

English Curriculum - Year 4

AUTUMN TERM				
Curriculum focus/links	History - Can war ever be justified? Geography - Mountains, Volcanoes and Earthquakes Science - Animals including Humans and Living Things and their Habitat RE - Judaism, Humanism and Christianity			
Genre and Text/Focus	The Snow Dragon by Vivian French	World War 2 A selection of Non-Fiction books from the school library	Fantastically Great Women Scientists by Kate Pankhurst	Beowulf
Writing Outcome	Narrative – conquering the monster (suspense focus)	Non-chronological report	Biography (based on influential person/diverse character)	Poetry Free Verse Kennings <ul style="list-style-type: none"> • A 'kenning' is a two word phrase which describes an object, often using a metaphor to do so. • Kenning poems are a type of riddle which use kennings to describe something or someone. • Each line consists of one kenning. There is no set number of lines in each verse. • The kennings should be ordered within the poem with consideration of the impact on the reader.
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> • Begin to use other punctuation in addition to inverted commas to indicate direct speech • Place the possessive 	<ul style="list-style-type: none"> • In non-narrative material, use simple organisational devices such as subheadings and headings 	<ul style="list-style-type: none"> • In non-narrative material, use simple organisational devices such as subheadings and headings 	<u>Reading Objectives</u> <ul style="list-style-type: none"> • Listen to and discuss a wide range of similar poems

	<p>apostrophe accurately in words with regular plurals (revise from Y3)</p> <ul style="list-style-type: none"> • Begin to extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although – main clause + subordinating clause • Organise paragraphs around a theme • Begin to use a range of conjunctions, adverbs and prepositions to express time and cause • Begin to use fronted adverbials including the use of commas • Continue to learn the present perfect form of verbs instead of the simple past 	<ul style="list-style-type: none"> • To begin to place the possessive apostrophe accurately in words with regular plurals • Begin to extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although – main clause + subordinating clause • Begin to choose pronouns appropriately for clarity and cohesion and to avoid repetition • Begin to distinguish the differences between Standard English and non-Standard English 	<ul style="list-style-type: none"> • To begin to place the possessive apostrophe accurately in words with regular plurals • Begin to extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although – main clause + subordinating clause • Choose pronouns appropriately for clarity and cohesion and to avoid repetition • Continue to learn the present perfect form of verbs instead of the simple past • Begin to distinguish the differences between Standard English and non-Standard English 	<ul style="list-style-type: none"> • Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action • Discuss words and phrases that capture the reader's interest and imagination <p><u>Writing Objectives</u></p> <ul style="list-style-type: none"> • Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • Composing and rehearsing sentences orally • Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
--	---	---	--	---

Grammar Focus Lesson (2 x 20mins)

Revision of Year 3 Grammar Objectives

Week 1	Using determiners
Week 2	Clauses
Week 3	Expanding sentences using conjunctions
Week 4	Expanding sentences using adverbs
Week 5	Expanding sentences using prepositions
Week 6	Past Tense

Week 1	Recognising Nouns
Week 2	Recognising Pronouns
Week 3	Using Pronouns
Week 4	Recognising Fronted Adverbials
Week 5	Time specific fronted adverbials
Week 6	Place specific fronted adverbials

Week 7	Present Tense
Week 8	Present perfect or simple past?

Transcription-handwriting

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

Nelson Handwriting Yellow Level Book (continued from Y3)

Week 1	Practising the join to the letter a - ha, ta, fa
Week 2	Practising the join from the letter o - od, oo, og
Week 3	Practising the join to the letter r - er, ir, ur
Week 4	Practising the first and second join - ai, al, ay
Week 5	Practising the join from the letter o - oy, ou, oi
Week 6	Practising the horizontal join to the letter e - re, oe, fe

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

Nelson Handwriting Yellow Level Book (continued from Y3)

