

Spelling and handwriting practice to take place daily

TEXT: The Iron Man

National Curriculum	Week	NC – Coverage	Skills Taught	Activity outline
<p>Composition:</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - 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 - Draft and write by: ♣ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures ♣ organising paragraphs around a theme ♣ in narratives, creating settings, characters and plot ♣ in non-narrative material, using simple organisational devices [for example, headings and sub-headings] - Evaluate and edit by: ♣ assessing the effectiveness of their own and others’ writing and suggesting improvements ♣ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ♣ proof-read for spelling and punctuation errors ♣ read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	1	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> ♣ use fronted adverbials ♣ use commas after fronted adverbials ♣ progressively build a varied and rich vocabulary ♣ organising paragraphs around a theme 	<p>I am beginning to use fronted adverbials for where and when and use commas after them.</p>	<p>Setting Description</p> <p>Setting descriptions of scenes from the Iron Man story e.g. the Iron Man at the top of the cliff/body parts scattered on the beach/Hogarth’s farm etc. What might the children see, hear, smell, taste and touch?</p>
	2	<p>Plan writing by:</p> <ul style="list-style-type: none"> ♣ 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 <p>Draft and write by:</p> <ul style="list-style-type: none"> ♣ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> ♣ assessing the effectiveness of their own and others’ writing and suggesting improvements ♣ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ♣ proof-read for spelling and punctuation errors (read and edit session) ♣ read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	<p>I am beginning to use some expanded noun phrases with post modifiers.</p> <p>I am beginning to use paragraphs to organise my ideas when writing a setting description.</p>	<p>Pupils to practise using fronted adverbials.</p> <p>For differentiation – allow pupils to reassemble parts of sentences to create fronted adverbial sentences.</p> <p>Analysis of example; practise skills and use them in context; plan ideas and share them with others; draft ideas using previous taught skills; proof read and edit using green editing pens with support from the teacher and children then write published version.</p>

<p>VPG:</p> <p><u>Pupils should be taught to:</u></p> <ul style="list-style-type: none"> - Develop their understanding of the concepts set out in English Appendix 2 by: <p>♣ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although ♣ using the present perfect form of verbs in contrast to the past tense ♣ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition ♣ using conjunctions, adverbs and prepositions to express time and cause ♣ using fronted adverbials ♣ learning the grammar for years 3 and 4 in English Appendix 2 ♣ indicate grammatical and other features by ♣ using commas after fronted adverbials ♣ indicating possession by using the possessive apostrophe with plural nouns ♣ using and punctuating direct speech ♣ using the correct form of <i>a</i> or <i>an</i></p> <p>♣ use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p> <p>Handwriting</p> <ul style="list-style-type: none"> - <u>Pupils should be taught to:</u> <p>♣ use diagonal and horizontal strokes and choose which joins are best ♣ ensure handwriting is consistent and legible.</p> <p>Spelling</p> <ul style="list-style-type: none"> - <u>Pupils should be taught to:</u> <p>♣ spell some further homophone correctly ♣ use dictionaries efficiently to correct spellings ♣ use further prefixes and suffixes and understand how to add them ♣ spell words that are often misspelt</p>	3	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> ♣ in non-narrative material, using simple organisational devices [for example, headings and sub-headings] ♣ use conjunctions, adverbs and prepositions to express time and cause 	<p>I am beginning to use headings and subheadings in my writing.</p> <p>I can use time conjunctions when writing an instruction.</p>	<p>Instruction Writing</p> <p>Children to write sets of instructions based around the Iron Man book e.g. how to catch the Iron Man/how to hunt for metal etc.</p> <p>To study instructions and implement drama. Instructing a member of a group to complete a task in the class.</p> <p>Analysis of example; practise skills and use them in context; plan ideas and share them with others; draft ideas using previous taught skills; proof read and edit using green editing pens with support from the teacher and children then write published version.</p>
	4	<p>Plan writing by:</p> <ul style="list-style-type: none"> ♣ 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 <p>Draft and write by:</p> <ul style="list-style-type: none"> ♣ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> ♣ assessing the effectiveness of their own and others' writing and suggesting improvements ♣ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ♣ proof-read for spelling and punctuation errors (Read and edit session) 	<p>I can use adverbs to express time and cause.</p>	
	5	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> ♣ using a wider range of conjunctions, including when, if, because, although ♣ use the present perfect form of verbs in contrast to the past tense ♣ indicate possession by using the possessive apostrophe with plural nouns (and spell correctly) ♣ use fronted adverbials ♣ use commas after fronted adverbials 	<p>I am beginning to extend my sentences using a range of conjunctions.</p> <p>I can use fronted adverbials for where and when and use commas after them.</p>	<p>Newspaper Reports</p> <p>Children to report on key events from the story e.g. the Iron Man being found/the Space-Being landing etc.</p> <p>Speedy activity: to begin to use the present perfect form.</p> <p>Analysis of example; practise skills and use them in context; plan ideas and share them with others; draft ideas using previous taught skills; proof read and edit using green editing pens with support from the teacher and children then write published version.</p>
	6	<p>Plan writing by:</p> <ul style="list-style-type: none"> ♣ 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 <p>Draft and write by:</p>	<p>I am beginning to use the possessive apostrophe correctly for plural nouns.</p>	

