

Autumn Term One

<p>Genre – Name of Texts – How to Train Your Dragon The Lost Words Class Reader- How to Train Your Dragon</p>	<p>Teaching and Learning</p> <p>Narrative – rewrite HTTYD narrative.</p> <p>Description of characters and settings - Focus on descriptive language, powerful adjectives, how to keep a reader engaged. Compare to ‘boring, simple sentences’.</p> <p>Non-Chronological text – Writing an information page about a new dragon species.</p> <p>Acrostic Poem – Write an acrostic poem about an animal e.g. owl, fox or squirrel using poetic techniques such as alliteration and similes.</p>					
Curriculum Links:	Ongoing	Reading Focus	Writing Focus	Active English	Spelling	Tier 2 Words
<p><i>Link to History and the Vikings.</i></p> <p><i>Link persuasive writing to ‘living things and their habitats’ science topic and write a persuasive for/against deforestation debate.</i></p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);"> Spelling - Use the first two or three letters of a word to check its spelling in a dictionary. Use further prefixes and suffixes and understand how to add them. Handwriting - Increase legibility, consistency and quality of their handwriting </p>	<ul style="list-style-type: none"> • Read more complicated words noting unusual correspondences between spellings and sound. • Apply growing knowledge of root words, prefixes and suffixes. • Discuss words and phrases that capture the reader’s interest and imagination. • Identify main ideas drawn from more than one paragraph and summarise these. • Listening and discussing points made in the text and being able to draw comparisons with other texts. • Identifying themes and convention with the text and wider genre. 	<ul style="list-style-type: none"> • Plan their writing by: - discussing writing similar to that which they are planning to write. • Using the present perfect form of verbs in contrast to the past tense. • Using and punctuating direct speech. • Using dictionaries to check the meaning of words that they have read • proof-read for spelling and punctuation errors • In non-narrative material, use simple organisational devices. • Use a thesaurus to find synonyms to improve vocabulary choices. • Proof-read and edit own work and that of peers for secretarial errors and content. 	<ul style="list-style-type: none"> • Nouns, pronouns (common, proper). • Verbs, adverbs. • Adjectives • Inverted commas for speech • Determiner • Preposition 	<ul style="list-style-type: none"> • To use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary. • Indicate possession by using possessive apostrophe with plural nouns. • Spell further homophones. • Use further prefixes and suffixes and understand how to add them. • Spell words with with the /s/ sound spelt sc. • Spell tricky ‘sion’ words. 	<p>Characteristics Evidence</p> <p>Issue</p> <p>Additionally & In addition</p> <p>However</p> <p>On the other hand</p> <p>Argues</p> <p>Concludes & Conclusion</p> <p>Connects</p> <p>Defends</p> <p>Oppose & Opposition</p> <p>Presents</p> <p>Summarise</p> <p>Symbolises</p>
<p>Oracy</p> <p><i>To discuss how punctuation affects tone and pace when reading aloud.</i></p> <p><i>Discuss word choices and how they influence a reader.</i></p> <p><i>Discuss shades of meaning e.g. the difference between content and elated.</i></p>						

		Reading Explorers: How to Make Twinkle Fairy Cakes				
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