

Spring Term Two

<p>Genre Text study Traditional stories</p> <p>Name of Texts Red Riding Hood Goldilocks</p> <p>Class Reader</p>	<p>Teaching and Learning Text Study: Reading for pleasure whilst develop in empathy and understanding of emotions, while at the same time increasing children's language skills and vocabulary. Study a text in greater depth and make predictions, inferences, deductions about the story characters and events.</p> <p>Traditional stories: Read a variety of traditional stories. Discuss and study story events and characters. Concentrate on story formation – opening, build up, dilemma, resolution, closing. Focus on sentence construction. Write correctly punctuated sentences using a range of conjunctions. Plan and write their own stories based on traditional stories using familiar characters whilst adding their own ideas and imagination.</p>
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Curriculum Links:	Ongoing	Reading Focus Progression of Skills	Writing Focus Progression of Skills	Active English	Active Spelling	Tier 2 Words
<p>History – Boudica writing.</p>	<p>Spelling- Y3/4 words . Handwriting – Use diagonal and horizontal joins that are needed to join letters.</p>	<p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. 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. 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>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 Draft and write by: 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 themelin narratives, creating settings, characters and plot 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. Proof read for spelling and punctuation errors</p>	<p>Recognise vowels and consonants. Use 'a' or 'an'. Recognise direct speech. Recognise prepositions. Use the correct form of a verb. Use the correct form of a verb. Punctuation: full stops, capital letters, exclamation marks, question marks, inverted commas. Use apostrophes for shorten forms/use apostrophes for possession. Use prefixes. Use suffixes Use homophones Use homographs</p>	<p>Week 1 -Prefix ir- Week 2 – Prefix re- Week 3 - -sion Week 4 – cian Week 5 – eigh Week 6 – Statutory words</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 diagraphs.</p>		<p>Reading Explorers: What Kind of Learner am I? Space 1 Space 11 Pause to peel Have a nice day The Curse of the Calcutta Diamond</p>				

