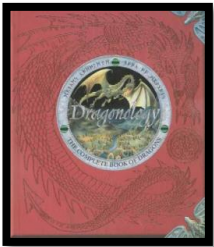
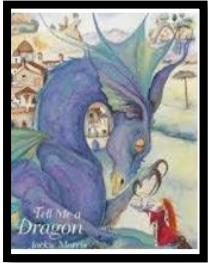
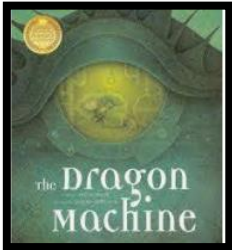






Overdale Junior School – Reading Unit Overview –Year 4- Unit 1- Spring 1 (Driver: Diversity/Culture)



Overview: Throughout this unit of work, children will learn about the concept of diversity through exploration of the fantastical existence of dragons throughout history and across different countries and cultures. The stunning non-fiction style 'Dragonology' by Dugold Steer will allow children to study different dragons found across the globe in role as a trainee 'Dragonologist.' With links to Science (biology and physiology) and History (Viking topic and symbolism in Norse mythology) as well as Geography, the text is a hook into engaging children in the whole curriculum. Complementing the core text, Jackie Morris' 'Tell Me a Dragon' imagines and describes many different varieties of dragons, through beautiful, figurative and poetic language atop stunning watercolour illustrations. Picture book 'The Dragon Machine' by Helen Ward tells the story of a lonely boy with a passion for dragons, providing a contrast to the scientific approach of Dragonology; links to PSHCE and a fictional context for rehearsing oral instructions. The supplementary text 'The Incomplete book of Dragons' further supports and enhances the unit with pages from the notebook of Viking Hiccup Horrendous Haddock the Third; a keen dragonwatcher. The class read 'Darwin's Dragons' is a brand new text described as "How to Train your Dragon meets natural history – with real science!" This will provide retrieval opportunities with links back to learning around evolution and fossils in Year 3.

The Core Texts				
FICTION		POETRY		FICTION
Dragonology: The complete book of Dragons by Dugald Steer 		Tell me a Dragon by Jackie Morris 		The Dragon Machine by Helen Ward www.booktrust.org.uk/books-and-reading/havesomefun/storybooks-and-games/the-dragon-machine 
Page/Chapter/Text Reference: Various pages and extracts used for vocabulary and text study.		Page/Chapter/Text Reference: Whole text, with focus on the effectiveness of the figurative language.		Page/Chapter/Text Reference: Whole text, reading for pleasure
Focus: Non-fiction style, technical vocabulary, structure and layout will inform non-chronological report writing, as well as knowledge building for writing an authentic narrative in role.		Focus: Close reading of the illustrations, as well as the text, will feed children's imaginations and build on their understanding of diversity and culture as each page tells a story of a different dragon in a new location.		Focus: Focus on the theme of the importance of friendship, will feed into PSHCE, as well as oracy opportunities and use of instructional language around the building of the machine.
Additional Materials to Enrich the Unit				
Class Read Darwin's Dragons by Lindsay Galvin  Links to Y3 Science – evolution and fossils.	GDS Text  Additional, carefully selected extracts will offer further extension of vocabulary.	Supplementary Text 	Visual Literacy: https://www.literacyshed.com/the-fairy-tale-shed.html https://www.pobble365.com/a-dangerous-pet	Recommended Reads 

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5 Week term – Lots to fit in with the reading and writing model.

Dragonology is the lead text in this bundle, other texts should be carefully woven in at appropriate points to enhance the reading focus and/or the written outcome.

Reading:

- Zoning in on specific chunks to respond to, analyse and answer questions.

Writing:

There are two possible options here for Y4 either non-chronological report based on Dragonology (which would allow for moderation with rest of school) or instructional writing based on The Dragon Machine. Whichever text type is not used this time, should be used as the written outcome in term 2 (with the Spring 2 bundle)

Non Chronological report:

- Adverbials, pronouns and nouns etc (Cohesion)
- Expanded noun phrases to add detail
- Ideas are organised into paragraphs and simple organisational devices are used – layout

Instructional Writing:

- Simple organisational devices are used in non fiction
- Adverbials, pronouns and nouns are used to make links between sentences (aiding cohesion and avoiding repetition)
- Punctuation – commas after fronted adverbials