

**Green Group:**

TARGET AREAS:

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**Orange group:**

TARGET AREAS:

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**Red group:**

TARGET AREAS:

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<u>Autumn 2023</u>			
<b>SPELLING AND VOCABULARY:</b>	<b>GRAMMAR AND PUNCTUATION:</b>	<b>TEXT LEVEL WORK:</b>	Possible texts
<ul style="list-style-type: none"> <li>• <b>Spells further homophones and near homophones</b> <ul style="list-style-type: none"> <li>• 1.Words that are homophones</li> <li>• 2.Words with the prefix 'in-'</li> </ul> </li> </ul>	<p>Key vocabulary:</p> <p>Persuasion, sentences, clause, subordinate, conjunctions, adverbs, prepositions, apostrophe, singular possession, homophones, near homophones, prefix.</p>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• I can listen to and discuss a wide range of non-fiction and reference books or textbooks</li> <li>• I can read books that are structured in different ways and read for a range of purposes</li> <li>• I can use dictionaries to check the meaning of words that I have read</li> <li>• I can check that the text makes sense, discussing my understanding and explaining the meaning of words in context</li> </ul>	<p><b>Persuasion (posters/texts) (2 weeks)</b></p> <p>Cool!</p> <p>Examples of persuasion texts Copy of the Green Cross Code</p>
<p><b>SPOKEN LANGUAGE:</b></p> <ul style="list-style-type: none"> <li>• To listen and respond appropriately to adults and their peers</li> <li>• To ask relevant questions to extend their understanding and knowledge</li> </ul>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Use of subordinate clauses</li> <li>• Uses apostrophe for singular possession</li> <li>• Expresses time, place and cause using conjunctions, adverbs and prepositions</li> </ul>	<p><b>Handwriting and presentation:</b></p> <ul style="list-style-type: none"> <li>• I can 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</li> <li>• I can increase the legibility, consistency and quality of my handwriting</li> </ul> <p><b>Writing composition:</b></p> <ul style="list-style-type: none"> <li>• I can discuss writing similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• I can discuss and record ideas</li> <li>• I can compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>• I can use simple organisational devices (for examples headings and sub-headings) in non-narrative material</li> <li>• I can assess the effectiveness of my own and others' writing and suggest improvements</li> </ul>	<p><b>Outcome:</b> Road safety poster/leaflet</p>

<p><b>SPELLING AND VOCABULARY:</b></p> <ul style="list-style-type: none"> <li>Spells words using suffixes: -ly, -ation, -ous</li> <li>3. Words with the prefixes 'il-', 'im-' and 'ir-'</li> <li>4. Words with the prefix 'sub-'</li> </ul>	<p>Key vocabulary:</p> <p>Prefix, paragraphs, theme, fronted adverbials, apostrophes for singular and plural possession, nouns, newspaper reports, chronological order</p>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>I can identify themes and conventions in a wide range of books</li> <li>I can discuss words and phrases that capture the reader's interest and imagination</li> <li>I can check that the text makes sense to me, discussing their understanding and explaining the meaning of words in context</li> <li>I can ask questions to improve their understanding of a text</li> </ul> <p><b>Handwriting and presentation:</b></p> <ul style="list-style-type: none"> <li>I can 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</li> <li>I can increase the legibility, consistency and quality of my handwriting</li> </ul>	<p><b>Newspaper reports (2 weeks)</b></p> <p>Cool!</p> <p>Examples of newspaper reports</p> <p><b>Outcome:</b> Newspaper report about the accident</p>
<p><b>SPOKEN LANGUAGE:</b></p> <ul style="list-style-type: none"> <li>To use relevant strategies to build their vocabulary</li> <li>To give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> </ul>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>Begins to use fronted adverbials</li> <li>Uses apostrophes for singular and plural possession</li> <li>Uses inverted commas for direct speech accurately and effectively</li> </ul>	<p><b>Writing composition:</b></p> <ul style="list-style-type: none"> <li>I can discuss and record ideas</li> <li>I can organise paragraphs around a theme</li> <li>I can use simple organisational devices (for examples headings and sub-headings) in non-narrative material</li> <li>I can propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>I can read aloud my own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul>	
<p><b>SPELLING AND VOCABULARY:</b></p> <ul style="list-style-type: none"> <li>Spells words with endings sounding /shun/: -tion, -sion</li> <li>5. Words with the prefix 'inter-'</li> <li>6. Challenge Words.</li> </ul>	<p>Key vocabulary:</p> <p>Noun phrases, expanded, modifying adjectives, nouns, prepositional phrases, inverted commas, direct speech, apostrophes, singular and plural possession, possessive, narrative</p>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> <li>I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence</li> <li>I can predict what might happen from details stated and implied</li> </ul>	<p><b>Narrative (2 weeks)</b></p> <p>Cool!</p> <p><b>Outcome:</b> Rewrite part of the story from a different character's point of view</p>
<p><b>SPOKEN LANGUAGE:</b></p> <ul style="list-style-type: none"> <li>To speak audibly and fluently with an increasing command of Standard English</li> <li>To consider and evaluate different viewpoints, attending to and building on the</li> </ul>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>Begins to use noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases</li> <li>Uses inverted commas for direct speech accurately and effectively</li> <li>Understand the grammatical difference between plural and possessive -s</li> </ul>	<p><b>Handwriting and presentation:</b></p> <ul style="list-style-type: none"> <li>I can 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</li> <li>I can increase the legibility, consistency and quality of my handwriting</li> </ul> <p><b>Writing composition:</b></p> <ul style="list-style-type: none"> <li>I can discuss writing similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>I can create settings, characters and plot in narratives</li> <li>I can compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> </ul>	

