

Term 3 + 4 Theme: Myths & Legends Component 2	Term 2 Theme: crime Component 2	Term 5+6 Theme: Hobbies component 1	Term 1+2 Theme: Travel component 1	Term 5 Theme: Heroism component 2	Term 6 Theme: Adventure component 2
<p>Thematic approach to learning through reading (non-fiction, literary non-fiction and literature texts).</p> <p><b>Overview:</b></p> <ul style="list-style-type: none"> <li>Read a selection of fiction/ non-fiction texts novels/historical texts/newspapers.</li> </ul> <p><b>Dissuasions</b> on corporal punishment</p> <ul style="list-style-type: none"> <li>Understanding what the text is about.</li> <li>Identifying the key ideas in a text.</li> <li>Inference and deduction.</li> <li>Selecting interesting words and phrases and commenting on why the author has used these.</li> <li>Expressing an opinion about texts.</li> <li>Comparing texts.</li> <li>Commenting</li> </ul> <p><b>Reading and materials</b></p> <p>Shared reading/guided reading: comprehension of fiction and non-fiction texts.</p> <ul style="list-style-type: none"> <li>Civil War overview (n/)</li> <li>Rosa Parks (n/f)</li> <li>'Ain't got no.' (song lyrics)</li> <li>Sugar cane (poem)</li> <li>Holes. (f)</li> </ul> <p><b>Year 4:</b> uses dictionaries to check words that they have read. 2 identifies how language, structure and presentation contribute to meaning.</p> <p><b>Year 3:</b></p> <p>Is beginning to draw inferences such as inferring characters' feelings, ' thoughts and motives from their actions, and (with support) justifying inferences with evidence.</p> <p><b>Year 2:</b> checks that the text makes sense to them as they read and corrects inaccurate Makes inferences on the basis of what is being said and done.</p> <p><b>Year 1:</b></p> <p>Applies phonic knowledge and skills as the route to decode words.</p> <p>Reads accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p><b>writing</b></p> <ul style="list-style-type: none"> <li>talk for writing Story map of each chapter of book/section of film.</li> </ul> <p>Written recount of sections of book/film.</p> <p>Shared writing, joint choice of key words &amp; phrases.</p> <p>Writing in the style of a newspaper.</p> <ul style="list-style-type: none"> <li>DARTS Strategies: guided writing, sequencing, cloze, text marking, restructuring texts, true/false questions, card sorts, KWL grids (a table with three columns – What</li> </ul>	<p>Thematic approach to learning through reading (non-fiction, literary non-fiction and literature texts).</p> <p><b>Overview:</b></p> <ul style="list-style-type: none"> <li>Use the text to learn how to: <ul style="list-style-type: none"> <li>infer</li> </ul> </li> <li>comment on language and structure</li> <li>evaluate ideas</li> <li>express personal preferences.</li> <li>Learn how to plan, write, edit and proofread a piece of informative writing (letter or review).</li> </ul> <p><b>Reading and materials</b></p> <p>Shared reading/guided reading: comprehension of fiction and non-fiction texts.</p> <ul style="list-style-type: none"> <li>The lovely bones (f)</li> <li>The Untouchables (n/f)</li> <li>Murder in a country House (f)</li> <li>A night in a haunted hotel (n/f)</li> <li>Lamb to the slaughter (f)</li> </ul> <p>Read a selection of literary and literary non-fiction texts.</p> <ul style="list-style-type: none"> <li>Use texts to learn how to: <ul style="list-style-type: none"> <li>infer</li> <li>comment on language and structure</li> <li>compare ideas and perspectives.</li> </ul> </li> <li>Learn how plan, write, edit and proofread a story</li> </ul> <p><b>Writing</b></p> <p><b>DARTS Strategies (clicker 7); Talk for writing: strategies Shared writing, joint choice of key words &amp; phrases.</b></p> <p><b>Grammar</b></p> <p>There is/there are/past simple: regular and irregular verbs/there was/there were</p> <p><b>Year 4:</b> In non-narrative material, uses simple organisational devices (e.g. headings and sub-headings).