	Spelling:	Handwriting:	Reading:	SPaG:	Features of a ____:	Writing:
Autumn A Modern Fiction	- Words ending in: -ant, -ance/-ancy, -ent, -ence/-ency - Words ending in: -able/-ably -ible/ibly - Adding suffixes to words ending in -fer. _{(referring, transferred, transferring, referral, preferred, preferring, referee, preference,}	**1.** Introducing sloped writing in letter families unit 25 **2.** Practising sloped writing: diagonal join to ascender: th, sh, nb, nd, ht, st **3.** Practising sloped writing: diagonal join, no ascender: ai, ay, kn, er, ie, en **4.** Practising sloped writing: diagonal join to an anticlockwise letter: ac, sc, bo, da, ea, ho **5.** Practising sloped writing: horizontal join to ascender: wh, wl, oh, ol, of, ob	2d: Inference 2e: Prediction Explain and discuss their understanding through debate 2b: Retrieve and record information from fiction 2c: Summarising main ideas, identifying key details that support main ideas 2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole 2a: Meaning of words in context (ongoing through use of vocab boards)	Direct speech Adverbials Parenthesis Noun phrases & Expanded noun phrases Modal verbs and adverbs to indicate possibility Fronted adverbials Semi colons, colons or dashes to mark boundaries between independent clauses	**Create short version or part of expected piece of writing to analyse as a whole class.** **Include the following features in each text alongside the success criteria from the skills children learned earlier in the week.** **Children to identify these features in this lesson.** **Identify these features on the planning frames for children to refer to.** **Diary entry features:** Informal First person Inference **Non-chronological report features:** Formal Sub-headings Present tense Factual, not opinion based Third person **Letter features:** Address and date Dear ____,	<u>**Writing to inform:**</u> **Diary entry** **Non-chronological report** <u>**Writing to persuade:**</u> **Letter** <u>**Writing to entertain:**</u> **Character description** **Descriptive writing** **Story writing** Options: - Story retell - Change of ending - Change of perspective

| | reference, transference etc.) | | | | First person
Persuasive language

Character description features:
Informal
Third person
Inference
Good description

Descriptive writing features:
Figurative language
Good description
High quality vocabulary

Story features:
Setting, character, plot
Third person (usually)
Chronological order | |
|---|---|---|---|---|---|---|
| **Autumn B**

Myths, Fairytales and Traditional Stories | - Use a hyphen to add a prefix (co-ordinate, re-enter, co-operate, co-own) | **6.** Practising sloped writing: horizontal join, no ascender: oi, oy, ou, op, ve

7. Practising sloped writing: horizontal join to an anticlockwise letter:oo, oa, wa, wo, va, vo | 2d: Inference

2e: Prediction

2c: Summarising main ideas, identifying key details that support main ideas

Identifying themes and conventions across books | Relative clauses

Adverbials

Parenthesis brackets, dashes or commas

Fronted adverbials

Direct speech

Subjunctive form | **Create short version or part of expected piece of writing to analyse as a whole class.**
Include the following features in each text alongside the success criteria from the skills children learned earlier in the week.
Children to identify these features in this lesson.
Identify these features on the planning frames for children to refer to. | **Writing to inform:**

Journalistic writing
Diary entry

Writing to persuade:

Advert (linked to Dragon's Den)

Writing to entertain:

Character description |

	- ough (brought, thought, fought, rough, enough, through etc.) - Homophones and commonly confused words	**8.** Practising sloped writing: joining from r: rn, re, ri, ro, ru **9.** Practising sloped writing: joining from s:sh, su, sc,sl, sw, sp **10.** End of term check	2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole 2a: Meaning of words in context (ongoing through use of vocab boards)	Passive verbs	**Journalistic writing features:** Factual and objective Fair and balanced Formal Chronological order **Diary entry features:** Informal First person Inference **Advert features:** Persuasive language Attention grabbing **Character description features:** Informal Third person Inference Good description **Story features:** Setting, character, plot Third person (usually) Chronological order	**Story writing** Options: - Story retell - Change of ending - Change of perspective
Spring A Fiction from our literary Heritage	- Words ending in: -ant, -ance/-ancy, -ent,	**1.** Practising sloped writing: proportion - joining from f to ascender: fl, ft	2g: Discuss words and phrases that captures the readers' interest	Present perfect verbs to mark time or cause Relative clauses	**Create short version or part of expected piece of writing to analyse as a whole class.**	<u>**Writing to inform:**</u> **Non-chronological report** **Diary entry**

