

Literacy

Curriculum Plan

National Curriculum from
September 2014



Southridge First School

Year 1 Autumn 1	Class Topic Theme : Jurassic Forest
<p><u>Non Fiction</u> <u>Non Fiction</u> Write up holiday news Create labels for toys and different areas in the classroom Make a list of things to take on a dinosaur hunt Label different dinosaurs and features Writing opportunities: <u>Holiday news/Dinosaur hunt list</u></p> <ul style="list-style-type: none"> • Write sentences by: Saying out loud what they are going to write about Composing a sentence orally before writing it • Discuss what they have written with the teacher or other pupils • Leave spaces between words <p><u>Labelling dinosaurs</u></p> <ul style="list-style-type: none"> • Pupils will be taught to spell words containing each of the 40 + phonemes already taught • Discuss what they have written with the teacher or other pupils • Leave spaces between words <p><u>Introduction to dictionaries and alphabetical order</u></p> <ul style="list-style-type: none"> • Name the letters of the alphabet: - Naming the letters of the alphabet in order 	<p><u>Real Life Experience options</u></p> <p>Locality Autumn walks around the school grounds</p> <p>Writing opportunities:</p> <ul style="list-style-type: none"> • To write Autumn poems using life experience.

<p><u>Fiction</u> Make wanted poster for a dinosaur Write about a 'dinosaur holiday' Create and describe a dinosaur pet Describe 'dinosaur school'</p> <p>Writing opportunities: Pupils will be taught to:</p> <ul style="list-style-type: none"> • Spell words containing each other 40+ phonemes already taught • Spell common exception words • Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far • Write sentences by: saying out loud what they are going to write about composing a sentence orally before writing it re-reading what they have written about to check that it makes sense • Discuss what they have written with the teacher or other pupils • Leave spaces between words 	<p><u>Poetry</u> Poetry Create Andy Goldsworthy art and share and discuss Describe the natural world Autumn poems Dinosaur poems</p> <p>Writing opportunities: To write Autumn poems To write a dinosaur poem planning using class word bank.</p>
<p><u>Spellings</u> Basic revision including:</p> <ul style="list-style-type: none"> • all letters of the alphabet and the sounds which they most commonly represent • consonant digraphs which have been taught and the sounds which they represent • vowel digraphs which have been taught and the sounds which they represent • the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds • words with adjacent consonants • guidance and rules which have been taught <p>(ch, sh, ng, ee, th, TH, oo, OO, ai, ar, ur, ow, igh, oi, ear, er, ure. oa, air, or)</p> <p><u>Handwriting</u> Pupils will be taught to:</p> <ul style="list-style-type: none"> • Sit correctly at a table, holding a pencil comfortably and correctly • Begin to form lower-case letters in the correct direction, starting and finishing in the right place. 	<p><u>Vocabulary extension</u> Terminology for pupils:</p> <ul style="list-style-type: none"> • Letter • Word • Sentence <p>Dinosaur specific vocabulary Autumnal vocabulary and colours Phonic terminology</p> <p><u>Texts</u></p> <ul style="list-style-type: none"> • Out and about through the year - Shirley Hughes. • Harry and the Dinosaurs go to school- Ian Whybrow and Adrian Reynolds. • How do Dinosaurs go to school?- Jane Yolen and Mark Teague. • A range of dinosaur stories and poems

<ul style="list-style-type: none">• Understand which letters belong to which handwriting 'families' and to practise these <p><u>Punctuation</u></p> <ul style="list-style-type: none">• Separation of words with spaces• Full stops• capital letters	<p><u>Speaking & Listening opportunities:</u></p> <ul style="list-style-type: none">• listen and respond appropriately to adults and their peers• ask relevant questions to extend their understanding and knowledge• use relevant strategies to build their vocabulary• speak audibly and fluently with an increasing command of Standard English.
<p><u>Word Reading</u></p> <ul style="list-style-type: none">• To read a range of High Frequency words.• To read a range of tricky words• To use phonic knowledge to read familiar and unfamiliar words.	<p><u>Grammar Focus</u></p> <p>How words can combine to make sentences</p>

Year 2 Autumn 1	Class Topic Theme: Beside the Seaside
<p><u>Non Fiction</u> <u>Non Fiction (Comprehension)</u></p> <p>Range of published books about Whitley Bay in the past written by local authors.</p> <p>Instructions unit-Link with Mr Grinling's packed lunch.</p> <p>Speaking & Listening opportunities:</p> <p>Instruction unit- Listen to and follow simple instructions. Give simple instructions with a clear statement of purpose. Explain organisational features of texts, including alphabetical order, layout, diagrams, captions, hyperlinks and bullet points.</p> <p><u>Information books based on Whitley Bay in the past-</u> <u>Discuss and experience seaside holidays in the past.</u></p> <p>Writing opportunities (Composition):</p> <ul style="list-style-type: none"> • Write a set of instructions to make a sandwich for Mr Grinling. • Writing instructions for a variety of purposes eg How to get to St Marys Island from Southridge First School. 	<p><u>Real Life Experience options</u></p> <p>Whole day visit to St. Mary's Island. Cross curricular work covering Literacy, History, Art and Geography.</p> <p>Speaking & Listening opportunities: Through a variety of old photographs discuss and experience seaside holidays in the past.</p> <p>Personification/Drama – use imagination together with facts to say what the lighthouse could say to us if it could talk.</p> <p>Geography – panorama of coastline and key vocabulary</p> <p>Writing opportunities (Composition)</p> <ul style="list-style-type: none"> • Using speech bubbles to illustrate what the lighthouse could say to us. • Facts about the Lighthouse. • Descriptive writing about Whitley Bay in the past using names for historical landmarks. • Write a re-count of our trip to the lighthouse using appropriate language to make sections hang together.
<p><u>Fiction</u> <u>Fiction- Stories with familiar settings. (Comprehension)</u></p> <p>The Lighthouse Keepers Lunch-David and Jan Armitage. Full collection of The Lighthouse Keeper stories. The Fisherman and his wife.</p>	<p><u>Poetry</u> <u>Poetry (Comprehension)</u></p> <p>Patterns on a page unit. Writing poetry relevant to St Marys Island using repetitive words and phrases. Literary Heritage Traditional Poem</p>

<p>Speaking & Listening opportunities: Re-tell stories using formal story language Discuss story themes and link to own experience</p> <p>Writing opportunities (Composition)</p> <ul style="list-style-type: none"> • Write a familiar story using time connectives to sequence events based on the Lighthouse Keepers Lunch. • Use personification to predict what the lighthouse might say to us if he could speak. • Begin to understand elements of author's style through series of books about Mr Grinling. 	<p>The Owl and the Pussycat-Edward Lear.</p> <p><u>New book</u> The further adventures of the Owl and the Pussycat by the author of 'The Gruffalo' Julia Donaldson</p> <p>Speaking & Listening opportunities: Learn 'The Owl and the Pussycat' by heart and perform with intonation and expression.</p> <p>Writing opportunities (Composition)</p> <ul style="list-style-type: none"> • Everything is broken. • Everything is Glistening. <p>Using the structure of the Owl and the Pussycat substitute nouns and adjectives to create a new poem. Each class write a new version each and perform it to each other.</p> <p>Multi – media Record each performance on a Flipcam and share it with each other. Listen to and watch the musical version of The Owl and the Pussycat.</p>
<p><u>Spellings</u> See comprehensive half term Phonics and Spelling planning</p> <p><u>Handwriting</u> Follow Nelson Handwriting Scheme –Red level</p> <p><u>Punctuation</u> Use of Capital letters, full stop, exclamation marks and question marks to demarcate sentences.</p>	<p><u>Vocabulary extension</u> A collection of significant words relevant to St Marys and the seaside.</p> <p>Explore Old English vocabulary in The Owl and the Pussycat eg quince and runcible spoon.</p>
<p><u>Word Reading</u> Letters and Sounds, Phonics and Spelling Shared and Guided Reading</p>	<p><u>Grammar Focus</u> Exploration of nouns and adjectives through repetitive poetry writing and a selection of short exercises to reinforce concepts and word terminology.</p>

Year 3 Autumn 1	Class Topic Theme: WW2/Story Settings/Shape poems/Information Books
<p><u>Non Fiction</u> <u>Non Fiction</u> to notice the differences in the style and structure of fiction and non-fiction writing to locate information using contents, index, headings, sub-headings, page nos., bibliographies to read information passages and identify main points or gist of text, eg by noting or underlining key words or phrases, listing the 4 or 5 key points covered make a simple record of information discovered by listing key words, drawing together notes from more than one source.</p> <p>Speaking & Listening opportunities: Discussion about WW2- family memories, looking at photographs, reading letters to and from the Front,. Use information text to explore experiences of evacuees. Preparation of Remembrance Day assembly linked to R.E.</p> <p>Writing opportunities: Descriptive writing about holiday places linked to Geography work. Letters, reports using info. gathered about evacuees, blitzed Britain and rationing.</p>	<p><u>Real Life Experience options</u></p> <p>Speaking & Listening opportunities: Share and discuss holiday destinations, identify type of landscape and sensory memories about the places. Invite into school family members and friends who have experienced the war first hand to speak to children about their memories. Visits to The Victoria Tunnel and Seven Stories</p> <p>Writing opportunities: Preparation of interview questions for speakers Reports on information given by speakers Descriptive writing based on holiday experiences Comparisons of landscapes</p>
<p><u>Fiction</u> to compare a range of story settings and to select words and phrases that describe scenes to generate ideas relevant to a topic by brainstorming, word association, etc. to understand the distinction between fact and fiction; to use terms 'fact' 'fiction' and 'non-fiction' appropriately to compare the way information is presented including ICT texts</p>	<p><u>Poetry</u> Read examples of short poems eg Haiku, acrostic poems, sensory poems related to Autumn/Apples/ WW2 Broken by Bob Dylan (link to history WW2)/Weather by Lucy Coates/Autumn Birds by John Clare Speaking & Listening opportunities: to read aloud and recite poem, comparing different views of the same subject; to discuss choice of words and phrases that describe and create impact eg</p>

<p>The Lion and the Unicorn by Shirley Hughes/Hitler stole my Pink Rabbit by Judith Kerr/The Bicycle/Under the Sea/Inside a Castle/Grey Day/The Seaside/Spywatch/Matty's Miracle</p> <p>Speaking & Listening opportunities: Group Readers Spywatch /Matty's War Discussion about evacuee in The Lion and the Unicorn, how does fictional story compare to non-fiction reports and letters? Class reading of comprehension texts. Drama/paired/group enactments of evacuees thoughts and feelings. Writing opportunities: to develop use of settings in own stories by</p> <ul style="list-style-type: none"> • Writing short descriptions of known places • By writing a description in the style of a familiar story • To investigate and collect sentences/phrases for story openings and endings – use some of these formal elements in re-telling and story writing <p>Descriptive writing related to settings taken from The Lion and the Unicorn eg bedroom, garden.</p>	<p>adjectives, powerful and expressive verbs eg stare instead of look to distinguish between rhyming and non-rhyming poetry and comment on the impact of layout</p> <p>Writing opportunities: to collect suitable words and phrases in order to write poems, design simple patterns with words, use repetitive phrases; write imaginative comparisons.</p> <p>Multi – media- word process poems/ use rap rhythms as background to spoken work/ film clips eg Toy Story</p>
<p>Spellings : Consolidation of Yr 2 High Frequency words (Weeks 1 and 2) How spellings of verbs alter when ing is added (Weeks 3 -5) Days and Months (Weeks 6-7) to identify mis-spelt words in own writing; to keep individual lists(eg spelling logs) and learn to spell them consolidate the 'Look, Cover, Say, Write, Check' strategy and practise regularly Handwriting: to practise correct formation of basic joins from Yr2</p> <ul style="list-style-type: none"> • Diagonal joins without ascenders eg ai ar un • Horizontal joins with ascenders ego u vi wi • Horizontal joins with ascenders eg ol wh ot <p>Punctuation: consolidate understanding of capital letters and full stops to take account of grammar and punctuation e.g. sentences, speech marks, exclamation marks and commas to mark pauses, when reading aloud.</p>	<p><u>Vocabulary extension</u></p> <p>WW2 words eg rationing, evacuation, blitz, invade, attack etc.</p>
<p><u>Word Reading</u> the spelling of words containing each of the long vowel phonemes from KS1 (Appendix List) identify phonemes in speech and writing Blend phonemes for reading Segment words into phonemes for spelling</p>	<p><u>Grammar Focus</u> to use awareness of grammar to decipher new or unfamiliar words eg. to predict from the text, to read on, leave a gap and re-read.</p>

