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|  | **Reading: decoding** | **Reading: comprehension** | | **Writing: transcription** | **Writing: grammar, vocabulary and punctuation** | **Writing: composition** | | **Assessment reading/writing** |
| Term 1  Topic:  **Stone Age to Iron Age** | **Assess gaps in learning due to lockdown.**  Pupils should be taught to:  -apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both 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. | **Assess gaps in learning due to lockdown.**  Pupils should be taught to:  -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 explaining the meaning of words in context 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. | **Assess gaps in learning due to lockdown.**  **Texts:**  **Recovery first 2 weeks**  **1 Week - The Tear Thief**  **1 Week - Slobcat - Paul Geraghty**  **The Whisperer - Nick Butterworth (Cat Romeo and Juliet)**  **Documentary Clips (The Secret Life of Cats - National Geographic)**  **First major project**  **Yours Sincerely Giraffe**  **Isadora Moon Goes To The Fair?**  **Talking Turkeys - Benjamin Zaphania**  **‘Twas the night before Christmas’** | **Assess gaps in learning due to lockdown.**  Handwriting.  Spelling.  Spelling (see English Appendix 1) Pupils should be taught to:  -use further prefixes and suffixes and understand how to add them (English Appendix 1)  -spell further homophones  -spell words that are often misspelt (English Appendix 1)  -place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s]  -use the first two or three letters of a word to check its spelling in a dictionary  -write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. | **Assess gaps in learning due to lockdown.**  Full stops  Capital letters.  Commas.  Prepositions.  Conjunctions  Tenses  (Communication)  Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by: extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although using the present perfect form of verbs in contrast to the past tense choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials learning the grammar for years 3 and 4 in English Appendix 2 indicate grammatical and other features by: using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. | **Assess gaps in learning due to lockdown.**  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 (English Appendix 2) -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]  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 -read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. | **Assess gaps in learning due to lockdown.**  **Written outcomes & key genre/text**  **Slobcat - Paul Geraghty**  **The Whisperer - Nick Butterworth (Cat Romeo and Juliet)**  **Documentary Clips (The Secret Life of Cats - National Geographic)**  **Writing to ENTERTAIN (ADVENTURE)**  **Draw and label what your secret life as a cat would be!**  **First major project**  **Yours Sincerely Giraffe**  **Non-fiction**  **Writing to recount**  **Letter Writing**  **Make digital Pen Friends with another school: Hallfield Academy -**  **Bayswater - London**  **Features of a letter**  **Letter writing**  **Email Writing**  **Diary Writing**  **Blog Writing**  **HALF TERM**  **Writing to inform**  **Newspaper report-Non Fiction**  **Skara Brae News Report**  **Writing to persuade**  Stone age boy  Advert for iron age Weapon.  **Writing to entertain**  Snow/Winter poetry  **‘Twas the night before Christmas’**  **(Performance Poetry)**  **Talking Turkeys - Benjamin Zaphania**  **(Performance Poetry)**  **Snow Poetry Day** | GAPS testing (SPaG)  PIRA testing (Reading)  YELLOW ASSESSMENT TASK 1: Letter  YELLOW ASSESSMENT TASK 2: Skara Brae |
| Term 2  Topic:  **The British Isles** |  | **The Dreamgiver -**  **The BFG**  **(Reading for pleasure)**  **Mousehole Cat**  **Overheard in a Tower Block - Joseph Coehlo**  **Robert Burns To a Mouse - Poetry**  **Sound collector by Roger McGough**    **George and the Dragon - Poetry performance** |  | **Writing to Recount**  **(2 weeks)**  **The Dreamgiver -**  **Character Profile**  **Writing to entertain**  **(2 weeks)**  Poetry-To a Mouse. Write a kenning poem about an animal of their choice  Sound collector by Roger McGough  **Produce a class poetry anthology book**  **HALF TERM**  **Writing to recount**  **(3 weeks)**  Mousehole Cat - descriptive piece  storm writing  **Writing to persuade**  visit Mousehole  Guide book/Leaflet. | GAPS testing (SPaG)  PIRA testing (Reading)  YELLOW ASSESSMENT TASK 3:  YELLOW ASSESSMENT TASK 4: Storm writing |
| Term 3  Topic: **Ancient Egypt** |  | **Texts: Whole class**  **Ariki and the Giant Shark**  Egyption Cinderella - Fiction  Casting the Gods Adrift-Fiction |  |  | **Writing to entertain (2 weeks)**  **George and dragon (Performance Poetry)**  **Comic strip**  **Writing to entertain**  **Fairy tale**  **Cinderella around the world**  **Writing to explain**  **(2 weeks)**  **Mummification**  **Tadeo Jones**  **Suspense writing**  **Egyptian Myths.**  **Diary of casting the Gods adrift.**  **Information page about River Nile and farming** | GAPS testing (SPaG)  PIRA testing (Reading)  YELLOW ASSESSMENT TASK 5: Fairy tale  YELLOW ASSESSMENT TASK 6: Diary |