Week 1	Practising the horizontal join to the letter u - fu, wu, vu
Week 2	Practising print, copy print letters
Week 3	Practising joining to ascenders - ot, ol, ok
Week 4	Practising all the joins - ai, al, ow, ol
Week 5	Check up week - assess process not product

**Transcription
– spelling**

- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

	Focus	Common Exception Words
Week 1	Introduction	sentence;
Week 2	scribe	describe
Week 3	act	actual(ly)
Week 4	note	notice
Week 5	favour	favourite
Week 6	exper	experience; experiment

- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

	Focus	Common Exception Words
Week 1	know	knowledge
Week 2	cent	century; recent; accident(ally)
Week 3	centre	centre
Week 4	cid	decide
Week 5	nat	natural
Week 6	lieve Assessment	believe

Reading- key objectives

Reading objectives will be covered through a range of reading activities including ELS, reading for pleasure and whole class reading.

Pupils should be taught to:

Word reading

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

Comprehension

Develop positive attitudes to reading and understanding of what they read by:

- 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
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally

	<ul style="list-style-type: none"> ● identifying themes and conventions in a wide range of books ● preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action ● discussing words and phrases that capture the reader's interest and imagination ● recognising some different forms of poetry [for example, free verse, narrative poetry] <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> ● checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context ● 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 ● identifying main ideas drawn from more than one paragraph and summarising these ● identifying how language, structure, and presentation contribute to meaning <p>Retrieve and record information from non-fiction</p> <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p>			
<p>Focus (highlight chosen focus)</p>	<ul style="list-style-type: none"> ● Structure of text ● Role of character/issues/information ● Role of setting/mood/tone ● Use of language, including figurative language ● Writer's perspective 	<ul style="list-style-type: none"> ● Structure of text ● Role of character/issues/information ● Role of setting/mood/tone ● Use of language, including figurative language ● Writer's perspective 	<ul style="list-style-type: none"> ● Structure of text ● Role of character/issues/information ● Role of setting/mood/tone ● Use of language, including figurative language ● Writer's perspective 	<ul style="list-style-type: none"> ● Structure of text ● Role of character/issues/information ● Role of setting/mood/tone ● Use of language, including figurative language ● Writer's perspective

SPRING TERM

<p>Curriculum focus/links</p>	<p>History - Ancient Greeks - Does Alexander deserve the title 'great'?</p> <p>Geography - Europe - Greece</p> <p>Science - States of Matter and Properties of Everyday Materials</p> <p>RE - Christianity</p>			
<p>Genre and Text/Focus</p>	<p>The Boy at the Back of the Class By Onjali Q. Rauf</p>	<p>The Boy at the Back of the Class By Onjali Q. Rauf</p>	<p>The Firework Makers Daughter By Philip Pullman</p>	<p>The Jabberwocky – Lewis Carroll</p>
<p>Writing Outcome</p>	<p>Narrative – tale of fear (characterisation and dialogue)</p>	<p>Persuasion (purpose, audience & form) adapted each year)</p>	<p>Narrative – journey (setting)</p>	<p>Poetry Narrative Poetry</p> <ul style="list-style-type: none"> • A narrative poem in literature is a poem which tells a story. • It has a full storyline with all the elements of a traditional story. These elements include characters, plot, conflict and resolution, setting and action. • Narrative poems include old epics, lays and ballads. <p><u>Possible Writing Outcomes</u></p> <ul style="list-style-type: none"> • Change the ending of a narrative poem • Write the poem as a story • Tell from another point of view <p>Example poems The Owl and the Pussycat – Edward Lear</p>