<p>♣ place the possessive apostrophe accurately in words with regular plurals and words with irregular plurals</p> <p>S&L</p> <p>- <u>Pupils should be taught to:</u></p> <p>♣ listen and respond appropriately to adults and their peers ♣ ask relevant questions to extend their understanding and knowledge ♣ use relevant strategies to build their vocabulary ♣ articulate and justify answers, arguments and opinions ♣ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings ♣ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments ♣ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas ♣ speak audibly and fluently with an increasing command of Standard English ♣ participate in discussions, presentations, performances, role play, improvisations and debates ♣ gain, maintain and monitor the interest of the listener(s) ♣ consider and evaluate different viewpoints, attending to and building on the contributions of others ♣ select and use appropriate registers for effective communication.</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>Evaluate and edit by:</p> <p>♣ assessing the effectiveness of their own and others' writing and suggesting improvements ♣ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ♣ proof-read for spelling and punctuation errors (Read and edit session)</p>		
7	<p>Pupils will have the opportunity to:</p> <p>♣ listen and respond appropriately to adults and their peers ♣ ask relevant questions to extend their understanding and knowledge ♣ use relevant strategies to build their vocabulary maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>Pupils will be taught to:</p> <p>♣ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because § in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p> <p>♣ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Plan writing by:</p> <p>♣ 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 ♣</p> <p>Draft and write by:</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>I am beginning to extend my sentences using a range of conjunctions</p> <p>I am beginning to use headings and subheadings in my writing.</p> <p>I am beginning to use the correct nouns/pronouns when writing to avoid repetition.</p>	<p>Book Review</p> <p>Children to review the book that has been read and discuss any favourite books from the library. Articulate ideas and opinions verbally to a partner or group before writing. Children to be able to comment on favourite parts of the story to recall pertinent plot points.</p> <p>Speedy activity: to change nouns to pronouns appropriately.</p> <p>Analysis of example; practise skills and use them in context; plan and shared ideas; draft writing using previously taught skills; proof-read and edit work using editing pens</p>	

	<p>Evaluate and edit by:</p> <ul style="list-style-type: none"> ♣ assessing the effectiveness of their own and others' writing and suggesting improvements ♣ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ♣ proof-read for spelling and punctuation errors (Read and edit session) 		
Vocabulary:	<p>NC word list: accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy/business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight/eighth, enough, exercise, experience, experiment, extreme, famous, favourite, February, forward(s), fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women</p> <p>Text specific: evolve, borer, isolation, thatched, gatherer, community, Mesolithic, hand axe, spear, antler, flint</p>		

Spelling and handwriting practice to take place daily

TEXT: Stig of the Dump

National Curriculum	Week	NC - Coverage	Skills Taught	Activity outline
<p>Composition:</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - Plan their writing by: <ul style="list-style-type: none"> ♣ 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 - Draft and write by: <ul style="list-style-type: none"> ♣ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures in ♣ in narratives, creating settings, characters and plot ♣ in non-narrative material, using simple organisational devices [for example, headings and sub-headings] - Evaluate and edit by: <ul style="list-style-type: none"> ♣ assessing the effectiveness of their own and others' writing and suggesting improvements ♣ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ♣ proof-read for spelling and punctuation errors ♣ read aloud their own writing, to a group or the whole 	<p>1</p>	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> ♣ use conjunctions, prepositions and adverbs to express time and cause. ♣ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although ♣ progressively build a varied and rich vocabulary <p>Plan writing by:</p> <ul style="list-style-type: none"> ♣ 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 <p>Draft and write by:</p> <ul style="list-style-type: none"> ♣ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> ♣ assessing the effectiveness of their own and others' writing and suggesting improvements ♣ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ♣ proof-read for spelling and punctuation errors (read and edit session) ♣ read aloud their own writing, to a 	<p>I am beginning to use a wider range of conjunctions in my writing.</p> <p>I am beginning to use some expanded noun phrases with post modifiers.</p> <p>I am beginning to use a range of prepositions in my writing.</p>	<p>Character Description</p> <p>Speedy activity: to use prepositions when writing a character description.</p> <p>What does Stig look like/smell like? What is his personality like? What are his likes and dislikes? Encourage children to use their senses.</p> <p>Mind-mapping key vocabulary associated with the Stig. Use this as a learning aid when writing to support regarding differentiation.</p> <p>Analysis of example; practise skills and use them in context; plan ideas together and share them with others; draft ideas using previous taught skills; proof read and edit using green editing pens with support from the teacher and children then write published version.</p>

<p>class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>VPG:</p> <p>Pupils should be taught to:</p>	<p>2</p>	<p>group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>		
<p>- Develop their understanding of the concepts set out in English Appendix 2 by:</p> <p>♣ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although ♣ using the present perfect form of verbs in contrast to the past tense ♣ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition ♣ using conjunctions, adverbs and prepositions to express time and cause ♣ using fronted adverbials ♣ learning the grammar for years 3 and 4 in English Appendix 2 ♣ indicate grammatical and other features by: ♣ using commas after fronted adverbials ♣ indicating possession by using the possessive apostrophe with plural nouns ♣ using and punctuating direct speech ♣ use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p> <p>Handwriting</p> <p>- Pupils should be taught to:</p> <p>♣ use diagonal and horizontal strokes and choose which joins are best ♣ ensure handwriting is consistent and legible.</p> <p>Spelling</p>	<p>3</p>	<p>Pupils will be taught to:</p> <p>♣ create settings, characters and plot in a narrative</p> <p>♣ use adverbs to express time and cause.</p> <p>♣ use and punctuate direct speech</p> <p>Plan writing by:</p> <p>♣ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>♣ discussing and recording ideas</p>	<p>I can write a story with settings, characters and a plot</p> <p>I can use adverbs to show when, how long or how often something has happened.</p>	<p>Narrative Writing</p> <p>To rewrite parts of the story that have been read to the children already. Children could also continue the story with their own writing, practising prediction skills along the way.</p>
	<p>4</p>	<p>Plan writing by:</p> <p>♣ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>♣ discussing and recording ideas</p> <p>Draft and write by:</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>Evaluate and edit by:</p> <p>♣ assessing the effectiveness of their own and others' writing and suggesting improvements ♣ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ♣ proof-read for spelling and punctuation errors (read and edit session) ♣ read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>I am beginning to use direct speech in my writing.</p>	<p>Speedy activity: to punctuate inverted commas when using direct speech.</p> <p>Analysis of example; practise skills and use them in context; plan ideas together and share them with others; draft ideas using previous taught skills; proof read and edit using green editing pens with support from the teacher and children then write published version.</p>
<p>- Pupils should be taught to:</p> <p>♣ spell some further homophone correctly ♣ use dictionaries efficiently to correct spellings ♣ use further prefixes and suffixes</p>	<p>5</p>	<p>Pupils will be taught to:</p> <p>♣ in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p>	<p>I am beginning to use headings and subheadings in my writing.</p>	<p>Information Report</p> <p>Children to write information reports on the Stig, linking in historical associations such as homelife, diet and</p>

