

Summer Term Two

<p>Genre Plays and dialogue Poetry</p> <p>Name of Texts Laurel and Hardy The Magic Box It's Raining Pigs and Noodles</p> <p>Class Reader</p>	<p>Teaching and Learning Plays and Dialogues: Short animated films</p> <p>Study plays and dialogue. Explore the features of plays including stage directions and dialogue. Compare dialogue and play scripts, then write and perform a play script, based on a silent film. Draft and write dialogue by composing and rehearsing sentences orally with partners. Building a varied and rich vocabulary to create plot and setting. Write their own play scripts for a silent short film clip or wordless story.</p> <p>Poetry: 'It's raining pigs and noodles' by Jack Prelutsky and 'The Magic Box' by Kit Wright. Read poems which will inspire learning about powerful verbs, verb tenses, adverbs and adverbial phrases. Children use the poems they read as models for writing their own verses & poems. Read, recite and perform poems as a class including tongue twisters and riddles.</p>
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Curriculum Links:	Ongoing	Reading Focus Progression of Skills	Writing Focus Progression of Skills	Active English	Spelling	Tier 2 Words
<p>History – Character description of an Anglo-Saxon and King Arthur..</p> <p>Phonics: Revise sound chart Phase three sounds Split diagraphs.</p>	<p>Spelling- Y3/4 words. Handwriting – Use diagonal and horizontal joins that are needed to join letters.</p>	<p>Develop positive attitudes to reading, and an understanding of what they read, by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Reading books that are structured in different ways and reading for a range of purposes. Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry. Understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context. Identifying how language, structure, and presentation contribute to meaning 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>#plan their writing by: Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discussing and recording ideas. Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements. 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>Use connectives and conjunctions. Read exception words. Identify word classes. Use synonyms Use apostrophes. Use 'a' or 'an'. Recognise direct speech. Recognise prepositions. Use the correct form of a verb. Punctuation: full stops, capital letters, exclamation marks, question marks, inverted commas. Use apostrophes for omission of a letter.</p>	<p>Week 1- Prefix im- Week 2 – Prefix un- Week 3 – super – Week 4 – sion Week 5 – ey Week 6 - Homophones</p>	<p>Caption Conditions Factors Features Reason & Reasoning Accurately Meanwhile Affects Demonstrates Examine Illustrates Portrayed Proves Resolves</p>
<p>Reading Explorers: 1066 All at Sea Killer Plants Pollution Recycle, recycle</p>						