				The Spider and the Fly – Mary Howett												
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> Place the possessive apostrophe accurately in words with irregular plurals Extend the range of sentences with more than one clause by using a wider range of conjunctions – subordinating clause + main clause Organise paragraphs around a theme in narratives to create cohesion across text Use a range of conjunctions, adverbs and prepositions to express time and cause Continue to use fronted adverbials including the use of commas Choose nouns and pronouns appropriately for clarity and cohesion and to avoid repetition 	<ul style="list-style-type: none"> In non-narrative material, use a growing range of simple organisational devices, including bullet points with more coherence Extend the range of sentences with more than one clause by using a wider range of conjunctions – subordinating clause + main clause Use a range of conjunctions, adverbs and prepositions to express time and cause Continue to use fronted adverbials including the use of commas Continue to learn the present perfect form of verbs instead of the simple past Begin to distinguish the differences between Standard English and non-Standard English 	<ul style="list-style-type: none"> Place the possessive apostrophe accurately in words with irregular plurals Extend the range of sentences with more than one clause by using a wider range of conjunctions – subordinating clause + main clause Use a range of conjunctions, adverbs and prepositions to express time and cause Choose nouns and pronouns appropriately for clarity and cohesion and to avoid repetition 	<p><u>Reading Objectives</u></p> <ul style="list-style-type: none"> Listen to and discuss a wide range of similar poems Discuss words and phrases that capture the reader's interest and imagination Read poems that are structured in different ways Recognise some different forms of poetry <p><u>Writing Objectives</u></p> <ul style="list-style-type: none"> Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar In narrative poems, create setting, characters and plot Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 												
Grammar Focus Lesson (2 x 20mins)	<table border="1"> <tr> <td>Week 1</td> <td>Descriptive fronted adverbials</td> </tr> <tr> <td>Week 2</td> <td>Recognising fronted adverbials</td> </tr> <tr> <td>Week 3</td> <td>Using Fronted Adverbials</td> </tr> <tr> <td>Week 4</td> <td>Standard english - were, was and did or done</td> </tr> </table>		Week 1	Descriptive fronted adverbials	Week 2	Recognising fronted adverbials	Week 3	Using Fronted Adverbials	Week 4	Standard english - were, was and did or done	<table border="1"> <tr> <td>Week 1</td> <td>Apostrophes - recognising contractions (Year 2 resources)</td> </tr> <tr> <td>Week 2</td> <td>Apostrophes - recognising possession (Year 2 resources)</td> </tr> </table>		Week 1	Apostrophes - recognising contractions (Year 2 resources)	Week 2	Apostrophes - recognising possession (Year 2 resources)
Week 1	Descriptive fronted adverbials															
Week 2	Recognising fronted adverbials															
Week 3	Using Fronted Adverbials															
Week 4	Standard english - were, was and did or done															
Week 1	Apostrophes - recognising contractions (Year 2 resources)															
Week 2	Apostrophes - recognising possession (Year 2 resources)															

