determiner. It includes an adjective or list of adjectives (purposeful), and can be extended with a prepositional phrase. (Year 3 revision) * The use of short, snappy sentences to create suspense and tension. |
| **New Vocabulary** | * **fronted adverbial** – A fronted adverbial is a word (or a phrase for adverbial phrases) that is used for the same reason as adverbs, to modify a specific verb or clause. * **perspective** – a point of view * **encounter** – an unexpected meeting with someone * **vision** – an image of something * **sinuous** – winding or curving * **spirit** – a ghost which shows itself to living people * **extinguished** – to be put out * **vivid** – intensely bright * **grotesquely** – in a repulsively ugly manner |
| **Post Learning** | * In Year 5, pupils will invent and then write a character description of the final (and undeserving) Golden Ticket winner. This will be inspired by the text: Charlie and the Chocolate Factory. * In Year 5, pupils will describe the character of Grendel during the duel between Grendel and Beowulf in the summer term. This will be inspired by the text: Beowulf. * In Year 6, in the spring term, pupils will describe the character of Lady Macbeth from the perspective of a witch to express her appearance and key characteristics. This will be inspired by the text: Macbeth. |