

	Reading: decoding	Reading: comprehension	Writing: transcription	Writing: grammar, vocabulary and punctuation	Writing: composition	Assessment reading/writing	
Term 1 Topic:	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) To read aloud and to understand the meaning of new words they meet Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Develop positive attitudes to reading and understanding of what they read by: -listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks -reading books that are structured in different ways and reading for a range of purposes -using dictionaries to check the meaning of words that they have read -increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally -identifying themes and conventions in a wide range of books -preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action -discussing words and phrases that capture the reader's interest and imagination -recognising some different forms of poetry [for example, free verse, narrative poetry] -understand what they read, in books they can read independently, by: -checking that the text makes sense to them, discussing their understanding and	Texts Max and the Millions (Fiction/Modern text) Non-fiction (focused on through topic): TBC	Recovery Ready to write	Recovery Full stops Capital letters Commas Exclamation marks Questions marks Expanded noun phrases	Pupils should be taught to: plan their writing by: -discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar -discussing and recording ideas draft and write by: -composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures -organising paragraphs around a theme -in narratives, creating settings, characters and plot -in non-narrative material, using simple organisational devices [for example, headings and sub-headings]	Autumn 1 - 7 weeks Writing to Entertain Writing to Inform Writing to Persuade One piece of work built on and edited over a two week time period. Baseline testing
Term 1 Topic:		A Roman Story (Fiction/Historical) Boudicca (Legend)	-Adding suffixes beginning with vowel letters to words of more than one syllable (-ly/-er-ed-ing/-ssion-tion) -common exception words (learn, length, library, material, medicine, mention, minute, natural, naughty, notice)	Determiners Conjunctions Adverbs Prepositions Tenses Speech Nouns Paragraphs		Autumn 2 - 7 weeks Writing to Recount Writing to Explain Writing to Entertain One piece of work built on and edited over a two week time period. GAPS testing (SPaG) PIRA testing (Reading)	
Term 2 Topic:		Where Zebras Go (Poetry) Non-fiction (focused on through topic): TBC	-suffixes (-ssion/-ation/-cian) -Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian -common exception words (occasion, often opposite, ordinary, particular, peculiar, perhaps, popular, position, possess/ion)	-using fronted adverbials -using commas after fronted adverbials -apostrophes (for contraction and possession) -using and punctuating direct speech	evaluate and edit by: -assessing the effectiveness of their own and others' writing and suggesting improvements -proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors	Spring 1 - 6 weeks Writing to Inform Writing to Entertain Writing to Recount One piece of work built on and edited over a two week time period.	
Term 2 Topic:		TBC	-Suffixes (-ous) -Common exception words	-imperative verbs -extending the range of sentences with more	read aloud their own writing, to a group or the whole class, using	Spring 2 - 6 weeks Writing to Persuade Writing to Inform	

		<p>explaining the meaning of words in context</p> <ul style="list-style-type: none"> -asking questions to improve their understanding of a text -drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence -predicting what might happen from details stated and implied - identifying main ideas drawn from more than one paragraph and summarising these -identifying how language, structure, and presentation contribute to meaning -retrieve and record information from non-fiction -participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. 			<p>than one clause by using a wider range of conjunctions, including when, if, because, although</p>	<p>appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p><i>Writing to Entertain</i></p>	<p>GAPS testing (SPaG) PIRA testing (Reading)</p>
Term 3 Topic:			<p>The Nowhere Emporium (Fiction/fantasy)</p> <p>Non-fiction (focused on through topic:</p> <p>TBC</p>	<ul style="list-style-type: none"> -s sound spelt ch -Words with the /ʃ/ sound spelt ch (mostly French in origin) - g sound spelt gue -Words ending with the /g/ sound spelt -gue -k sound spelt que and the /k/ sound spelt -que (French in origin) -k sound spelt ch -Words with the /k/ sound spelt ch (Greek in origin) -Words with endings sounding like /ʒə/ or /tʃə/ -sure, -ture 	<ul style="list-style-type: none"> -Powerful adjectives -Powerful verbs -Conjunctions -Personification -Similes and metaphors 		<p>Summer 1 - 6 Weeks</p> <p><i>Writing to Explain</i> <i>Writing to Recount</i> <i>Writing to Entertain</i></p> <p><i>One piece of work built on and edited over a two week time period.</i></p>	<p><i>Writing to Explain</i></p>
Term 3 Topic:			<p>Perseus and Medusa (Myths and Legends)</p>	<ul style="list-style-type: none"> -homophones -Words with the /eɪ/ sound spelt ei, eigh, or ey -The /ɪ/ sound spelt y elsewhere than at the end of words 	<ul style="list-style-type: none"> -using and punctuating direct speech -using conjunctions extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although -indicating possession by using the possessive apostrophe with plural nouns 		<p>Summer 2 - 6 Weeks</p> <p><i>Writing to Inform</i> <i>Writing to Persuade</i> <i>Writing to Recount</i></p> <p><i>One piece of work built on and edited over a two week time period.</i></p>	<p><i>Writing to Persuade</i></p> <p>GAPS testing (SPaG) PIRA testing (Reading)</p>