	<table border="1"> <tr> <td>Week 5</td> <td>Standard english - i or me</td> </tr> <tr> <td>Week 6</td> <td>Standard english - have, not of and these/those, not them</td> </tr> </table>	Week 5	Standard english - i or me	Week 6	Standard english - have, not of and these/those, not them	<table border="1"> <tr> <td>Week 3</td> <td>Using apostrophes for plural possession</td> </tr> <tr> <td>Week 4</td> <td>When should you not use an apostrophe?</td> </tr> <tr> <td>Week 5</td> <td>Using apostrophes for possession of contraction</td> </tr> </table>	Week 3	Using apostrophes for plural possession	Week 4	When should you not use an apostrophe?	Week 5	Using apostrophes for possession of contraction												
Week 5	Standard english - i or me																							
Week 6	Standard english - have, not of and these/those, not them																							
Week 3	Using apostrophes for plural possession																							
Week 4	When should you not use an apostrophe?																							
Week 5	Using apostrophes for possession of contraction																							
Transcription – handwriting	<ul style="list-style-type: none"> use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] <p>Nelson Handwriting developing Skills Book 1 - purple</p> <table border="1"> <tr> <td>Week 1</td> <td>Flashback</td> </tr> <tr> <td>Week 2</td> <td>Practising writing descenders - ning, ping, ting</td> </tr> <tr> <td>Week 3</td> <td>Practising joining from the letter o - oc, od, oo</td> </tr> <tr> <td>Week 4</td> <td>Practising joining to the letter e - ake, ome, are</td> </tr> <tr> <td>Week 5</td> <td>Practising joining to the letter l - fla, flo, fle</td> </tr> <tr> <td>Week 6</td> <td>Practising joining from the letter w - who, wha, whe</td> </tr> </table>	Week 1	Flashback	Week 2	Practising writing descenders - ning, ping, ting	Week 3	Practising joining from the letter o - oc, od, oo	Week 4	Practising joining to the letter e - ake, ome, are	Week 5	Practising joining to the letter l - fla, flo, fle	Week 6	Practising joining from the letter w - who, wha, whe	<ul style="list-style-type: none"> use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] <p>Nelson Handwriting developing Skills Book 1 - purple</p> <table border="1"> <tr> <td>Week 1</td> <td>Practising joining from the letter i - ie, in, il</td> </tr> <tr> <td>Week 2</td> <td>Practising diagonal joins to the letter y - ly, ky, ny</td> </tr> <tr> <td>Week 3</td> <td>Practising joining from the letter a - ap, ar, an</td> </tr> <tr> <td>Week 4</td> <td>Practising joining to the letter k - ick, uck, ack</td> </tr> <tr> <td>Week 5</td> <td>Practising writing with a slope</td> </tr> </table>	Week 1	Practising joining from the letter i - ie, in, il	Week 2	Practising diagonal joins to the letter y - ly, ky, ny	Week 3	Practising joining from the letter a - ap, ar, an	Week 4	Practising joining to the letter k - ick, uck, ack	Week 5	Practising writing with a slope
Week 1	Flashback																							
Week 2	Practising writing descenders - ning, ping, ting																							
Week 3	Practising joining from the letter o - oc, od, oo																							
Week 4	Practising joining to the letter e - ake, ome, are																							
Week 5	Practising joining to the letter l - fla, flo, fle																							
Week 6	Practising joining from the letter w - who, wha, whe																							
Week 1	Practising joining from the letter i - ie, in, il																							
Week 2	Practising diagonal joins to the letter y - ly, ky, ny																							
Week 3	Practising joining from the letter a - ap, ar, an																							
Week 4	Practising joining to the letter k - ick, uck, ack																							
Week 5	Practising writing with a slope																							
Transcription – spelling	<ul style="list-style-type: none"> use the first two or three letters of a word to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 	<ul style="list-style-type: none"> use the first two or three letters of a word to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 																						

	Focus	Common Exception Words		Focus	Common Exception Words
Week 1	gram	grammar	Week 1	Prefix pro-	promise
Week 2	Letter c and letter string sc as /s/	medicine; difficult; circle; accident; century; centre; exercise; decide; recent; bicycle	Week 2	Prefixes ad-, ap, ar-	address; arrive
Week 3	ch letter string		Week 3	Prefixes con, com-	complete; consider; continue
Week 4	gue and que letter strings	question;	Week 4	min	minute
Week 5	The extra u	build; guard; guide	Week 5	breath Assessment	breathe
Week 6	Double consonants				
Reading- key objectives	Reading objectives will be covered through a range of reading activities including ELS, reading for pleasure and whole class reading.				
	Pupils should be taught to:				
	<u>Word reading</u>				
	<ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 				
	<u>Comprehension</u>				
	Develop positive attitudes to reading and understanding of what they read by:				
	<ul style="list-style-type: none"> • 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 • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books 				

	<ul style="list-style-type: none"> • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • discussing words and phrases that capture the reader's interest and imagination • recognising some different forms of poetry [for example, free verse, narrative poetry] <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • 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 • identifying main ideas drawn from more than one paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning <p>Retrieve and record information from non-fiction</p> <ul style="list-style-type: none"> • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say 			
<p>Focus (highlight chosen focus)</p>	<ul style="list-style-type: none"> • Structure of text • Role of character/issues/information • Role of setting/mood/tone • Use of language, including figurative language • Writer's perspective 	<ul style="list-style-type: none"> • Structure of text • Role of character/issues/information • Role of setting/mood/tone • Use of language, including figurative language • Writer's perspective 	<ul style="list-style-type: none"> • Structure of text • Role of character/issues/information • Role of setting/mood/tone • Use of language, including figurative language • Writer's perspective 	<ul style="list-style-type: none"> • Structure of text • Role of character/issues/information • Role of setting/mood/tone • Use of language, including figurative language • Writer's perspective

