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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 17.9.20**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 214.9.20**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 DuffyDiscuss 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 worksComplete Dictionary work activitiesDictionary Challenge Gameshow.Mixed Teams Compete to Look Up Words. | Words with the long /ei/ sound spelt with ei |
| Week 321.9.20**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 1Unit 2. Verbs 1 (Collins 2) | Words with the long /ei/ sound spelt with ey |
| Week 428.9.20**Recovery focus** | **Comprehension 2****Stone Age Food and diet** | **Tear thief**Add an extra part t the storyLook at diary features. Children write diary of what happened.Edit writing.**Independent writing**- Diary task | Specific lesson following Collins Book 1Nouns 1 (Collins 3) | Words with the long /ei/ sound spelt with ai |
| Week 55.10**Recovery focus** | Read Science info page together and discuss.Write unknown words on working wall. Look up definitionsOutcome - 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 1Adjectives 1 (Collins 4) | Words with the long /ur/ sound spelt with ear |
| Week 612.10**Recovery focus** | **Yours sincerely Giraffe**Read together as a class.Write unknown words on working wall. Look up definitionsOutcome - Wordbank**READING COMPREHENSION****Life in the Glacial period (Topic)** | **Yours sincerely Giraffe** | Specific lesson following Collins Book 1Unit 2. Verbs 1 (Collins 2) | HomophonesHere,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 definitionsOutcome - Wordbank**READING COMPREHENSION****Mesolithic (Topic related)** | **Yours sincerely Giraffe** | Specific lesson following Collins Book 1Articles (a or an) (Collins 6) Nelson1 a/an | Near homophonesBerry,bury,brake,break,meat,meet, ball,bawl,fair,fare |
| Week 8HALF TERM 26.10.20 |  |  |  | Review weekAssess and review with self-correction activities to assess pupil’s progress against the objectives that have been covered this term. |