<ul style="list-style-type: none">to read and spell correctly the high frequency words from KS1 (Appendix list 1)to discriminate syllables in reading and spelling (from Year 2)to practise new spellings regularly by 'look, say, cover, write, check' strategyto collect new words from reading and work in other subjects and create ways of categorising and logging them eg personal dictionaries, glossariesto infer meaning of unknown words from context.	<ul style="list-style-type: none">to take account of the grammar and punctuation, eg. sentences, speech marks, exclamation marks and commas to mark pauses, when reading aloudto identify boundaries between separate sentences in reading and their own writingto write in complete sentencesto demarcate the end of a sentence with a full stop and the start of a new one with a capital letter
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Year 4 Autumn 1	Class Topic Theme: The Ancient Egyptians
<p><u>Non Fiction</u> Instructions</p> <p>Speaking & Listening opportunities: Giving partner/group instructions PE link- giving instructions to group on a warming up activity or stretch.</p> <p>Writing opportunities: Writing instructions/following instructions Learning about imperative verbs. Homework: Create 2 pages of non-fiction text with pop-up elements on the theme of The Ancient Egyptians.</p>	<p><u>Real Life Experience options</u> Real Life Experience options The use of computing to collaborate ideas</p> <p>Speaking & Listening opportunities: Working collaboratively in small groups and as a class to share information with each other using Google Documents. (Links with Computing Unit). Children ask each other questions and find or share information with each other.</p> <p>Writing opportunities: Children write their information, which they have found out or learnt from others, in a shared presentation. All children collaborate to produce the presentation using Google Documents.</p>
<p><u>Fiction</u> Stories with Historical Settings Shared reading of text: The Pharaoh's Cat Class/Group reading of a version of The Ancient Egyptian Creation Story</p> <p>Speaking & Listening opportunities: Re-telling of parts of the story. Hot seating as various characters from The Pharaoh's Cat.</p> <p>Writing opportunities: Learning to write descriptions of characters and settings.</p>	<p><u>Poetry</u> Halloween theme. Speaking & Listening opportunities: Working in pairs to share ideas for rhyming couplets and imagery. Children learn to rehearse their ideas/sentences/lines with their partner before writing.</p> <p>Writing opportunities: Children learn to rhyme using rhyming couplets. They learn to use imagery in their writing, including similes. Writing of poems to describe a witches' menu.</p>

<p>Writing story- The Ancient Egyptian Creation Story Learning about adjectives, powerful verbs and similes in descriptions. Learning to use conjunctions, adverbs and prepositions to express time.</p>	
<p><u>Spellings</u> Irregular verbs Past/future/present tense verbs Double consonants Homophones Adverbs ending in ly Suffixes- al, ic, ary, ment, hood Changing y to an i- silly-silliness</p> <p><u>Handwriting</u> Learn to join letters using the horizontal and diagonal strokes. Handwriting taught, where appropriate, in conjunction with spelling patterns to encourage the learning of spellings.</p> <p><u>Punctuation</u> Revision of demarcation of sentences through shared writing. The use of visualiser to look at and edit pupil's work. Learning to use adverbs to create adverbial phrases- the use of commas.</p>	<p><u>Vocabulary extension</u></p> <p>Words linked to Egyptian topic: Pyramids, ancient, pharaoh, shaduf, sarcophagus etc.</p>
<p><u>Word Reading</u> The sound y to be replaced by the sound 'i' as in Egypt Common key words Homophones Suffixes- ic, al, ary 'tion' sound</p>	<p><u>Grammar Focus</u> The use of the correct tense. Recognising tenses/changing tenses. Use of adverbial phrases Imperative verbs</p>

Year 1 Autumn 2	Class Topic Theme: Welcome to Pirate Island
<p><u>Non Fiction</u></p> <p>Writing opportunities: Write up holiday news To write about pirate day. To write instruction to go with their own maps to find the treasure. To recount the traditions and customs of Hindu people and their Diwali celebrations.</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> • Write sentences by: Saying out loud what they are going to write about Composing a sentence orally before writing it • Discuss what they have written with the teacher or other pupils • Leave spaces between words • Pupils will be taught to spell words containing each of the 40 + phonemes already taught • Discuss what they have written with the teacher or other pupils • Leave spaces between words 	<p><u>Real Life Experience options</u> Locality Winter walks around the school grounds. Pirate Tom Embleton singing and creating pirate poems and sea shanties. Pirate day in school.</p> <p>Writing opportunities:</p> <ul style="list-style-type: none"> • To write about our pirate day. • To write about Pirate Tom Embleton.
<p><u>Fiction</u></p> <p>Writing opportunities: To write a story about a boy dreaming he has found treasure. To retell familiar stories about pirates. To write about what's in the treasure box. To write about the story of Diwali.</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> • Think about the beginning, middle and end of a story. • Spell words containing each other 40+ phonemes already taught • Spell common exception words • Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far • Write sentences by: 	<p><u>Poetry</u> To listen to and think about the weather linked to BBC ten pieces the storm by Brittain To listen to poetry about fireworks.</p> <p>Writing opportunities: To plan and write a poem about fireworks To write adjectives describing the thunder. To write about what they see, feel taste etc message in a bottle.</p>

<p>saying out loud what they are going to write about composing a sentence orally before writing it re-reading what they have written about to check that it makes sense</p> <ul style="list-style-type: none"> • Discuss what they have written with the teacher or other pupils • Leave spaces between words 	
<p><u>Spellings</u> Basic revision including:</p> <ul style="list-style-type: none"> • all letters of the alphabet and the sounds which they most commonly represent • consonant digraphs which have been taught and the sounds which they represent • vowel digraphs which have been taught and the sounds which they represent • the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds • words with adjacent consonants • guidance and rules which have been taught <p>See comprehensive half term phonics and spelling plan.</p> <p><u>Handwriting</u> Pupils will be taught to:</p> <ul style="list-style-type: none"> • Sit correctly at a table, holding a pencil comfortably and correctly • Begin to form lower-case letters in the correct direction, starting and finishing in the right place. • Understand which letters belong to which handwriting 'families' and to practise these. <p><u>Punctuation</u></p> <ul style="list-style-type: none"> • Separation of words with spaces • Full stops • capital letters 	<p><u>Vocabulary extension</u> Terminology for pupils:</p> <ul style="list-style-type: none"> • Letter • Word • Sentence <p>Pirate specific vocabulary Winter vocabulary and colours Phonic terminology</p> <p><u>Texts</u></p> <ul style="list-style-type: none"> • Out and about through the year - Shirley Hughes. • A range of pirate stories and poems including sea shanties. • A range of stories and poems about Diwali including lighting a lamp. <p><u>Speaking & Listening opportunities:</u></p> <ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • speak audibly and fluently with an increasing command of Standard English.
<p><u>Word Reading</u></p> <ul style="list-style-type: none"> • To read a range of High Frequency words. • To read a range of tricky words • To use phonic knowledge to read familiar and unfamiliar words. • Letters and sounds • Individual/ Shared and Guided reading • Phonics and spelling 	<p><u>Grammar Focus</u> How words can combine to make sentences</p>

Year 2 Autumn 2	Class Topic Theme: Fireworks! Stories with Familiar Settings The Great Fire of London Explanation Christmas Poetry
<p><u>Non Fiction</u></p> <p>Range of published books about The Great Fire of London. (Library Loan) Explanation of the events leading up to and throughout the Great Fire. Exploration of eyewitness accounts. Look at the differences in the style and structure of fiction and non-fiction writing Use of pictures or diagrams in support of written explanation. Locate information using contents, index, headings, sub-headings, page numbers, bibliographies. Use first, next, then to write showing the correct order of events.</p> <p>Literary Heritage – explore the diary of events as written by Samuel Pepys.</p> <p>Speaking & Listening opportunities: Discussion about the events. Discussion to clarify understanding of subject specific vocabulary e.g. Fire Hooks</p> <p>Use of first, next and then to give an explanation of the main events.</p> <p>Writing opportunities (Composition):</p> <ul style="list-style-type: none"> Write an account of the Great Fire of London with a sustained and logical sequence of events. Use first, next and then to show correct order of events. <p>Instructions – Making a pop up greetings card- cross curriculum link with Design Technology</p>	<p><u>Real Life Experience options</u></p> <p><u>Real Life Experience options (Comprehension)</u></p> <p>Use of BBC resources to relive the events of The Great Fire in 1666.</p> <p>Speaking & Listening opportunities: Through a variety of old paintings and images discuss and experience the streets of old London at the time of the fire.</p> <p>Drama – use imagination together with facts to act out the Key events of the Great Fire. Children talk about what it was like.</p> <p>History – learn about the main events and how London was rebuilt following the great fire.</p> <ul style="list-style-type: none"> <p>Writing opportunities (Composition)</p> <ul style="list-style-type: none"> Write an eyewitness account using first person consistently throughout. Children to take on the role of a child living in London in 1666. Use a range of key vocabulary relevant to the Great Fire. Use descriptive nouns, adjectives and verbs to really bring the event to life.