SUMMER TERM

Curriculum focus/links	History - Contrasting British History - The Mayans Geography - Rivers Science - Sound and light RE - Comparing Christianity, Hinduism and Humanist Beliefs and thinking			
Genre and Text/Focus	The Explorer By Katherine Rundall	The Explorer	The Creakers By Tom Fletcher	Varjak Paw By S.F. Said
Writing Outcome	Discussion	Narrative – finding tale (plot)	Explanation	Narrative – character flaw (characterisation and dialogue)
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> Extend the range of sentences with more than one clause by using a wider range of conjunctions – subordinating clause + main clause Use a range of conjunctions, adverbs and prepositions to express time and cause Organise paragraphs around a topic - use topic sentence and at least 3 supporting sentences Generalisers: some, most, everyone, category nouns e.g. people, animals, food, vehicles, vegetables. To add on and sequence ideas e.g. The first reason..., also..., furthermore..., moreover..., 	<ul style="list-style-type: none"> Place the possessive apostrophe accurately in words with irregular plurals Use other punctuation in addition to inverted commas to indicate direct speech Extend the range of sentences with more than one clause by using a wider range of conjunctions – subordinating clause + main clause Organise paragraphs around a theme in narratives to create cohesion across text Use a range of conjunctions, adverbs and prepositions to express time and cause Continue to use fronted adverbials including the use of commas 	<ul style="list-style-type: none"> Extend the range of sentences with more than one clause by using a wider range of conjunctions – subordinating clause + main clause Use a range of conjunctions, adverbs and prepositions to cause and effect Organise paragraphs around a topic - use topic sentence and at least 3 supporting sentences Rhetorical questions - Did you know that...? Tempting turns of phrase: strange as it may seem..., 3rd person, present tense 	<ul style="list-style-type: none"> Place the possessive apostrophe accurately in words with irregular plurals Use other punctuation in addition to inverted commas to indicate direct speech Extend the range of sentences with more than one clause by using a wider range of conjunctions – subordinating clause + main clause Organise paragraphs around a theme in narratives to create cohesion across text Use a range of conjunctions, adverbs and prepositions to express time and cause Continue to use fronted adverbials including the use of commas to show character behaviour and manner

