

Spring Term One

<p>Genre Fantasy stories Non-chronological report</p> <p>Name of Texts Wind in the Willow/Alice in Wonderland/Where the Wild things are/Dangle</p> <p>Class Reader</p>	<p>Teaching and Learning</p> <p>Fantasy Stories: Read stories about fantasy worlds, for example imaginary lands, space, animal homes. Watch film clips of stories with a fantasy setting. Children identify the key features and express views about, for example, how they created a sense of excitement. Explore story ideas about magical objects using discussion and role-play. Children then write their own version of the story. using or adapting the class ideas.</p> <p>Non-chronological reports: Identify features of a non-chronological report - headings, subheadings, opening paragraph, facts, paragraphs, conclusion, ,pictures with labels and/or captions.</p> <p>Read and research various topics including the Romans and British wildlife exploring their habitats, diet and characteristics. Research, organise and write their own non-chronological reports including non-chronological report linked to the Romans.</p>					
Curriculum Links:	Ongoing	Reading Focus Progression of Skills	Writing Focus Progression of Skills	Active English	Active Spelling	Tier 2 Words
<p>The Romans writing – non-chronological reports.</p> <p>Phonics: Revise sound chart Phase three sounds Split diagrams.</p>	<p>Spelling- Y3/4 words .Handwriting – Use diagonal and horizontal joins that are needed to join letters.</p>	<p>Listen to and discuss fantasy stories and non-chronological reports. Discuss setting and characters and express their views.</p> <p>Discussing words and phrases that capture the reader's interest and imagination.</p> <p>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.</p> <p>Using dictionaries to check the meaning of words that they have read.</p> <p>Retrieve and record information from non-fiction.</p> <p>Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet.</p> <p>Identifying main ideas drawn from more than 1 paragraph and summarising these.</p> <p>Identifying how language, structure, and presentation contribute to meaning.</p>	<p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Organise paragraphs around a theme.</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>Composing and rehearsing sentences orally, progressively building a rich and vocabulary and write compound sentences.</p> <p>Demarcate most sentences with capital letters, full stops.</p> <p>Use conjunctions, adverbs and prepositions to express time and cause (and place).</p> <p>Self-check their own work for given spelling, punctuation and grammar.</p> <p>Proofread for spelling and punctuation errors</p>	<p>Vowels and consonants.</p> <p>Use 'a' or 'an'.</p> <p>Recognise prepositions.</p> <p>Use the correct form of a verb.</p> <p>Punctuation: full stops, capital letters, exclamation marks, question marks, inverted commas.</p> <p>Use commas in a list.</p> <p>Use apostrophes for shorten forms.</p> <p>Use apostrophes for possession.</p> <p>Use prefixes & suffixes</p> <p>Use homophones</p> <p>Use homographs</p>	<p>Week 1 – ture</p> <p>Week 2 - -words with ly</p> <p>Week 3 - -ous</p> <p>Week 4 – ch ('sh')</p> <p>Week 5 – qu/que</p> <p>Week 6 y for 'i'</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>Reading Explorers: Who's there? Big Cats Ship Ahoy A Birthday Surprise! As Dead as a Dodo Gung Hay Fat Choy</p>				