<ul style="list-style-type: none"> • Write a list of instructions in the right order and include pictures or diagrams. • Use a range of imperative command verbs. 	
<p>Fiction- Stories with familiar settings. (Comprehension) Dogger (read range of Shirley Hughes books) Elmer and Wilbur (read range of Elmer books) Peace at Last (read range of Jill Murphy books) Biscuit Bear (Mini Grey)</p> <p>Speaking & Listening opportunities: Re-tell stories using formal story language and range of time connectives to help sections hang together. Discuss story themes and link to own experience. Explore range of settings.</p> <p>Writing opportunities (Composition)</p> <ul style="list-style-type: none"> • Write stories by borrowing and adapting structures. • Writing about personal experiences or those of others. • Write complete stories with a sustained and logical series of events. • Use phrases drawn from story language to add interest. <p>Real life experience – an imaginary journey on-board The Polar Express, a language rich Christmas tale about believing. Writing opportunity – grammar expansion</p> <ul style="list-style-type: none"> • use adventurous word choices to further develop the range of nouns used in the story. 	<p>Poetry Poetry (Comprehension) Stories through rhyming poetry with a Christmas theme. Children to listen to, discuss and express views about a wide range of contemporary and classic poetry.</p> <p>Literary heritage – The Night Before Christmas</p> <p>Traditional stories through rhyme- The Jolly Christmas Postman The Grinch</p> <p>Real life experience – Drama Year 2 Christmas production – The Night Before Christmas Learn the whole poem off by heart and perform with intonation and expression in the hall to a large audience. A range of songs will also be performed and children will also be cast as a range of characters with speaking parts.</p> <p>Multi – media Record Year 2 Christmas performance and watch it back with the children. Debate and assess the performance together.</p> <p>Writing opportunities Using the structure of The Jolly Christmas Postman, substitute rhyming words with alternative rhyming words. Shared writing activity to develop into independent writing.</p>
<p>Spellings - See comprehensive half term Phonics and Spelling planning. Understand and begin to learn the conventions for adding the suffix-ed for past tense and ing for present tense. Explore terminology of verb and past and present tense. Learn to spell a range of common exception words. Handwriting Follow Nelson Handwriting Scheme –Red level Punctuation Use of Capital letters, full stop, exclamation marks and question marks to demarcate sentences.</p>	<p>Vocabulary extension</p> <p>Range of new words relevant to Great Fire of London 1666 King Charles 11 Christopher Wren Samuel Pepys diary Pudding Lane River Thames embers Thomas Farrynor Mayor demolish flames gunpowder St Paul’s Cathedral</p>

Word Reading**Letters and Sounds, Phonics and Spelling**

Shared and Guided Reading from a range of quality small and big books and texts on-screen.

Children to read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. Children also have opportunities to exercise choice in selecting books.

Grammar Focus

Use expanded noun phrases for description in all genres of writing.

Correct choice and consistent use of past tense when writing about the events of The great Fire of London.

Terminology for pupils – noun, noun phrase, tense, writing consistently in the past tense.

Consolidate understanding of nouns, adjectives, bossy verbs and exclamation mark.

Year 3 Autumn 2	Class Topic Theme: WW2/Playscripts/Calligrams/Reports
<p><u>Non Fiction</u> to notice the differences in the style and structure of fiction and non-fiction writing to locate information using contents, index, headings, sub-headings, page nos., bibliographies to read information passages and identify main points or gist of text, eg by noting or underlining key words or phrases, listing the 4 or 5 key points covered make a simple record of information discovered by listing key words, drawing together notes from more than one source. Speaking & Listening opportunities: Discussion about WW2- family memories, looking at photographs, reading letters to and from the Front,. Use information text to explore experiences of evacuees. Preparation of Remembrance Day assembly linked to R.E. Writing opportunities: Descriptive writing about holiday places linked to Geography work. Letters, reports using info. gathered about evacuees, blitzed Britain and rationing.</p>	<p><u>Real Life Experience options</u> Speaking & Listening opportunities: Share and discuss holiday destinations, identify type of landscape and sensory memories about the places. Invite into school family members and friends who have experienced the war first hand to speak to children about their memories. Visits to The Victoria Tunnel and Seven Stories Writing opportunities: Preparation of interview questions for speakers Reports on information given by speakers Descriptive writing based on holiday experiences Comparisons of landscapes</p>
<p><u>Fiction</u> How dialogue is presented in stories to be aware of the different voices in stories using dramatised readings to read and prepare and present play scripts. Speaking & Listening opportunities: Group Readers Spywatch /Matty's War ass reading of comprehension texts. Drama/paired/group enactments of evacuees thoughts and feelings. Writing opportunities: to develop use of settings in own stories by</p> <ul style="list-style-type: none"> • Writing short descriptions of known places • By writing a description in the style of a familiar story 	<p><u>Poetry</u> Read examples of short poems eg Haiku, acrostic poems, sensory poems related to Autumn/Apples/ WW2 Broken by Bob Dylan (link to history WW2)/Weather by Lucy Coates/Autumn Birds by John Clare Speaking & Listening opportunities: to read aloud and recite poem, comparing different views of the same subject; to discuss choice of words and phrases that describe and create impact eg adjectives, powerful and expressive verbs eg stare instead of look to distinguish between rhyming and non-rhyming poetry and comment on the impact of layout</p>

<ul style="list-style-type: none"> • To investigate and collect sentences/phrases for story openings and endings – use some of these formal elements in re-telling and story writing <p>Descriptive writing related to settings taken from The Lion and the Unicorn eg bedroom, garden</p>	<p>Writing opportunities: to collect suitable words and phrases in order to write poems, design simple patterns with words, use repetitive phrases; write imaginative comparisons.</p> <p>Multi – media- word process poems/ use rap rhythms as background to spoken work/ film clips eg Toy Story</p>
<p><u>Spellings</u> : Consolidation of Yr 2 High Frequency words (Weeks 1 and 2) How spellings of verbs alter when ing is added (Weeks 3 -5) Days and Months (Weeks 6-7) to identify mis-spelt words in own writing; to keep individual lists(eg spelling logs) and learn to spell them consolidate the ‘Look, Cover, Say, Write, Check’ strategy and practise regularly <u>Handwriting:</u> to practise correct formation of basic joins from Yr2</p> <ul style="list-style-type: none"> • Diagonal joins without ascenders eg ai ar un • Horizontal joins with ascenders ego u vi wi • Horizontal joins with ascenders eg ol wh ot <p><u>Punctuation:</u> consolidate understanding of capital letters and full stops to take account of grammar and punctuation e.g. sentences, speech marks, exclamation marks and commas to mark pauses, when reading aloud</p>	<p><u>Vocabulary extension</u></p> <p>WW2 words eg rationing, evacuation, blitz, invade, attack etc.</p>
<p><u>Word Reading</u> the spelling of words containing each of the long vowel phonemes from KS1 (Appendix List) identify phonemes in speech and writing Blend phonemes for reading Segment words into phonemes for spelling to read and spell correctly the high frequency words from KS1 (Appendix list 1) to discriminate syllables in reading and spelling (from Year 2) to practise new spellings regularly by ‘look, say, cover, write, check’ strategy to collect new words from reading and work in other subjects and create ways of categorising and logging them eg personal dictionaries, glossaries to infer meaning of unknown words from context</p>	<p><u>Grammar Focus</u> to use awareness of grammar to decipher new or unfamiliar words eg. to predict from the text, to read on, leave a gap and re-read. to take account of the grammar and punctuation, eg. sentences, speech marks, exclamation marks and commas to mark pauses, when reading aloud to identify boundaries between separate sentences in reading and their own writing to write in complete sentences to demarcate the end of a sentence with a full stop and the start of a new one with a capital letter</p>

Year 4 Autumn 2	Class Topic Theme: The Ancient Egyptians
<p><u>Non Fiction</u> Non-chronological reports Learning to use organisational devices such as: paragraphs, headings and sub-headings. Proof reading for spellings and punctuation errors.</p> <p>Speaking & Listening opportunities: Group work researching a specific topic about Ancient Egyptians. Share ideas to produce a piece of collaborative writing.</p> <p>Writing opportunities: Writing notes Writing reports on the topic of the Ancient Egyptians</p>	<p><u>Real Life Experience options</u> The use of computing to collaborate ideas</p> <p>Speaking & Listening opportunities: Working collaboratively in small groups and as a class to share information with each other using Google Documents. (Links with Computing Unit). Children ask each other questions and find or share information with each other.</p> <p>Writing opportunities: Children write their information, which they have found out or learnt from others, in a shared presentation. All children collaborate to produce the presentation using Google Documents.</p>
<p><u>Fiction</u> Playscripts</p> <p>Speaking & Listening opportunities: Rehearsing for the Christmas performance. Performing own playscripts in groups.</p> <p>Writing opportunities: Writing own playscripts. Learning to write the stage directions in the present tense. Use of adverbs when writing stage directions.</p>	<p><u>Poetry</u></p> <p>Not covered this half term</p>

<p><u>Spellings</u></p> <p>Nouns changing into verbs by adding suffixes- e.g. note-notify, length-lengthen</p> <p>Homophones</p> <p>Adverbs ending in ly</p> <p>Suffixes- al, ic, ary, ment, hood</p> <p><u>Handwriting</u></p> <p>Learn to join letters using the horizontal and diagonal strokes.</p> <p>Handwriting taught, where appropriate, in conjunction with spelling patterns to encourage the learning of spellings. Learn to write letters with ascenders and decenders with parallel lines.</p> <p><u>Punctuation</u></p> <p>Revision of demarcation of sentences through shared writing.</p> <p>The use of visualiser to look at and edit pupil's work.</p> <p>The uses of the apostrophe to indicate plural nouns and for contractions.</p>	<p><u>Vocabulary extension</u></p> <p>Science- evaporation, solution, saturate, solidify, dissolve, condensation, precipitation.</p> <p>History- sarcophagus, canopic jars, tomb, pyramid, Egypt, pharaoh</p>
<p><u>Word Reading</u></p> <p>Common key words</p> <p>Homophones</p> <p>The use of sentence openers</p>	<p><u>Grammar Focus</u></p> <p>The use of the correct tense.</p> <p>Recognising tenses/changing tenses.</p> <p>Use of adverbial phrases</p>

Year 1 Spring 1	Class Topic Theme - Amazing Animals
<p><u>Non Fiction</u></p> <p>Writing opportunities:</p> <p>Write up holiday news</p> <ul style="list-style-type: none"> • To write about Zoo Lab visit • To write instruction about how to make binoculars. • To write animal facts and clues • To create an Animal fact page • To create a fact page about Ghana • To recount Chinese new year and the things that they experienced. <p>Pupils will be taught to:</p> <p>Write sentences by:</p> <p>Saying out loud what they are going to write about</p> <p>Composing a sentence orally before writing it</p> <p>Discuss what they have written with the teacher or other pupils</p> <p>Leave spaces between words</p> <p>Pupils will be taught to spell words containing each of the 40 + phonemes already taught</p> <p>Discuss what they have written with the teacher or other pupils</p> <p>Leave spaces between words</p>	<p><u>Real Life Experience options</u></p> <p>Zoolab visit to school. Children to find out and discover about amazing exotic animals.</p> <p>Chinese New Year celebration Day.</p> <p>Exotic fruit tasting</p> <p>Writing opportunities:</p> <p>To write about our Zoo Lab visit.</p> <p>To write about our Chinese New Year celebration day.</p> <ul style="list-style-type: none"> • Fruit description from Handa's surprise story.