</p> <p><b>Year 3:</b> Shows understanding of the grammatical patterns in a sentence, indicating its function as a statement, question, exclamation or command.</p> <p>Adds suffixes to spell longer words including ment,ness,ful,less,ly.</p> <p><b>Year 2:</b></p> <p>Writes about real events.</p> <p>Uses expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon).</p> <p><b>Cross curricular</b></p> <p>Media studies: recording a radio play.</p> <p>Drama: Hot-seating characters to understand motivation</p> <p>possible field trips:</p> <ul style="list-style-type: none"> <li>Into Film Festival takes place in November; to book free cinema visits, visit the website.</li> </ul>	<p>Thematic approach to learning through reading (non-fiction, literary non-fiction and literature texts).</p> <p><b>Overview:</b></p> <ul style="list-style-type: none"> <li>Take part in group discussions and make an individual presentation on capital punishment/hobbies.</li> <li>Read a selection of fiction/ non-fiction texts (timetables, leaflets, reviews, web pages and surveys).</li> <li>Use the text to learn how to: <ul style="list-style-type: none"> <li>infer</li> </ul> </li> <li>comment on language and structure</li> <li>evaluate ideas</li> <li>express personal preferences.</li> <li>Learn how to plan, write, edit and proofread a piece of informative writing (letter or review).</li> </ul> <p><b>Reading and materials</b></p> <p>Shared reading/guided reading: comprehension of fiction and non-fiction texts.</p> <ul style="list-style-type: none"> <li>Kes (f)</li> <li>leaflets, reviews, surveys n/f)</li> <li>books and films (n/f)</li> <li>Time to relax (Face2Face book)</li> </ul> <p><b>Writing</b></p> <p><b>Transactional writing; DARTS Strategies (clicker 7); Talk for writing: strategies Shared writing, joint choice of key words &amp; phrases.</b></p> <p><b>Stage 3:</b></p> <p>Writing a narrative about personal experiences.</p> <p><b>year 2:</b> Plans or says out loud what they are going to write about.</p> <p>Accurate use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Uses commas to separate items in a list.</p> <p><b>Grammar</b></p> <p>Using adverbs of frequency; use of personal pronouns.</p> <p><b>Stage 4:</b></p> <p>Most of the time uses appropriate standard English forms for verb inflections instead of local spoken forms (e.g. 'we were' instead of 'we was', or 'I did' instead of 'I done').</p> <p><b>Stage 3</b></p> <p>Makes some use of the present perfect form of verbs, instead of the simple past (e.g. 'He has gone out to play', contrasted with, 'He went out to play'.</p> <p><b>year 2:</b></p> <p>Uses subordination (using when, if, that, because) and co-ordination (using or, and, but).</p> <p>PBL/ Cross curricular</p> <p>Trip to Owlets bird centre</p>	<p>Thematic approach to learning through reading (non-fiction, literary non-fiction and literature texts).</p> <p><b>Overview</b></p> <ul style="list-style-type: none"> <li>take part in group discussions and make an individual presentation</li> <li>read a selection of non-fiction texts</li> <li>use the text to learn how to infer, comment on language and structure and to compare ideas and express personal preferences</li> <li>learn how to plan, write, edit and proof read a piece of informative writing (email).</li> </ul> <p><b>Reading and materials:</b></p> <p>Shared reading/guided reading: comprehension of non-fiction texts.</p> <ul style="list-style-type: none"> <li>Lord of the Flies</li> <li>Timetables (Longfield-Rochester)</li> <li>You need a holiday (n/f)</li> <li>Wish you were here (n/)</li> <li>I've got a problem (n/f)</li> </ul> <p><b>Stage 4:</b> 1 uses dictionaries to check words that they have read. 2 identifies how language, structure and presentation contribute to meaning.