<p>and understand how to add them ♣ spell words that are often misspelt ♣ place the possessive apostrophe accurately in words with regular plurals and words with irregular plurals</p> <p>S&L</p> <p>- <u>Pupils should be taught to:</u></p> <ul style="list-style-type: none"> ♣ listen and respond appropriately to adults and their peers ♣ ask relevant questions to extend their understanding and knowledge ♣ use relevant strategies to build their vocabulary ♣ articulate and justify answers, arguments and opinions ♣ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings ♣ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments ♣ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas ♣ speak audibly and fluently with an increasing command of Standard English ♣ participate in discussions, presentations, performances, role play, improvisations and debates ♣ gain, maintain and monitor the interest of the listener(s) ♣ consider and evaluate different viewpoints, attending to and building on the contributions of others ♣ select and use appropriate registers for effective communication. 	<p>6</p> <ul style="list-style-type: none"> ♣ use conjunctions, prepositions and adverbs to express time and cause. ♣ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because <p>Plan writing by:</p> <ul style="list-style-type: none"> ♣ 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 <p>Draft and write by:</p> <ul style="list-style-type: none"> ♣ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> ♣ assessing the effectiveness of their own and others' writing and suggesting improvements ♣ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ♣ proof-read for spelling and punctuation errors (read and edit session) ♣ read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	<p>I can use time conjunctions in my information report.</p> <p>I am beginning to use a wider range of conjunctions in my writing.</p>	<p>lifestyle. Additionally, this will enable pupils to practise their writing formality and awareness of genre.</p> <p>Speedy activity: to use a wider range of conjunctions.</p> <p>Group work: What may our report be about? Why is stumbling across the dump big news? Where was it? What did it look like? What was it made out of? Was there anyone living there? What will happen moving forward?</p> <p>Analysis of example; practise skills and use them in context; plan ideas together and share them with others; draft ideas using previous taught skills; proof read and edit using green editing pens with support from the teacher and children then write published version.</p>
<p>7</p> <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> ♣ using the present perfect form of verbs in contrast to the past tense ♣ use adverbs to express time and cause ♣ using fronted adverbials <p>Plan writing by:</p> <ul style="list-style-type: none"> ♣ 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 	<p>I am beginning to use the present perfect form in my writing.</p> <p>I can use adverbs to show when, how long or how often something has happened.</p> <p>I can use some examples of fronted adverbials in my writing.</p>	<p>Letter Writing</p> <p>Children to write a letter to Stig about what they will be getting up to during their two week break.</p> <p>Speedy activity: using the present perfect form of verbs.</p> <p>Analysis of example; practise skills and use them in context; plan ideas together and share them with others; draft ideas using previous taught skills; proof read and edit using green editing pens with support from the teacher and children then write published version.</p>	

	<p>Draft and write by:</p> <ul style="list-style-type: none"> ♣ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> ♣ assessing the effectiveness of their own and others' writing and suggesting improvements ♣ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ♣ proof-read for spelling and punctuation errors (read and edit session) ♣ read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 		
<p>Vocabulary:</p>	<p>NC word list: accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy/business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight/eighth, enough, exercise, experience, experiment, extreme, famous, favourite, February, forward(s), fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women</p> <p>Text specific: evolve, borer, isolation, thatched, gatherer, community, Mesolithic, hand axe, spear, antler, flint</p>		

Spelling and handwriting practice to take place daily

TEXT: Greek Myths and Legends

National Curriculum	Week	NC - Coverage	Skills Taught	Activity outline
<p>Composition:</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - Plan their writing by: <ul style="list-style-type: none"> ♣ 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 - Draft and write by: <ul style="list-style-type: none"> ♣ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures ♣ organising paragraphs around a theme ♣ in narratives, creating settings, characters and plot ♣ in non-narrative material, using simple organisational devices [for example, headings and sub-headings] - Evaluate and edit by: <ul style="list-style-type: none"> ♣ assessing the effectiveness of their own and others' writing and suggesting improvements ♣ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ♣ proof-read for spelling and punctuation errors ♣ read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<p style="text-align: center;">1</p> <hr/> <p style="text-align: center;">2</p>	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> ♣ use conjunctions, prepositions and adverbs to express time and cause. ♣ progressively build a varied and rich vocabulary ♣ use the possessive apostrophe correctly with plurals <p>Plan writing by:</p> <ul style="list-style-type: none"> ♣ 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 <p>Draft and write by:</p> <ul style="list-style-type: none"> ♣ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> ♣ assessing the effectiveness of their own and others' writing and suggesting improvements ♣ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ♣ proof-read for spelling and punctuation errors (read and edit session) ♣ read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	<p>I can use time conjunctions when writing a recount.</p> <p>I am beginning to use the possessive apostrophe correctly with plurals.</p> <p>I can use some expanded noun phrases with post modifiers</p>	<p>Recount</p> <p>Children to rewrite one of the Greek myths they have read as a recount (from different character's points of views). This will enable pupils to practise their writing formality.</p> <p>Speedy activity: possessive apostrophes and plurals.</p> <p>Analysis of example; practise skills and use them in context; plan ideas together and share them with others; draft ideas using previous taught skills; proof read and edit using green editing pens with support from the teacher and children then write published version.</p>