<p><u>Fiction</u></p> <p>Writing opportunities:</p> <p>To retell the story of Handa's surprise.</p> <p>To write a story about their own surprise based on the book 'Handa's surprise'</p> <p>To retell familiar stories about Africa and animals..</p> <p>Pupils will be taught to:</p> <p>Think about the beginning, middle and end of a story.</p> <p>Spell words containing each other 40+ phonemes already taught</p> <p>Spell common exception words</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p> <p>Write sentences by:</p> <p>saying out loud what they are going to write about</p> <p>composing a sentence orally before writing it</p> <p>re-reading what they have written about to check that it makes sense</p> <p>Discuss what they have written with the teacher or other pupils</p> <p>Leave spaces between words</p>	<p><u>Poetry</u></p> <p>To listen to poetry about animals.</p> <p>To go on an African Safari</p> <p>Writing opportunities:</p> <p>To plan and write a poem about an animal. (Who am I?)</p> <p>To use a writing frame to create a poem based on their safari adventure.</p> <p>To write adjectives describing African animals</p> <p>To write about what they see, feel, taste and smell. (Exotic Fruit)</p>
<p><u>Spellings</u></p> <p>Basic revision including:</p> <p>all letters of the alphabet and the sounds which they most commonly represent</p> <p>consonant digraphs which have been taught and the sounds which they represent</p>	<p><u>Vocabulary extension</u></p> <p>Terminology for pupils:</p> <p>Letter</p> <p>Word</p> <p>Sentence</p>

<p>vowel digraphs which have been taught and the sounds which they represent</p> <p>the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds</p> <p>words with adjacent consonants</p> <p>guidance and rules which have been taught</p> <p>See comprehensive half term phonics and spelling plan.</p> <p><u>Handwriting</u></p> <p>Pupils will be taught to:</p> <p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Understand which letters belong to which handwriting 'families' and to practise these.</p> <p><u>Punctuation</u></p> <p>Separation of words with spaces</p> <p>Full stops</p> <p>capital letters</p> <p>bullet points</p> <p>· Question Marks</p>	<p>Animal specific vocabulary</p> <p>Winter vocabulary and colours</p> <p>Phonic terminology</p> <p><u>Texts</u></p> <p>Out and about through the year - Shirley Hughes.</p> <p>A range of African stories and poems including African chants.</p> <p>A range of stories and poems about Chinese New Year including Lanterns and Firecrackers.</p> <p><u>Speaking & Listening opportunities:</u></p> <p>listen and respond appropriately to adults and their peers</p> <p>ask relevant questions to extend their understanding and knowledge</p> <p>use relevant strategies to build their vocabulary</p> <p>speak audibly and fluently with an increasing command of Standard English.</p>
<p><u>Word Reading</u></p> <p>to read a range of High Frequency words.</p> <p>To read a range of tricky words</p> <p>To use phonic knowledge to read familiar and unfamiliar words.</p> <p>Letters and sounds</p> <p>Individual/ Shared and Guided reading</p> <p>· Phonics and spelling</p>	<p><u>Grammar Focus</u></p> <p>How words can combine to make sentences.</p> <p>Sequencing sentences to form a short narrative to make sense.</p>

<p>Year 2 Spring 1</p>	<p>Class Topic Themes: Living on an Island – Katie Morag and the Isle of Struay. Poetry – Delicious Dishes</p> <p>Traditional Tales – Stories with predictable and patterned language</p>
<p><u>Non Fiction (Comprehension)</u></p> <p>Range of published books about Living on an Island. (Library Loan)</p> <p>Internet resources all about the real life Isle of Struay (Isle of Coll)</p> <p>Locating the Isle of Struay on a map of the British Isles taking account of various routes from Whitley Bay to the Inner Hebrides.</p> <p>Look at the differences in the style and structure of fiction and non-fiction writing</p> <p>Use of pictures or diagrams in support of written explanation.</p> <p>Locate information using contents, index, headings, sub-headings, page numbers, bibliographies.</p> <p>Use first, next, then to write showing the correct order of events.</p> <p>Literary Heritage – learn about the author Mairi Hedderwick and her childhood on the real life Isle of Coll.</p> <p>Speaking & Listening opportunities:</p> <p>Discussions about setting encouraging use of specific vocabulary (see detail in vocabulary extension)</p> <p>Discussion to clarify understanding of subject specific vocabulary e.g. loch</p> <p>Use of first, next and then to give an explanation of the main events.</p> <p>Writing opportunities (Composition):</p> <p>Instructions to get from Whitley Bay to Struay in the correct order.</p>	<p><u>Real Life Experience options</u></p> <p>Use children’s first-hand experience to compare and contrast the setting of St Mary’s Island with the Isle of Struay</p> <p>Speaking & Listening opportunities:</p> <p>Through a variety of illustrations reinforce geographical vocabulary.</p> <p>Drama – use imagination together with facts to discuss what is appropriate to include in a brochure.</p> <p>Writing opportunities (Composition)</p> <p>Use a range of key vocabulary relevant to the island.</p> <p>Use descriptive nouns, adjectives and verbs to really bring the island to life.</p> <p>Weather report.</p> <p>· Design a brochure to advertise Struay to include pictures and diagrams to support written explanations.</p>

<p>Weather report.</p> <ul style="list-style-type: none"> · Design and organise a brochure to advertise Struay to include pictures and diagrams to support written explanations. 	
<p><u>Fiction- Traditional Stories.</u></p> <p><u>Stories with predictable and patterned language (Comprehension)</u></p> <p>Cinderella.</p> <p>Three Billy Goats Gruff</p> <p>Katie Morag delivers the Mail.</p> <p>Katie Morag and the Two Grandmothers (read range of Mairi Hedderwick books)</p> <p>Speaking & Listening opportunities:</p> <p>Re-tell stories using formal story language and range of time connectives to help sections hang together.</p> <p>Discuss story themes and link to own experience.</p> <p>Discuss characters and their roles in stories.</p> <p>Explore range of settings.</p> <p><u>Writing opportunities (Composition)</u></p> <p>Imitate familiar stories by borrowing and adapting structures.</p> <p>Writing about personal experiences or those of others.</p> <p>Write complete stories with a sustained and logical series of events.</p> <p>Use phrases drawn from story language to add interest.</p> <p>Write profiles of characters in stories incorporating character's feelings and situations.</p> <p>Real life experience – Treasure Trove travelling puppet theatre to perform Cinderella to whole year group followed by a puppet workshop exploring full range of puppet types.</p> <p><u>Writing opportunity – grammar expansion</u></p> <ul style="list-style-type: none"> ·use adventurous word choices to further develop the range of nouns used in stories 	<p><u>Poetry (Comprehension)</u></p> <p><u>Really Looking</u></p> <p>Delicious Dishes –</p> <p>Chips</p> <p>Hot Food</p> <p>Jelly on a Plate</p> <p>Spaghetti! Spaghetti!</p> <p>Writing opportunities</p> <ul style="list-style-type: none"> · Make adventurous word choices to describe closely observed experiences. · Create a pattern or shape on the page; use simple repeating phrases or lines as models · Writing a poem within a given structure <p>Real life experience – Performance poetry.</p> <p>Learn the above poems off by heart and perform with intonation and expression, in the classroom to an audience.</p> <p>Perform new verses created within the given structure.</p> <p>Multi – media</p> <p>Explore and discuss range of Katie Morag stories supported by recently made BBC DVD. This will enhance children's perception of both characters and setting.</p>

<p><u>Spellings</u> - See comprehensive half term Phonics and Spelling planning for weekly details.</p> <p>To split compound words into their component parts and to use this knowledge to support spelling. Continue to Learn range of common exception words.</p> <p>Continuous revision of High Frequency Words identified from independent writing.</p> <p><u>Handwriting</u></p> <p>Follow Nelson Handwriting Scheme –Red level</p> <p><u>Punctuation</u></p> <p>Use of Capital letters, full stop, exclamation marks and question marks to demarcate sentences. Look at use of direct speech marks used in the story of The Three Billy Goats Gruff.</p>	<p><u>Vocabulary extension</u></p> <p>Range of new words specific to The Isle of Struay - Atlantic Ocean Inner Hebrides Mainland Pier Loch Caledonian Ferry Katie Morag Neilly Beag Grannie Island Granma Mainland The Redburn Bridge Pooh Sticks Alicena the sheep</p>
<p><u>Word Reading</u></p> <p>Letters and Sounds, Phonics and Spelling</p> <p>Shared and Guided Reading from a range of quality small and big books and texts on-screen.</p> <p>Children to read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Children also have opportunities to exercise choice in selecting books.</p> <p>Monthly book selections from Library Bus to be swapped weekly.</p>	<p><u>Grammar Focus</u></p> <p>Use expanded noun phrases for description in all genres of writing.</p> <p>Tenses - Using Present simple tense to describe characters and in story writing.</p> <p>Punctuation - Learn to use apostrophes to show possession.</p> <p>Word Types – Use Nouns, Adjectives and Verbs when using Spoken and written language and be able to use the terms correctly.</p>

Year 3 Spring 1	Class Topic Theme - The Stone Age
<p><u>Non Fiction</u></p> <p>to notice the differences in the style and structure of fiction and non-fiction writing to locate information using contents, index, headings, sub-headings, page nos., bibliographies</p> <p>to read information passages and identify main points or gist of text, eg by noting or underlining key words or phrases, listing the 4 or 5 key points covered</p> <p>make a simple record of information discovered by listing key words, drawing together notes from more than one source.</p> <p><u>Speaking & Listening opportunities:</u></p> <p>Discussion about differences in the life of the three stages of the Stone Age ie. Palaeolithic, Mesolithic, Neolithic</p> <p>Role play linked to visit from archaeosoup</p> <p>Discussion during visit from Crystal Conundrum team</p> <p>Discussion linked to activities during R.E. week (Hinduism, Judaism, Islam and Christianity)</p> <p>Writing opportunities: Descriptive writing about Stone Age Life.</p> <p>Letters, reports using info. gathered about Stone Age eras.</p>	<p><u>Real Life Experience options</u></p> <p>Speaking & Listening opportunities:</p> <p>Share and discuss visits to museums and stone-age sites, identify and describe artefacts seen and facts learned.</p> <p>Visit from Archaeosoup: introduction to the Stone Age with opportunities to handle artefacts, look at pictures and participate in role-play.</p> <p><u>Writing opportunities:</u></p> <p>Preparation of interview questions for speakers</p> <p>Reports on information given by speakers</p> <p>Descriptive writing based on role-play experiences.</p>
<p><u>Fiction</u></p> <p>Traditional Tales with a Twist</p> <p>investigate the styles and voices of traditional story language-collect examples e.g. story openings and endings, scene openers eg. now, when.....A long time ago....;list, compare and use in own writing.</p> <p>identify typical story themes, e.g. trials and forfeits, good over evil, weak over strong, wise over foolish</p> <p>identify and discuss main and recurring characters, evaluate their behaviour and justify views</p>	<p><u>Poetry</u></p> <p>Read examples of Performance Poetry:</p> <p>Our Family Comes From Around the World by M.A. Hoberman</p> <p>Rap Connected by Benjamin Zephania</p> <p>Selection of rhymes from When We Were Young by AA Milne.</p> <p>‘Quack!’ said the Billy Goat by Charles Causeley</p> <p>Speaking & Listening opportunities: to read aloud and recite poem, comparing different views of the same subject; to discuss choice of words</p>

<p>plan main points as a structure for story writing, considering how to capture points in a few words that can be elaborated later; discuss different methods of planning</p> <p>describe and sequence key incidents in a variety of ways eg. by listing, charting, mapping, making simple story boards;</p> <p>write portraits of characters, using story text to describe behaviour and characteristics, and presenting portraits in a variety of ways e.g as posters, labelled diagrams, letters to friends about them</p> <p>A selection of stories including fairytales eg. Cinderella, Sleeping Beauty, Snow White etc.</p> <p><u>Speaking & Listening opportunities:</u></p> <p>Group Readers :</p> <p>Discussion about similarities and differences between traditional tales and tales with a twist.</p> <p>Class reading of comprehension texts.</p> <p>Drama/paired/group enactments of story characters thoughts and feelings.</p> <p>Use some drama strategies to explore stories or issues.</p> <p><u>Writing opportunities:</u></p> <p>plan main points as a structure for story writing, considering how to capture points in a few words that can be elaborated later; discuss different methods of planning</p> <p>describe and sequence key incidents in a variety of ways eg. by listing, charting, mapping, making simple story boards;</p> <p>write portraits of characters, using story text to describe behaviour and characteristics, and presenting portraits in a variety of ways e.g as posters, labelled diagrams, letters to friends about them.</p>	<p>and phrases that describe and create impact eg adjectives, powerful and expressive verbs eg stare instead of look</p> <p>distinguish between rhyming and non-rhyming poetry and comment on the impact of layout</p> <p>rehearse and improve performance, taking note of punctuation and meaning</p> <p>to comment on personal preferences in poetry using some specialist terms</p> <p>Speaking and listening</p> <p>Choose and prepare poems or stories for performance, identifying appropriate expression, tone, volume and use of voices and other sounds.</p> <p>Writing opportunities: to collect suitable words and phrases in order to write poems, design simple patterns with words, use repetitive phrases; write imaginative comparisons.</p> <p>write new or extended verses for performance based on models of performance and oral poetry read eg rhythms, repetition</p> <p>Multi – media- word process poems/ use rap rhythms as background to spoken work/ film clips</p>
<p><u>Spellings :</u></p> <p>to use independent spelling strategies</p> <ul style="list-style-type: none"> · Sounding out and spelling using phonemes · Using visual skills e.g recognising common letter strings and checking critical features (IE does it look right, shape, length etc?) 	<p><u>Vocabulary extension</u></p> <p>Stone-Age vocabulary eg Paeolithic, Mesolithic, Neolithic, archaeologist, mammoth, flint, burial, barrow, village, copper, bronze, iron.</p>

