



| | Class Read | Focused texts | Genres of writing | Objectives covered |
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| Autumn 1 | HICE HOTE HOTE HOUS HAD TO BE THE HOUSE HOUSE HOUSE HOUSE HOUSE HE HOUSE | AESOP'S FABLES THE CLASSIC SOLFTON Aesops Fables, Aesop | Fable | Writing Link ideas across paragraphs using adverbials of time, place and number or by varying tense. Proof-read work for spelling and punctuation errors. Create characters, setting and plot. Punctuate direct speech with inverted commas. Express time, place and clause using conjunctions (when, before, after, while, because) Recognise themes eg good over evil, use of magical devices. Reading Identify themes and conventions in a wide range of books. Take turns in high-quality discussions about what they have heard/read. Make reasoned predictions of what might happen clearly derived from details both stated and implied. |
| | | The day the Crayons Quit Drew Daywalt | Persuasive letters/debate | Writing Use wider range of subordinating conjunctions (before, after, while, when, if, because, although). Discuss and record ideas. Compose and practice sentences orally using an increasingly wide range of vocabulary and sentence structure. own and others' writing, suggesting improvements Reading Take turns in high-quality discussions about what they have heard/read. Identify main ideas drawn from more than one paragraph and summarise these. |





| | | | Discuss words and phrases that capture the reader's interest. Writing Use present perfect verb tense (I have seen). Draw on examples of writing (structure, vocabulary and grammar) when planning their own work. Proof-read work for spelling and punctuation errors. Write for a range of purposes. Reading Infer characters' feelings, thoughts and motives and justify using evidence. Discuss ways that emotive language can be deployed in a text. |
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| Autumn 2 | THE COMPLETE NONSENSE OF COMPLETE NONSE OF | Limerick | Writing Use a dictionary to spell words correctly. Use the forms a or an according to whether the next word begins with a consonant or vowel. Identify how language, structure, vocabulary, grammar and presentation contribute to meaning. Reading Perform poems and playscripts to read aloud for an audience(using intonation, tone, volume and action). Recognise some different forms of poetry. Read books that are structured in different way. |





| | | CRESSIDA COWELL How to train your dragon Cressida Cowell | Diary entry | Writing Vary sentence openers for effect eg adverbs prepostition phrases, collective nouns and subordinate clauses Proof read work for spelling and punctuation errors Reading Infer characters feelings thoughts and motives and justify using evidence |
|----------|--|--|------------------|--|
| Spring 1 | THE PLAYS ADAPTED BY DAVID WOOD The BFG, the playscript | VOLCANDES DISCOVER A WORLD TOP INFORMATION | Explanation text | Writing Locate information using contents, index and glossaries. Use simple organizational devices e.g. headings, subheadings. Be exposed to books that are structured in different ways. Discuss words and features of a text that capture the reader's interest. Express time, place and cause using adverbs (then, next, soon, therefore). Reading Retrieve and record information from non-fiction. Take turns in high-quality discussions about what they have heard/read. |





| | Escape from Pompeii Christina Balit | Narrative | Writing Write a non-narrative using simple organisational devices, e.g. headins and subheadings. Use the correct determiner a/an. Understand how to place an apostrophe in words with regular plurals. Reading Ask questions to improve understanding of a text. Retrieve and record information from a non-fictional text. Read books structured in different ways. |
|----------|--|----------------------------------|---|
| Spring 2 | H is for Haiku, Sydell Rosenburg | Performance poetry (Haiku) | Writing Identify how language, structure, vocabulary, grammar and presentation contribute to meaning. Suggest changes to grammar and vocabulary. Identify how to count syllables in a word. Compose and practice sentences orally using an increasingly wide range of vocabulary and sentence structure. Proof-read work for spelling and punctuation errors Reading Recognise some different forms of poetry. Perform poems and playscripts to read aloud for an audience(using intonation, tone, volume and action). Take turns in high-quality discussions about what they have heard/read. Read books that are structured in different way. |





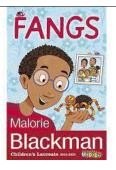
| | The BFG, the playscript | Write a playscript | Writing Write from memory simple sentences dictated by the teacher. Suggest changes to grammar and vocabulary. Use semi colons to show who is speaking. Use brackets to show what actions are being performed. Retell stories orally. Reading Perform poems and playscripts to read aloud for an audience(using intonation, tone, volume and action). Retell some stories orally. Read books that are structured in different way. |
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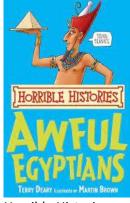
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Fangs by Malorie Blackman



Horrible Histories Awful Egyptions Atlas of adventures

Interview

Interview

Interview with a shark By Andy Seed

Writing

Use varied and rich vocabulary including adjective, expanded noun phrases, adverbs preposition phrases, collective nouns, similies and alliteration Vary sentence openers for effect eg adverbs prepostition phrases, collective nouns and subordinate clauses

Reading

Ask questions to improve understanding of a text. Retrieve and record information from a non-fictional text. Read books structured in different ways.

Writing

Use varied and rich vocabulary including adjective, expanded noun phrases, adverbs preposition phrases, collective nouns, similies and alliteration Draw on examples of writing structure, vocabulary and grammar when planning own work Suggest changes to grammar and vocabulary Proof read work for grammar and punctuation

Reading

Take turns in high-quality discussions about what they have heard/read.

Read books structured in different ways.









| Summer 2 | Ocean meets the sky By the fan brothers | Setting description | Writing Use similar writing to identify and understand vocabulary ("magpie" words and phrases to use in their own writing) Use varied and rich vocabulary, expanded nouns phrases, adverbs, preposition phrases, collected, similes and alliteration. Vary sentence openers for effect eg adverbs, preposition phrases and subordinate clause. Discuss and record ideas Reading Identify haow language, structure, vocabulary grammar and presentatiom contribute to meaning |
|----------|---|--|--|
| | FANGS Malorie Blackman Children's Lauveste was an William Fangs by Malorie Blackman | Predict and write next part of the story | Writing Organise paragraphs around a theme Build cohesion within a paragraph Reading Identify haow language, structure, vocabulary grammar and presentatiom contribute to meaning Infer characters feelings thoughts and motives and justify using evidence |

Writing Objectives taught throughout

Write from memory simple sentences dictated by the teacher.

Proof-read work for spelling and punctuation errors.

Build on KS1 wide range of stories, poetry, plays, myths, legends, non-fiction and reference books.





Write for a range of purposes.

Use similar writing to identify and understand vocabulary and language ("magpie" words and phrases to use in their own writing).

Writing Objectives taught independently and applied to writing:

Use a wider range of prefixes and suffixes.

Spell words that are often misspelt.

Spell a wide range of homophones.

Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Increase the legibility, consistency and quality of their handwriting

Know which letters are best left unjoined.

Note the unusual correspondences between spelling and sound

Reading Objectives taught throughout:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
- preparing poems and play scripts to read aloud and to perform
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves
- Listen to and discuss a wide range of challenging stories, poems, plays, non fiction and referenece books, myths, legends and fairy stories.

*All Reading Objectives are covered within Guided Reading lessons and within cross-curricular subjects throughout the curriculum