

English Curriculum - Year 4

AUTUMN TERM			
Curriculum focus/links	<p>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</p>		
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
Writing Outcome	Narrative – conquering the monster (suspense focus)	Non-chronological report	Biography (based on influential person/diverse character)
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 apostrophe accurately in words with regular plurals (revise from Y3) 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"> In non-narrative material, use simple organisational devices such as subheadings and headings 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"> In non-narrative material, use simple organisational devices such as subheadings and headings 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

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

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

**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

- 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

	<table border="1"> <tr> <td>Week 4</td> <td>Practising the first and second join - ai, al, ay</td> </tr> <tr> <td>Week 5</td> <td>Practising the join from the letter o - oy, ou, oi</td> </tr> <tr> <td>Week 6</td> <td>Practising the horizontal join to the letter e - re, oe, fe</td> </tr> </table>	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	<table border="1"> <tr> <td>Week 5</td> <td>Check up week - assess process not product</td> </tr> </table>	Week 5	Check up week - assess process not product																																		
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																																											
Week 5	Check up week - assess process not product																																											
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 <table border="1"> <thead> <tr> <th></th> <th>Focus</th> <th>Common Exception Words</th> </tr> </thead> <tbody> <tr> <td>Week 1</td> <td>Introduction</td> <td>sentence;</td> </tr> <tr> <td>Week 2</td> <td>scribe</td> <td>describe</td> </tr> <tr> <td>Week 3</td> <td>act</td> <td>actual(ly)</td> </tr> <tr> <td>Week 4</td> <td>note</td> <td>notice</td> </tr> <tr> <td>Week 5</td> <td>favour</td> <td>favourite</td> </tr> <tr> <td>Week 6</td> <td>exper</td> <td>experience; experiment</td> </tr> </tbody> </table>		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	<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>know</td> <td>knowledge</td> </tr> <tr> <td>Week 2</td> <td>cent</td> <td>century; recent; accident(ally)</td> </tr> <tr> <td>Week 3</td> <td>centre</td> <td>centre</td> </tr> <tr> <td>Week 4</td> <td>cid</td> <td>decide</td> </tr> <tr> <td>Week 5</td> <td>nat</td> <td>natural</td> </tr> <tr> <td>Week 6</td> <td>lieve Assessment</td> <td>believe</td> </tr> </tbody> </table>		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
	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																																										
	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	<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> <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

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
--	--	--	--

SPRING TERM

Curriculum focus/links	History - Ancient Greeks - Does Alexander deserve the title 'great'? Geography - Europe - Greece Science - States of Matter and Properties of Everyday Materials RE - Christianity		
Genre and Text/Focus	The Boy at the Back of the Class By Onjali Q. Rauf	The Boy at the Back of the Class By Onjali Q. Rauf	The Firework Makers Daughter By Philip Pullman
Writing Outcome	Narrative – tale of fear (characterisation and dialogue)	Persuasion (purpose, audience & form) adapted each year)	Narrative – journey (setting)
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

**Grammar
Focus Lesson
(2 x 20mins)**

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 5	Standard english - i or me
Week 6	Standard english - have, not of and these/those, not them

Week 1	Apostrophes - recognising contractions (Year 2 resources)
Week 2	Apostrophes - recognising possession (Year 2 resources)
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**

- 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 developing Skills Book 1 - purple

Week 1	Flashback
Week 2	Practising writing descenders - ning, ping, ting
Week 3	Practising joining from the letter o - oc, od, oo

- 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 developing Skills Book 1 - purple

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

	<table border="1"> <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 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	<table border="1"> <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 4	Practising joining to the letter k - ick, uck, ack	Week 5	Practising writing with a slope																													
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 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 <table border="1"> <thead> <tr> <th></th> <th>Focus</th> <th>Common Exception Words</th> </tr> </thead> <tbody> <tr> <td>Week 1</td> <td>gram</td> <td>grammar</td> </tr> <tr> <td>Week 2</td> <td>Letter c and letter string sc as /s/</td> <td>medicine; difficult; circle; accident; century; centre; exercise; decide; recent; bicycle</td> </tr> <tr> <td>Week 3</td> <td>ch letter string</td> <td></td> </tr> <tr> <td>Week 4</td> <td>gue and que letter stings</td> <td>question;</td> </tr> <tr> <td>Week 5</td> <td>The extra u</td> <td>build; guard; guide</td> </tr> <tr> <td>Week 6</td> <td>Double consonants</td> <td></td> </tr> </tbody> </table>		Focus	Common Exception Words	Week 1	gram	grammar	Week 2	Letter c and letter string sc as /s/	medicine; difficult; circle; accident; century; centre; exercise; decide; recent; bicycle	Week 3	ch letter string		Week 4	gue and que letter stings	question;	Week 5	The extra u	build; guard; guide	Week 6	Double consonants		<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>Prefix pro-</td> <td>promise</td> </tr> <tr> <td>Week 2</td> <td>Prefixes ad-, ap, ar-</td> <td>address; arrive</td> </tr> <tr> <td>Week 3</td> <td>Prefixes con, com-</td> <td>complete; consider; continue</td> </tr> <tr> <td>Week 4</td> <td>min</td> <td>minute</td> </tr> <tr> <td>Week 5</td> <td>breath Assessment</td> <td>breathe</td> </tr> </tbody> </table>		Focus	Common Exception Words	Week 1	Prefix pro-	promise	Week 2	Prefixes ad-, ap, ar-	address; arrive	Week 3	Prefixes con, com-	complete; consider; continue	Week 4	min	minute	Week 5	breath Assessment	breathe
	Focus	Common Exception Words																																							
Week 1	gram	grammar																																							
Week 2	Letter c and letter string sc as /s/	medicine; difficult; circle; accident; century; centre; exercise; decide; recent; bicycle																																							
Week 3	ch letter string																																								
Week 4	gue and que letter stings	question;																																							
Week 5	The extra u	build; guard; guide																																							
Week 6	Double consonants																																								
	Focus	Common Exception Words																																							
Week 1	Prefix pro-	promise																																							
Week 2	Prefixes ad-, ap, ar-	address; arrive																																							
Week 3	Prefixes con, com-	complete; consider; continue																																							
Week 4	min	minute																																							
Week 5	breath Assessment	breathe																																							

