

Retell – Beginning of the Story

- Story map (build-up, problem, resolution)
- Paragraphs
- Show don't tell characters' emotions
- Detailed description of character/setting
- Use subordinating conjunctions (Y3 conjunctions + during, since) at the start and middle of a sentence

Cloud Tea Monkeys
Mal Peet &
Elspeth Graham



Setting Description

- Simile as an opener
- Show don't tell to convey characters' emotions
- Personification
- Use ambitious adjectives to enhance nouns
- More sophisticated similes to describe

Retell – Final Section of the Story

- Story map (build-up, problem, resolution)
- Paragraphs
- Show don't tell characters' emotions
- Detailed description of character/setting
- Direct speech with reporting clause at the end

The Hare and the Tortoise
Mairi Mackinnon



Retell – The Hare and the Tortoise

- Story map (build-up, problem, resolution)
- Paragraphs
- Show don't tell characters' emotions
- Detailed description of character/setting
- Fronted adverbials
- Standard English

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Year 4
Autumn 1

A Life Electric
Azadeh Westergaard



Recount – Opening Section of the Book about Nikola Tesla's Childhood

- Engage the reader
- Include thoughts/opinions/feelings
- Select important elements
- Use the acronym FANBOYS to help me remember coordinating conjunctions (Y3 conjunctions + for, nor)

The Lion and the Mouse
Maira Mackinnon



Retell – The Lion and the Mouse

- Story map (build-up, problem, resolution)
- Paragraphs
- Show don't tell characters' emotions
- Detailed description of character/setting
- Choose appropriate adjectives/verbs

Diary Entry – First Night in a New Place

- Vivid language to convey thoughts/feelings
- Select and maintain appropriate tense
- Rhetorical question with a subordinating conjunction
- First person
- Show don't tell character's emotions
- Simple past and present tense
- Complex question sentences

Friend or Foe
Michael Morpurgo



Retell – Section of the Story

- Story map (build-up, problem, resolution)
- Paragraphs
- Show don't tell characters' emotions
- Detailed description of character/setting
- Prepositions as fronted adverbials and include an adjective to provide detail

The Bear and the Piano
David Litchfield



Retell – The Bear and the Piano

- Story map (build-up, problem, resolution)
- Paragraphs
- Show don't tell characters' emotions
- Detailed description of character/setting
- Comma after a fronted adverbial
- Apostrophes for plural possession with regular plurals
- Know the difference between the plural and possessive 's'

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Year 4
Autumn 2

The Sound Collector
Roger McGough



Own Version of the Poem

- Consolidation of previously taught skills based on class teacher's 'Assessment for Learning'

Retell of the Opening Scene

- Story map (build-up, problem, resolution)
- Paragraphs
- Show don't tell characters' emotions
- Detailed description of character/setting
- Choose the most appropriate nouns and pronouns

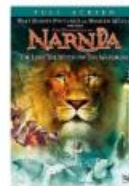
WWII Rationing



Instructions for How to Claim Your Rations and Make Them Last

- Rhetorical question in the introduction
- Multiple sentences for some steps
- Closing statement
- Use subordinating conjunctions (Y3 conjunctions + during, since) at the start and middle of a sentence

Narnia



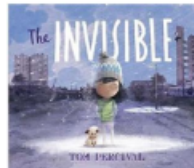
Retell – The Invisible

- Story map (build-up, problem, resolution)
- Paragraphs
- Show don't tell characters' emotions
- Detailed description of character/setting
- Limited speech
- Modify a noun phrase with an adjective, noun or preposition

Miss Trunchbull



The Invisible
Tom Percival



Character Description of Miss Trunchbull

- Past tense
- Describe the character
- Show don't tell her feelings
- Include speech to move the action on
- Simile as an opener
- More sophisticated metaphors to describe

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Year 4
Spring 1

Marcus Rashford



Biography about Marcus Rashford

- Include feelings about events in his life
- Mixture of short sentences, simple sentences, compound sentences and complex sentences
- Use the acronym FANBOYS to help me remember coordinating conjunctions (Y3 + for, nor)

Retell from the Perspective of Miss Honey (using a section of the film Matilda)

- Story map (build-up, problem, resolution)
- Paragraphs
- Show don't tell characters' emotions
- Detailed description of character/setting
- Limited speech
- Start a new paragraph when the setting, action or time has changed

Miss Honey



What makes the perfect teacher?