</p> <p><b>Stage 3:</b> uses dictionaries to check words that they have read. 2 identifies how language, structure and presentation contribute to meaning.</p> <p><b>Stage 2:</b> 1 is beginning to identify differences in the structure of the non fiction books that they are introduced to.</p> <p><b>Stage 1:</b> Explains clearly what has been read to them..</p> <p><b>Writing</b></p> <p><b>Transactional writing; DARTS Strategies (clicker 7); Talk for writing: strategies Shared writing, joint choice of key words &amp; phrases.</b></p> <ul style="list-style-type: none"> <li>Post car writing.</li> <li>Letter of complaint</li> <li>Writing a letter of condolence</li> </ul> <p><b>Grammar:</b></p> <p><b>Year 4:</b> Some correct use of apostrophes to mark plural possession (e.g. the girl's name, the girls' names).</p> <p>Understands how to place the apostrophe in words with regular plurals (e.g. girls', boys') and in words with irregular plurals (e.g. children's).</p> <p>Possessive and personal pronouns.</p> <p>Using prepositions for place.</p> <p>Reads aloud their own writing to, to a group or the whole class, using appropriate</p>	<p>Thematic approach to learning through reading (non-fiction, literary non-fiction and literature texts).</p> <p><b>overview</b></p> <ul style="list-style-type: none"> <li>Read a selection of literary and literary non-fiction texts.</li> <li>Use texts to learn how to: <ul style="list-style-type: none"> <li>infer</li> </ul> </li> <li>comment on language and structure</li> <li>compare ideas and perspectives.</li> <li>learn how plan, write, edit and proofread a story</li> </ul> <p><b>Reading and materials:</b></p> <p>Shared reading/guided reading: comprehension of non-fiction texts.</p> <ul style="list-style-type: none"> <li>Of Mice and Men (f)</li> <li>The Silver Sword (n/f)</li> </ul> <ul style="list-style-type: none"> <li>Identifying the key ideas, characters and themes in a text.</li> <li>Inference and deduction.</li> <li>Selecting interesting words and phrases and commenting on why the author has used these</li> </ul> <p><b>Writing</b></p> <p><b>Transactional writing; DARTS Strategies (clicker 7); Talk for writing: strategies Shared writing, joint choice of key words &amp; phrases.</b></p> <p>Writing a biography or autobiography; writing a newspaper; Write a descriptive account of the French 'Voyages of Discovery: The figure of the earth.' Geodesic Mission.</p> <p>Transactional writing</p> <p>Students to write letters to students at another school in Ecuador.</p> <p><b>Grammar:</b></p> <p>using similes, metaphors, personification</p> <p><b>Stage 4:</b> 1 uses dictionaries to check words that they have read</p> <p><b>Stage 3:</b> Expresses time, place and cause using prepositions (e.g. before, after, during, in, because of).</p> <p><b>Stage 2:</b></p> <p>Some use of the suffixes –er, –est in adjectives.</p> <p>Uses suffix –ly to turn adjectives into adverbs.</p> <p><b>Cross curricular</b></p> <p>History, Art, drama, Geography</p> <p><b>AQA assessment: A01, A02, A03, A05, A06.</b></p>	<p>Thematic approach to learning through reading non-fiction texts.</p> <p><b>Overview</b></p> <p>All students will:</p> <ul style="list-style-type: none"> <li>read a selection of literary and literary non-fiction texts</li> <li>use the text to learn how to: infer, comment on language and structure and compare ideas and perspectives</li> <li>learn how to plan, write, edit and proof read a story.</li> </ul> <p><b>Reading and materials</b></p> <p>Comprehension of fiction and non-fiction texts.</p> <p>Traditional tales/recognising language used in traditional tales.</p> <p>Understanding what the text is about.</p> <ul style="list-style-type: none"> <li>Identifying the key ideas, characters and themes in a text.</li> <li>Inference and deduction.