

YELLOW GROUP (SEND - Y1/2):

Tetsi Shodeinde – Y2 S1
 Ellie-May Gwilliam – Y2 D2
JACK DOAK – Y2 D1
 Jessica Goldsmith – Y2 E1
 Patrik Vasko – Y1 S2
 Alexia Rothwell – Y1 D2

KIEFER EADY – Y2 E2
CRYSTAL MAINS – Y2 E1
KIERAN DODDS – Y2 E1
COURTNEY ADAMS – Y2 D1

TARGET AREAS:

- Targets to be assessed in first 2 weeks of term.
- Initial focus to include handwriting, spelling and basic punctuation.

BLUE GROUP (Y4 Emerging - Y3)

CODEY-LEE BRACE – Y3 S2
Toni Hallimond – Y3 S1
Jayden Whitehead – Y3 D2
Warren Alcock – Y3 D1

TARGET AREAS:

- Targets to be assessed in first 2 weeks of term.
- Initial focus on key Y3/4 objectives e.g. direct speech, conjunctions, adverbials, expanded noun phrases.

GREEN GROUP (Y4 Secure - Y4 Developing)

Owen Graham
 Kieren Wilson
Megan McGough
Chloe Davis
Aleaha Wiffen
Mia Simpson
Daniel Farley
 ISAAC THOMPSON
Tyler Hussein

Priya Biswas
Lexi Martin
 Brayden Ngata

TARGET AREAS:

- Targets to be assessed in first 2 weeks of term.
- Consolidation of Y4 objectives and introduction to Y5 objectives.

Autumn 2023			
		TEXT LEVEL WORK:	Possible texts
<p>SPELLING:</p> <ul style="list-style-type: none"> • Words ending in '-tious' and '-ious'. • Words ending in '-cious' • Words where the digraph 'ou' makes an /ow/ sound • Words where the digraph 'ou' makes an /u/ sound 	<p>KEY VOCABULARY:</p> <p>Tense, paragraph, cohesion, parenthesis, brackets, commas, dashes, ambiguity, fronted adverbials, adverbs</p>	<p>Reading:</p> <ul style="list-style-type: none"> • I can participate in discussions about books that are read to me and those I can read for myself, building on their own and others' ideas and challenging views courteously • I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • I can check that the book makes sense to me, discussing my understanding and exploring the meaning of words in context <p>Handwriting and presentation:</p> <p>Review of cursive handwriting scheme. Focus on letter formation and joins.</p> <ul style="list-style-type: none"> • I can write legibly, fluently and with increasing speed • I can choose the writing implement that is best suited for a task 	<p>Diary (2 weeks)</p> <p>Harry Potter and the Philosopher's Stone</p> <p>Outcome:</p> <p>Viewpoint from a character within the story.</p>
<p>SPOKEN LANGUAGE:</p> <ul style="list-style-type: none"> • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments 	<p>GRAMMAR AND PUNCTUATION:</p> <ul style="list-style-type: none"> • Use of a thesaurus • Relative clauses with/without a relative pronoun • Begins to use brackets, dashes and commas to indicate parenthesis 	<p>Writing composition:</p> <ul style="list-style-type: none"> • I can use a wide range of devices to build cohesion within and across paragraphs • I can assess the effectiveness of my own and others' writing • I can identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own 	

