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| **Half-term plan for topic/book** | *Note the link to the wider curriculum* | | | |
| **Book to read to the class** | *The chosen book should be read to pupils daily and pitched above the reading ability of the class to ensure pupils have the chance to read/listen to a wide range of high quality books* | | | |
| **Reading INTENT** | *These could include: retelling traditional tales, understanding how to persuade, creating a class repertoire of poetry* | | | |
| **Writing IMPACT** | *These could include: writing in role, non-fiction writing, describing a character, writing about a setting, or longer pieces of writing, such as stories, poetry and plays* | | | |
| **Year group** | **Reading: decoding and comprehension**  *These can be oral outcomes. They do not have to be written* | **Writing: composition**  *You should break down the writing process of longer pieces into stages, and include editing to improve the proofreading process* | **Writing: grammar, vocabulary and punctuation**  *Grammar can be taught either within reading/writing or as a stand-alone activity* | **Writing transcription: spelling and handwriting**  *Handwriting should be taught daily until correct letter formation is embedded. It should then be taught regularly to ensure accurate joining. Spelling is cumulative and needs to be taught daily* |
| Week 1  7.9.20  **Recovery focus** | Ensure each child has a colour band book.  Hear everyone read to decide if anyone has moved up/down a colour.  Introduce DEAR routine? and spend time looking at books. What do they like about them?  Why do they choose a particular book or author?  Highlight ‘never judge a book by its cover’ | **Recovery -PSHE link**  **Grammar focus:**writing sentences using conjunctions as a baseline to see their spelling, handwriting and construction of joining 2 sentences. | Joining sentences:and,so but,  2 activities | **Lesson 1**  SPAR spelling test?  Or no spellings?  Words from Tear Thief. |
| Week 2  14.9.20  **Recovery focus** | **Tear thief**  Need to complete dictionary task before looking up words before you start reading Tear thief together as a class.  Read Tear thief by Carol Ann Duffy  Discuss unknown vocabulary and definitions. Model using a dictionary. Write new words on the working wall.  Outcome - Wordbank | **Tear thief**  **Grammar focus:**writing sentences using conjunction ‘because’  This week, there will be a huge focus on reading the text and looking at new vocabulary.  **Independent writing**-  Mr Lindens library picture stimulus | LO Can I use a dictionary correctly?  Model how a dictionary works  Complete Dictionary work activities  Dictionary Challenge Gameshow.  Mixed Teams Compete to Look Up Words. | Words with the long /ei/ sound spelt with ei |
| Week 3  21.9.20  **Recovery focus** | **Lesson 1**  Comprehension: Introduction to the Stone Age.  Model underlining key information in a text and how to find answers. | **Tear thief**  Visualise a character from information from the text. Highlight text with key vocab and annotate a picture. Find extra info in the whole book.  Write a paragraph to describe the Tear Thief.  2. Look at Gems and their worth. Link to emotions from PSHE. How did the tear thief collect the tears? \*Imagine moments when that could have happened.  **Independent writing**- | Specific lesson following Collins Book 1  Unit 2. Verbs 1 (Collins 2) | Words with the long /ei/ sound spelt with ey |
| Week 4  28.9.20  **Recovery focus** | **Comprehension 2**  **Stone Age Food and diet** | **Tear thief**  Add an extra part t the story  Look at diary features.  Children write diary of what happened.  Edit writing.  **Independent writing**- Diary task | Specific lesson following Collins Book 1  Nouns 1 (Collins 3) | Words with the long /ei/ sound spelt with ai |
| Week 5  5.10  **Recovery focus** | Read Science info page together and discuss.  Write unknown words on working wall. Look up definitions  Outcome - Wordbank  **READING COMPREHENSION HAPPISBURGH PEOPLE** | **Non Fiction Science/PSHE Read and discuss Bacteria information page**  **Writing to inform**  Can I start to gather relevant information from a text with support?  Can I begin to use subheadings and headings in my non-fiction writing?  **Science-Bacteria Information page**  Introduce how we use headings and subheadings in a text. Why are they there? Why do we need them?  Read together. Highlight important information. Discuss.  Children complete task on a double page in Science books.  **Independent writing**- | Specific lesson following Collins Book 1  Adjectives 1 (Collins 4) | Words with the long /ur/ sound spelt with ear |
| Week 6  12.10  **Recovery focus** | **Yours sincerely Giraffe**  Read together as a class.  Write unknown words on working wall. Look up definitions  Outcome - Wordbank  **READING COMPREHENSION**  **Life in the Glacial period (Topic)** | **Yours sincerely Giraffe** | Specific lesson following Collins Book 1  Unit 2. Verbs 1 (Collins 2) | Homophones  Here,hear, mail,male, mane,main,heal,heel,not,knot |
| Week 7  19.10 | **Yours sincerely Giraffe**  Read together as a class.  Write unknown words on working wall. Look up definitions  Outcome - Wordbank  **READING COMPREHENSION**  **Mesolithic (Topic related)** | **Yours sincerely Giraffe** | Specific lesson following Collins Book 1  Articles (a or an) (Collins 6) Nelson1 a/an | Near homophones  Berry,bury,brake,break,meat,meet, ball,bawl,fair,fare |
| Week 8  HALF TERM 26.10.20 |  |  |  | Review week  Assess and review with self-correction activities to assess pupil’s progress against the objectives that have been covered this term. |