<ul style="list-style-type: none"> · Building from other words with similar patterns and meanings e.g. medical medicine · Spelling by analogy with other known words eg. light right <p><u>Handwriting:</u> to practise correct formation of basic joins from Yr2</p> <ul style="list-style-type: none"> · Diagonal joins without ascenders eg ai ar un · Horizontal joins with ascenders ego u vi wi · Horizontal joins with ascenders eg ol wh ot <p><u>Punctuation:</u> consolidate understanding of capital letters and full stops take account of grammar and punctuation e.g. sentences, speech marks, exclamation marks and commas to mark pauses, when reading aloud</p>	
<p><u>Word Reading</u> the spelling of words containing each of the long vowel phonemes from KS1 (Appendix List)</p> <p>identify phonemes in speech and writing</p> <p>Blend phonemes for reading</p> <p>Segment words into phonemes for spelling</p> <p>read and spell correctly the high frequency words from KS1 (Appendix list 1)</p> <p>discriminate syllables in reading and spelling (from Year 2)</p> <p>practise new spellings regularly by 'look, say, cover, write, check' strategy</p> <p>collect new words from reading and work in other subjects and create ways of categorising and logging them eg personal dictionaries, glossaries</p> <p>infer meaning of unknown words from context</p>	<p><u>Grammar Focus</u></p> <p>use awareness of grammar to decipher new or unfamiliar words eg. to predict from the text, to read on, leave a gap and re-read.</p> <p>take account of the grammar and punctuation, eg. sentences, speech marks, exclamation marks and commas to mark pauses, when reading aloud</p> <p>to identify boundaries between separate sentences in reading and their own writing</p> <p>write in complete sentences</p> <p>demarcate the end of a sentence with a full stop and the start of a new one with a capital letter</p>

Year 4 Spring 1	Class Topic Theme - Rainforests
<p><u>Non Fiction</u></p> <p>Speaking & Listening opportunities: Paired work and group work- discuss the features of the layers. Present information verbally to class.</p> <p>Writing opportunities: Writing descriptions of the different layers of the rainforest. (Geography link)</p>	<p><u>Real Life Experience options</u> Speaking & Listening opportunities: Science links- Creating food webs. Acting out how a food web works.</p>
<p><u>Fiction</u></p> <p>Fantasy stories <u>Speaking & Listening opportunities:</u> Paired discussions and paired writing work to rehearse writing various descriptions. <u>Writing opportunities:</u> Different ways of planning a fantasy story Describing characters/settings Describing action Writing a complete story with several parts to the story</p> <p>Learning to write dialogue in stories to add to the action and description.</p>	<p><u>Poetry: The Door & Down the Rabbit Hole</u> <u>Speaking & Listening opportunities:</u> Senses- describing what children would see, hear, smell etc. as they fall down the rabbit hole. Performing their poems to class. <u>Writing opportunities:</u> Writing poem describing falling down the rabbit hole (Alice in Wonderland). Presentation work using handwriting pens for classroom display. Writing poem- Through the door</p> <p>Responding to The Lion, Witch & the Wardrobe. Using imagery, similes & alliteration in describing what the children would find through a door. Using handwriting pens to produce work for display.</p>

<p><u>Spellings</u> Prefixes: super, auto, anti Homophones: not/knot, hear/here</p> <p><u>Handwriting</u> Learn to join letters using the horizontal and diagonal strokes. Handwriting taught, where appropriate, in conjunction with spelling patterns and the learning of spellings. Learn to write letters with ascenders and descenders on four lines.</p> <p><u>Punctuation</u> The use of a comma to add adverbial phrases. The use of inverted commas to mark direct speech and other speech punctuation e.g. comma, exclamation mark or question mark.</p>	
<p><u>Word Reading</u> Focus on reading fiction. Read extracts from fantasy stories. Focus on the use of dialogue: punctuation; similes for said and adverbs.</p>	<p><u>Grammar Focus</u></p> <p>Writing paragraphs. Starting paragraphs appropriately e.g. with time connectives. How to write dialogue correctly, including the use of 'said' words and a comma to add an adverbial phrase after the dialogue.</p> <p>Using commas to mark a clause. Moving the clause to different places in the sentence.</p>

Year 1 Spring 2	Class Topic Theme: Growing
<p><u>Non Fiction</u></p> <p>Writing opportunities:</p> <p>Write up holiday news</p> <ul style="list-style-type: none"> To write about their visit to Jesmond Dene To write about the lifecycle of a bean To label the parts of a plant <p>Pupils will be taught to:</p> <p>Write sentences by:</p> <p>saying out loud what they are going to write about</p> <p>Composing a sentence orally before writing it</p> <p>Discuss what they have written with the teacher or other pupils</p> <p>Leave spaces between words</p> <p>Pupils will be taught to spell words containing each of the 40 + phonemes already taught</p> <p>Discuss what they have written with the teacher or other pupils</p> <p>Leave spaces between words</p>	<p><u>Real Life Experience options</u></p> <p>World Book Day</p> <p>Class visits to Jesmond Dene</p> <p>Writing opportunities:</p> <p>To write about our Jesmond Dene visit</p> <p>To write about their favourite book character and story</p>
<p><u>Fiction</u></p> <p>Writing opportunities:</p> <p>To retell the story of Goldilocks.</p> <p>To retell familiar fairy tales including Jack and the Beanstalk.</p> <p>To write letters from the character.</p> <p>To become fairy tale detectives thinking about evidence</p>	<p><u>Poetry</u></p> <p>To listen to poetry about plants and the seasons</p> <p>Writing opportunities:</p> <p>To write adjectives describing a forest.</p> <p>To write adjectives describing Goldilocks and other fairy tale characters.</p>

<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> • Think about the beginning, middle and end of a story. Spell words containing each other 40+ phonemes already taught • Spell common exception words • Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far <p>Write sentences by:</p> <ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it • re-reading what they have written about to check that it makes sense • Discuss what they have written with the teacher or other pupils • Leave spaces between words 	
<p><u>Spellings</u> Basic revision including: all letters of the alphabet and the sounds which they most commonly represent consonant digraphs which have been taught and the sounds which they represent vowel digraphs which have been taught and the sounds which they represent the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds words with adjacent consonants guidance and rules which have been taught</p>	<p><u>Vocabulary extension</u> Terminology for pupils: Letter Word Sentence Animal specific vocabulary Winter vocabulary and colours Phonic terminology <u>Texts</u> Out and about through the year - Shirley Hughes. A range of Traditional tales and stories including Jack and the Beanstalk', Goldilocks and the Three bears and The Three Billy Goats Gruff'</p>

<p>See comprehensive half term phonics and spelling plan.</p> <p><u>Handwriting</u></p> <p>Pupils will be taught to:</p> <p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Understand which letters belong to which handwriting 'families' and to practise these.</p> <p><u>Punctuation</u></p> <p>Separation of words with spaces</p> <p>Full stops</p> <p>capital letters</p> <p>bullet points</p> <p>· Question Marks</p>	<p>A range of stories poems and rhymes about Easter including 'Hope and New Life'</p> <p><u>Speaking & Listening opportunities:</u></p> <p>To ask questions to the giant about his side of the story</p> <p>Listen and respond appropriately to adults and their peers</p> <p>Ask relevant questions to extend their understanding and knowledge</p> <p>Use relevant strategies to build their vocabulary</p> <p>Speak audibly and fluently with an increasing command of Standard English.</p>
<p><u>Word Reading</u></p> <p>To read a range of High Frequency words.</p> <p>To read a range of tricky words</p> <p>To use phonic knowledge to read familiar and unfamiliar words.</p> <p>Letters and sounds</p> <p>Individual/ Shared and Guided reading</p> <p>Phonics and spelling</p>	<p><u>Grammar Focus</u></p> <p>How words can combine to make sentences.</p> <p>Sequencing sentences to form a short narrative to make sense.</p>

Year 2 Spring 2	Class Topic Theme - Local Heroes Grace Darling Poetry - Delicious Dishes
<p><u>Non Fiction</u></p> <p>Range of published books about The life of Grace Darling. (Library Loan)</p> <p>Internet resources about Grace and the rescue. Range of publications about the Royal National Lifeboat Institution</p> <p>Locating the birth place and home of Grace on a map of the British Isles.</p> <p>Look at the differences in the style and structure of fiction and non-fiction writing</p> <p>Use of pictures or diagrams in support of written explanation.</p> <p>Locate information using contents, index, headings, sub-headings, page numbers, bibliographies.</p> <p>Use first, next, then to write showing the correct order of events.</p> <p>Literary Heritage – learn about the life of Grace Darling and her place in History as a local heroine.</p> <p>Speaking & Listening opportunities:</p> <p>Discussions about the great rescue encouraging use of specific vocabulary (see detail in vocabulary extension)</p> <p>Discussion to clarify understanding of subject specific vocabulary.</p> <p>Use of first, next and then to give an explanation of the main events of the rescue.</p> <p>Writing opportunities (Composition):</p> <p>Eyewitness account of the great rescue .</p>	<p><u>Real Life Experience options</u></p> <p>Use children’s first-hand experience of full day visit to The Grace Darling Museum in Bamburgh.</p> <p>Speaking & Listening opportunities:</p> <p>Through a variety of opportunities, discuss the events of the great rescue.</p> <p>Drama – Children dressing up and acting out the rescue scene – this will take place at the museum.</p> <p>Music – Local Hero (Mark Knopfler)</p> <p>Writing opportunities (Composition)</p> <p>Use a range of key vocabulary relevant to the rescue.</p> <p>Use descriptive nouns, adjectives and verbs to really make the eyewitness account real.</p> <p>Weather report.</p>