Persuasive Letter – Job Application

- Opening sentence to hook the reader
- Introduction with a strong point of view
- Paragraphs which each have their own argument
- Facts and evidence to support arguments
- Emotive language to influence the reader
- Exaggeration
- Rhetorical questions
- Use a wider range of conjunctions for cause

Retell – Stealing of the Crown Jewels

- Story map (build-up, problem, resolution)
- Paragraphs
- Show don't tell characters' emotions
- Detailed description of character/setting
- Direct speech to move the action on
- Three-part speech (what they said, who said it and an adverb to describe how they said it)
- Short sentences to move events on quickly in a story
- Adverbs of manner

**Gangsta
Granny**
David
Walliams



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Year 3
Spring 2

**The True Story
of the Three
Little Pigs**
Jon Scieszka



Punishment



**The Three
Little Pigs**
Susanna
Davidson



Non-Chronological Report – Punishment through the Ages

- Subheadings
- Multiple paragraphs for each subheading
- 5Ws, technical vocabulary and factual language
- Conjunctions for cause (beginning or middle of a sentence)
- Choose the most appropriate nouns
- Consolidation of previously taught skills based on class teacher's 'Assessment for Learning'

Retell – The Three Little Pigs

- Story map (build-up, problem, resolution)
- Paragraphs
- Show don't tell characters' emotions
- Detailed description of character/setting
- Three-part speech (what they said, who said it and an adverb to describe how they said it)
- Direct speech but change where the reporting clause is in the sentence
- Mark the reporting clause with a comma when it is not at the end of the sentence

Persuasive Letter to the Judge

- Opening sentence to hook the reader
- Introduction with a strong point of view
- Paragraphs which each have their own argument
- Facts and evidence to support each argument
- Emotive language to influence the reader
- Exaggeration
- Rhetorical questions
- Complex questions
- Wider range of conjunctions for cause

Retell – Preparing for the Flood

- Story map (build-up, problem, resolution)
- Paragraphs
- Show don't tell characters' emotions
- Detailed description of character/setting
- Three-part speech
- Mixture of short, simple, compound and complex sentences

Diary Entry – the Night They Leave

- Varied language to convey thoughts/feelings
- Select and maintain the appropriate tense
- Rhetorical question with a subordinating conjunction
- Consolidation of previously taught skills based on class teacher's 'Assessment for Learning'



Free Verse Poem about Water Movement

- No set structure or syllables per line
- Figurative language
- Capital letters at the start of each line
- Lines can be single words, phrases or sentences
- Personification

Once Upon a Raindrop
James Carter



Somebody Swallowed Stanley
Sarah Roberts



How do we prepare for a flood?

Instructions for How to Prepare for a Flood

- Rhetorical question in the introduction
- Multiple sentences for some steps
- Closing statement
- Consolidation of previously taught skills based on class teacher's 'Assessment for Learning'

The Dinosaur That Pooped the Bed
Tom Fletcher



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Year 4
Summer 1

Retell – Somebody Swallowed Stanley

- Story map (build-up, problem, resolution)
- Paragraphs
- Show don't tell characters' emotions
- Detailed description of character/setting
- Three-part speech
- Complex sentences, starting with a subordinating conjunction

Retell – The Dinosaur That Pooped the Bed

- Story map (build-up, problem, resolution)
- Paragraphs
- Show don't tell characters' emotions
- Detailed description of character/setting
- Three-part speech
- Fronted adverbials of frequency and degree

Retell – Until the Pok-a-Tok Game

- Story map (build-up, problem, resolution)
- Paragraphs
- Show don't tell characters' emotions
- Detailed description of character/setting
- Three-part speech
- Add an 's' to show plural and use irregular plural noun forms (e.g. children, women, -es words like foxes/boxes, etc.)
- Understand the difference between the use of conjunctions, adverbs and prepositions
- Consolidation of previously taught skills based on class teacher's 'Assessment for Learning'

Rain Player David Wisniewski



Diary Entry – the Night of the Winning Game

- Varied language to convey thoughts/feelings
- Select and maintain the appropriate tense
- Rhetorical question with a subordinating conjunction
- Consolidation of previously taught skills based on class teacher's 'Assessment for Learning'

Why should humans be given chocolate?



Persuasive Letter to the Gods

- Opening sentence to hook the reader
- Introduction with a strong point of view
- Paragraphs which each have their own argument
- Facts and evidence to support each argument
- Emotive language to influence the reader
- Exaggeration
- Rhetorical questions
- Consolidation of previously taught skills based on class teacher's 'Assessment for Learning'

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Year 4
Summer 2

The Mayans



Retell – The Chocolate Tree

- Story map (build-up, problem, resolution)
- Paragraphs
- Show don't tell characters' emotions
- Detailed description of character/setting
- Three-part speech
- Consolidation of previously taught skills based on class teacher's 'Assessment for Learning'



The Chocolate Tree Linda Lowery

Fact File – The Mayans

- Subheadings
- Multiple paragraphs for each subheading
- 5Ws, technical vocabulary and factual language
- Conjunctions for cause (beginning or middle of a sentence)
- Consolidation of previously taught skills based on class teacher's 'Assessment for Learning'