contributions of others		<ul style="list-style-type: none"> <li>I can assess the effectiveness of my own and others' writing and suggest improvements</li> <li>I can proof-read for spelling and punctuation errors</li> </ul>	
<b>SPELLING AND VOCABULARY:</b> <ul style="list-style-type: none"> <li>spells words with endings sounding /shun/: -ssion, -cian</li> <li>7.Words ending in '-ation'</li> <li>8.Words ending in '-ation'</li> </ul>	<p>Key vocabulary:</p> <p>Suffix, expanded noun phrases, modifying adjectives, nouns, preposition phrases, noun, pronoun, cohesion, repetition, fronted adverbial, recount</p>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>I can apply my growing knowledge of root words, prefixes and suffixes</li> <li>I can identify main ideas drawn from more than one paragraph and summarise these</li> <li>I can discuss words and phrases that capture the reader's interest and imagination</li> <li>I can ask questions to improve my understanding of a text</li> <li>I can identify how language, structure, and presentation contribute to meaning</li> </ul> <p><b>Handwriting and presentation:</b></p> <ul style="list-style-type: none"> <li>I can 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</li> <li>I can increase the legibility, consistency and quality of my handwriting</li> </ul>	<p><b>Recounts (2 weeks)</b></p> <p>Cool!</p> <p>Example of recounts from visits/about visitors</p> <p><b>Outcome:</b> Recount of a visit from a surprise celebrity</p>
<b>SPOKEN LANGUAGE:</b> <ul style="list-style-type: none"> <li>To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>To select and use appropriate registers for effective communication</li> </ul>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</li> <li>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</li> <li>Uses fronted adverbials</li> </ul>	<p><b>Writing composition:</b></p> <ul style="list-style-type: none"> <li>I can discuss and record ideas</li> <li>I can organise paragraphs around a theme</li> <li>I can propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>I can read aloud my own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul>	
<b>SPELLING AND VOCABULARY:</b> <ul style="list-style-type: none"> <li>Spells words ending with -sure and -ture</li> <li>9.Words ending '-ly'</li> <li>10.Words ending '-lly'</li> </ul>	<p>Key vocabulary:</p> <p>Suffix, standard, non-standard verbs, present perfect, simple past, verbs, fronted adverbials, letters</p>	<p><b>Reading (Comprehension/ Understanding texts):</b></p> <ul style="list-style-type: none"> <li>I can participate in discussion about both books that are read to me and those I can read for myself, taking turns and listening to what others say</li> <li>I can retrieve and record information from non-fiction</li> <li>I can identify main ideas drawn from more than one paragraph and summarise these</li> <li>I can check that the text makes sense to me, discussing my understanding and explaining the meaning of words in context</li> </ul>	<p><b>Letters (2 weeks)</b></p> <p>Cool!</p> <p>Examples of formal and informal letters</p>

<p><b>SPOKEN LANGUAGE:</b></p> <ul style="list-style-type: none"> <li>To articulate and justify answers, arguments and opinions</li> <li>To gain, maintain and monitor the interest of the listener (s)</li> </ul>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>Proof reads for spelling, grammar and punctuation errors and self-corrects as the writing develops</li> <li>Uses apostrophes for singular and plural possession</li> <li>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</li> </ul>	<p><b>Handwriting and presentation:</b></p> <ul style="list-style-type: none"> <li>I can 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</li> <li>I can increase the legibility, consistency and quality of my handwriting</li> </ul> <p><b>Writing composition:</b></p> <ul style="list-style-type: none"> <li>I can discuss writing similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>I can use simple organisational devices in non-narrative material</li> <li>I can organise paragraphs around a theme</li> <li>I can assess the effectiveness of my own and others' writing and suggest improvements</li> <li>I can proof-read for spelling and punctuation errors</li> </ul>	<p><b>Outcomes:</b></p> <p>Formal letter to the hospital to thank them for saving the boy</p>
<p><b>SPELLING AND VOCABULARY:</b></p> <ul style="list-style-type: none"> <li>11.Words where 'ch' makes a /sh/ sound</li> <li>12.Challenge Words</li> </ul>	<p>Key vocabulary:</p> <p>Statutory spellings, paragraphs, theme, commas, fronted adverbials, narrative, expanded noun phrases, modifying adjectives, prepositional phrases, proof read, grammar and punctuation errors</p>	<p><b>Reading (Comprehension/ Understanding texts):</b></p> <ul style="list-style-type: none"> <li>I can retrieve and record information from non-fiction</li> <li>I can identify themes and conventions in a wide range of books</li> <li>I can read books that are structured in different ways and reading for a range of purposes</li> <li>I can use dictionaries to check the meaning of words that I have read</li> </ul>	<p><b>Narrative (3 weeks)</b></p> <p>The Journey</p>
<p><b>SPOKEN LANGUAGE:</b></p> <ul style="list-style-type: none"> <li>To consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>To participate in discussions, presentations, performances, role play, improvisations and debates</li> </ul>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</li> <li>Use fronted adverbials</li> <li>Proof reads for spelling, grammar and punctuation errors and self-corrects as the writing develops</li> </ul>	<p><b>Handwriting and presentation:</b></p> <ul style="list-style-type: none"> <li>I can 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</li> <li>I can increase the legibility, consistency and quality of my handwriting</li> </ul> <p><b>Writing composition:</b></p> <ul style="list-style-type: none"> <li>I can discuss and record ideas</li> <li>I can create settings, characters and plot in narratives</li> <li>I can compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>I can propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>I can read aloud my own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul>	<p><b>Outcomes:</b></p> <p>Narrative based on the experiences of a refugee</p>

**Further possible writing opportunities for Autumn term:**

Non-chronological reports - Romans (history)

Instructions - science investigation (method)

Explanation - states of matter (science)

Play script - Recreate a scene from Cool! as a play script

Book review of Cool!