<ul style="list-style-type: none"> Use relevant strategies to build their vocabulary 			
<p>SPELLING:</p> <ul style="list-style-type: none"> Words ending in ‘-cial’ Words ending in ‘-tial’ Words where the ‘y’ makes an /i/ sound Words ending in ‘-sure’ 	<p>KEY VOCABULARY:</p> <p>Heading, sub-heading, paragraph, fact, non-fiction, introduction, conclusion, modal verb, possibility, certainty, subordinate clause, main clause, topic sentence</p>	<p>Reading:</p> <ul style="list-style-type: none"> I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence I can predict what might happen from details stated and implied <p>Handwriting and presentation:</p> <ul style="list-style-type: none"> I can write legibly, fluently and with increasing speed I can choose the writing implement that is best suited for a task 	<p>Persuasive Leaflet</p> <p>(2 weeks)</p> <p>Harry Potter and the Philosopher's Stone</p> <p>Outcome:</p> <p>An informative leaflet to persuade others to attend Hogwarts.</p>
<p>SPOKEN LANGUAGE:</p> <ul style="list-style-type: none"> Listen and respond appropriately to adults and their peers Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments 	<p>GRAMMAR AND PUNCTUATION:</p> <ul style="list-style-type: none"> Use of paragraphs to organise ideas around a theme and building paragraphs around a topic sentence Modal Verbs 	<p>Writing composition:</p> <ul style="list-style-type: none"> I can note and develop initial ideas, drawing on reading and research where necessary I can use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] I can proof-read for spelling and punctuation errors 	
<p>SPELLING:</p> <ul style="list-style-type: none"> Words ending in ‘-cial’ and ‘-tial’ Challenge words Words ending in ‘-ture’ Challenge words 	<p>KEY VOCABULARY:</p> <p>Narrative, paragraph, fronted adverbial, inverted commas, setting, adverb, characters, conjunction, atmosphere, tense, relative clause, relative pronoun, commas, brackets, dashes</p>	<p>Reading:</p> <ul style="list-style-type: none"> I can retrieve, record and present information from non-fiction I can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas I can explain and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary <p>Handwriting and presentation:</p> <ul style="list-style-type: none"> I can write legibly, fluently and with increasing speed 	<p>Fantasy Narrative</p> <p>(2 weeks)</p> <p>Harry Potter and the Philosopher's Stone</p> <p>Outcome:</p> <p>A fantasy narrative based on Halloween</p>

<p>SPOKEN LANGUAGE:</p> <ul style="list-style-type: none"> Use relevant strategies to build their vocabulary Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings 	<p>GRAMMAR AND PUNCTUATION:</p> <ul style="list-style-type: none"> Relative clauses beginning to be marked by commas, brackets and dashes Devices to build cohesion across paragraphs selects words for effect to support purpose and engage readers' interest 	<ul style="list-style-type: none"> I can choose which shape of a letter to use when given choices and deciding whether or not to join specific letters <p>Writing composition:</p> <ul style="list-style-type: none"> I can describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action I can ensure the consistent and correct use of tense throughout a piece of writing I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning 	<p>at Hogwarts with the troll.</p>
<p>SPELLING:</p> <ul style="list-style-type: none"> Words ending in 'ant' Words ending in '-ance' and '-ancy' Words with the prefix 're-' Words with the prefix 'dis-' 	<p>KEY VOCABULARY:</p> <p>Colon, stage directions, narration, adverbs, character, intonation, relative clause, relative pronoun, commas, brackets, dashes</p>	<p>Reading:</p> <ul style="list-style-type: none"> I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience I can identify how language, structure and presentation contribute to meaning I can ask questions to improve my understanding <p>Handwriting and presentation:</p> <ul style="list-style-type: none"> I can write legibly, fluently and with increasing speed <p>Writing composition:</p> <ul style="list-style-type: none"> I can identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own I can select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning 	<p>Play Script (2 weeks)</p> <p>Harry Potter and the Philosopher's Stone</p> <p>Outcome:</p> <p>A scene from a play script based on events of Harry potter and the Philosopher's Stone</p>
<p>SPOKEN LANGUAGE:</p> <ul style="list-style-type: none"> Participate in discussions, presentations, performances, role play, improvisations and debates Gain, maintain and monitor the interest of the listener(s) 	<p>GRAMMAR AND PUNCTUATION:</p> <ul style="list-style-type: none"> Brackets, dashes and commas to demarcate relative clauses Converting nouns/adjectives into verbs using suffixes 	<ul style="list-style-type: none"> I can identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own I can select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning 	
<p>SPELLING:</p> <ul style="list-style-type: none"> Words ending in '-ent' and '-ence' Words ending in '-able' and '-ible' Words with the prefix 'mis-' 	<p>KEY VOCABULARY:</p> <p>Newspaper, Fact, Opinion, Headline, Quote, Quotation, Columns, Structure, Format, Non-Fiction, Modal Verbs, Possibility, Certainty, Adverbial, Cohesion</p>	<p>Reading:</p> <ul style="list-style-type: none"> I can distinguish between statements of fact and opinion I can retrieve, record and present information from non-fiction I can provide reasoned justifications for my views. <p>Handwriting and presentation:</p> <ul style="list-style-type: none"> I can write legibly, fluently and with increasing speed I can choose the writing implement that is best suited for a task 	<p>Newspaper Report (2 weeks)</p> <p>The Highwayman</p> <p>Outcome:</p>