<p>VPG:</p> <p><u>Pupils should be taught to:</u></p> <ul style="list-style-type: none"> - Develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> ♣ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although ♣ using the present perfect form of verbs in contrast to the past tense ♣ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition ♣ using conjunctions, adverbs and prepositions to express time and cause ♣ using fronted adverbials ♣ using commas after fronted adverbials ♣ indicating possession by using the possessive apostrophe with plural nouns ♣ using and punctuating direct speech <p>♣ use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p> <p>Handwriting</p> <ul style="list-style-type: none"> - <u>Pupils should be taught to:</u> <ul style="list-style-type: none"> ♣ use diagonal and horizontal strokes and choose which joins are best ♣ ensure handwriting is consistent and legible. <p>Spelling</p> <ul style="list-style-type: none"> - <u>Pupils should be taught to:</u> <ul style="list-style-type: none"> ♣ spell some further homophone correctly ♣ use dictionaries efficiently to correct spellings ♣ use further prefixes and suffixes and understand how to add them ♣ spell words that are often misspelt ♣ place the possessive apostrophe accurately in words with regular plurals and words with irregular plurals <p>S&L</p>	3	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> ♣ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although ♣ progressively build a varied and rich vocabulary ♣ use adverbs to express time and cause 	<p>I can write in a persuasive way.</p> <p>I can use a wider range of conjunctions in my writing</p>	<p>Persuasive Writing</p> <p>Children to persuade Athene to turn Arachne back into a human or persuading Persephone to be Hades' wife.</p> <p>Speedy activity: choosing suitable adverbs.</p>
	4	<p>♣ use adverbs to express time and cause</p> <p>Plan writing by:</p> <ul style="list-style-type: none"> ♣ 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 <p>Draft and write by:</p> <ul style="list-style-type: none"> ♣ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> ♣ assessing the effectiveness of their own and others' writing and suggesting improvements ♣ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ♣ proof-read for spelling and punctuation errors (read and edit session) ♣ read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	<p>I can use adverbs in my writing.</p>	<p>Analysis of example; practise skills and use them in context; plan ideas together and share them with others; draft ideas using previous taught skills; proof read and edit using green editing pens with support from the teacher and children then write published version.</p>
	5	<p>Pupils are taught to:</p> <ul style="list-style-type: none"> ♣ use fronted adverbials ♣ use commas after fronted adverbials ♣ progressively build a varied and rich vocabulary 	<p>I can give some examples of fronted adverbials in my writing and use commas after them.</p>	<p>Setting Description</p> <p>Children to write a setting description from a Greek Myth they have read e.g. the Underworld or Mount Olympus etc.</p>
	6	<ul style="list-style-type: none"> ♣ organising paragraphs around a theme <p>Plan writing by:</p> <ul style="list-style-type: none"> ♣ 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 	<p>I can use some expanded noun phrases with post modifiers in my writing.</p>	<p>Speedy activity: to link grammatical names to their definitions.</p>

<p>- <u>Pupils should be taught to:</u></p> <ul style="list-style-type: none"> ♣ listen and respond appropriately to adults and their peers ♣ ask relevant questions to extend their understanding and knowledge ♣ use relevant strategies to build their vocabulary ♣ articulate and justify answers, arguments and opinions ♣ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings ♣ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments ♣ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas ♣ speak audibly and fluently with an increasing command of Standard English ♣ participate in discussions, presentations, performances, role play, improvisations and debates ♣ gain, maintain and monitor the interest of the listener(s) ♣ consider and evaluate different viewpoints, attending to and building on the contributions of others ♣ select and use appropriate registers for effective communication. 	<p>Draft and write by:</p> <ul style="list-style-type: none"> ♣ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> ♣ assessing the effectiveness of their own and others' writing and suggesting improvements ♣ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ♣ proof-read for spelling and punctuation errors (read and edit session) ♣ read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	<p>I am beginning to use paragraphs to organise my ideas when writing a setting description.</p>	<p>Analysis of example; practise skills and use them in context; plan ideas together and share them with others; draft ideas using previous taught skills; proof read and edit using green editing pens with support from the teacher and children then write published version.</p>
	<p>7</p> <p>Pupils will have the opportunity to:</p> <ul style="list-style-type: none"> ♣ listen and respond appropriately to adults and their peers ♣ ask relevant questions to extend their understanding and knowledge ♣ use relevant strategies to build their vocabulary maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments <p>Pupils will be taught to:</p> <ul style="list-style-type: none"> ♣ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because ♣ in non-narrative material, using simple organisational devices [for example, headings and sub-headings] ♣ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition <p>Plan writing by:</p> <ul style="list-style-type: none"> ♣ 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 <p>Draft and write by:</p>	<p>I can use a wider range of conjunctions to extend my sentences.</p> <p>I can use headings and subheadings in my writing.</p> <p>I am beginning to use the correct nouns/pronouns when writing to avoid repetition.</p>	<p><u>Book Review</u></p> <p>Children to write a review on their favourite Greek Myth, their worst Greek Myth and a review of their own 'made up' Greek Myth. Children to think reflectively about which myths have captivated and the reasons why.</p> <p>Speedy activity: practising adverbial phrases.</p> <p>Children will need to ensure they keep to the same time period for their narrative but will have the opportunity to change the characters and plot.</p> <p>Analysis of example; practise skills and use them in context; plan ideas together and share them with others; draft ideas using previous taught skills; proofread and edit using green editing pens with support from the teacher and children then write published version.</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>Evaluate and edit by:</p> <p>♣ assessing the effectiveness of their own and others' writing and suggesting improvements ♣ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ♣ proof-read for spelling and punctuation errors (read and edit session) ♣ read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>		
Vocabulary:	<p>NC word list: accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy/business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight/eighth, enough, exercise, experience, experiment, extreme, famous, favourite, February, forward(s), fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women</p> <p>Text specific: betrayed, ruler, tactician, friend, mastermind, reckless, vain, ambitious, power-hungry, mischievous, dictator, callous, assassinated, noble, visionary, leader, fearless, poison, deadly, female, inspired, courageous, untamed, avenge, warrior, enraged, intelligent, govern, rebel, politician, advocate, adulterer, resourceful, conventional, servant, traitor, pragmatic, suicide, affair, allegiance, well-trained, obedient, ruthless.</p>		

