

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	Writing Focus	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>Progression of Skills</p> <p>Listen to and discuss fantasy stories and non-chronological reports. Discuss setting and characters and express their views. Discussing words and phrases that capture the reader’s interest and imagination. Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Reading books that are structured in different ways and reading for a range of purposes. Using dictionaries to check the meaning of words that they have read. Retrieve and record information from non-fiction. Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet. Identifying main ideas drawn from more than 1 paragraph and summarising these. Identifying how language, structure, and presentation contribute to meaning.</p> <p>Reading Explorers: Who’s there? Big Cats Ship Ahoy A Birthday Surprise! As Dead as a Dodo Gung Hay Fat Choy</p>	<p>Progression of Skills</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. Organise paragraphs around a theme. 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. Composing and rehearsing sentences orally, progressively building a rich and vocabulary and write compound sentences. Demarcate most sentences with capital letters, full stops. Use conjunctions, adverbs and prepositions to express time and cause (and place). Self-check their own work for given spelling, punctuation and grammar. Proofread for spelling and punctuation errors</p>	<p>Vowels and consonants. Use ‘a’ or ‘an’. Recognise prepositions. Use the correct form of a verb. Punctuation: full stops, capital letters, exclamation marks, question marks, inverted commas. Use commas in a list. Use apostrophes for shorten forms. Use apostrophes for possession. Use prefixes & suffixes Use homophones Use homographs</p>	<p>Week 1 – ture Week 2 - -words with ly Week 3 - -ous Week 4 – ch (‘sh’) Week 5 – qu/que Week 6 y for ‘i’</p>	<p>Caption Conditions Factors Features Reason & Reasoning Accurately Meanwhile Affects Demonstrates Examine Illustrates Portrayed Proves Resolves</p>