

Primary English Planning  
(The Promise - Year 3 & 4)  
Y4 Focus for Home Learning

	Learning Objective	Success Criteria	Teaching Input / Main Activity	Resources
1	Collect adventurous words and phrases to describe a setting	Adjectives Similes Personification	<p><u>Introduction to text</u></p> <p>Show front cover of 'The Promise'. Children to make inferences/predictions based on this. Ask the following questions:</p> <p>What do we already know about the story? What clues in the picture tell you this?            What does the illustration tell you about the mood of the story? Where is it set?            What do you think 'The Promise' might be? Who makes it and why?</p> <p>Children look at the image on pgs 2-3 (urban city).  <b>Read pages 1-5 - stop at 'My heart was as shrivelled as the dead trees in the park.'</b></p> <p>Discuss the setting. Would you like to live here? Why/Why not?            What is the setting like? Pick out effective adjectives and similes the author has used to describe the setting</p> <p><u>Main Activity</u></p> <p>Children to look at images of 'hard, urban cities' and think of effective adjectives and similes to describe the setting. Children to have access to thesauruses (online). Ideas to be recorded on paper.</p> <p>Explain that tomorrow/later/next the children will be creating a free-verse poem to describe the ugly city.</p>	<p>Pages 1-5 of 'The Promise'</p> <p>Thesauruses</p> <p>Images of urban cities (from Google)</p>

2	Write a free verse poem	<p>Adjectives Similes Personification</p> <p>Above ordered into a cohesive free verse poem</p>	<p><b><u>Introduction</u></b> Show image of urban city. Children to play adjective ping-pong with an adult (children to 'bat' words/phrases back and forth to describe the setting)</p> <p>Explain that today children will be writing a free verse poem to describe the setting. <i>What is a free verse poem?</i> Explain as a list poem - they do not follow a pattern and do not need to rhyme. List poems are made up of a mixture of individual words and longer phrases.</p> <p>Ask children to think of a repeating phrase that could be used throughout the poem to ensure it is cohesive e.g. 'In the ugly city'</p> <p><b><u>Paired Activity with a sibling or an adult</u></b> On scrap paper, ask each pair to come up with as many words or phrases to describe the city.</p> <p>Adult to take these ideas and model how to order them into a free verse poem (2 or 3 verses)</p> <p><b><u>Main Activity</u></b> Children to write individual words / phrases / similes / personification on strips of paper. Children to order strips of paper to create a list poem. Remind children about using a repetitive phrase e.g. 'In the ugly city' maybe at the beginning or end of each verse.</p> <p>Perform their poem.</p>	Strips of paper
3	Use fronted adverbials when describing a setting	<p>Fronted adverbials prepositions</p> <p>Adjectives</p>	<p><b><u>Introduction</u></b> Explain that children will be using all their descriptive vocabulary to write a description of the setting (narrative writing) - past tense and third person.</p>	<p>Images of urban cities</p> <p>List of fronted adverbials</p>

		<p>Similes</p>	<p>Show a description where every sentence starts with 'The city'. <i>What is wrong with this description? What do I need to do to improve it?</i></p> <p><b>Teach 'fronted adverbials'</b> (which can include time connectives, adverbs and prepositions) in this case we will be using prepositions as they describe where things are in a setting. Children to brainstorm prepositions that they could use in their writing e.g. Above, in every corner of..., Next to, Behind, all around, Under, Spreading far and wide, etc.</p> <p>Improve modelled write by inserting fronted adverbials. Teach use of comma - we place a comma after the fronted adverbial because if you took that clause off the sentence would still make sense. E.g. 'All around the city, grime and dirt clung to the surfaces.'</p> <p><b><u>Main Activity</u></b> Children to write a description of an urban setting Support - Children to be given the first part of a sentence to continue. Children to be given a list of fronted adverbials as support.</p>	
4	Plan a diary entry that focuses on a character's emotions	<p>Act in role as a character from a story</p> <p>Explain thoughts and feelings using evidence from the text</p>	<p><b><u>Introduction</u></b> Show shadow image from pg 8 on IWB. <i>What do you think is happening here? How can you tell? What clues in the picture make you think that? (Can children use inference?)</i> <i>Why do you think the girl is stealing from the lady? What do we know about her life that might make someone behave in this way?</i></p> <p><b><u>Drama Activity</u></b> Children to stand in a space in the room.</p>	<p>Diary planning sheet</p> <p>List of vocab</p>

		Use adjectives to express strong emotions	<p><b>Read up to pg 10 - 'I ran off without a backward look.'</b> As the grown up reads, children to act out the events. Freeze at different points e.g. meeting old lady, trying to snatch bag, making promise etc. At these points, discuss how each character is feeling and why?</p> <p><b>Hot Seating:</b> Grown up to stop child at intervals with a tap on the shoulder and ask them to speak in role about their thoughts and feelings. E.g. 'I feel sorry for this poor, frail lady but I can't live like this any longer!'</p> <p><b>Continue reading pg 12 up to 'and my heart was changed'.</b></p> <p><b>Independent Activity</b> Using ideas from the drama activity, children to plan ideas for a diary entry. Encourage children to use dramatic/emotive words. Support - Give a list of words they might wish to use in their diary entry.</p>	
5	Write a diary entry in role as a character from a story	<p>First Person</p> <p>Different sentence starters</p> <p>Full stops and capital letters</p> <p>Rhetorical Questions</p>	<p><b>Paired Activity with an adult</b> In pairs, one child to act in role as the girl from the story and the other to be the interviewer.</p> <p>Explain that when writing a diary entry, we will be writing in the first person. <b>What does this mean?</b> Show / discuss examples written in 3<sup>rd</sup> person and children to change to 1<sup>st</sup> person.</p> <p><b>Modelled Write</b> Model a diary entry. Focus on capital letters, full stops and conjunctions to link ideas. Encourage children to think of different ways of starting sentences other than 'I'. Talk about tense - children to write in present tense except for when writing about the theft which will be past tense as it happened 'last night' Support - adult can scribe/could alternate who writes what Extension - include a rhetorical question in diary entry</p>	

6	Respond to a character's dilemma	Respond to a dilemma in a story Justify opinions using evidence from the text Write in role as a character from a story	<p><u>Introduction</u></p> <p>Re-read page 12 - 'But when I opened it... there were only acorns.'</p> <p>What advice would you give the girl? Should she keep the promise she has made?</p> <p>Children to discuss ideas with an adult. Together, make a list of reasons as to why the girl <b>should</b> keep the promise and why she <b>shouldn't</b>.</p> <p><u>Snowballing - fun with siblings and adults alike</u></p> <p>On a piece of paper, children to write a note to the girl telling her what she should do e.g. should she keep the promise or not? Children to give clear reasons to back up their opinions. When all children have finished they should scrunch up the paper into a 'snowball' and on 1,2,3... throw across the room.</p> <p>All children to pick up a snowball and read the note. Children to write a reply in role as the girl - are you going to follow the advice? Will you keep the promise or not?</p> <p>Repeat the snowball throwing when all children have written their reply.</p> <p>Count up how many replies are for keeping the promise and how many are against. Which side has the most votes?</p>	Plain paper for snowballs
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