

Term - Dates	No. Week (s) to complete	No. of lessons	Unit Title Essential skills	Standard and Sub-Standard	Learning Objective	Resources	E-Learning	Comments/Cross Curricular
<b>TERM 1</b>								
<b>UNIT 1A: REAL LIFE STORIES (FICTION)</b>								
T1. 8/9 – 3/10	4	20	<p><b>Unit 1A: Real life stories</b></p> <p>Learners will <b>be able to</b></p> <ul style="list-style-type: none"> <li>identify characters and settings in real-life stories</li> <li>read aloud with increased confidence, fluency and expression, taking account of punctuation</li> <li>recognise nouns, verbs and adjectives used by writers to create settings and characters</li> <li>identify main ideas and themes of stories and sections of stories and use this for planning</li> <li>write a story with a familiar setting which shows a logical sequence of events.</li> </ul> <p>Learners will <b>learn skills to:</b></p> <ul style="list-style-type: none"> <li>use a range of strategies to read and understand unfamiliar words</li> <li>learn to recognise verbs, nouns and adjectives and use the terms appropriately</li> <li>read aloud with increased fluency, using punctuation</li> <li>recognise different ways of showing dialogue and begin to use speech marks in their writing</li> <li>extend the range of sentence types used in their writing.</li> </ul>	<p><b>Phonics</b> Spelling and Grammar</p> <p><b>Grammar and Punctuation</b> Reading</p> <p>Writing</p> <p><b>Reading</b> Fiction and Poetry</p>	<p><b>3PSV1</b> Use effective strategies to tackle blending unfamiliar words to read (including sounding out, separating into syllables, using analogy, identifying known suffixes and prefixes, using context)</p> <p><b>3PSV2</b> Use and spell compound words</p> <p><b>3PSV4</b> Use effective strategies to tackle segmenting unfamiliar words to spell (including segmenting into individual sounds, separating into syllables, using analogy, identifying known suffixes and prefixes, applying known spelling rules, visual memory, mnemonics)</p> <p><b>3PSV6</b> Extend earlier work on prefixes and suffixes</p> <p><b>3PSV7</b> Explore words that have the same spelling but different meanings (e.g. form, wave [homonyms])</p> <p><b>3PSV9</b> Organise words or information alphabetically using first two letters</p> <p><b>3PSV10</b> Identify misspelt words in own writing and keep individual spelling logs</p> <p><b>3PSV11</b> Consider how the choice of words can heighten meaning</p> <p><b>3PSV12</b> Infer the meaning of unknown words from the context</p> <p><b>3PSV13</b> Explore vocabulary for introducing and concluding dialogue (e.g. said, asked)</p> <p><b>3PSV14</b> Generate synonyms for high frequency words (e.g. big, little, good)</p> <p><b>3GPr1</b> Use knowledge of punctuation and grammar to read age appropriate texts with fluency, understanding and expression</p> <p><b>3GPr3</b> Collect example of nouns, verbs and adjectives, and use the terms appropriately</p> <p><b>3GPr5</b> Understand that verbs are necessary for meaning in a sentence</p> <p><b>3GPw1</b> Maintain accurate use of capital letters and full stops in showing sentences</p> <p><b>3GPw2</b> Learn the basic conventions of speech punctuation and begin to use speech marks</p> <p><b>3GPw4</b> Continue to improve consistency in the use of tenses</p> <p><b>3RF2</b> Read aloud with expression to engage the listener</p> <p><b>3RF3</b> Answer questions with some reference to single points in the text</p> <p><b>3RF4</b> Begin to infer meanings beyond the literal e.g. about motives and character</p> <p><b>3RF5</b> Identify different types of stories and typical story themes</p> <p><b>3RF6</b> Identify the main points or gist of a text</p> <p><b>3RF7</b> Consider words that make an impact (e.g. adjectives and powerful verbs)</p>	<p>Three or four short stories / picture books which will entertain learners and bear re-reading. Include different books by the same author. At least one of the books should include dialogue. All of the stories need to be set in contemporary/ familiar settings and they all need to be in a format which you can share with the class</p> <p>Photographs of a place that all learners have visited (optional).</p>	<p>Focus on stories with familiar settings such as home,</p> <p>Learners will develop a vocabulary to talk about settings and begin to understand how authors create settings through words.</p>	