</li> <li>Selecting interesting words and phrases and commenting on why the author has used these</li> </ul> <p><b>Reading material</b></p> <ul style="list-style-type: none"> <li>The Quest</li> <li>The Island of Doctor Moreau</li> </ul> <p><b>Writing</b></p> <p><b>Transactional writing; DARTS Strategies (clicker 7); Talk for writing: strategies Shared writing, joint choice of key words &amp; phrases.</b></p> <p>Creative writing, writing a recount, reading and comprehension.</p> <p><b>Grammar:</b></p> <p><b>Stage 4:</b> using further homophones</p> <p><b>Stage 3:</b></p> <p>In narratives creates settings, characters and plot, with some attempt to elaborate on basic information or events (e.g. nouns expanded by simple adjectives).</p> <p><b>Stage 2:</b></p> <p>Uses commas to separate items in a list.</p> <p>Accurate use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p><b>Cross curricular</b></p> <p>Art, ICT, History, Geography</p> <p><b>AQA assessment: A01, A02, A03, A05, A06</b></p>

<p>do I already know? What do I want to know? What I have learned about this topic from reading the text?) learners have to put sentences in order to create a text, and another where they have to unscramble jumbled up sentences. This will be done on clicker 7: writing a recount, reading and comprehension.</p> <p><b>Grammar:</b> <b>Language features:</b> palindromes, alliteration, headlines, rhyme etc.</p> <p><b>Year 4:</b> dis-and -in; suffix -ous; -ly, -inter, Composes and rehearses sentences orally (including dialogue), progressively building a varied and rich vocabulary, and an increasing range of sentence structures. 2 Discusses writing similar to that which they are planning to write and understands and learns from its structure, vocabulary and grammar. 4. Discusses and records ideas.</p> <p><b>year 3:</b> Expresses time, place and cause using adverbs (e.g. then, next, soon, therefore). Uses a range of prefixes (e.g. super-, anti-, auto-).</p> <p><b>Year 2:</b> Some use of the suffix es er,est in adjectives; Shows understanding of formation of nouns, using suffixes such a,,er and by compounding (e.g. whiteboard, superman)</p> <p><b>PBL/ Cross curricular</b> History / Black History ICT: newspaper on powerpoint Art: staining newspaper to make it look old/Making a 'wanted poster.' drama</p>	<ul style="list-style-type: none"> <li>• Into Film Free Film Club registration to receive or request films.</li> <li>• Field trips to local areas or places where crimes have taken place and/or where criminals have been punished.</li> <li>• Local research library to view records of past crimes.</li> <li>• Trip to a crime-themed drama production.</li> <li>• Trip to a film studio or theatre</li> </ul> <p><b>AQA assessment: A01, A02, A03, A05, A06.</b></p>	<p>Go bird watching/cross over with maths? Tables/charts etc</p> <p><b>Cross curricular</b> IT: presentation skills; video blog gardening <b>AQA assessment: A06, A07, A08, A09</b></p>	<p>intonation and controls tone and volume, so the meaning is clear.</p> <p><b>Year 3:</b> Uses the forms 'a' or 'an' Definite article. Attempts to use paragraphs as a way to group related material <b>Year 2:</b> using apostrophes for possession and contraction. Using verb tenses. Using prepositions for place. checks that the text makes sense to them as they read and corrects inaccurate reading. Shows understanding of the grammatical patterns in a sentence, indicating its function as a statement, question, exclamation or command.</p> <p><b>Year 1:</b> 1 understands how to make sentences. 2 uses -ing, -ed, -er and -est, where no change is needed in the spelling of root words, e.g. helping, helped, helper, eating, quicker, quickest.</p> <p><b>Cross curricular</b> Geography; art; maths</p> <p><b>AOs to be assessed:</b></p>		
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