Spelling and handwriting practice to take place daily

TEXT: The Firework Maker's Daughter

National Curriculum	Week	NC - Coverage	Skills Taught	Activity outline
<p>Composition:</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - Plan their writing by: <ul style="list-style-type: none"> ♣ 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 - Draft and write by: <ul style="list-style-type: none"> ♣ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures ♣ organising paragraphs around a theme ♣ in narratives, creating settings, characters and plot ♣ in non-narrative material, using simple organisational devices [for example, headings and sub-headings] - Evaluate and edit by: <ul style="list-style-type: none"> ♣ assessing the effectiveness of their own and others' writing and suggesting improvements ♣ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ♣ proof-read for spelling and punctuation errors ♣ read aloud their own writing, to a group or the whole 	1	<p>Pupils are taught to:</p> <ul style="list-style-type: none"> ♣ using the correct form of <i>a</i> or <i>an</i> ♣ use adverbs and prepositions to express time and cause ♣ progressively build a varied and rich vocabulary 	<p>I can use adverbs to express when, how and where something is happening.</p>	<p>Playscript</p> <p>Children to rewrite what they have read in the story so far as a playscript. Children to focus on form and stylistic presentation to ensure the playscript is comprehensible and able to be performed.</p> <p>Speedy activity: to use the correct form of <i>a</i> and <i>an</i></p> <p>Analysis of example; practise skills and use them in context; plan ideas together and share them with others; draft ideas using previous taught skills; proof read and edit using green editing pens with support from the teacher and children then write published version.</p>
	2	<p>Plan writing by:</p> <ul style="list-style-type: none"> ♣ 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 <p>Draft and write by:</p> <ul style="list-style-type: none"> ♣ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> ♣ assessing the effectiveness of their own and others' writing and suggesting improvements ♣ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ♣ proof-read for spelling and punctuation errors (read and edit session) ♣ read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	<p>I can use prepositions to express where something is.</p> <p>I am beginning to use <i>a</i> and <i>an</i> correctly.</p>	

<p>class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>VPG:</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - Develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> ♣ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although ♣ using the present perfect form of verbs in contrast to the past tense ♣ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition ♣ using conjunctions, adverbs and prepositions to express time and cause ♣ using fronted adverbials ♣ using commas after fronted adverbials ♣ indicating possession by using the possessive apostrophe with plural nouns ♣ using and punctuating direct speech ♣ using the correct form of <i>a</i> or <i>an</i> <p>♣ use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p> <p>Handwriting</p> <ul style="list-style-type: none"> - Pupils should be taught to: <ul style="list-style-type: none"> ♣ use diagonal and horizontal strokes and choose which joins are best ♣ ensure handwriting is consistent and legible. <p>Spelling</p> <ul style="list-style-type: none"> - Pupils should be taught to: <ul style="list-style-type: none"> ♣ spell some further homophone correctly ♣ use dictionaries efficiently to correct spellings ♣ use further prefixes and suffixes and understand how to add them ♣ spell words that are often 	<p>3</p>	<p>Pupils are taught to:</p> <ul style="list-style-type: none"> ♣ in non-narrative material, using simple organisational devices in poetry e.g. a verse, stanza and chorus ♣ progressively build a varied and rich vocabulary 	<p>I can write a poem using verses and a chorus.</p> <p>I can use a range of adventurous adjectives in my poem.</p>	<p>Poetry</p> <p>Children to write poems on fireworks, volcanoes and Razvani. Children to focus on different features of poetry across the two weeks such as: blank verse, free verse and rhymed verse using a range of poetic devices e.g. adjective poetry, couplet poetry/rhyme, onomatopoeia, alliteration, similes and synonyms.</p>
	<p>4</p>	<p>Plan writing by:</p> <ul style="list-style-type: none"> ♣ 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 <p>Draft and write by:</p> <ul style="list-style-type: none"> ♣ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> ♣ assessing the effectiveness of their own and others' writing and suggesting improvements ♣ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ♣ proof-read for spelling and punctuation errors (read and edit session) ♣ read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	<p>I can use some examples of poetic devices in my poem.</p>	<p>Speedy activity: suggesting improvements to vocabulary. Thinking about our learnt vocabulary techniques: 'break it down' and 'read around' to decode (and then upgrade) unfamiliar vocabulary.</p> <p>What can be seen/smelt/heard/felt? Thinking about practising sensory imagery and articulation through writing.</p> <p>Analysis of example; practise skills and use them in context; plan ideas together and share them with others; draft ideas using previous taught skills; proof read and edit using green editing pens with support from the teacher and children then write published version.</p>
	<p>5</p>	<p>Pupils are taught to:</p> <ul style="list-style-type: none"> ♣ create settings, characters and plot in a narrative ♣ use adverbs to express time and cause. ♣ use and punctuate direct speech 	<p>I can write a story with settings, characters and a plot</p> <p>I can use examples of adverbs to show when, how long or how often something has happened.</p>	<p>Narrative Writing</p> <p>Children to rewrite what has happened so far in the story using setting, characters and a plot.</p>
	<p>6</p>	<p>Plan writing by:</p> <ul style="list-style-type: none"> ♣ 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 <p>Draft and write by:</p> <ul style="list-style-type: none"> ♣ composing and rehearsing sentences orally (including dialogue), progressively building a 	<p>I am beginning to use direct speech correctly in my story writing.</p>	<p>Speedy activity: punctuating direct speech correctly.</p> <p>Analysis of example; practise skills and use them in context; plan ideas together and share them with others; draft ideas using previous taught skills; proof read and edit using green editing pens with support</p>

