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| **Spring Term Five** | | | | | | |
| | **Teaching and Learning** | | | | | |
| **Curriculum Links:** | **Ongoing** | **Reading Focus** | **Writing Focus** | **Active English** | **Spelling** | **Tier 2 Words** |
| History: Writing a diary from the point of view of Christopher Columbus.<br><br><br>**Phonics:**<br><br>Teach Set 3 sounds<br><br>(Read green card words, multisyllabic words and nonsense words) | Spelling Handwriting | **Word reading**<br>• To practise reading the sounds within the story.<br><br>**Developing fluency**<br>• To read the speedy green words without sounding them out.<br>• To read red words speedily.<br><br>**Comprehension**<br>• To practise reading the story green words and learn the meaning of new words.<br>• To listen to a whole story.<br>• To think about what is happening in a story.<br>• To read a book in a story teller voice<br>• To find the answers to questions in a story. | **Writing Activities**<br>• Writing an explanation text<br>• Story writing<br>• Writing instructions<br>• Writing a diary<br>• Writing a character profile<br>• Writing a recount<br>• Writing a fact file<br>• Writing an information text<br><br>**Transcription**<br>• To spell red words.<br>• To spell green words correctly.<br>• To 'hold' a sentence in my head before writing it with correct spelling and punctuation.<br>• To build a sentence orally before writing it down.<br>• To learn and practise new grammar skills.<br>• To learn interesting vocabulary to use in out writing.<br>• To correct spelling and punctuation errors. | Plurals –s and –es endings<br><br>Past tense –ed ending<br><br>Present tense –ing ending | Spelling taught using Fred fingers linked to sounds being taught. | Observe For these reasons |