

Summer Term One

<p>Genre Author study Character descriptions</p> <p>Name of Texts James and the Giant Peach Charlie and the Chocolate Factory</p> <p>Class Reader</p>	<p>Teaching and Learning</p> <p>Author: Look at the books of one author e.g. Roald Dahl/Anthony Browne</p> <p>Children practise simple, compound & complex sentences with powerful verbs. They explore the various characters and scenarios from one of their stories with a focus on one text. Write diary entries, newspaper reports about story events.</p> <p>Character descriptions: The Twits, Gangsta Granny, Mr Stink. Read character descriptions of characters from Roald Dahl and David Walliam's books. Discuss adjectives, similes and expanded noun phrases.</p> <p>Create and write their own descriptions of characters. Evaluate and edit their own writing by suggesting improvements</p>					
Curriculum Links:	Ongoing	Reading Focus Progression of Skills	Writing Focus Progression of Skills	Active English	Active Spelling	Tier 2 Words
History – description of Anglo-Saxon Britain.	Spelling- Y3/4 words . Handwriting – Use diagonal and horizontal joins that are need ed to join letters.	<p>Identifying themes and conventions in a wide range of books.</p> <p>Asking questions to improve their understanding of a text.</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Predicting what might happen from details stated and implied.</p> <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p> <p>Use further prefixes and suffixes and understand how to add them.</p> <p>Spell further homophones.</p>	<p>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Organising paragraphs around a theme in narratives, creating settings, characters and plot.</p> <p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although.</p> <p>Using the present perfect form of verbs in contrast to the past tense.</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials</p> <p>Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements.</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>proofread for spelling and punctuation errors.</p> <p>Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Recognise a determiner.</p> <p>Use an apostrophe.</p> <p>Use inverted commas.</p> <p>Add –ing to verbs to make present participles.</p> <p>Improve sentences.</p> <p>Use homophones</p> <p>Use homographs</p> <p>Identify word classes.</p> <p>Add –er and –est to adjectives.</p> <p>Use prefixes.</p> <p>Recognise sentence types.</p> <p>Use speech marks/inverted commas.</p> <p>Set out dialogue.</p> <p>Use full stops and capital letters.</p> <p>Use connectives and conjunctions.</p> <p>Read exception words.</p> <p>Use synonyms</p> <p>Use apostrophes.</p>	<p>Week 1 -sure</p> <p>Week 2 – Adding -ly yto i</p> <p>Week 3 -ou, ous</p> <p>Week 4 – ch making the 'k' and 'sh' sounds.</p> <p>Week 5 – Sc</p> <p>Week 6 – y for 'l'</p>	<p>Caption</p> <p>Conditions</p> <p>Factors</p> <p>Features</p> <p>Reason & Reasoning</p> <p>Accurately</p> <p>Meanwhile</p> <p>Affects</p> <p>Demonstrates</p> <p>Examine</p> <p>Illustrates</p> <p>Portrayed</p> <p>Proves</p> <p>Resolves</p>
<p>Phonics:</p> <p>Revise sound chart</p> <p>Phase three sounds</p> <p>Split diagrams.</p>		<p>Reading Explorers:</p> <p>Wanted Dead or Alive!</p> <p>The Secret Treasure</p> <p>Monkey Business</p> <p>Lessons in Life</p> <p>Joining a Library</p> <p>Hola</p>				