<p>misspelt ♣ place the possessive apostrophe accurately in words with regular plurals and words with irregular plurals</p> <p>S&L</p> <p>- <u>Pupils should be taught to:</u></p> <p>♣ listen and respond appropriately to adults and their peers ♣ ask relevant questions to extend their understanding and knowledge ♣ use relevant strategies to build their vocabulary ♣ articulate and justify answers, arguments and opinions ♣ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings ♣ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments ♣ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas ♣ speak audibly and fluently with an increasing command of Standard English ♣ participate in discussions, presentations, performances, role play, improvisations and debates ♣ gain, maintain and monitor the interest of the listener(s) ♣ consider and evaluate different viewpoints, attending to and building on the contributions of others ♣ select and use appropriate registers for effective communication.</p>	<p>varied and rich vocabulary and an increasing range of sentence structures</p> <p>Evaluate and edit by:</p> <p>♣ assessing the effectiveness of their own and others' writing and suggesting improvements ♣ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ♣ proof-read for spelling and punctuation errors (read and edit session) ♣ read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>		<p>from the teacher and children then write published version.</p>
	<p>7</p> <p>Pupils will have the opportunity to:</p> <p>♣ listen and respond appropriately to adults and their peers ♣ ask relevant questions to extend their understanding and knowledge ♣ use relevant strategies to build their vocabulary maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>Pupils will be taught to:</p> <p>♣ in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p> <p>♣ using the correct form of <i>a</i> or <i>an</i></p> <p>♣ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because</p> <p>Plan writing by:</p> <p>♣ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>♣ discussing and recording ideas</p> <p>Draft and write by:</p> <p>♣ composing and rehearsing sentences orally (including dialogue), progressively building a</p>	<p>I can use headings and subheadings in my writing.</p> <p>I am able to use <i>a</i> and <i>an</i> correctly.</p> <p>I can use a wider range of conjunctions in my writing.</p>	<p>Information Report</p> <p>Children to write an information report on what they have learnt this term about volcanoes. This will link with present Geography knowledge and will allow children to practise summarising skills and careful selection of language.</p> <p>Speedy activity: to identify and use prepositions.</p> <p>Analysis of example; practise skills and use them in context; plan ideas together and share them with others; draft ideas using previous taught skills; proof read and edit using green editing pens with support from the teacher and children then write published version.</p>

	<p>varied and rich vocabulary and an increasing range of sentence structures</p> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> ♣ assessing the effectiveness of their own and others' writing and suggesting improvements ♣ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ♣ proof-read for spelling and punctuation errors (read and edit session) ♣ read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 		
Vocabulary:	<p>NC word list: accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy/business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight/eighth, enough, exercise, experience, experiment, extreme, famous, favourite, February, forward(s), fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women</p> <p>Text specific: betrayed, ruler, tactician, friend, mastermind, reckless, vain, ambitious, power-hungry, mischievous, dictator, callous, assassinated, noble, visionary, leader, fearless, poison, deadly, female, inspired, courageous, untamed, avenge, warrior, enraged, intelligent, govern, rebel, politician, advocate, adulterer, resourceful, conventional, servant, traitor, pragmatic, suicide, affair, allegiance, well-trained, obedient, ruthless.</p>		

Spelling and handwriting practice to take place daily

TEXT: The Borrowers

National Curriculum	Week	NC - Coverage	Skills Taught	Activity outline
<p>Composition:</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - Plan their writing by: <ul style="list-style-type: none"> ♣ 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 - Draft and write by: <ul style="list-style-type: none"> ♣ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures ♣ organising paragraphs around a theme ♣ in narratives, creating settings, characters and plot ♣ in non-narrative material, using simple organisational devices [for example, headings and sub-headings] - Evaluate and edit by: <ul style="list-style-type: none"> ♣ assessing the effectiveness of their own and others' writing and suggesting improvements ♣ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ♣ proof-read for spelling and punctuation errors ♣ read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<p style="text-align: center;">1</p> <hr/> <p style="text-align: center;">2</p>	<p>Pupils are taught to:</p> <ul style="list-style-type: none"> ♣ use the present perfect form of verbs in contrast to the past tense ♣ extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although ♣ use fronted adverbials <p>Plan writing by:</p> <ul style="list-style-type: none"> ♣ 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 <p>Draft and write by:</p> <ul style="list-style-type: none"> ♣ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> ♣ assessing the effectiveness of their own and others' writing and suggesting improvements ♣ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ♣ proof-read for spelling and punctuation errors (read and edit session) ♣ read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	<p>I can use the present perfect form of verbs in my writing.</p> <p>I can use some examples of fronted adverbials in my writing.</p> <p>I am beginning to use a wider range of conjunctions in my writing.</p> <p>I can use appropriate address and tone when writing.</p>	<p>Informal Letter Writing</p> <p>Children to write letters to the Borrowers finding out how they live and explaining a bit about their lives. Children then to write responses back as though they are the Borrowers. This will enable pupils to envisage what the Borrowers may be like and their lexical idiosyncrasies (the uniqueness of their language).</p> <p>Speedy activity: identifying and using the present perfect form of verbs.</p> <p>Analysis of example; practise skills and use them in context; plan ideas together and share them with others; draft ideas using previous taught skills; proof read and edit using green editing pens with support from the teacher and children then write published version</p>