	<table border="1"> <tr> <td>Week 1</td> <td>Recognising speech</td> </tr> <tr> <td>Week 2</td> <td>Punctuating direct speech</td> </tr> <tr> <td>Week 3</td> <td>direct speech or indirect speech?</td> </tr> <tr> <td>Week 4</td> <td>Prepositional Phrases</td> </tr> <tr> <td>Week 5</td> <td>Expanded noun phrases</td> </tr> </table>	Week 1	Recognising speech	Week 2	Punctuating direct speech	Week 3	direct speech or indirect speech?	Week 4	Prepositional Phrases	Week 5	Expanded noun phrases	<table border="1"> <tr> <td>Week 1</td> <td>Consolidating Coordinating Conjunctions</td> </tr> <tr> <td>Week 2</td> <td>Consolidating Subordinating Conjunctions</td> </tr> <tr> <td>Week 3</td> <td>Consolidating speech</td> </tr> <tr> <td>Week 4</td> <td>Consolidating tenses</td> </tr> <tr> <td>Week 5</td> <td>Consolidating fronted adverbials</td> </tr> <tr> <td>Week 6</td> <td>Consolidating apostrophes</td> </tr> </table>	Week 1	Consolidating Coordinating Conjunctions	Week 2	Consolidating Subordinating Conjunctions	Week 3	Consolidating speech	Week 4	Consolidating tenses	Week 5	Consolidating fronted adverbials	Week 6	Consolidating apostrophes	
Week 1	Recognising speech																								
Week 2	Punctuating direct speech																								
Week 3	direct speech or indirect speech?																								
Week 4	Prepositional Phrases																								
Week 5	Expanded noun phrases																								
Week 1	Consolidating Coordinating Conjunctions																								
Week 2	Consolidating Subordinating Conjunctions																								
Week 3	Consolidating speech																								
Week 4	Consolidating tenses																								
Week 5	Consolidating fronted adverbials																								
Week 6	Consolidating apostrophes																								
Transcription – handwriting	<ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] <p>Nelson Handwriting developing Skills Book 1 - purple</p> <table border="1"> <tr> <td>Week 1</td> <td>Practising joining to the letter e - he, we, re</td> </tr> <tr> <td>Week 2</td> <td>Practising joining from the letter f - fte, fir, fin</td> </tr> <tr> <td>Week 3</td> <td>Practising writing silent letters - wra, wri, kni</td> </tr> <tr> <td>Week 4</td> <td>Practising forming double letters - ii, ll, tt, rr, nn, mm, cc, oo, dd, ss, ff, ee</td> </tr> </table>	Week 1	Practising joining to the letter e - he, we, re	Week 2	Practising joining from the letter f - fte, fir, fin	Week 3	Practising writing silent letters - wra, wri, kni	Week 4	Practising forming double letters - ii, ll, tt, rr, nn, mm, cc, oo, dd, ss, ff, ee	<ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] <p>Nelson Handwriting developing Skills Book 1 - purple</p> <table border="1"> <tr> <td>Week 1</td> <td>Practising joining from the letter a - ac, ag, af</td> </tr> <tr> <td>Week 2</td> <td>Practising forming capital letters</td> </tr> <tr> <td>Week 3</td> <td>Practising decorated capital letters; letters of the alphabet</td> </tr> <tr> <td>Week 4</td> <td>Practising with punctuation ! ? - " ' ,</td> </tr> </table>	Week 1	Practising joining from the letter a - ac, ag, af	Week 2	Practising forming capital letters	Week 3	Practising decorated capital letters; letters of the alphabet	Week 4	Practising with punctuation ! ? - " ' ,							
Week 1	Practising joining to the letter e - he, we, re																								
Week 2	Practising joining from the letter f - fte, fir, fin																								
Week 3	Practising writing silent letters - wra, wri, kni																								
Week 4	Practising forming double letters - ii, ll, tt, rr, nn, mm, cc, oo, dd, ss, ff, ee																								
Week 1	Practising joining from the letter a - ac, ag, af																								
Week 2	Practising forming capital letters																								
Week 3	Practising decorated capital letters; letters of the alphabet																								
Week 4	Practising with punctuation ! ? - " ' ,																								