				<p>Non-fiction</p> <p><b>Writing</b> Fiction</p> <p><b>Presentation</b></p> <p><b>Speaking and Listening</b></p>	<p><b>3RNF3</b> Read and follow instructions to carry out an activity</p> <p><b>3Wf2</b> Develop descriptions of settings in stories</p> <p><b>3Wf3</b> Write portraits of characters</p> <p><b>3Wf5</b> Plan main points as a structure for story writing</p> <p><b>3Wf8</b> Use reading as a model for writing dialogue</p> <p><b>3WP1</b> Ensure consistency in the size and proportion of letters and the spacing of words</p> <p><b>3S&amp;L3</b> Take turns in discussion, building on what others have said</p> <p><b>3S&amp;L4</b> Listen and respond appropriately to others' views and opinions</p> <p><b>3S&amp;L6</b> Practise to improve performance when reading aloud</p>			
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**ASSESSMENTS**  
**END OF UNIT REVIEW 3<sup>RD</sup> OCTOBER**

**UNIT 1B – INSTRUCTIONS (NON-FICTION)**

T1. 6/10 – 31/10	4	20	<p><b>Unit 1B: Instructions.</b></p> <p>Learners will <b>be able to</b>:</p> <ul style="list-style-type: none"> <li>• read and follow instructions, recognising features of the text type</li> <li>• create oral and written instructions based on a model text</li> <li>• use verbs appropriately when writing instructions</li> <li>• locate information in non-fiction texts using the contents page and index</li> <li>• speak and listen more confidently in group activities.</li> </ul> <p>Learners will <b>learn skills to</b>:</p> <ul style="list-style-type: none"> <li>• use a range of strategies to read and understand unfamiliar words</li> <li>• use a range of strategies to spell words they are not sure of and to check the spelling</li> <li>• read aloud with increased fluency, using punctuation</li> <li>• secure recognition of irregular forms of common verbs</li> <li>• ensure grammatical agreement with subject and verb to write standard English</li> <li>• use adverbs to vary sentence beginnings</li> <li>• use alphabetical order to organise a list.</li> </ul>	<p><b>Phonics</b> Spelling and Grammar</p> <p><b>Grammar and Punctuation</b> Reading</p> <p>Writing</p> <p><b>Reading</b> Fiction and Poetry</p> <p>Non-fiction</p>	<p><b>3PSV1</b> Use effective strategies to tackle blending unfamiliar words to read (including sounding out, separating into syllables, using analogy, identifying known suffixes and prefixes, using context)</p> <p><b>3PSV2</b> Use and spell compound words</p> <p><b>3PSV4</b> Use effective strategies to tackle segmenting unfamiliar words to spell (including segmenting into individual sounds, separating into syllables, using analogy, identifying known suffixes and prefixes, applying known spelling rules, visual memory, mnemonics)</p> <p><b>3PSV5</b> Learn rules for adding ing, ed, s to verbs</p> <p><b>3PSV6</b> Extend earlier work on prefixes and suffixes</p> <p><b>3PSV8</b> Use a dictionary or electronic means to find the spelling and meaning of words</p> <p><b>3PSV9</b> Organise words or information alphabetically using first two letters</p> <p><b>3PSV10</b> Identify misspelt words in own writing and keep individual spelling logs</p> <p><b>3GPr3</b> Collect example of nouns, verbs and adjectives, and use the terms appropriately</p> <p><b>3GPr5</b> Understand that verbs are necessary for meaning in a sentence</p> <p><b>3GPw1</b> Maintain accurate use of capital letters and full stops in showing sentences</p> <p><b>3GPw4</b> Continue to improve consistency in the use of tenses</p> <p><b>3GPw7</b> Begin to vary sentence openings, e.g. with simple adverbs</p> <p><b>3RF3</b> Answer questions with some reference to single points in the text</p> <p><b>3RF8</b> Understand and use the terms 'fact', 'fiction' and 'non-fiction'</p> <p><b>3RNF2</b> Locate information in non-fiction texts using contents page and index</p> <p><b>3RNF3</b> Read and follow instructions to carry out an activity</p> <p><b>3RNF4</b> Consider ways that information is set out on page and on screen (e.g.</p>	<p>A range of instructions, including:</p> <ul style="list-style-type: none"> <li>- large print texts/posters</li> <li>- simple recipe books</li> <li>- books related to cross-curricular subjects</li> <li>- 'How to' books.</li> </ul>	<p>Learners will read and follow instructions, first to create a pop-up invitation, then to prepare for a party, including using recipe books and writing shopping lists.</p>
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				<p>lists, charts, bullet points)  <b>3RNF5</b> Locate books by classification  <b>3RNF6</b> Identify the main purpose of a text  <b>3RNF7</b> Use ICT sources to locate simple information</p> <p><b>Writing</b>  Fiction <b>3WF7</b> Develop range of adverbials to signal the relationship between events</p> <p>Non-Fiction <b>3WNF2</b> Establish purpose for writing, using features and style based on model texts</p> <p><b>Presentation</b>  <b>3WP1</b> Ensure consistency in the size and proportion of letters and the spacing of words  <b>3WP3</b> Build up handwriting speed, fluency and legibility  <b>3WP4</b> Use IT to write, edit and present work</p> <p><b>Speaking and Listening</b>  <b>3S&amp;L1</b> Speak clearly and confidently in a range of contexts, including longer speaking turns  <b>3S&amp;L2</b> Adapt tone of voice, use of vocabulary and non-verbal features for different audiences    <b>3S&amp;L3</b> Take turns in discussion, building on what others have said  <b>3S&amp;L4</b> Listen and respond appropriately to others' views and opinions  <b>3S&amp;L5</b> Listen and remember a sequence of instructions</p>			
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**ASSESSMENTS**  
**END OF UNIT REVIEW 31<sup>ST</sup> OCTOBER**

