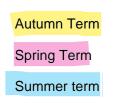


## Unit plans included in the Jane Considine English Unit Plan Subscription



	www.janeconsidine.com	NARRATIVE												UNIT PLAN TITLE Books  NON-FICTION												POETRY PLAYSCR				
	Year 4 National Curriculum Coverage	BIKE BOY	CHARLIE AND CHOC FACTORY	FEAST	THE PRINCESS AND THE PEA	THE IRON MAN	THE LOST THING	THE BFG	THE GREAT CHOCOPLOT	FLOAT	THE WHALE	JOURNEY	ALADDIN AND THE LAMP	THE BOX, THE MOLE, THE FOX AND THE HORSE	FARTHER	FEEDING ANIMALS NATIONAL PARKS	SECRETS OF A SUN KING	STROODLES	DIGESTION EXPLANATION	SICILY HOLIDAY BROCHURE	THE CREATURE	WIZARDS OF ONOE	INVITING AN AUTHOR	ONOE UPON A RAINDROP	NIKOLA TESLA	BAN ON SOCIAL MEDIA	JOURNEY OF	STILLI RISE	THERIVER	PLAYSCRIPT  HE PLAGUE
	Pupils should be taught to ask relevant questions to extend their understanding and knowledge.	>	<b>✓</b>	<b>✓</b>	<b>⋖</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	✓	✓	✓	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>⋖</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	✓
	Pupils should be taught to use relevant strategies to build their vocabulary.	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	✓	<b>✓</b>	✓	<b>✓</b>	✓	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	✓	<b>✓</b>	<b>✓</b>	<b>✓</b>	✓
	Pupils should be taught to articulate and justify answers, arguments and opinions.	<b>⋖</b>	<b>✓</b>	<b>✓</b>	<b>⋖</b>	<b>⋖</b>	✓	✓	<b>⋖</b>	<b>⋖</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>⋖</b>	✓	<b>✓</b>	<b>⋖</b>	<b>✓</b>	<b>⋖</b>	<b>⋖</b>	✓	<b>⋖</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>⋖</b>			✓
	Pupils should be taught to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.	<b>⋖</b>	✓	<b>✓</b>	<b>⋖</b>	<b>⋖</b>	✓	✓	<b>⋖</b>	<b>⋖</b>	✓	✓	✓	✓	✓	✓	<b>✓</b>	<b>✓</b>	<b>⋖</b>	✓	✓	<b>⋖</b>	<b>✓</b>	✓	<b>✓</b>	✓	<b>✓</b>			✓
	Pupils should be taught to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.	✓	<b>✓</b>	<b>⋖</b>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	<b>✓</b>	✓	✓	✓	✓	<b>⋖</b>	<b>✓</b>	✓	<b>⋖</b>	✓	<b>⋖</b>			✓
NGUAGE	Pupils should be taught to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.	✓	<b>✓</b>	<b>⋖</b>	<b>⋖</b>	<b>✓</b>	✓	✓	✓	<b>⋖</b>	✓	✓	✓	✓	✓	✓	<b>⋖</b>	<b>⋖</b>	<b>✓</b>	✓	✓	<b>⋖</b>	<b>⋖</b>	✓	<b>⋖</b>	✓	<b>⋖</b>	<b>✓</b>	<b>⋖</b>	✓
OKEN LAI	Pupils should be taught to speak audibly and fluently with an increasing command of Standard English.	<b>✓</b>	✓	<b>✓</b>	<b>⋖</b>	<b>✓</b>	✓	✓	✓	<b>⋖</b>	✓	<b>✓</b>	<b>✓</b>	<b>✓</b>	✓	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	✓	✓	<b>⋖</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	✓	<b>✓</b>	<b>✓</b>	<b>✓</b>	✓
ENTS	Pupils should be taught to participate in discussions, presentations, performances, role play, improvisations and debates.	<b>⋖</b>	✓	<b>✓</b>	<b>⋖</b>	✓	✓	✓	<b>⋖</b>	<b>⋖</b>	✓	<b>✓</b>	✓	<b>✓</b>	✓	<b>✓</b>	<b>⋖</b>	<b>✓</b>	✓	✓	✓	<b>⋖</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	✓	<b>⋖</b>	<b>⋖</b>	<b>⋖</b>	✓
REQUIREM	Pupils should be taught to gain, maintain and monitor the interest of the listener(s).	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	✓	<b>⋖</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	✓
AND STATUTORY RE	Pupils should be taught to consider and evaluate different viewpoints, attending to and building on the contributions of others.	✓	<b>✓</b>	✓	<b>⋖</b>	<b>⋖</b>	✓	✓	<b>⋖</b>	<b>⋖</b>	✓	✓	✓	✓	✓	✓	<b>✓</b>	✓	<b>⋖</b>	✓	✓	<b>⋖</b>	✓	✓	✓	✓	✓			✓