	<table border="1"> <tr> <td data-bbox="286 193 450 272">Week 5</td> <td data-bbox="450 193 1205 272">Practising spacing letters consistently - ew, ev, ex</td> </tr> <tr> <td data-bbox="286 272 450 384">Week 6</td> <td data-bbox="450 272 1205 384">Practising writing letters with ascenders in proportion - th, ht, fl</td> </tr> </table>	Week 5	Practising spacing letters consistently - ew, ev, ex	Week 6	Practising writing letters with ascenders in proportion - th, ht, fl	<table border="1"> <tr> <td data-bbox="1205 193 1375 272">Week 5</td> <td data-bbox="1375 193 2148 272">Check up week - assess process not product</td> </tr> </table>	Week 5	Check up week - assess process not product																																	
Week 5	Practising spacing letters consistently - ew, ev, ex																																								
Week 6	Practising writing letters with ascenders in proportion - th, ht, fl																																								
Week 5	Check up week - assess process not product																																								
<p>Transcription – spelling</p>	<ul style="list-style-type: none"> • use the first two or three letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far <table border="1"> <thead> <tr> <th></th> <th>Focus</th> <th>Common Exception Words</th> </tr> </thead> <tbody> <tr> <td>Week 1</td> <td>reg</td> <td>regular</td> </tr> <tr> <td>Week 2</td> <td>ord</td> <td>ordinary</td> </tr> <tr> <td>Week 3</td> <td>spec</td> <td>special</td> </tr> <tr> <td>Week 4</td> <td>image</td> <td>imagine</td> </tr> <tr> <td>Week 5</td> <td>pare</td> <td>separate</td> </tr> <tr> <td>Week 6</td> <td>popul</td> <td>popular</td> </tr> </tbody> </table>		Focus	Common Exception Words	Week 1	reg	regular	Week 2	ord	ordinary	Week 3	spec	special	Week 4	image	imagine	Week 5	pare	separate	Week 6	popul	popular	<ul style="list-style-type: none"> • use the first two or three letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far <table border="1"> <thead> <tr> <th></th> <th>Focus</th> <th>Common Exception Words</th> </tr> </thead> <tbody> <tr> <td>Week 1</td> <td>pose</td> <td>suppose; opposite; purpose</td> </tr> <tr> <td>Week 2</td> <td>cas</td> <td>occasionally</td> </tr> <tr> <td>Week 3</td> <td>pecu</td> <td>peculiar</td> </tr> <tr> <td>Week 4</td> <td>Suffixes -ar, -er</td> <td>popular; quarter; answer; calendar; particular; regular; peculiar</td> </tr> <tr> <td>Week 5</td> <td>Additional morphemes libr, land, oft, mater, fruit Assessment</td> <td>library; island, material, often; height</td> </tr> </tbody> </table>		Focus	Common Exception Words	Week 1	pose	suppose; opposite; purpose	Week 2	cas	occasionally	Week 3	pecu	peculiar	Week 4	Suffixes -ar, -er	popular; quarter; answer; calendar; particular; regular; peculiar	Week 5	Additional morphemes libr, land, oft, mater, fruit Assessment	library; island, material, often; height
	Focus	Common Exception Words																																							
Week 1	reg	regular																																							
Week 2	ord	ordinary																																							
Week 3	spec	special																																							
Week 4	image	imagine																																							
Week 5	pare	separate																																							
Week 6	popul	popular																																							
	Focus	Common Exception Words																																							
Week 1	pose	suppose; opposite; purpose																																							
Week 2	cas	occasionally																																							
Week 3	pecu	peculiar																																							
Week 4	Suffixes -ar, -er	popular; quarter; answer; calendar; particular; regular; peculiar																																							
Week 5	Additional morphemes libr, land, oft, mater, fruit Assessment	library; island, material, often; height																																							
<p>Reading- key objectives</p>	<p>Reading objectives will be covered through a range of reading activities including ELS, reading for pleasure and whole class reading.</p> <p>Pupils should be taught to:</p> <p><u>Word reading</u></p>																																								

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

Comprehension

Develop positive attitudes to reading and understanding of what they read by:

- 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
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]

Understand what they read, in books they can read independently, by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- 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
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning

Retrieve and record information from non-fiction

Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

<p>Focus (highlight chosen focus)</p>	<ul style="list-style-type: none"> ● Structure of text ● Role of character/issues/information ● Role of setting/mood/tone ● Use of language, including figurative language ● Writer's perspective 	<ul style="list-style-type: none"> ● Structure of text ● Role of character/issues/information ● Role of setting/mood/tone ● Use of language, including figurative language ● Writer's perspective 	<ul style="list-style-type: none"> ● Structure of text ● Role of character/issues/information ● Role of setting/mood/tone ● Use of language, including figurative language ● Writer's perspective 	<ul style="list-style-type: none"> ● Structure of text ● Role of character/issues/information ● Role of setting/mood/tone ● Use of language, including figurative language ● Writer's perspective
--	--	--	--	--