**UNIT 1C – POEMS BASED ON OBSERVATION AND THE SENSES; PLAYSRIPTS (POETRY)**

T1. 3/11 – 14/11	2	10	<p>Unit 1C – Poems based on observation and the senses; Playscripts</p> <p>Learners will <b>be able to</b>:</p> <ul style="list-style-type: none"> <li>• read play scripts, showing awareness of the voices</li> <li>• continue a simple play script to complete a story</li> <li>• appreciate the vocabulary used in poems</li> <li>• write a poem based on a model</li> <li>• participate in performances of a poem and a play script.</li> </ul> <p>Learners will <b>learn skills to</b>:</p> <ul style="list-style-type: none"> <li>• appreciate the impact of poets' choices of words</li> <li>• infer the meaning of unknown words from context</li> <li>• use simple adverbs to show the links between events</li> <li>• read aloud with fluency and understanding</li> </ul>	<p><b>Phonics</b>  Spelling and Grammar</p> <p><b>Grammar and Punctuation</b>  Reading</p> <p>Writing</p> <p><b>Reading</b>  Fiction and Poetry</p>	<p><b>3PSV1</b> Use effective strategies to tackle blending unfamiliar words to read (including sounding out, separating into syllables, using analogy, identifying known suffixes and prefixes, using context)  <b>3PSV2</b> Use and spell compound words  <b>3PSV4</b> Use effective strategies to tackle segmenting unfamiliar words to spell (including segmenting into individual sounds, separating into syllables, using analogy, identifying known suffixes and prefixes, applying known spelling rules, visual memory, mnemonics)  <b>3PSV8</b> Use a dictionary or electronic means to find the spelling and meaning of words  <b>3PSV9</b> Organise words or information alphabetically using first two letters  <b>3PSV10</b> Identify misspelt words in own writing and keep individual spelling logs  <b>3PSV11</b> Consider how the choice of words can heighten meaning  <b>3PSV12</b> Infer the meaning of unknown words from the context</p> <p><b>3GPr1</b> Use knowledge of punctuation and grammar to read age appropriate texts with fluency, understanding and expression  <b>3GPr3</b> Collect example of nouns, verbs and adjectives, and use the terms appropriately</p> <p><b>3GPw7</b> Begin to vary sentence openings, e.g. with simple adverbs</p> <p><b>3RF2</b> Read aloud with expression to engage the listener  <b>3RF3</b> Answer questions with some reference to single points in the text</p>	<p>A range of large print poems based on observation and the senses</p> <p>A range of playscripts, ideally linked to books you have also read.</p>	<p>Look at some short poems and play scripts that relate to the five senses.</p> <p>Having explored the conventions of writing a play script, they will then read another poem and write their own play script based on it. Learners will go on to look at several other poems that relate to the senses before writing and performing their own poem, based on one they have read.</p>
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			<ul style="list-style-type: none"> <li>• adapt tone of voice and movement to create a character</li> <li>• practise reading aloud to improve performance.</li> </ul>	<p>Non-Fiction</p> <p><b>Writing Fiction</b></p> <p><b>Presentation</b></p> <p><b>Speaking and Listening</b></p>	<p><b>3RF7</b> Consider words that make an impact (e.g. adjectives and powerful verbs)</p> <p><b>3RF9</b> Read a range of story, poetry and information books and begin to make links between them</p> <p><b>3RF11</b> Read play scripts and dialogue, with awareness of different voices</p> <p><b>3RF12</b> Practise reading and reciting poems</p> <p><b>3RNF3</b> Read and follow instructions to carry out an activity</p> <p><b>3Wf1</b> Write first-person accounts and descriptions based on observation</p> <p><b>3Wf4</b> Write simple play scripts, based on reading</p> <p><b>3Wf8</b> Use reading as a model for writing dialogue</p> <p><b>3Wf9</b> Write and perform poems, attending to the sound of words</p> <p><b>3Wf10</b> Choose and compare words to strengthen the impact of writing, including noun phrases</p> <p><b>3WP4</b> Use IT to write, edit and present work</p> <p><b>3S&amp;L6</b> Practise to improve performance when reading aloud</p> <p><b>3S&amp;L7</b> Begin to adapt movement to create a character in drama</p>			
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**ASSESEMENTS**  
**END OF UNIT REVIEW DUE BY THE 14<sup>TH</sup> NOVEMBER**

