

**HA Group:** Annalise, Lilly, Phoebe, Harley

TARGET AREAS:

- becomes increasingly aware of subordinate clauses and experiments with their position in sentences
- uses commas to demarcate fronted adverbials
- attempts to make simple links between paragraphs
- proposes changes to grammar and vocabulary to improve consistency

**MA group:** Charlotte, Emeli, Jasey, Oliver, Callum, Morgan, Alfie, Mollie, Max, Elsie

TARGET AREAS:

- uses apostrophes for singular and plural possession
- uses noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases
- spells further homophones and near homophones
- spells words using suffixes: -ly, -ation, -ous

**LA group:** Abbi, Sophie, Tianna, Kale, Sophia R

**SEND:** Support plan targets

TARGET AREAS:

- uses a wide range of conjunctions to join sentences and develop ideas
- uses a range of punctuation with increasing accuracy - full stops, question marks, exclamation marks, commas in lists, apostrophe for contraction
- uses *a* or *an* according to whether the next word begins with a consonant or a vowel
- begins to use paragraphs to group related material

**Spring 2024**

SPELLING AND VOCABULARY:	GRAMMAR AND PUNCTUATION:	TEXT LEVEL WORK:	Possible texts
<ul style="list-style-type: none"> <li>• Spells words with the /k/ sound spelt ch (Greek in origin)</li> <li>• 13.Words ending in '-sion'</li> <li>• 14.Words ending in '-ous'</li> </ul>	<p>Key vocabulary:</p> <p>Diary entry, apostrophes, singular and plural possession, expanded noun phrases, modifying adjectives, prepositional phrases, pronoun, noun, cohesion, repetition</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>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>Diary entries (2 weeks)</b></p> <p>Journey to Jo'burg</p> <p>Examples of diary entries</p> <p><b>Outcome:</b> Write a diary entry as Naledi or Tiro about the start of their journey to Jo'burg</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>• Apostrophes to mark singular and plural possession</li> <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> </ul>		

<p><b>SPELLING AND VOCABULARY:</b></p> <ul style="list-style-type: none"> <li>Spells words with the /sh/ sound spelt ch (mostly French in origin)</li> <li>15.Words ending in 'ous' where the ge from the root word remains</li> <li>16.Words where 'i' makes an /ee/ sound</li> </ul>	<p>Key vocabulary:</p> <p>Information, paragraphs, theme, subordinate clauses, position, sentence, non-fiction, non-chronological, links, commas, fronted adverbials</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>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>Information texts (2 weeks)</b></p> <p>Journey to Jo'burg</p> <p>Examples of information texts</p> <p><b>Outcome:</b> Non-chronological report about what apartheid was and how it worked</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>Use of subordinate clauses and experimenting with their position in sentences</li> <li>Attempts to make simple links between paragraphs</li> <li>Begins to use commas to demarcate fronted adverbials</li> </ul>		
<p><b>SPELLING AND VOCABULARY:</b></p> <ul style="list-style-type: none"> <li>Spells words ending with the /g/ sound spelt -gue</li> <li>17.Words ending in 'ious' and 'eous'</li> <li>18.Challenge Words</li> </ul>	<p>Key vocabulary:</p> <p>Setting, description, describe, expanded noun phrases, modifying adjectives, nouns, preposition phrases, vocabulary, adjectives, adverbs, adverbials, story, paragraphs, links, grammar, vocabulary, consistency</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>Setting description (2 weeks)</b></p> <p>Journey to Jo'burg</p> <p>Examples of real life setting descriptions</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</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>Attempts to make simple links between paragraphs</li> <li>Proposes changes to grammar and</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</li> </ul>	<p><b>Outcome:</b> Setting description of an unfamiliar place</p>

<p>evaluate different viewpoints, attending to and building on the contributions of others</p>	<p>vocabulary to improve consistency</p>	<p>understand and learn from its structure, vocabulary and grammar</p> <ul style="list-style-type: none"> <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 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>SPELLING AND VOCABULARY:</b></p> <ul style="list-style-type: none"> <li>Spells words ending with the /k/ sound spelt -que (French in origin)</li> <li>19.Words where 'au' makes an /or/ sound</li> <li>20.Words ending in '-tion'</li> </ul>	<p>Key vocabulary:</p> <p>Biography, past tense, present perfect tense, first person, third person, key events, summarise, influences, achievements, personality, commas, fronted adverbials, subordinate clauses, position, standard English, grammatical accuracy.</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>Biography (2 weeks)</b></p> <p>Journey to Jo'burg</p> <p>Examples of biographies</p> <p><b>Outcome:</b> Biography about Nelson Mandela</p>
<p><b>SPOKEN LANGUAGE:</b></p> <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>Use of subordinate clauses and experimenting with their position in sentences</li> <li>Use of commas after fronted adverbials</li> <li>Uses Standard English when writing to ensure grammatical accuracy</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>	
<p><b>SPELLING AND VOCABULARY:</b></p> <ul style="list-style-type: none"> <li>Spells words with the /s/ sound spelt sc (Latin in origin)</li> <li>21.Words ending in '-sion'</li> <li>22.Words ending in '-cian'</li> </ul>	<p>Key vocabulary:</p> <p>Narrative, culture, inverted commas, speech punctuation, links, paragraphs, expanded noun phrases, modifying adjectives, preposition phrases, commas, fronted adverbials</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>Handwriting and presentation:</b></p>	<p><b>Narrative - stories from other cultures (2 weeks)</b></p> <p>Journey to Jo'burg</p> <p><b>Outcomes:</b> Rewrite part of the story from an</p>

<b>SPOKEN LANGUAGE:</b> <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>	<b>Objectives:</b> <ul style="list-style-type: none"> <li>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</li> <li>Attempts to make simple links between paragraphs</li> <li>Use of commas after fronted adverbials</li> </ul>	<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> <b>Writing composition:</b> <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>	alternative point of view
<b>SPELLING AND VOCABULARY:</b>	<b>Key vocabulary:</b>	<b>Reading (Comprehension/ Understanding texts):</b>  <b>Handwriting and presentation:</b>  <b>Writing composition:</b>	<b>Outcomes:</b>
<b>SPOKEN LANGUAGE:</b>	<b>Objectives:</b>		
<b>Further possible writing opportunities for Autumn term:</b>  Non-chronological reports - Romans (history) Instructions - science investigation (method) Explanation - volcanoes (geography) Play script - Recreate a scene from Journey to Jo'burg as a play script Book review of Journey to Jo'burg			