

	Autumn 1. 7 weeks	Autumn 2 8 weeks	Spring 1 6 weeks	Spring 2 4 weeks	Summer 1 7 weeks	Summer 2 7 weeks
Text:	The Twits by Roald Dahl	The Lion, the witch and the wardrobe. By C.S Lewis	Myths and Legends (Greek) By Marcia Williams	Bill’s New Frock (Issues and dilemmas) Anne Fine	Information Text- Information Text-The Kingfisher Book of Music-Chris de Souza	
Genre & Key Objectives	<p>Discussion – debate/report Description: Children will read and discuss ‘The Twits’. They will orally rehearse sentences, use report language firstly, next, furthermore and finally and research using ICT. They will use descriptive language to develop sentence structure. Children will write descriptions of characters by adding details. Grammar focus: 1. Write in note form when researching. 2. Extend sentences by adding details such as noun phrases, adverbs, adjectives. 3. Spell words with additional prefixes and suffixes and understand how to add them to root words.</p> <p>Reading - Fiction Read listen and discuss features, characters and plot. 1) Apply knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of unfamiliar words. 5) Use dictionaries to check meaning of unfamiliar words. 6) Discuss and record phrases used by author uses to engage the reader. 8) Understand the themes in books. 10) Explain the meanings of words in context. 11) Ask questions to improve understanding of text. 12) Infer meanings and justify them using evidence from text. 13) Predict what might happen from details deducted from text. 17) Make connections with prior knowledge and experience. 18) Begin to build on other’ ideas and opinions about a text in a discussion. Engage in research, finding out about a given topic.</p>	<p>Film and Play script Description: Children will write in depth descriptions of Narnia and the characters. They will write from different points of views by hot seating and write about how they behave in different settings. They will use and identify features of play script. Grammar focus: 1. Write sentences with more than clause. 2. Use similes and adverbs with expanded noun phrases. 3. Write sentences with fronted adverbials for when, where and how. 4. Use brackets, directions and features of play script.</p> <p>Reading - Fiction Read listen and discuss features, characters and plot. 1) Apply knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of unfamiliar words. 2) Read further exception words noting spelling and sound and where they occur in words. 5) Use dictionaries to check meaning of unfamiliar words. 6) Discuss and record phrases used by author uses to engage the reader. 8) Understand the themes in books. 10) Explain the meanings of words in context. 11) Ask questions to improve understanding of text. 12) Infer meanings and justify them using evidence from text. 13) Predict what might happen from details deducted from text. 17) Make connections with prior knowledge and experience. 18) Begin to build on other’ ideas and opinions about a text in a discussion.</p>	<p>Myths Description: Children will explore Myths and the characters. They will write descriptions of then and explain what the characters are like. They will write own Myth thinking about the features of a story and use a story mountain to write own Myth with the n=main features of a story, Eg opening, build up, dilemma, resolution and ending. Grammar focus: 1. Use appropriate pronouns or nouns to avoid repetition and support cohesion. 2. Continue to use adjectives to describe, include similes. 3. Write sentences with expanded noun phrases. 4. Continue to use range of punctuation to include commas and exclamation marks. 5. Spell words with additional prefixes and suffixes.</p> <p>Reading - Fiction Read listen and discuss features, characters and plot. 1) Apply knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of unfamiliar words. 2)Read further exception words noting the unusual correspondences between the spelling and the sound 5) Use dictionaries to check meaning of unfamiliar words. 3) Attempt pronunciation of unfamiliar words drawing on knowledge. 6) Discuss and record phrases used by author uses to engage the reader. 7) Know and recognize literary conventions in text types covered. 8) Understand the themes in books. 10) Explain the meanings of words in context. 11) Ask questions to improve understanding of text. 12) Infer meanings and justify them using evidence from text. 13) Predict what might happen from details deducted from text. 17) Make connections with prior knowledge and experience. 18) Begin to build on other’ ideas and opinions about a text in a discussion. Engage in research, finding out about a given topic. 15) Identify features of text.</p>	<p>Stories with Issus and Dilemmas Description: Children will explore stories that raise issues and dilemmas. They will identify the issues and discuss them and share solutions on how to solve them. Through role play children will show how they can solve a given dilemma. They will write own dilemma stories where characters solve a dilemma. Grammar focus: 1. Use appropriate pronouns or nouns to avoid repetition and support cohesion. 2. Apply knowledge of prefixes and suffixes. 3. Write sentences with expanded noun phrases. 4. Continue to use range of punctuation to include commas and exclamation marks. 5. Make changes and improvements focusing on vocabulary and sentences. 6. Use apostrophes for possession and use direct speech.</p> <p>Reading - Fiction Read listen and discuss features, characters and plot. 1) Apply knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of unfamiliar words. 2)Read further exception words noting the unusual correspondences between the spelling and the sound 3) Attempt pronunciation of unfamiliar words drawing on knowledge. 6) Discuss and record phrases used by author uses to engage the reader. 7) Know and recognize literary conventions in text types covered. 8) Understand the themes in books. 11) Ask questions to improve understanding of text. 12) Infer meanings and justify them using evidence from text. 13) Predict what might happen from details deducted from text. 17) Make connections with prior knowledge and experience. 18) Begin to build on other’ ideas and opinions about a text in a discussion.</p>	<p>Information text Description: Children will explore Information text and the features of them. They will research an instrument and find out about the history of a chosen instrument. They will write own information text based on chosen instrument. Grammar focus: 1. Use sentences with more than one clause. 2. Spell words with additional prefixes and suffixes and understand how to add them to a root words. 3. Write sentences with a wider structure and open paragraphs with topic sentences. 4. Use apostrophes for plural/singular possession. Reading Read listen and discuss features of Information text. 1) Apply knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of unfamiliar words. 2) Read further exception words noting the unusual correspondences between the spelling and the sound. 3) Attempt pronunciation of unfamiliar words drawing on knowledge. 6) Discuss and record phrases used by author uses to engage the reader. 7) Know and recognize literary conventions in text types covered. 8) Understand the themes in books. 10) Explain the meanings of words in context. 11) Ask questions to improve understanding of text. 12) Infer meanings and justify them using evidence from text. 13) Predict what might happen from details deducted from text. 15) Identify features of text. 17) Make connections with prior knowledge and experience. 18) Begin to build on other’ ideas and opinions about a text in a discussion. 19) Explain why text is organised in a certain way. 20)Retrieve and record information from non-fiction</p>	
Throughout: Year 3/4 key words. Spelling support Sillcock scheme. Continue to develop cursive style for writing.						