	-ence/-ency - Words ending in: -able/-ably -ible/ibly - Adding suffixes to words ending in -fer. (referring, transferred, transferring, referral, preferred, preferring, referee, preference, reference, transference etc.)	**2.** Practising sloped writing: size - joining from f, no ascender: fe, fo, fi, fo, fu **3.** Different styles for different purposes: writing a paragraph **4.** Practising slope writing: speed: ff unit 15 **5.** Practising sloped writing: speed and legibility: rr unit 9	Language/figurative language 2h: Making comparisons within and across books 2d: Inference 2e: Prediction 2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole 2a: Meaning of words in context (ongoing through use of vocab boards)	Parenthesis Direct speech Commas to clarify meaning and avoid ambiguity. Semi colons, colons or dashes to mark boundaries between independent clauses	**Include the following features in each text alongside the success criteria from the skills children learned earlier in the week. Children to identify these features in this lesson. Identify these features on the planning frames for children to refer to.** **Non-chronological report features:** Formal Sub-headings Present tense Factual, not opinion based Third person **Diary entry features:** Informal First person Inference **Speech features:** Persuasive language Factual Conclusive paragraph **Character description features:** Informal	**Writing to persuade:** **Speech** **Writing to entertain:** **Character description** **Story writing** Options: - Story retell - Change of ending - Change of perspective

					Third person Inference Good description **Story features:** Setting, character, plot Third person (usually) Chronological order	
Spring B Non-Fiction (Three Weeks) Poetry (Two weeks)	- Use a hyphen to add a prefix (co-ordinate, re-enter, co-operate, co-own) - ough (brought, thought, fought, rough, enough, through etc.)	**6.** Practising sloped writing: size, proportion and spacing: ss unit 14 **7.** Practising sloped writing: building speed: qu **8.** Different styles for different purposes: decorative alphabets **9.** Different styles for different purposes unit 27	**Non-fiction:** 2b: Retrieve and record information from non-fiction Distinguish between fact and opinion 2a: Meaning of words in context (ongoing through use of vocab boards) **Poetry:** Learning a wide range of poetry by heart (poetry week) Free verse and narrative poetry Language, structure and presentation	**Non-fiction:** Use colons to introduce a list & Punctuate bullet points accurately Parenthesis Semi colons, colons or dashes to mark boundaries between independent clauses **Poetry:** Noun/Expanded noun phrases Adverbials Misconceptions	**Create short version or part of expected piece of writing to analyse as a whole class.** **Include the following features in each text alongside the success criteria from the skills children learned earlier in the week.** **Children to identify these features in this lesson.** **Identify these features on the planning frames for children to refer to.** **Non-chronological report features:** Formal Sub-headings Present tense Factual, not opinion based Third person	**Writing to inform:** **Non-chronological report** **Journalistic writing** **Biographical writing** **Writing to entertain:** **Poetry x2**