**TERM 2**

**UNIT 2A – MYTHS AND LEGENDS (FICTION)**

T2 5/1/20 – 31/1/20	4	20	<p>Unit 2A – Myths and legends</p> <p>Learners will <b>be able to</b>:</p> <ul style="list-style-type: none"> <li>• identify features of myths, legends and fables</li> <li>• analyse story structure</li> <li>• develop inferential comprehension, beyond the words on the page</li> <li>• study the author’s choice of words</li> <li>• identify alternative choices of words in dialogue</li> <li>• punctuate speech.</li> </ul> <p>Learners will <b>learn skills to</b>:</p> <ul style="list-style-type: none"> <li>• increase their knowledge of powerful verbs, compound words and synonyms of said</li> <li>• learn strategies for separating words into syllables for reading and writing</li> <li>• identify nouns, verbs, adjectives and pronouns</li> <li>• use speech marks to punctuate dialogue</li> <li>• use commas in lists.</li> </ul>	<p><b>Phonics Spelling and Grammar</b></p> <p><b>Grammar and Punctuation Reading</b></p> <p><b>Writing</b></p>	<p><b>3PSV1</b> Use effective strategies to tackle blending unfamiliar words to read (including sounding out, separating into syllables, using analogy, identifying known suffixes and prefixes, using context)</p> <p><b>3PSV4</b> Use effective strategies to tackle segmenting unfamiliar words to spell (including segmenting into individual sounds, separating into syllables, using analogy, identifying known suffixes and prefixes, applying known spelling rules, visual memory, mnemonics)</p> <p><b>3PSV5</b> Learn rules for adding ing, ed, s to verbs</p> <p><b>3PSV6</b> Extend earlier work on prefixes and suffixes</p> <p><b>3PSV10</b> Identify misspelt words in own writing and keep individual spelling logs</p> <p><b>3PSV11</b> Consider how the choice of words can heighten meaning</p> <p><b>3PSV12</b> Infer the meaning of unknown words from the context</p> <p><b>3PSV13</b> Explore vocabulary for introducing and concluding dialogue (e.g. said, asked)</p> <p><b>3PSV14</b> Generate synonyms for high frequency words (e.g. big, little, good)</p> <p><b>3GPr1</b> Use knowledge of punctuation and grammar to read age appropriate texts with fluency, understanding and expression</p> <p><b>3GPr3</b> Collect example of nouns, verbs and adjectives, and use the terms appropriately</p> <p><b>3GPr4</b> Identify pronouns and understand their function in a sentence</p> <p><b>3GPw1</b> Maintain accurate use of capital letters and full stops in showing sentences</p> <p><b>3GPw2</b> Learn the basic conventions of speech punctuation and begin to use</p>	<p>Three or four short stories which will entertain the class and bear re-reading. At least one of the stories should include dialogue. All of the stories should be myths or legends and at least one should come from the part of the world you are working in. The stories need to be in a format which you can share with the class.</p>	<p>Learners read a myth, a legend and a fable, exploring them through drama and analysing the story structure. They begin to look at how characters are created and how the author’s choice of words impacts on the reader’s reaction to the characters. They then read as a writer and start to unpick the structure of the story and relate it to different paragraphs.</p>
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				<p>speech marks</p> <p><b>3GPw4</b> Continue to improve consistency in the use of tenses</p> <p><b>3GPw5</b> Ensure grammatical agreement of pronouns and verbs in using standard English</p> <p><b>3GPw6</b> Use a wider variety of sentence types including simple, compound and some complex sentences</p> <p><b>3GPw7</b> Begin to vary sentence openings, e.g. with simple adverbs</p> <p><b>Reading</b></p> <p>Fiction and Poetry</p> <p><b>3RF2</b> Read aloud with expression to engage the listener</p> <p><b>3RF3</b> Answer questions with some reference to single points in the text</p> <p><b>3RF4</b> Begin to infer meanings beyond the literal e.g. about motives and character</p> <p><b>3RF5</b> Identify different types of stories and typical story themes</p> <p><b>3RF6</b> Identify the main points or gist of a text</p> <p><b>3RF9</b> Read a range of story, poetry and information books and begin to make links between them</p> <p><b>3RF11</b> Read play scripts and dialogue, with awareness of different voices</p> <p>Non-Fiction</p> <p><b>3RNF1</b> Scan a passage to find specific information and answer questions</p> <p><b>3RNF3</b> Read and follow instructions to carry out an activity</p> <p><b>Writing</b></p> <p>Fiction</p> <p><b>3Wf3</b> Write portraits of characters</p> <p><b>3Wf5</b> Plan main points as a structure for story writing</p> <p><b>3Wf6</b> Begin to organise writing in sections or paragraphs in extended stories</p> <p><b>3Wf7</b> Develop range of adverbials to signal the relationship between events</p> <p><b>3Wf8</b> Use reading as a model for writing dialogue</p> <p><b>3Wf10</b> Choose and compare words to strengthen the impact of writing, including noun phrases</p> <p>Non-Fiction</p> <p><b>3WNF2</b> Establish purpose for writing, using features and style based on model texts</p> <p><b>3WNF4</b> Make a record of information drawn from a text (e.g. by completing a chart)</p> <p><b>Presentation</b></p> <p><b>3WP1</b> Ensure consistency in the size and proportion of letters and the spacing of words</p> <p><b>3WP2</b> Practise joining letters in handwriting</p> <p><b>3WP3</b> Build up handwriting speed, fluency and legibility</p> <p><b>Speaking and Listening</b></p> <p><b>3S&amp;L6</b> Practise to improve performance when reading aloud</p> <p><b>3S&amp;L7</b> Begin to adapt movement to create a character in drama</p>			
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## ASSESSMENTS