LAND STA	Pupils should be taught to select and use appropriate registers for effective communication.	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	✓	<b>✓</b>	<b>✓</b>	✓	<b>✓</b>	<b>✓</b>	✓	<b>✓</b>	✓	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	✓	<b>✓</b>	<b>✓</b>	✓
UM IN ENGL	Pupils should be taught to write sentences by saying out loud what they are going to write about.	✓	<b>✓</b>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	<b>✓</b>	✓	✓	✓	✓	✓	✓	✓	✓	✓	<b>⋖</b>			✓
NATIONAL CURRICULU	Pupils should be taught to write sentences by composing a sentence orally before writing it.	<b>✓</b>	<b>✓</b>	✓	<b>⋖</b>	<b>✓</b>	✓	✓	<b>⋖</b>	<b>✓</b>	✓	✓	✓	✓	✓	✓	<b>✓</b>	✓	<b>✓</b>	<b>✓</b>	<b>⋖</b>	<b>⋖</b>	✓	✓	✓	✓	<b>✓</b>			✓
ATIONAL C	Pupils should be taught to write sentences by sequencing sentences to form short narratives.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓													✓	<b>⋖</b>	
N RITING CO	Pupils should be taught to write sentences by re-reading what they have written to check that it makes sense.	✓	✓	<b>⋖</b>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	<b>⋖</b>	<b>⋖</b>	✓	✓	✓	✓	<b>⋖</b>	<b>✓</b>	<b>⋖</b>	✓	<b>⋖</b>	✓	<b>⋖</b>	✓
W	Pupils should be taught to discuss what they have written with the teacher or other pupils.	✓	<b>✓</b>	<b>⋖</b>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	<b>⋖</b>	<b>⋖</b>	✓	✓	✓	✓	<b>⋖</b>	✓	✓	✓	<b>⋖</b>	✓	<b>✓</b>	✓
	Pupils should be taught to read aloud their writing clearly enough to be heard by their peers and the teacher.	<b>✓</b>	✓	<b>✓</b>	<b>✓</b>	<b>✓</b>	✓	✓	<b>⋖</b>	<b>⋖</b>	<b>✓</b>	<b>✓</b>	✓	<b>✓</b>	✓	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>⋖</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	✓
ORD	The grammatical difference between plural and possessive –s  Standard English forms for verb inflections									<b>✓</b>			<b>~</b>				<b>✓</b>				<b>✓</b>	<b>✓</b>						<b>I</b>	<b>✓</b>	
M	instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]													<b>I</b>			<b>✓</b>		<b>✓</b>	<b>✓</b>				<b>~</b>	<b>✓</b>	<b>✓</b>				
TENCE	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)		✓	<b>✓</b>	<b>⋖</b>	<b>✓</b>			<b>⋖</b>	<b>⋖</b>	✓	<b>✓</b>		<b>⋖</b>		<b>✓</b>	<b>✓</b>	<b>✓</b>			<b>✓</b>	<b>⋖</b>			<b>✓</b>			<b>✓</b>		✓
SEN	Fronted adverbials [for example, Later that day,	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>			<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>					<b>✓</b>			<b>✓</b>	<b>✓</b>				
ь	Use of paragraphs to organise ideas around a theme												<b>✓</b>	<b>✓</b>	✓	<b>✓</b>	<b>✓</b>	<b>✓</b>		<b>⋖</b>				<b>✓</b>	<b>✓</b>	<b>✓</b>				
XET	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	<b>✓</b>			<b>✓</b>					<b>⋖</b>	<b>⋖</b>	<b>✓</b>		<b>✓</b>		<b>✓</b>	<b>✓</b>	<b>✓</b>							<b>✓</b>	<b>✓</b>			<b>✓</b>	
ATION	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]	<b>✓</b>	✓	<b>✓</b>	•			✓	•	•	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>	✓	<b>✓</b>		<b>✓</b>			✓	•	<b>✓</b>							
PUNCTUA	Apostrophes to mark plural possession [for example, the girl's name, the girls' names]								<b>✓</b>				<b>✓</b>	<b>✓</b>			<b>✓</b>	<b>✓</b>			<b>✓</b>	<b>✓</b>				<b>✓</b>			<b>✓</b>	
	Use of commas after fronted adverbials	<b>✓</b>	<b>✓</b>	<b>✓</b>	<b>✓</b>			✓	<b>✓</b>	<b>✓</b>	✓	<b>✓</b>	<b>⋖</b>	<b>✓</b>	✓	✓	<b>✓</b>				✓	<b>✓</b>	<b>✓</b>		<b>✓</b>	<b>⋖</b>				