<p>Weather report on the night of the rescue</p> <ul style="list-style-type: none"> · The work of the RNLI 	
<p><u>Fiction- Traditional stories with familiar settings and stories from other cultures.</u></p> <p>The Fisherman and his Wife. The Ogre who sank to the bottom of the sea. (Japanese Kamishibai) Where the Wild things are – Maurice Sendak</p> <p>Speaking & Listening opportunities:</p> <p>Re-tell stories using formal story language and range of time connectives to help sections hang together.</p> <p>Discuss story themes and link to own experience.</p> <p>Discuss characters and their roles in stories – take on roles to act out stories.</p> <p>Explore range of settings.</p> <p><u>Writing opportunities (Composition)</u></p> <p>Imitate familiar stories by borrowing and adapting structures.</p> <p>Writing about personal experiences or those of others.</p> <p>Writing in role as The King</p> <p>Write complete stories with a sustained and logical series of events.</p> <p>Use phrases drawn from story language to add interest.</p> <p>Write profiles of characters in stories incorporating character's feelings and situations.</p> <p><u>Writing opportunity – grammar expansion</u></p> <ul style="list-style-type: none"> · use adventurous word choices to further develop the range of nouns used in descriptions and stories. 	<p><u>Poetry</u></p> <p><u>Poetry (Comprehension)</u></p> <p><u>Really Looking</u></p> <p>Delicious Dishes – Chips Hot Food Jelly on a Plate Spaghetti! Spaghetti!</p> <p>Writing opportunities</p> <ul style="list-style-type: none"> · Make adventurous word choices to describe closely observed experiences. · Create a pattern or shape on the page; use simple repeating phrases or lines as models · Writing a poem within a given structure <p>Real life experience – Performance poetry.</p> <p>Learn the above poems off by heart and perform with intonation and expression, in the classroom to an audience.</p> <p>Perform new verses created within the given structure.</p> <p>Multi – media</p> <p>DVD – Where the Wild things are.</p>
<p><u>Spellings -</u> See comprehensive half term Phonics and Spelling planning for weekly details.</p>	<p><u>Vocabulary extension</u></p> <p>Range of new words specific to Grace Darling and the great rescue –</p>

<p>To learn how to add common inflections(suffixes) to words Continue to Learn range of common exception words.</p> <p>Continuous revision of High Frequency Words identified from independent writing.</p> <p><u>Handwriting</u></p> <p>Follow Nelson Handwriting Scheme –Red level</p> <p><u>Punctuation</u></p> <p>Use of Capital letters, full stop, exclamation marks and question marks to demarcate sentences. Look at use of direct speech marks used in the range of stories read.</p>	<p>Rescue passengers crew SS Forfarshire lighthouse keeper Farne Islands</p> <p>Steamship navigate survivors medals bravery cable</p>
<p><u>Word Reading</u></p> <p>Letters and Sounds, Phonics and Spelling</p> <p>Shared and Guided Reading from a range of quality small and big books and texts on-screen.</p> <p>Children to read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Children also have opportunities to exercise choice in selecting books.</p> <p>Monthly book selections from Library Bus to be read then swapped in class.</p>	<p><u>Grammar Focus</u></p> <p>Use expanded noun phrases for description in all genres of writing.</p> <p>Tenses - Using Present simple tense to describe characters and in story writing.</p> <p>Subordination – (using when, if, that or because) and co-ordination(using or, and or but)</p> <p>Punctuation - Learn to use apostrophes to show possession.</p> <p>Word Types – Use Nouns, Adjectives and Verbs when using Spoken and written language and be able to use the terms correctly.</p>

Year 3 Spring 2	Class Topic Theme- The Stone Age
<p><u>Non Fiction</u></p> <p>to notice the differences in the style and structure of fiction and non-fiction writing</p> <p>to locate information using contents, index, headings, sub-headings, page nos., bibliographies</p> <p>to read information passages and identify main points or gist of text, eg by noting or underlining key words or phrases, listing the 4 or 5 key points covered</p> <p>make a simple record of information discovered by listing key words, drawing together notes from more than one source.</p> <p><u>Speaking & Listening opportunities:</u></p> <p>Discussion about differences in the life of the three stages of the Stone Age ie. Palaeolithic, Mesolithic, Neolithic</p> <p>Role play linked to visit from archaeosoup</p> <p>Discussion during visit from Crystal Conundrum team</p> <p>Discussion linked to activities during R.E. week (Hinduism, Judaism, Islam and Christianity)</p> <p>Writing opportunities: Descriptive writing about Stone Age Life.</p> <p>Letters, reports using info. gathered about Stone Age eras.</p>	<p><u>Real Life Experience options</u></p> <p>Speaking & Listening opportunities:</p> <p>Share and discuss visits to museums and stone-age sites, identify and describe artefacts seen and facts learned.</p> <p>Visit from Archaeosoup: introduction to the Stone Age with opportunities to handle artefacts, look at pictures and participate in role-play.</p> <p><u>Writing opportunities:</u></p> <p>Preparation of interview questions for speakers</p> <p>Reports on information given by speakers</p> <p>Descriptive writing based on role-play experiences.</p>
<p><u>Fiction</u></p> <p>Traditional Tales with a Twist</p> <p>investigate the styles and voices of traditional story language-collect examples e.g. story openings and endings, scene openers eg. now, when.....A long time ago....;list, compare and use in own writing.</p> <p>identify typical story themes, e.g. trials and forfeits, good over evil, weak over strong, wise over foolish</p> <p>identify and discuss main and recurring characters, evaluate their behaviour and justify views</p>	<p><u>Poetry</u></p> <p>Read examples of Performance Poetry:</p> <p>Our Family Comes From Around the World by M.A. Hoberman</p> <p>Rap Connected by Benjamin Zephania</p> <p>Selection of rhymes from When We Were Young by AA Milne.</p> <p>‘Quack!’ said the Billy Goat by Charles Causeley</p> <p>Speaking & Listening opportunities: to read aloud and recite poem, comparing different views of the same subject; to discuss choice of words and phrases</p>

<p>plan main points as a structure for story writing, considering how to capture points in a few words that can be elaborated later; discuss different methods of planning</p> <p>describe and sequence key incidents in a variety of ways eg. by listing, charting, mapping, making simple story boards;</p> <p>write portraits of characters, using story text to describe behaviour and characteristics, and presenting portraits in a variety of ways e.g as posters, labelled diagrams, letters to friends about them</p> <p>A selection of stories including fairytales eg. Cinderella, Sleeping Beauty, Snow White etc.</p> <p><u>Speaking & Listening opportunities:</u></p> <p>Group Readers :</p> <p>Discussion about similarities and differences between traditional tales and tales with a twist.</p> <p>Class reading of comprehension texts.</p> <p>Drama/paired/group enactments of story characters thoughts and feelings.</p> <p>Use some drama strategies to explore stories or issues.</p> <p><u>Writing opportunities:</u></p> <p>plan main points as a structure for story writing, considering how to capture points in a few words that can be elaborated later; discuss different methods of planning</p> <p>describe and sequence key incidents in a variety of ways eg. by listing, charting, mapping, making simple story boards;</p> <p>write portraits of characters, using story text to describe behaviour and characteristics, and presenting portraits in a variety of ways e.g as posters, labelled diagrams, letters to friends about them</p>	<p>that describe and create impact eg adjectives, powerful and expressive</p> <p>verbs eg stare instead of look</p> <p>distinguish between rhyming and non-rhyming poetry and comment on the impact of layout</p> <p>rehearse and improve performance, taking note of punctuation and meaning</p> <p>to comment on personal preferences in poetry using some specialist terms</p> <p>Speaking and listening</p> <p>Choose and prepare poems or stories for performance, identifying appropriate expression, tone, volume and use of voices and other sounds.</p> <p>Writing opportunities: to collect suitable words and phrases in order to write poems, design simple patterns with words, use repetitive phrases; write imaginative comparisons.</p> <p>write new or extended verses for performance based on models of performance and oral poetry read eg rhythms, repetition</p> <p>Multi – media- word process poems/ use rap rhythms as background to spoken work/ film clips</p>
<p><u>Spellings :</u></p> <p>to use independent spelling strategies</p> <ul style="list-style-type: none"> · Sounding out and spelling using phonemes · Using visual skills e.g recognising common letter strings and checking critical features (IE does it look right, shape, length etc?) 	<p><u>Vocabulary extension</u></p> <p>Stone-Age vocabulary eg Paeolithic, Mesolithic, Neolithic, archaeologist, mammoth, flint, burial, barrow, village, copper, bronze, iron</p>

<ul style="list-style-type: none"> · Building from other words with similar patterns and meanings e.g. medical medicine Spelling by analogy with other known words eg. light right <p><u>Handwriting:</u> to practise correct formation of basic joins from Yr2</p> <ul style="list-style-type: none"> · Diagonal joins without ascenders eg ai ar un · Horizontal joins with ascenders ego u vi wi · Horizontal joins with ascenders eg ol wh ot <p><u>Punctuation:</u></p> <p>consolidate understanding of capital letters and full stops</p> <p>take account of grammar and punctuation e.g. sentences, speech marks, exclamation marks and commas to mark pauses, when reading aloud</p>	
<p><u>Word Reading</u></p> <p>the spelling of words containing each of the long vowel phonemes from KS1</p> <p>(Appendix List)</p> <p>identify phonemes in speech and writing</p> <p>Blend phonemes for reading</p> <p>Segment words into phonemes for spelling</p> <p>read and spell correctly the high frequency words from KS1 (Appendix list 1)</p> <p>discriminate syllables in reading and spelling (from Year 2)</p> <p>practise new spellings regularly by 'look, say, cover, write, check' strategy</p> <p>collect new words from reading and work in other subjects and create ways of categorising and logging them eg personal dictionaries, glossaries</p> <p>infer meaning of unknown words from context.</p>	<p><u>Grammar Focus</u></p> <p>Use awareness of grammar to decipher new or unfamiliar words eg. to predict from the text, to read on, leave a gap and re-read.</p> <p>take account of the grammar and punctuation, eg. sentences, speech marks, exclamation marks and commas to mark pauses, when reading aloud</p> <p>to identify boundaries between separate sentences in reading and their own writing</p> <p>write in complete sentences</p> <p>demarcate the end of a sentence with a full stop and the start of a new one with a capital letter.</p>

Year 4 Spring 2	Class Topic Theme- Brazil / Mountains
<p><u>Non Fiction</u></p> <p>Explanation texts Speaking & Listening opportunities: Children given opportunities to work in mixed ability pairs and groups to talk through their understanding before presenting their knowledge. Writing opportunities: Links to science- writing explanation with diagrams on how the digestive system works. Writing explanations of the use of different teeth by various animals e.g. herbivores, carnivores & omnivores.</p> <p>Links to Geography- writing detailed explanations of the different ways that mountains are formed e.g. volcanic, plateau, block, fold & dome.</p>	<p><u>Real life Experience Options</u></p> <p>Stories that raise issues & dilemmas Speaking & Listening opportunities: Hot seating/drama. Children acting out and describing their feelings in different situations. Children thinking about the choices that the character could make. Discussing what individuals would do. Writing opportunities: Writing an apology letter to a friend. Comic strips of stories and situations.</p>
<p><u>Fiction</u></p> <p>Reading class book- Journey to the River Sea Speaking and Listening Opportunities : Discussing issues and dilemmas from the story - supporting link to the unit on issues and dilemmas.</p>	<p><u>Poetry</u></p> <p>Not covered this half term</p>
<p><u>Spellings</u></p> <p>Homophones- Whale/wail, There/their, Piece/pea The rules of changing a verb into a noun by adding (ation)- Inform-information, Communicate-communication The rules of changing an adjective into an adverb: Basic-basically, Gentle-gently, Happy-happily ture & sure- future, treasure <u>Handwriting</u> Learn to join letters using the horizontal and diagonal strokes. Handwriting taught, where appropriate, in conjunction with spelling patterns to encourage the learning of spellings. Learn to write letters with ascenders and decenders with parallel lines.</p>	<p><u>Vocabulary extension</u></p> <p>Science vocabulary: oesophagus, intestines, enzymes, saliva, carbohydrate, protein.</p> <p>Geography vocabulary: mountain, plateau, block, fold, dome, magma, lava.</p>