**END OF UNIT REVIEW DUE BY 31<sup>ST</sup> JANUARY**

**UNIT 2B - LETTERS (NON-FICTION)**

<p>T2 2/2/20 – 5/3/20</p>	<p>4</p>	<p>20</p>	<p>Unit 2B: Letters</p> <p>Learners will <b>be able to</b>:</p> <ul style="list-style-type: none"> <li>• read and write letters for different purposes</li> <li>• understand the features and layout of a letter and of an address</li> <li>• draft and improve letters, identifying more powerful words and good synonyms for common words</li> <li>• write first-hand accounts based on observation.</li> </ul> <p>Learners will <b>learn skills to</b>:</p> <ul style="list-style-type: none"> <li>• confirm the identification of pronouns, nouns, verbs and adjectives</li> <li>• skim a text to understand its gist and scan it for specific information</li> <li>• infer meaning from texts</li> <li>• identify irregular forms of common verbs</li> <li>• revisit rules for adding ed, ing and s to verbs</li> <li>• understand ways of joining sentences to create compound and complex sentences</li> <li>• use apostrophes to show omission.</li> </ul>	<p><b>Phonics</b> Spelling and Grammar</p> <p><b>Grammar and Punctuation</b> Reading</p> <p>Writing</p> <p><b>Reading</b> Fiction and Poetry</p> <p>Non-fiction</p> <p><b>Writing</b> Fiction Non-Fiction</p> <p>Non-Fiction</p>	<p><b>3PSV1</b> Use effective strategies to tackle blending unfamiliar words to read (including sounding out, separating into syllables, using analogy, identifying known suffixes and prefixes, using context)</p> <p><b>3PSV4</b> Use effective strategies to tackle segmenting unfamiliar words to spell (including segmenting into individual sounds, separating into syllables, using analogy, identifying known suffixes and prefixes, applying known spelling rules, visual memory, mnemonics)</p> <p><b>3PSV5</b> Learn rules for adding ing, ed, s to verbs</p> <p><b>3PSV6</b> Extend earlier work on prefixes and suffixes</p> <p><b>3PSV8</b> Use a dictionary or electronic means to find the spelling and meaning of words</p> <p><b>3PSV10</b> Identify misspelt words in own writing and keep individual spelling logs</p> <p><b>3PSV11</b> Consider how the choice of words can heighten meaning</p> <p><b>3PSV12</b> Infer the meaning of unknown words from the context</p> <p><b>3PSV14</b> Generate synonyms for high frequency words (e.g. big, little, good)</p> <p><b>3GPr2</b> Recognise the use of the apostrophe to mark omission in shortened words (e.g. can't, don't)</p> <p><b>3GPr3</b> Collect example of nouns, verbs and adjectives, and use the terms appropriately</p> <p><b>3GPr4</b> Identify pronouns and understand their function in a sentence</p> <p><b>3GPr5</b> Understand that verbs are necessary for meaning in a sentence</p> <p><b>3GPr6</b> Understand pluralisation and use the terms 'singular' and 'plural'</p> <p><b>3GPw1</b> Maintain accurate use of capital letters and full stops in showing sentences</p> <p><b>3GPw3</b> Use question marks, exclamation marks, and commas in lists</p> <p><b>3GPw4</b> Continue to improve consistency in the use of tenses</p> <p><b>3GPw6</b> Use a wider