<ul style="list-style-type: none"> Words where '-ing', '-er' and '-ed' are added to multisyllabic words 		<p>Writing composition:</p> <ul style="list-style-type: none"> I can note and develop initial ideas, drawing on reading and research where necessary I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning I can use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] 	<p>Newspaper article about the events of the Highwayman</p>
<p>SPOKEN LANGUAGE:</p> <ul style="list-style-type: none"> Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Articulate and justify answers, arguments and opinions. 	<p>GRAMMAR AND PUNCTUATION:</p> <ul style="list-style-type: none"> Modal verbs to indicate degrees of possibility Links ideas across paragraphs using adverbials of time, place and number or tense choices 		
<p>SPELLING:</p> <ul style="list-style-type: none"> Words ending in '-ably' and '-ibly' Challenge Words Words where '-ing', '-er' and '-ed' are added to multisyllabic words Challenge words 	<p>KEY VOCABULARY:</p> <p>Narrative, paragraph, fronted adverbial, inverted commas, setting, adverb, characters, conjunction, atmosphere, tense, simile, metaphor, personification, alliteration, expanded noun phrase, adjective, noun, preposition</p>	<p>Reading:</p> <ul style="list-style-type: none"> I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader I can predict what might happen from details stated and implied I can learn a wider range of poetry by heart <p>Handwriting and presentation:</p> <ul style="list-style-type: none"> I can write legibly, fluently and with increasing speed <p>Writing composition:</p> <ul style="list-style-type: none"> I can describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning 	<p>Descriptive Narrative (2 weeks)</p> <p>The Highwayman</p> <p>The Listeners</p> <p>Outcome:</p> <p>Retelling of the poem in narrative form with focus on descriptive language and tension</p>
<p>SPOKEN LANGUAGE:</p> <ul style="list-style-type: none"> Ask relevant questions to extend their understanding and knowledge Listen and respond appropriately to adults and their peers 	<p>GRAMMAR AND PUNCTUATION:</p> <ul style="list-style-type: none"> Links ideas across paragraphs using adverbials of time, place and number or tense choices Figurative language Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition 		

<p>SPELLING:</p> <ul style="list-style-type: none"> Words ending in ‘-able’ where the ‘e’ from the root word remains Words that are adverbs of time Words with the digraph ‘ai’ and the tetragraph ‘aigh’ Words with the digraph ‘ei’ and the tetragraph ‘eigh’ 	<p>KEY VOCABULARY:</p> <p>Personification, adverbs, expanded noun phrase, pronoun, modifying adjectives, preposition, cohesion, repetition, alliteration</p>	<p>Reading:</p> <ul style="list-style-type: none"> I can learn a wider range of poetry by heart I can identify how language, structure and presentation contribute to meaning I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience <p>Handwriting and presentation:</p> <ul style="list-style-type: none"> I can write legibly, fluently and with increasing speed I can choose which shape of a letter to use when given choices and deciding whether or not to join specific letters <p>Writing composition:</p> <ul style="list-style-type: none"> I can identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own I can select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning 	<p>Poetry (1 week)</p> <p>The Highwayman</p> <p>The Listeners</p> <p>Outcome:</p> <p>Alternative ending to poem</p> <p>Own poem using ideas from the Highwayman/Listeners</p>
<p>SPOKEN LANGUAGE:</p> <ul style="list-style-type: none"> Select and use appropriate registers for effective communication. Speak audibly and fluently with an increasing command of Standard English 	<p>GRAMMAR AND PUNCTUATION:</p> <ul style="list-style-type: none"> Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition 		