	- Homophones and commonly confused words	**10.** End of term check summer 1 Sloped writing: propo	contributing to meaning 2a: Meaning of words in context (ongoing through use of vocab boards)		**Journalistic writing features:** Factual and objective Fair and balanced Formal Chronological order **Biographical writing features:** Chronological order Factual Formal **Poetry features:** Good description High quality vocabulary Rhyming couplets Figurative language	
Summer A Books from other cultures and traditions	- Words ending in: -ant, -ance/-ancy, -ent, -ence/-ency	**1.** Sloped writing: proportion, joining p and b to ascenders: ph, pl, bl **2.** Handwriting for different purposes: joining from pa and b, no ascender: bu, bi, pe, pu, pi, pr	**Books from other cultures and traditions:** Participate in discussions about books that are read to them 2d: Inference Explain and discuss their understanding through debate	Direct speech Parenthesis Subordinate clauses Relative clauses Commas to clarify meaning and avoid ambiguity. Semi colons, colons or dashes to mark	**Create short version or part of expected piece of writing to analyse as a whole class.** **Include the following features in each text alongside the success criteria from the skills children learned earlier in the week.** **Children to identify these features in this lesson.** **Identify these features on the planning frames for children to refer to.** **Journalistic writing features:**	**Writing to inform:** **Journalistic writing** **Diary entry** **Writing to persuade:** **Argument (linked to debate)** **Writing to entertain:** **Character description** **Descriptive writing**

████	- Words ending in: -able/-ably -ible/ibly - Adding suffixes to words ending in -fer. (referring, transferred, transferring, referral, preferred, preferring, referee, preference, reference, transference etc.)	**3.** Practising sloped writing: parallel downstrokes: pp, bb unit 25 **4.** Practising sloped writing: all double letters **5.** Practising sloped writing for speed: tial, cial	2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole 2e: Prediction 2c: Summarising main ideas, identifying key details that support main ideas 2a: Meaning of words in context (ongoing through use of vocab boards)	boundaries between independent clauses Misconceptions	Factual and objective Fair and balanced Formal Chronological order **Diary entry features:** Informal First person Inference **Argument features:** Balanced Persuasive language Factual Conclusive paragraph **Character description features:** Informal Third person Inference Good description **Descriptive writing features:** Figurative language Good description High quality vocabulary **Story features:** Setting, character, plot Third person (usually)	**Story writing** Options: - Story retell - Change of ending - Change of perspective

				Chronological order	
Summer B Modern fiction Play (Two weeks)	- Use a hyphen to add a prefix (co-ordinate, re-enter, co-operate, co-own) - ough (brought, thought, fought, rough, enough, through etc.) - Homophones and commonly confused words	**6.** Practising sloped writing for fluency **7.** Personal style **8.** Handwriting for different purposes: print alphabet unit 29 **9.** Assessment **10.** Capitals unit 28	Explain and discuss understanding through formal presentation 2d: Inference 2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole 2e: Prediction 2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole 2g: Identify/explain how meaning is enhanced through words and phrases 2a: Meaning of words in context (ongoing	Direct speech Fronted adverbials Parenthesis Relative clauses Commas to clarify meaning and avoid ambiguity. Semi colons, colons or dashes to mark boundaries between independent clauses Misconceptions	**Create short version or part of expected piece of writing to analyse as a whole class.** **Include the following features in each text alongside the success criteria from the skills children learned earlier in the week.** **Children to identify these features in this lesson.** **Identify these features on the planning frames for children to refer to.** **Diary entry features:** Informal First person Inference **Letter features:** Address and date Dear _____, First person Persuasive language **Descriptive writing features:** Figurative language Good description High quality vocabulary	**Writing to inform:** **Diary entry** **Writing to persuade:** **Letter** **Writing to entertain:** **Descriptive writing** **Story writing** Options: - Story retell - Change of ending - Change of perspective **Play (two weeks)** (write and perform for end of year performance)

			through use of vocab boards)		**Story features:** Setting, character, plot Third person (usually) Chronological order **Play features:** Curriculum content Jokes Songs High quality props	

World Book Day:
- Recommending books they have read to their peers, giving reasons for their choices
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously

Poetry week:
- Learning a wide range of poetry by heart

Reading lesson guidance:

Reading curriculum link:	Reading lesson activity:	How to embed learning in exercise books:
• Inference • Information contributing to meaning	**Conscience alley** A useful technique for exploring any kind of dilemma faced by a character, providing an opportunity to analyse a decisive moment in greater detail. The	• Write a short note to the character giving them advice

	class forms two lines facing each other. One person (the teacher or a participant) walks between the lines as each member of the group speaks their advice. It can be organised so that those on one side give opposing advice to those on the other. When the character reaches the end of the alley, she makes her decision. Sometimes known as **Decision Alley** or **Thought Tunnel**. https://youtu.be/-Hs0LirW9v8	on what to do next and suggest reasons why you are giving that advice.
• Summarise main ideas • Inference • Information contributing to meaning • Prediction • Meaning enhanced through words and phrases	**Freeze frame** Like pressing a pause button on a remote control. Children demonstrate a critical moment in a scene or story by standing in still poses demonstrating what their character is doing, how they are feeling etc. After children have demonstrated their freeze frame in small groups, other children/adults question the children based on their actions, facial expressions etc. Children to give justify their answers based on evidence from the text. Once completed, children to write what they did in their freeze frame as their character and why. https://youtu.be/flueLbP7NOI	• Children to write what they did in their freeze frame in role, why their character was doing what they were doing, how they were feeling and why etc.
• Summarise main ideas • Inference • Information contributing to meaning • Prediction • Meaning enhanced through words and phrases	**Flashbacks** A step up from freeze frames. Children to create freeze-frames in small groups but then (when the teacher claps their hands) they move into a second freeze frame from before their original.	• Children to write what they did in their freeze frame in role, why their character was doing what they were doing, how they were feeling and why etc. • Demonstrate how the flashback changed the character's feelings, thoughts and actions within their writing.
• Summarise main ideas • Inference • Information contributing to meaning • Prediction • Meaning enhanced through words and phrases	**Flashforwards** A step up from freeze frames. Children to create freeze-frames in small groups but then (when the teacher claps their hands)	• Children to write what they did in their freeze frame in role, why their character was doing what they were doing, how they were feeling and why etc. • Demonstrate how the flashforwards changed the character's feelings, thoughts and actions within their writing.

	they move into a second freeze frame from after their original.	
• Inference • Information contributing to meaning	**Hot seating** Hot seating is where one or a small group of children sit at the front of a class or small group. Teacher asks as a facilitator, pushing the questioning in the right direction. They are then asked questions about their feelings, thoughts and motives and have to give reasons for their answers based on the story/text. **It is best to give children time to prepare their questions in their exercise books.**	• Write questions they are going to ask pre hot-seating. • Write what they have learned about the character.
• Inference • Information contributing to meaning	**Role on the wall** Outline of a body drawn on board/paper. Words or phrases describing a character are then written directly onto the drawing or stuck on using sticky notes. This technique can be carried out as a group or individually. You can include facts such as physical appearance, age, gender, location, as well as subjective ideas such as likes/dislikes, friends/enemies, opinions, motivations, secrets, dreams etc. Remember to push children to suggest reasons for their ideas.	• Children to create role on the wall independently in their exercise books using body template.
• Inference • Information contributing to meaning	**Thought tracking** Thought tracking is a natural follow-up to still images and freeze frames. Once children have made an image, explain that when you tap them on the shoulder you would like them to speak the thoughts or feelings of their character aloud. At the beginning this may just be one or two words but children will soon gain confidence to express themselves in longer sentences. It doesn't take long to thought-track each child in a group so that you reveal a wide range of attitudes and feelings from different characters.	• Children to write a short diary entry as their character explaining what they were doing/feeling/thinking and suggest reasons for this.

Reading domains (to support planning and questioning during reading teaching):

2a: Give/explain the meaning of words in context

· What does this… word/phrase/sentence… tell you about… character/setting/mood etc?
· Highlight a key phrase or line. By writing a line in this way what effect has the author created?
· In the story, 'x' is mentioned a lot. Why?
· The writer uses words like … to describe …. What does this tell you about a character or setting?
· What other words/phrases could the author have used?
· The writer uses …words/phrases…to describe … How does this make you feel?
· How has the writer made you and/or character feel …happy /sad/angry/ frustrated/lonely/bitter etc?