<p><u>Punctuation</u> Use of the comma to mark adverbial phrases. Main focus (fronted adverbials) Use of inverted commas to mark direct speech. Use of comma, question mark & exclamation mark within speech punctuation.</p>	
<p><u>Word Reading</u> Focus on the reading of non-fiction texts. Reading unknown technical vocabulary. Linking to other known words with same phonology. Finding words using the glossary and in dictionaries. The use of the first three letters.</p>	<p><u>Grammar Focus</u> Fronted adverbial phrases. Use of the comma. Cause and effect connectives- because, therefore, causing, as a result of etc. The conventions of letter writing</p>

Year 1 Summer 1	Class Topic Theme - Castles
<p><u>Non Fiction</u></p> <p>Writing opportunities:</p> <ul style="list-style-type: none"> • To write holiday news • To write about their Medieval day • To label the parts of a castle and the parts of a knight • To write about the parts of the castle and create a non-fiction fact page. <p>Pupils will be taught to:</p> <p>Write sentences by:</p> <p>saying out loud what they are going to write about</p> <p>Composing a sentence orally before writing it</p> <p>Discuss what they have written with the teacher or other pupils</p> <p>Leave spaces between words</p> <p>Pupils will be taught to spell words containing each of the 40 + phonemes already taught</p> <p>Discuss what they have written with the teacher or other pupils</p> <p>Leave spaces between words</p>	<p><u>Real Life Experience options</u></p> <p>Pupils will take part in a Medieval day, They will come dressed up and partake in some medieval dancing and a fantastic banquet.</p> <p>Pupils will visit a castle (Newcastle Castle)</p> <p>Writing Opportunities:</p> <p>To write about Medieval day</p> <p>To write about their visit to the castle</p>
<p><u>Fiction</u></p> <p>Writing opportunities:</p> <p>Retell of familiar fairy tales and stories.</p> <p>Pupils will be taught to:</p>	<p><u>Poetry</u></p> <p>To listen to poetry about the seasons</p> <p>To listen to a variety of poems including 10 things in a wizard's pocket, The Magic box</p>

<ul style="list-style-type: none"> • Think about the beginning, middle and end of a story. Spell words containing each other 40+ phonemes already taught • Spell common exception words • Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far <p>Write sentences by:</p> <ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it • re-reading what they have written about to check that it makes sense • Discuss what they have written with 	<p>Writing opportunities:</p> <p>To write a rhyming poem</p> <p>To write a poem using alliteration</p> <p>To write a poem about the Magic box using amazing adjectives and describing words.</p> <p>To write a poem using a repetitive pattern based on the characters who live in the castle.</p>
<p><u>Spellings</u></p> <p>Basic revision including:</p> <p>all letters of the alphabet and the sounds which they most commonly represent</p> <p>consonant digraphs which have been taught and the sounds which they represent</p> <p>vowel digraphs which have been taught and the sounds which they represent</p> <p>the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds</p> <p>words with adjacent consonants</p> <p>guidance and rules which have been taught</p> <p>See comprehensive half term phonics and spelling plan.</p>	<p><u>Vocabulary extension</u></p> <p>Terminology for pupils:</p> <p>Letter</p> <p>Word</p> <p>Sentence</p> <p>Animal specific vocabulary</p> <p>Winter vocabulary and colours</p> <p>Phonic terminology</p> <p><u>Texts</u></p> <p>Out and about through the year - Shirley Hughes.</p> <p>Various non fiction and fiction texts about castles.</p>

<p><u>Handwriting</u></p> <p>Pupils will be taught to:</p> <p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Understand which letters belong to which handwriting 'families' and to practise these.</p> <p><u>Punctuation</u></p> <p>Separation of words with spaces</p> <p>Full stops</p> <p>capital letters</p> <p>bullet points</p> <p>· Question Marks</p>	
<p><u>Word Reading</u></p> <p>To read a range of High Frequency words.</p> <p>To read a range of tricky words</p> <p>To use phonic knowledge to read familiar and unfamiliar words.</p> <p>Letters and sounds</p> <p>Individual/ Shared and Guided reading</p> <p>Phonics and spelling</p>	<p><u>Grammar Focus</u></p> <p>How words can combine to make sentences.</p> <p>Sequencing sentences to form a short narrative to make sense.</p>

Year 2 Summer 1	Class Topic Theme - Underground Overground
<p><u>Non Fiction</u></p> <p>Library loan - Range of non-fiction books about wide range of animals in the local environment. Look at differences in the style and structure of fiction and non-fiction writing. Use of pictures and diagrams in support of written explanation. Locate information using contexts, index, headings, sub-headings, page numbers, bibliographies. Locate information using alphabetical order.</p> <p>Speaking and Listening opportunities: Sharing information about minibeasts and animals during group and whole class work. Discussion about the variety of different kinds of alphabetically ordered texts.</p> <p>Writing Opportunities (Composition)</p> <ul style="list-style-type: none"> • Life Cycles - flow diagrams • Alphabetically ordered Bug Dictionaries • Collecting information and recording data in a variety of ways 	<p><u>Real Life Experience options</u></p> <p>Use children's first hand experiences of searching for mini beasts in the school grounds.</p> <p>Speaking and Listening opportunities: Discussions during and following the Outdoor Learning sessions in the garden.</p>

<p><u>Fiction - Stories by significant children's authors</u></p> <p>George and the Dragon</p> <p>The Dog that Dug</p> <p>The Last Noo Noo</p> <p>Where the Wild things are – Maurice Sendak</p> <p>Speaking & Listening opportunities:</p> <p>Re-tell stories using formal story language and range of time connectives to help sections hang together.</p> <p>Discuss story themes and link to own experience.</p> <p>Discuss characters and their roles in stories – take on roles to act out stories.</p> <p>Explore range of settings.</p> <p><u>Writing opportunities (Composition)</u></p> <p>Imitate familiar stories by borrowing and adapting structures.</p> <p>Writing about personal experiences or those of others.</p> <p>Writing in role as The King</p> <p>Write complete stories with a sustained and logical series of events.</p> <p>Use phrases drawn from story language to add interest.</p> <p>Write profiles of characters in stories incorporating character's feelings and situations.</p> <p>Invent a new Wild Thing and describe a range of characteristics about it.</p> <p>Write an Invitation to a Royal Party.</p> <p><u>Writing opportunity – grammar expansion</u></p> <p>Use adventurous word choices to further develop the range of nouns used in descriptions and stories.</p> <p>Write a complete story by borrowing and adapting structures.</p> <p>Draw on knowledge and experience of texts in deciding and planning what and how to write.</p> <p>Make adventurous word choices and language choices appropriate to the style of text.</p> <p>Write a complete story by borrowing and adapting structures.</p>	<p>All children will undergo Standard assessment tasks and tests in Reading and Writing during this half term.</p>
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<p><u>Spellings</u> - See comprehensive half term Phonics and Spelling planning for weekly details.</p> <p>To add common prefixes to root words and to understand how they change meaning.</p> <p>Extend the knowledge of spelling strategies and apply to high frequency and cross curricular words.</p> <p>Continuous revision of High Frequency Words identified from independent writing.</p> <p><u>Handwriting</u></p> <p>Follow Nelson Handwriting Scheme –Red level</p> <p><u>Punctuation</u></p> <p>Use of Capital letters, full stop, exclamation marks and question marks to demarcate sentences. Look at use of direct speech marks used in the range of stories read.</p>	<p><u>Vocabulary extension</u></p> <p>Range of new words relevant to stages in a life cycle.</p> <p>Use of Imperative verbs as bossy commands for the King’s Rules.</p>
<p><u>Word Reading</u></p> <p>Letters and Sounds, Phonics and Spelling</p> <p>Shared and Guided Reading from a range of quality small and big books and texts on-screen.</p> <p>Children to read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Children also have opportunities to exercise choice in selecting books.</p> <p>Monthly book selections from Library Bus to be swapped weekly.</p>	<p><u>Grammar Focus</u></p> <p>Use expanded noun phrases for description in all genres of writing.</p> <p>Tenses - Using Present simple tense to describe characters and in story writing.</p> <p>Subordination – (using when, if, that or because) and co-ordination(using or, and or but)</p> <p>Punctuation - Learn to use apostrophes to show possession.</p> <p>Word Types – Use Nouns, Adjectives and Verbs when using Spoken and written language and be able to use the terms correctly.</p>

Year 3 Summer 1	Literacy Medium Term Planning Class Topic Theme: The Romans/Myths and Legends/Poems that play with wordsLetters
<p>Non Fiction Letters written for a range of purposes Speaking & Listening opportunities: Role play as Celts/ Roman soldiers Discussion about life in Roman army camp and fort.</p> <ul style="list-style-type: none"> • read examples of letters written for a range of purposes eg to recount, explain, enquire, • complain, congratulate, comment; understand form and layout including use of paragraphs, ways of starting, ending etc. and ways of addressing different audiences – formal/informal <p>Writing opportunities: write letters, notes and messages (including e-mail) linked to work in other subjects, to communicate within school; letters to authors about books, selecting styles and vocabulary appropriate to the intended reader these may include letters written as Roman soldiers</p> <ul style="list-style-type: none"> • use IT to bring to a published form – discuss relevance of layout, font etc. to audience • experiment with recounting same event in a variety of different ways eg in letter form • organise letters into simple paragraphs 	<p>Real Life Experience options</p> <p>Speaking & Listening opportunities: Visit to Segedunum – role play new Roman recruit / look around bath house, museum and archaeological excavations. Celtic workshop – Celtic crafts and worship</p> <p>Writing opportunities: Preparation of interview questions for workshop leaders at Segedunum Thank you letters after visit Descriptive and report writing based on workshop experiences</p>
<p>Fiction Myths and Legends including Roman and Greek myths eg Icarus, Theseus and the Minotaur, Pandora's Box</p> <p>Speaking & Listening opportunities: Group Readers Selection Greek and Roman myths and legends collections</p>	<p>Poetry Poetry that plays with language - word puzzles, puns, riddles Writing opportunities</p> <ul style="list-style-type: none"> • collect suitable words and phrases in order to write poems, design simple patterns with words, use repetitive phrases; write imaginative comparison

Discussion about characters and their dilemmas and how they can be solved

Role-play and hot seating to explore characters

Class reading of comprehension texts.

Drama/paired/group enactments of heroes, heroines, gods and goddesses thoughts and feelings.

retell the main points of story in sequence to compare different stories; to evaluate stories and justify their preferences

refer to significant aspects of text eg opening, build up, atmosphere, and to know language is used to create these eg use of adjectives for description.

Writing opportunities:

- to distinguish between 1st and 3rd person accounts
- to consider credibility of events eg by selecting some real life adventures either written or retold as stories and comparing them with fiction.
- to discuss

i) characters' feelings'

ii) behaviour eg fair or unreasonable, brave or foolish

iii) relationships, referring to text and making judgements

- to plot sequence of episodes modelled on a known story, as a plan for writing
- to write openings to stories or chapters linked to or arising from reading; to focus on language to create effects eg building tension, suspense, creating moods, setting scenes
- to write first person account eg. write a character's own account of incident in story read.
- to write more extended stories based on plan of incidents and set out in simple chapters with titles and author details; to use paragraphs to organise narrative.

