

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
<p>History – description of Anglo-Saxon Britain.</p>	<p>Spelling- Y3/4 words . Handwriting – Use diagonal and horizontal joins that are need ed to join letters.</p>	<p>Identifying themes and conventions in a wide range of books. Asking questions to improve their understanding of a text. Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predicting what might happen from details stated and implied. 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. Use further prefixes and suffixes and understand how to add them. 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. Organising paragraphs around a theme in narratives, creating settings, characters and plot. 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 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. proofread for spelling and punctuation errors. 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. Use an apostrophe. Use inverted commas. Add –ing to verbs to make present participles. Improve sentences. Use homophones Use homographs Identify word classes. Add –er and –est to adjectives. Use prefixes. Recognise sentence types. Use speech marks/inverted commas. Set out dialogue. Use full stops and capital letters. Use connectives and conjunctions. Read exception words. Use synonyms Use apostrophes.</p>	<p>Week 1 -sure Week 2 – Adding -ly yto i Week 3 -ou, ous Week 4 – ch making the ‘k’ and ‘sh’ sounds. Week 5 – Sc Week 6 – y for ‘l’</p>	<p>Caption Conditions Factors Features Reason & Reasoning Accurately Meanwhile Affects Demonstrates Examine Illustrates Portrayed Proves Resolves</p>
<p>Phonics: Revise sound chart Phase three sounds Split diagrams.</p>		<p>Reading Explorers: Wanted Dead or Alive! The Secret Treasure Monkey Business Lessons in Life Joining a Library Hola</p>				