2b: Retrieve and record information/identify key details from fiction and non-fiction

· Where does the story take place?
· When did the story take place?
· What did s/he/it look like?
· Who was s/he/it?
· Where did s/he/it live?
· Who are the characters in the book?
· Where in the book would you find…?
· What do you think is happening here?
· What happened in the story?
· What might this mean?
· Through whose eyes is the story told?
· Which part of the story best describes the setting?
· What words and /or phrases do this?
· What part of the story do you like best?
· What evidence do you have to justify your opinion?

2c: Summarise main ideas from more than one paragraph

· What's the main point in this paragraph?
· Can you sum up what happens in these three/four/five… paragraphs?
· You've got 'x' words; sum up these paragraphs.
· Sort the information in these paragraphs. Do any of them deal with the same information?
· Make a table/chart to show the information in these paragraphs.
· Which is the most important point in these paragraphs? How many times is it mentioned?

2d: Make inferences from the text/explain and justify inferences with evidence from the text

· What makes you think that?
· Which words give you that impression?
· How do you feel about…?
· Can you explain why…?
· I wonder what the writer intended?
· I wonder why the writer decided to…?
· What do these words mean and why do you think the author chose them?

2e: Predict what might happen from details stated and implied.

· Can you think of another story, which has a similar theme; e.g. good over evil; weak over strong; wise over foolish? Do you think this story will go the same way?
· Do you know of another story which deals with the same issues; e.g. social; moral; cultural? Could this happen in this story?
· Which other author handles time in this way; e.g. flashbacks; dreams?
· Which stories have openings like this? Do you think this story will develop in the same way?
· Why did the author choose this setting? Will that influence how the story develops?
· How is character X like someone you know? Do you think they will react in the same way?

2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole

· Ex Identify/explain how information/narrative content is related and contributes to meaning as a whole

plain why a character did something.
· Explain a character's different/changing feelings throughout a story. How do you know?
· What are the clues that a character is liked/disliked/envied/feared/loved/hated etc…?
· What is similar/different about two characters?
· Why is 'x' (character/setting/event) important in the story?
· What is the story (theme) underneath the story? Does this story have a moral or a message?
· Why do you think the author chose to use a… question/bullet/subheading/table etc to present the information?
· How does the title/layout encourage you to read on/find information?
· Where does it tell you that…?
· Why has the writer written/organised the text in this way?
· In what ways do the illustrations support the instructions?

· How could these instructions/information/illustrations be improved?
· Who do you think this information is for?

2g: Identify/explain how meaning is enhanced through choice of words and phrases

· What does the word 'x' tell you about 'y'?
· Find two or three ways that the writer tells you 'x'.
· What does this… word/phrase/sentence… tell you about… character/setting/mood etc?
· Highlight a key phrase or line. By writing a line in this way what effect has the author created?
· In the story, 'x' is mentioned a lot. Why?
· The writer uses words like … to describe …. What does this tell you about a character or setting?
· What other words/phrases could the author have used?
· The writer uses …words/phrases…to describe … How does this make you feel?
· How has the writer made you and/or character feel …happy /sad/angry/ frustrated/lonely/bitter etc?
· Has the writer been successful in their purpose or use of language?
· What do you think the writer meant by… 'x'?
· Which words do you think are most important? Why?
· Which words do you like the best? Why?
· The author makes an action/description 'like' something else. Why?
· The author states that 'x' is something it isn't. What is the effect of this? Why have they done this?

2h: Make comparisons within the text.

· Describe different characters' reactions to the same event in a story.
· How is it similar to …?
· How is it different to …?
· Is it as good as …?
· Which is better and why?
· Compare and contrast different character/settings/themes in the text
· What do you think about the way information is organised in different parts of the text? Is there a reason for why this has been done?