- select, prepare, read aloud and recite by heart poetry that plays with language or entertains, to recognise rhyme, alliteration and other patterns of sound that create effects
- write poetry that uses sound to create effects eg. onomatopoeia, alliteration, distinctive rhythms
- Multi – media- word process poems/ use rap rhythms as background to spoken work/ film clips

Spellings :

Compound words

Words ending in suffix 'ful'

to identify mis-spelt words in own writing; to keep individual lists(eg spelling logs) and learn to spell them
consolidate the 'Look, Cover, Say, Write, Check' strategy and practise regularly

Handwriting:

to practise correct formation of basic joins from the use of the four basic handwriting joins from YR 2 and use these for independent writing

- diagonal joins to letters without ascenders eg ai ar un
- horizontal joins to letters without ascenders ego u vi wi
- diagonal joins to letters with ascenders e gab ul it
- horizontal joins to letters with ascenders eg. ol wh ot

Punctuation:

- use awareness of grammar to decipher new or unfamiliar words eg. to predict from the text, to read on, leave a gap and re-read.
- become aware of the use of commas in marking grammatical boundaries within sentences
- use speech marks and other dialogue punctuation appropriately in writing and to use the conventions which mark boundaries between spoken words and the rest of the sentence.
- How sentences can be joined in more complex ways through using a widening range of conjunctions in addition to 'and' and 'then' eg, if, so, while, though, since, when
- investigate through reading and writing how words and phrases can signal time sequences eg first, then, after, meanwhile, from, where

Vocabulary extension

Roman invasion settle fort fought Celts excavation
archaeologist legionary centurion myth
legend

Word Reading

- the spelling of words containing each of the long vowel phonemes from KS1 (Appendix List)
- identify phonemes in speech and writing
- Blend phonemes for reading
- Segment words into phonemes for spelling
- read and spell correctly the high frequency words from KS1 (Appendix list 1)
- discriminate syllables in reading and spelling (from Year 2)
- identify mis-spelt words in own writing; to keep individual lists(eg spelling logs) and learn to spell them
- to use independent spelling strategies including: sounding out and spelling using phonemes
- using visual skills eg recognising common letter strings and checking critical features (ie does it look right, shape, length etc.?)
- building from other words with similar patterns and meanings eg medical medicine
spelling by analogy with other known words eg light fright
- using word dictionaries

Grammar Focus

- identify short words within longer words as an aid to spelling
- to collect synonyms which will be useful in writing dialogue eg shouted, cried, yelled, squealed, exploring the effects on meaning eg through substituting these synonyms in sentences
- continue the collection of new words from reading and work in other subjects and making use of them in reading and writing
- to use independent reading strategies including Sounding out and spelling using phonemes
- Using visual skills eg recognising common letter strings and checking critical features (ie. Does it look right shape, etc.?)
- Using word banks and dictionaries

Year 4 Summer 1	
<u>Non Fiction</u>	<u>Real Life Experience options</u>
<u>Fiction</u>	<u>Poetry</u>
<u>Spellings</u> <u>Handwriting</u> <u>Punctuation</u>	<u>Vocabulary extension</u> <u>Texts</u> <u>Speaking & Listening opportunities:</u>
<u>Word Reading</u>	<u>Grammar Focus</u>

Year 1 Summer 2	
<u>Non Fiction</u>	<u>Real Life Experience options</u>
<u>Fiction</u>	<u>Poetry</u>
<u>Spellings</u> <u>Handwriting</u> <u>Punctuation</u>	<u>Vocabulary extension</u> <u>Texts</u> <u>Speaking & Listening opportunities:</u>
<u>Word Reading</u>	<u>Grammar Focus</u>

Year 2 Summer 2	
<u>Non Fiction</u>	<u>Real Life Experience options</u>
<u>Fiction</u>	<u>Poetry</u>
<u>Spellings</u> <u>Handwriting</u> <u>Punctuation</u>	<u>Vocabulary extension</u> <u>Texts</u> <u>Speaking & Listening opportunities:</u>
<u>Word Reading</u>	<u>Grammar Focus</u>

Year 3 Summer 2	Class Topic Theme: The Romans/Anthony Browne Books/Humorous poetry
<p><u>Non Fiction</u> Alphabetical texts, directions, encyclopedias, indexes etc.</p> <p>Speaking & Listening opportunities:</p> <ul style="list-style-type: none"> • Role play as Archaeologists • Role play as Romans during Roman day • Discussion about life in Roman life. • read examples of accounts and letters • scan' indexes, directories and IT sources etc. to locate information quickly and accurately • to locate books by classification in class and school libraries • to summarise orally in one sentence the content of a passage or text and the main point it is making. • to make alphabetically ordered texts- use information from other subjects own experiences or derived from other information books eg. a book about sports or linked to other curriculum areas eg Romans • to revise and extend work on note-making from the previous term • to summarise in writing the content of a passage or text and the main point it is making. <p>Writing opportunities:</p> <ul style="list-style-type: none"> • to make alphabetically ordered texts- use information from other subjects own experiences or derived from other information books eg. a book about sports or linked to other curriculum areas eg Roman names,Roman food • to revise and extend work on note-making from the previous term • to summarise in writing the content of a passage or text and the main point it is making. • use IT to bring to a published form – discuss relevance of layout, font etc. to audience • experiment with recounting same event in a variety of different ways eg report • organise writing into simple paragraphs 	<p><u>Real Life Experience options</u></p> <p>Speaking & Listening opportunities:</p> <ul style="list-style-type: none"> • Visit from Newcastle University Archaeologist Robert Scott • Performance poems/rap • Roman Day in school <p>Writing opportunities:</p> <ul style="list-style-type: none"> • Preparation of interview questions for the archaeologist • Thank you letters after visit • Descriptive and report writing based on workshop experiences • Writing invitations to the Roman banquet • Write a Roman menu

Fiction

Stories by the same author. Look at range of books by Anthony Browne eg. The Tunnel, My Dad, In the Park, Willy the Wimp etc

Speaking & Listening opportunities:

- Group Readers/Whole Class read wide range of a collection of Anthony Browne books
- Discussion about characters and their dilemmas and how they can be solved
- Role-play and hot seating to explore characters
- Class reading of comprehension texts.
- Drama/paired/group enactments of main characters thoughts and feelings.
- retell the main points of story in sequence to compare different stories; to evaluate stories and justify their preferences
- refer to significant aspects of text eg opening, build up, atmosphere, and to know language is used to create these eg use of adjectives for description.
- compare and contrast works by the same author eg different stories, sequels using same characters in new settings, stories sharing similar themes
- be aware of authors and to discuss preferences and reasons for these
- write book reviews for a specified audience, based on evaluations of plot, characters and language

Writing opportunities:

- write book reviews for a specified audience, based on evaluations of plot, characters and language
- to distinguish between 1st and 3rd person accounts
- read the beginning of a story and complete using own ideas

Poetry

Humorous Poetry:

Quack said the Billy- goat by Charles Causley

Riddles

Have you seen? Anon

Homework

Writing opportunities:

- to compare forms or types of humour, eg. by exploring, collecting and categorising form or type of humour eg. word play, joke poems, word games, absurdities, cautionary tales, nonsense verse, calligrams
- to write poetry that uses sound to create effects eg. onomatopoeia, alliteration, distinctive rhythms.

<ul style="list-style-type: none"> • discuss <p>i) characters' feelings'</p> <p>ii) behaviour eg fair or unreasonable, brave or foolish</p> <p>iii) relationships, referring to text and making judgements</p> <ul style="list-style-type: none"> • to plot sequence of episodes modelled on a known story, as a plan for writing • to write endings to stories or chapters linked to or arising from reading; to focus on language to create effects eg building tension, suspense, creating moods, setting scenes • to write first person account eg. write a character's own account of incident in story read. • to write comparisons of characters and stories. 	
<p><u>Spellings :</u></p> <p><u>Prefixes</u></p> <p>recognise and spell pre-fixes mis- non- ex- co- anti-</p> <p>use knowledge of these prefixes to generate new words from root words eg. lead/mislead sense/nonsense and to understand how they give clues to meaning eg. extend, export, explode, mislead, mistake, misplace;</p> <p>discriminate syllables in reading and spelling (from Year 2)</p> <p>identify mis-spelt words in own writing; to keep individual lists(eg spelling logs) and learn to spell them</p> <p>use independent spelling strategies including:</p> <ul style="list-style-type: none"> • sounding out and spelling using phonemes; • using visual skills eg recognising common letter strings and checking critical features (ie does it look right, shape, length etc.?) • building from other words with similar patterns and meanings eg medical medicine 	<p><u>Vocabulary extension</u></p> <ul style="list-style-type: none"> • continue the collection of new words from reading and work in other subjects and making use of them in reading and writing • collect synonyms which will be useful in writing dialogue eg shouted, cried, yelled, squealed, exploring the effects on meaning eg through substituting these synonyms in sentences <p>Archaeology archaeological archaeologist banquet excavate categorise</p>

<ul style="list-style-type: none"> • spelling by analogy with other known words eg light fright • using word dictionaries <p>practise new spellings regularly by 'look, say, cover, write, check' strategy</p> <p>identify short words within longer words as an aid to spelling</p> <p>Handwriting:</p> <p>practise correct formation of basic joins from the use of the four basic handwriting joins from YR 2 and use these for independent writing</p> <ul style="list-style-type: none"> • diagonal joins to letters without ascenders eg ai ar un • horizontal joins to letters without ascenders ego u vi wi • diagonal joins to letters with ascenders e gab ul it • horizontal joins to letters with ascenders eg. ol wh ot <p>Punctuation:</p> <ul style="list-style-type: none"> • use speech marks and other dialogue punctuation appropriately in writing and to use the conventions which mark boundaries between spoken words and the rest of the sentence. • become aware of the use of commas in marking grammatical boundaries within sentences • use the apostrophe to spell further contracted forms, eg. couldn't 	
<p>Word Reading</p> <p>use awareness of grammar to decipher new or unfamiliar words eg. to predict from the text, to read on, leave a gap and re-read</p> <ul style="list-style-type: none"> ● identify phonemes in speech and writing ● Blend phonemes for reading 	<p><u>Grammar Focus</u></p> <ul style="list-style-type: none"> • use awareness of grammar to decipher new or unfamiliar words eg. to predict from the text, to read on, leave a gap and re-read. • How sentences can be joined in more complex ways through using a widening range of conjunctions in addition to 'and' and 'then' eg, if, so, while, though, since, when

<ul style="list-style-type: none">● Segment words into phonemes for spelling● read and spell correctly the high frequency words from KS1 (Appendix list 1)● discriminate syllables in reading and spelling (from Year 2)● identify mis-spelt words in own writing; to keep individual lists (eg spelling logs) and learn to spell them● to use independent spelling strategies including: sounding out and spelling using phonemes;● using visual skills eg recognising common letter strings and checking critical features (ie does it look right, shape, length etc.?)● building from other words with similar patterns and meanings eg medical medicine● spelling by analogy with other known words eg light fright <p>using word dictionaries</p>	<ul style="list-style-type: none">● investigate through reading and writing how words and phrases can signal time sequences eg first, then, after, meanwhile, from, where● identify pronouns and understand their functions in sentences through:● Noticing in speech and reading how they stand in place of nouns● Substituting pronouns for common and proper nouns in own writing● Distinguishing personal pronouns eg. I, you, him, it and possessive pronouns eg. my, yours, hers
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Year 4 Summer 2	
<u>Non Fiction</u>	<u>Real Life Experience options</u>
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