END OUTCOME	Write and debate a report: Should we keep animals in cages? For and against class debate.	Write play script scene based on novel.	Write own Greek Myth.	Write own Dilemma story	End outcome Research own instrument and write short information text which includes the main features.	

<p>Genre & Key Objectives</p>	<p>Newspaper/Recount Description: Children will identify features of a newspaper; write opening paragraphs to include 5w's. Add quotes and recalling sequence of events. Hot seat characters. Grammar focus: 1. Use correct pronouns 2. Use direct speech and commas. 3. Writing in the correct tense.</p> <p>Reading - Fiction Read listen and discuss features, characters and plot. 1) Apply knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of unfamiliar words. 2) Read further exception words, noting the correspondences between spelling and sound. 5) Use dictionaries to check meaning of unfamiliar words. 6) Discuss and record phrases used by author uses to engage the reader. 8) Understand the themes in books. 10) Explain the meanings of words in context. 11) Ask questions to improve understanding of text. 12) Infer meanings and justify them using evidence from text. 13) Predict what might happen from details deducted from text. 14) Identify how the write has used precise word choices for effect on the reader. 15) Identify text type. 17) Make connections with prior knowledge and experience. 18) Begin to build on other' ideas and opinions about a text in a discussion.</p>	<p>Poems on a them Winter &Christmas Poems Description: Enjoy a range of Christmas poems. They write their own Christmas/Winter poems. Children will identify rhyme, rhythm and patterns before writing own poem using description written. They will include similes/metaphors. Grammar focus: 1. Use range of similes and metaphors. 2. Use adverbs and range of adjectives. 3. Create moods within poem.</p> <p>Read and enjoy listening to poems. Identify rhyme, rhythm and patterns. Identify mood of poem. 6) Discuss and record phrases used by author uses to engage the reader. 9) Prepare poem to read aloud and perform, showing understanding through intonation, tone, volume and action 17) Make connections with prior knowledge and experience. Write new lines for a familiar poem. Say out loud what they are about to write. Re-read own writing to check it makes sense. Compose list poem based on those read. Write in clear sentences. Add actions to a poem to aid memorisation. Perform the poem to others. Write a new verse for a familiar poem.</p>	<p>Fairy/Folk tales Description: Children will explore what a folk tale and discover how they can tell whether a story is a folk tale. They will explore characters and the features a folk tales. They will write thier own a review of a folk tale thinking about the audience it is written for. Grammar focus: 1. Use appropriate pronouns or nouns to avoid repetition and support cohesion. 2. Spell words with additional prefixes and suffixes and understand how to add them to a root words. 3. Write sentences with a wider structure. 4. Continue to use range of punctuation to include commas, direct speech and exclamation marks.</p> <p>Reading Read listen and discuss features, characters and plot. 1) Apply knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of unfamiliar words. 2) Read further exception words noting the unusual correspondences between the spelling and the sound. 3) Attempt pronunciation of unfamiliar words drawing on knowledge. 6) Discuss and record phrases used by author uses to engage the reader. 7) Know and recognize literary conventions in text types covered. 8) Understand the themes in books. 10) Explain the meanings of words in context. 11) Ask questions to improve understanding of text. 12) Infer meanings and justify them using evidence from text. 15) Identify features of text. 17) Make connections with prior knowledge and experience. 18) Begin to build on other' ideas and opinions about a text in a discussion. 19) Explain why text is organised in a certain way.</p>		<p>Poetry-Kennings & Cinquains Description: Children will explore of Kennings and Cinquains. They will look at the vocabulary used to write own poems based on ones we share and read together. They will explore the features and read a range of poems to perform. Grammar focus: 1. Use dictionaries/thesaurus to widen use of vocabulary. 2. Spell words with rhyming patterns. 3. Use similes/metaphors when writing poems 4. Use apostrophes for plural/singular possession.</p> <p>Reading Read listen and discuss feature of Kennings and Cinquains. 2) Read further exception words noting the unusual correspondences between the spelling and the sound. 3) Attempt pronunciation of unfamiliar words drawing on knowledge. 6) Discuss and record phrases used by author uses to engage the reader. 7) Know and recognize literary conventions in text types covered. 10) Explain the meanings of words in context. 11) Ask questions to improve understanding of text. 12) Infer meanings and justify them using evidence from text. 13) Predict what might happen from details deducted from text. 15) Identify features of text. 17) Make connections with prior knowledge and experience. 19) Explain why text is organised in a certain way.</p>	
<p>END OUTCOME</p>	<p>Write newspaper article about the monkeys escaping from Mr. & Mrs Twit.</p>	<p>Write poem based on Winter.</p>	<p>End outcome Write a review of a Folk tale.</p>		<p>End outcome Write own Kenning and Cinquain</p>	