<p>VPG:</p> <p><u>Pupils should be taught to:</u></p> <ul style="list-style-type: none"> - Develop their understanding of the concepts set out in English Appendix 2 by: <p>♣ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although ♣ using the present perfect form of verbs in contrast to the past tense ♣ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition ♣ using conjunctions, adverbs and prepositions to express time and cause ♣ using fronted adverbials ♣ using commas after fronted adverbials ♣ indicating possession by using the possessive apostrophe with plural nouns ♣ using and punctuating direct speech ♣ using the correct form of <i>a</i> or <i>an</i></p> <p>♣ use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p> <p>Handwriting</p> <ul style="list-style-type: none"> - <u>Pupils should be taught to:</u> <p>♣ use diagonal and horizontal strokes and choose which joins are best ♣ ensure handwriting is consistent and legible.</p>	3	<p>Pupils are taught to:</p> <ul style="list-style-type: none"> ♣ place the possessive apostrophe accurately in words with regular plurals and words with irregular plurals ♣ progressively build a varied and rich vocabulary ♣ organising paragraphs around a theme 	<p>I am beginning to use the possessive apostrophe accurately with plurals.</p> <p>I can organise my ideas into paragraphs when writing character descriptions.</p>	<p>Character Description</p> <p>Children to describe the different characters in the Borrowers. Mind-mapping ideas and vocabulary as a class which can then be used as a learning aid during writing.</p>
	4	<p>Plan writing by:</p> <ul style="list-style-type: none"> ♣ 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 <p>Draft and write by:</p> <ul style="list-style-type: none"> ♣ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> ♣ assessing the effectiveness of their own and others' writing and suggesting improvements ♣ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ♣ proof-read for spelling and punctuation errors (read and edit session) ♣ read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	<p>I can use wider range of adventurous adjectives when writing a character description.</p>	<p>Speedy activity – possessive apostrophe with plurals e.g. The Borrowers' clothes/humans' homes/the Borrowers' families</p> <p>Analysis of example; practise skills and use them in context; plan ideas together and share them with others; draft ideas using previous taught skills; proofread and edit using green editing pens with support from the teacher and children then write published version</p>
<p>Spelling</p> <ul style="list-style-type: none"> - <u>Pupils should be taught to:</u> <p>♣ spell some further homophone correctly ♣ use dictionaries efficiently to correct spellings ♣ use further prefixes and suffixes and understand how to add them ♣ spell words that are often misspelt ♣ place the possessive apostrophe accurately in words with regular plurals and words with irregular plurals</p>	5	<p>Pupils are taught to:</p> <ul style="list-style-type: none"> ♣ using the correct form of <i>a</i> or <i>an</i> ♣ in non-narrative material, using simple organisational devices [for example, headings and sub-headings] 	<p>I am beginning to use headings and subheadings in my writing.</p> <p>I can use 'a' and 'an' correctly in my writing.</p>	<p>Information Report</p> <p>Children to write about different cities around the world (linked to the termly topic Urban Pioneers). This will encourage children to use relevant geographical vocabulary.</p>
	6	<ul style="list-style-type: none"> ♣ extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although <p>Plan writing by:</p> <ul style="list-style-type: none"> ♣ discussing writing similar to that which they are planning to write in order to understand and 	<p>I am beginning to use a wider range of conjunctions in my writing.</p>	<p>Speedy activity – using the correct form of 'a' and 'an'</p> <p>Analysis of example; practise skills and use them in context; plan ideas together and share them with</p>

<p>S&L</p> <p>- Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ listen and respond appropriately to adults and their peers ♣ ask relevant questions to extend their understanding and knowledge ♣ use relevant strategies to build their vocabulary ♣ articulate and justify answers, arguments and opinions ♣ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings ♣ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments ♣ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas ♣ speak audibly and fluently with an increasing command of Standard English ♣ participate in discussions, presentations, performances, role play, improvisations and debates ♣ gain, maintain and monitor the interest of the listener(s) ♣ consider and evaluate different viewpoints, attending to and building on the contributions of others ♣ select and use appropriate registers for effective communication. 	<p>learn from its structure, vocabulary and grammar</p> <ul style="list-style-type: none"> ♣ discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> ♣ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> ♣ assessing the effectiveness of their own and others' writing and suggesting improvements ♣ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ♣ proof-read for spelling and punctuation errors (read and edit session) ♣ read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 		<p>others; draft ideas using previous taught skills; proof read and edit using green editing pens with support from the teacher and children then write published version</p>
<p>HALF TERM</p>			
<p>Vocabulary:</p>	<p>NC word list: accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy/business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight/eighth, enough, exercise, experience, experiment, extreme, famous, favourite, February, forward(s), fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women</p> <p>Text specific: glistening, hooligan, repulsive, vowed, tremendous, whirring, shrivelled, absurd, colossal , glisten, spree, frantic, scrumptious, ferocious, trample, mob, racket, cram, stiletto, beckon, sly, rummage, hoard, peal, gale, vital, ravenous, trudge, hardship, wealthy, incidentally, vaguely, luscious, sheer, envious, dervish, overcome, conduct, procession.</p> <p>See more: https://www.vocabulary.com/lists/6069182</p>		