variety of sentence types including simple, compound and some complex sentences</p> <p><b>3RF3</b> Answer questions with some reference to single points in the text</p> <p><b>3RF4</b> Begin to infer meanings beyond the literal e.g. about motives and character</p> <p><b>3RF6</b> Identify the main points or gist of a text</p> <p><b>3RF7</b> Consider words that make an impact (e.g. adjectives and powerful verbs)</p> <p><b>3RF8</b> Understand and use the terms 'fact', 'fiction' and 'non-fiction'</p> <p><b>3RF9</b> Read a range of story, poetry and information books and begin to make links between them</p> <p><b>3RNF1</b> Scan a passage to find specific information and answer questions</p> <p><b>3RNF3</b> Read and follow instructions to carry out an activity</p> <p><b>3RNF4</b> Consider ways that information is set out on page and on screen (e.g. lists, charts, bullet points)</p> <p><b>3RNF6</b> Identify the main purpose of a text</p> <p><b>3Wf1</b> Write first-person accounts and descriptions based on observation</p> <p><b>3Wf5</b> Plan main points as a structure for story writing</p> <p><b>3Wf6</b> Begin to organise writing in sections or paragraphs in extended stories</p> <p><b>3Wf10</b> Choose and compare words to strengthen the impact of writing, including noun phrases</p> <p><b>3WNF2</b> Establish purpose for writing, using features and style based on model texts</p> <p><b>3WNF3</b> Write letters, notes and messages</p>	<p>A range of letters, postcards and emails written for different purposes (e.g. from relations, friends and pen pals; thank you letters; invitations; apologies; letters of sympathy; complaints; introductions; letters asking questions or giving advice; letters from newspapers and magazines). These can be brought in by learners, invented by you or published in books and collections.</p>	<p>Focus on different forms of letter writing to include emails, postcards, invitations etc</p>
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				<p><b>Presentation</b></p> <p><b>3WNF4</b> Make a record of information drawn from a text (e.g. by completing a chart)</p> <p><b>3WP1</b> Ensure consistency in the size and proportion of letters and the spacing of words</p> <p><b>3WP2</b> Practise joining letters in handwriting</p> <p><b>3WP3</b> Build up handwriting speed, fluency and legibility</p> <p><b>3WP4</b> Use IT to write, edit and present work</p> <p><b>Speaking and Listening</b></p> <p><b>3S&amp;L1</b> Speak clearly and confidently in a range of contexts, including longer speaking turns</p> <p><b>3S&amp;L2</b> Adapt tone of voice, use of vocabulary and non-verbal features for different audiences  </p> <p><b>3S&amp;L3</b> Take turns in discussion, building on what others have said</p> <p><b>3S&amp;L4</b> Listen and respond appropriately to others' views and opinions</p> <p><b>3S&amp;L8</b> Develop sensitivity to ways that others express meaning in their talk and non-verbal communication</p>			
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**ASSESSMENT**  
**END OF UNIT REVIEW DUE BY 5<sup>TH</sup> MARCH 2020**

