

## Spring Term One

<p><b>Genre</b> Diary Writing</p> <p><b>Name of Texts</b> Street Child</p> <p><b>Class Reader</b> The Boy Who Made Everyone Laugh</p>	<p><b>Teaching and Learning</b></p> <p>Writing diary accounts as Jim in the story</p> <p>Character Development</p> <p>Use of language</p>					
<b>Curriculum Links:</b>	<b>Ongoing</b>	<b>Reading Focus</b>	<b>Writing Focus</b>	<b>Active English</b>	<b>Spelling</b>	<b>Word of the Day</b>
<p>History – Victorians</p> <p>The lives of Victorian children</p> <p>Living in Workhouses</p>	<p>Spelling- continue to distinguish between homophones and other words which are often confused</p> <p>Handwriting – Using pen and joining handwriting in all writing activities.</p> <p>Develop consistency and accuracy with sufficient speed of handwriting.</p>	<p>*reading books that are structured in different ways and reading for a range of purposes</p> <p>*making comparisons within and across books</p> <p>*increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <p>*identifying and discussing themes and conventions in and across a wide range of writing</p> <p>* checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>*asking questions to improve their understanding</p> <p>*summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</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>*identifying how language, structure and presentation contribute to meaning</p> <p>*discuss and evaluate how authors use language, including figurative</p>	<ul style="list-style-type: none"> <li>- Identifying the audience for and purpose of the writing</li> <li>- Select appropriate grammar and vocabulary</li> <li>- Create cohesion between paragraphs through the use of pronouns, fronted adverbials and adverbs</li> <li>- Proof read and edit own work and that of peers for secretarial errors and content</li> <li>- Use a thesaurus to find synonyms to improve vocabulary choices</li> <li>- Ensure correct subject and verb agreement</li> <li>- Understand how to use subordinate clauses in complex sentences</li> <li>- Accurate use of tense</li> <li>- Using commas to clarify and avoid ambiguity</li> <li>- To use brackets or dashes to indicate parenthesis</li> <li>- To use relative clauses</li> <li>- I can use dialogue effectively and punctuate it accurately.</li> <li>- Describe characters, settings and plot, with growing precision.#</li> <li>Evaluate own and others' writing; with direction, proof read, edit and revise.</li> </ul>	<p>Images to respond to with:</p> <ul style="list-style-type: none"> <li>- Verbs</li> <li>- Adjectives</li> <li>- Prepositional phrases</li> <li>- Sentence openers</li> </ul> <p>Relative clauses</p> <p>Tense – past</p>	<p>Words containing the letter string ough</p> <p>Words ending in able</p> <p>Homophones – words that are confused</p>	<p>briskly</p> <p>oblivious</p> <p>resemble</p> <p>skulking</p> <p>perilous</p> <p>sorrow</p> <p>hoarse</p> <p>trample</p> <p>dishevelled</p> <p>satisfy</p> <p>perched</p> <p>nudged</p> <p>solution</p> <p>narrowing</p> <p>blunder</p> <p>authentic</p> <p>deduce</p> <p>deceptive</p> <p>agonise</p> <p>fiasco</p> <p>desirable</p> <p>predictably</p> <p>lollygag</p> <p>woefully</p> <p>subconsciously</p> <p>revolution</p> <p>infer</p> <p>neglect</p>
<p><b>Oracy:</b></p> <p>To discuss linguistic terms, including those to describe grammar, so that they can discuss their writing and reading</p> <p>Perform own compositions, using appropriate intonation, volume and movement so that meaning is clear</p>						

		language, considering the impact on the reader					maximised sheepishly
		<b>Reading Explorers:</b> I want my Mummy Colour Blind Magpie Girl Hail Ceasar! Sweet Dreams					