		Spelling and handwriting practice to take place daily		TEXT: The Sheep Pig
National Curriculum	Week	NC - Coverage	Skills Taught	Activity outline
<p>Composition:</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - Plan their writing by: <ul style="list-style-type: none"> ♣ 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 - Draft and write by: <ul style="list-style-type: none"> ♣ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures ♣ organising paragraphs around a theme ♣ in narratives, creating settings, characters and plot ♣ in non-narrative material, using simple organisational devices [for example, headings and sub-headings] - Evaluate and edit by: <ul style="list-style-type: none"> ♣ assessing the effectiveness of their own and others' writing and suggesting improvements ♣ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ♣ proof-read for spelling and punctuation errors ♣ read aloud their own writing, to a group or the whole 	1	<p>Pupils are taught to:</p> <ul style="list-style-type: none"> ♣ in narratives, create settings, characters and plot ♣ using conjunctions, adverbs and prepositions to express time and cause ♣ use and punctuate direct speech correctly <p>Plan writing by:</p> <ul style="list-style-type: none"> ♣ 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 <p>Draft and write by:</p> <ul style="list-style-type: none"> ♣ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> ♣ assessing the effectiveness of their own and others' writing and suggesting improvements ♣ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ♣ proof-read for spelling and punctuation errors (read and edit session) ♣ read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	<p>I can rewrite a story with settings, characters and plot.</p> <p>I can use examples of time conjunctions, adverbs and prepositions to express where and when.</p> <p>I can use and punctuate direct speech mostly correctly.</p>	<p><u>Narrative Writing</u></p> <p>Children to rewrite the story they have read so far from the different characters' point of view. This will enable children to practise their recounting skills and how well they can carefully select pertinent information from a set text.</p> <p>Speedy activity: recognising time conjunctions, prepositions and adverbs</p> <p>Analysis of example; practise skills and use them in context; plan ideas together and share them with others; draft ideas using previous taught skills; proof read and edit using green editing pens with support from the teacher and children then write published version</p>
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<p>class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>VPG:</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - Develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> ♣ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although ♣ using the present perfect form of verbs in contrast to the past tense ♣ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition ♣ using conjunctions, adverbs and prepositions to express time and cause ♣ using fronted adverbials ♣ using commas after fronted adverbials ♣ indicating possession by using the possessive apostrophe with plural nouns ♣ using and punctuating direct speech ♣ using the correct form of <i>a</i> or <i>an</i> ♣ use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. <p>Handwriting</p> <ul style="list-style-type: none"> - Pupils should be taught to: ♣ use diagonal and horizontal strokes and choose which joins are best ♣ ensure handwriting is consistent and legible. 	3	<p>Pupils are taught to:</p> <ul style="list-style-type: none"> ♣ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although ♣ indicating possession by using the possessive apostrophe with plural nouns ♣ progressively building a varied and rich vocabulary and an increasing range of sentence structures 	<p>I can use features of a formal letter.</p> <p>I can use a wider range of conjunctions when writing a formal letter.</p>	<p>Formal Letter Writing</p> <p>Children to write a formal letter to a range of different recipients about a range of different issues linked to ‘The Sheep Pig’ and the termly topic ‘Predators’.</p>
	4	<ul style="list-style-type: none"> ♣ progressively building a varied and rich vocabulary and an increasing range of sentence structures <p>Plan writing by:</p> <ul style="list-style-type: none"> ♣ 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 <p>Draft and write by:</p> <ul style="list-style-type: none"> ♣ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> ♣ assessing the effectiveness of their own and others’ writing and suggesting improvements ♣ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ♣ proof-read for spelling and punctuation errors (read and edit session) ♣ read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	<p>I can correctly use the possessive apostrophe with plural nouns.</p> <p>I can use appropriate tone within written communication.</p>	<p>Speedy activity: correctly punctuating the possessive apostrophe with plural nouns.</p> <p>Analysis of example; practise skills and use them in context; plan ideas together and share them with others; draft ideas using previous taught skills; proof read and edit using green editing pens with support from the teacher and children then write published version</p>
<p>Spelling</p> <ul style="list-style-type: none"> - Pupils should be taught to: ♣ spell some further homophone correctly ♣ use dictionaries efficiently to correct spellings ♣ use further prefixes and suffixes 	5	<p>Pupils are taught to:</p> <ul style="list-style-type: none"> ♣ using the correct form of <i>a</i> or <i>an</i> ♣ using conjunctions, adverbs and prepositions to express time and cause 	<p>I can use <i>a</i> and <i>an</i> correctly.</p> <p>I can use a range of conjunctions, adverbs and</p>	<p>Diary Entry</p> <p>Children to write a diary entry as though they are one of the characters in the story. Encouraging children to</p>

<p>and understand how to add them ♣ spell words that are often misspelt ♣ place the possessive apostrophe accurately in words with regular plurals and words with irregular plurals</p> <p>S&L</p> <p>- Pupils should be taught to:</p> <p>♣ listen and respond appropriately to adults and their peers ♣ ask relevant questions to extend their understanding and knowledge ♣ use relevant strategies to build their vocabulary ♣ articulate and justify answers, arguments and opinions ♣ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings ♣ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments ♣ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas ♣ speak audibly and fluently with an increasing command of Standard English ♣ participate in discussions, presentations, performances, role play, improvisations and debates ♣ gain, maintain and monitor the interest of the listener(s) ♣ consider and evaluate different viewpoints, attending to and building on the contributions of others ♣ select and use appropriate registers for effective communication.</p>	<p>6</p> <p>♣ using fronted adverbials</p> <p>Plan writing by:</p> <p>♣ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>♣ discussing and recording ideas</p> <p>Draft and write by:</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>Evaluate and edit by:</p> <p>♣ assessing the effectiveness of their own and others' writing and suggesting improvements ♣ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ♣ proof-read for spelling and punctuation errors (read and edit session) ♣ read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>prepositions to express where, when and how.</p> <p>I can use fronted adverbials.</p>	<p>practise their character embodiment skills (what characters may be feeling or how they may write).</p> <p>Speedy activity: recognising time conjunctions, prepositions and adverbs.</p> <p>Analysis of example; practise skills and use them in context; plan ideas together and share them with others; draft ideas using previous taught skills; proof read and edit using green editing pens with support from the teacher and children then write published version</p>
	<p>7</p> <p>Pupils are taught to:</p> <p>♣ use fronted adverbials</p> <p>♣ use commas after fronted adverbials</p> <p>♣ progressively build a varied and rich vocabulary</p> <p>♣ organising paragraphs around a theme</p> <p>Plan writing by:</p> <p>♣ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>♣ discussing and recording ideas</p> <p>Draft and write by:</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>Evaluate and edit by:</p>	<p>I can organise my writing into paragraphs.</p> <p>I can use fronted adverbials when writing a setting description.</p> <p>I can use more adventurous adjectives and adverbs when writing.</p>	<p>Setting Description</p> <p>Children to write a setting description of different places that predators can be found e.g. sharks under the sea, tigers in the jungle and lions in the savannah etc. (linking to the termly topic 'Predators')</p> <p>Speedy activity: recognising fronted adverbials and punctuating them correctly with a comma.</p> <p>Analysis of example; practise skills and use them in context; plan ideas together and share them with others; draft ideas using previous taught skills; proof read and edit using green editing pens with support from the teacher and children then write published version</p>

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Vocabulary:	<p>NC word list: accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy/business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight/eighth, enough, exercise, experience, experiment, extreme, famous, favourite, February, forward(s), fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women</p>		