<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> <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 <p><u>Comprehension</u></p> <p>Develop positive attitudes to reading and understanding of what they read by:</p> <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 • 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

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	<p style="text-align: center;">The Explorer By Katherine Rundall</p>	<p style="text-align: center;">The Creakers By Tom Fletcher</p>	<p style="text-align: center;">The Jabberwocky – Lewis Carroll</p>
Writing Outcome	<p style="text-align: center;">Discussion</p>	<p style="text-align: center;">Explanation</p>	<p style="text-align: center;">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 style="text-align: center;"><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"> 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"> 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 Place the possessive apostrophe accurately in words with irregular plurals 	<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 settings, characters and plot <p>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.</p>

	<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> </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 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																					

		<table border="1"> <tr> <td data-bbox="1317 209 1496 272">Week 6</td> <td data-bbox="1496 209 2136 272">Consolidating apostrophes</td> </tr> </table>	Week 6	Consolidating apostrophes																				
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 data-bbox="300 644 452 708">Week 1</td> <td data-bbox="452 644 1191 708">Practising joining to the letter e - he, we, re</td> </tr> <tr> <td data-bbox="300 708 452 772">Week 2</td> <td data-bbox="452 708 1191 772">Practising joining from the letter f - fte, fir, fin</td> </tr> <tr> <td data-bbox="300 772 452 836">Week 3</td> <td data-bbox="452 772 1191 836">Practising writing silent letters - wra, wri, kni</td> </tr> <tr> <td data-bbox="300 836 452 932">Week 4</td> <td data-bbox="452 836 1191 932">Practising forming double letters - ii, ll, tt, rr, nn, mm, cc, oo, dd, ss, ff, ee</td> </tr> <tr> <td data-bbox="300 932 452 995">Week 5</td> <td data-bbox="452 932 1191 995">Practising spacing letters consistently - ew, ev, ex</td> </tr> <tr> <td data-bbox="300 995 452 1091">Week 6</td> <td data-bbox="452 995 1191 1091">Practising writing letters with ascenders in proportion - th, ht, fl</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	Week 5	Practising spacing letters consistently - ew, ev, ex	Week 6	Practising writing letters with ascenders in proportion - th, ht, fl	<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 data-bbox="1218 651 1375 715">Week 1</td> <td data-bbox="1375 651 2132 715">Practising joining from the letter a - ac, ag, af</td> </tr> <tr> <td data-bbox="1218 715 1375 778">Week 2</td> <td data-bbox="1375 715 2132 778">Practising forming capital letters</td> </tr> <tr> <td data-bbox="1218 778 1375 842">Week 3</td> <td data-bbox="1375 778 2132 842">Practising decorated capital letters; letters of the alphabet</td> </tr> <tr> <td data-bbox="1218 842 1375 906">Week 4</td> <td data-bbox="1375 842 2132 906">Practising with punctuation ! ? - " ' ,</td> </tr> <tr> <td data-bbox="1218 906 1375 970">Week 5</td> <td data-bbox="1375 906 2132 970">Check up week - assess process not product</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 5	Check up week - assess process not product
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 5	Practising spacing letters consistently - ew, ev, ex																							
Week 6	Practising writing letters with ascenders in proportion - th, ht, fl																							
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 5	Check up week - assess process not product																							
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 <table border="1"> <tr> <td data-bbox="300 1315 443 1378"></td> <td data-bbox="443 1315 618 1378">Focus</td> <td data-bbox="618 1315 1191 1378">Common Exception Words</td> </tr> </table>		Focus	Common Exception Words	<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"> <tr> <td data-bbox="1218 1315 1361 1378"></td> <td data-bbox="1361 1315 1563 1378">Focus</td> <td data-bbox="1563 1315 2132 1378">Common Exception Words</td> </tr> </table>		Focus	Common Exception Words																
	Focus	Common Exception Words																						
	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

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

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
- 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