**UNIT 2C: POEMS FROM DIFFERENT CULTURES (POETRY)**

T2 8/3/20 – 19/3/20	2	10	<p>2C: Poems from different cultures</p> <p>Learners will <b>be able</b> to:</p> <ul style="list-style-type: none"> <li>respond to poems, considering their impact, the images created, their vocabulary as well as their language patterns</li> <li>read and perform poems, taking on the voice and movements of a character and considering how to read with expression</li> <li>focus on the sounds and syllables of words in simple haiku</li> <li>write reviews of poems, explaining a personal response.</li> </ul> <p>Learners will <b>learn skills</b> to:</p> <ul style="list-style-type: none"> <li>skim to understand the gist of a text and scan it for specific information</li> <li>understand how the choice of words can impact on meaning</li> <li>develop familiarity with the rules for adding ing, ed and s to verbs</li> <li>use context to choose between different meanings of words</li> <li>use a range of sentence types in writing a review.</li> </ul>	<p><b>Phonics</b> Spelling and Grammar</p> <p><b>Grammar and Punctuation</b> Reading</p> <p>Writing</p> <p><b>Reading</b> Fiction and Poetry</p> <p>Non-Fiction</p> <p><b>Writing</b> Fiction</p>	<p><b>3PSV4</b> Use effective strategies to tackle segmenting unfamiliar words to spell (including segmenting into individual sounds, separating into syllables, using analogy, identifying known suffixes and prefixes, applying known spelling rules, visual memory, mnemonics)</p> <p><b>3PSV5</b> Learn rules for adding ing, ed, s to verbs</p> <p><b>3PSV6</b> Extend earlier work on prefixes and suffixes</p> <p><b>3PSV11</b> Consider how the choice of words can heighten meaning</p> <p><b>3GPr1</b> Use knowledge of punctuation and grammar to read age appropriate texts with fluency, understanding and expression</p> <p><b>3GPr6</b> Understand pluralisation and use the terms 'singular' and 'plural'</p> <p><b>3GPw5</b> Ensure grammatical agreement of pronouns and verbs in using standard English</p> <p><b>3RF3</b> Answer questions with some reference to single points in the text</p> <p><b>3RF4</b> Begin to infer meanings beyond the literal e.g. about motives and character</p> <p><b>3RF5</b> Identify different types of stories and typical story themes</p> <p><b>3RF7</b> Consider words that make an impact (e.g. adjectives and powerful verbs)</p> <p><b>3RF9</b> Read a range of story, poetry and information books and begin to make links between them</p> <p><b>3RF12</b> Practise reading and reciting poems</p> <p><b>3RNF1</b> Scan a passage to find specific information and answer questions</p> <p><b>3RNF3</b> Read and follow instructions to carry out an activity</p> <p><b>3Wf9</b> Write and perform poems, attending to the sound of words</p> <p><b>3Wf10</b> Choose and compare words to strengthen the impact of writing, including noun phrases</p>	<p>A range of poetry books and poems from around the world and different cultures. Try to include poems from where you live, as well as poems from countries you have read stories from.</p> <p>Thesauruses</p> <p>Rhyming dictionaries.</p>	<p>Learners will read, perform and write poems, exploring the ideas and images that set poems in a culture or place. The focus will be on the language of the poems – their vocabulary and sentence structures – as well as the form of the poems.</p>
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				<p>Non-Fiction</p> <p><b>3WNF1</b> Write book reviews summarising what the book is about <b>3WNF2</b> Establish purpose for writing, using features and style based on model texts <b>3WNF4</b> Make a record of information drawn from a text (e.g. by completing a chart)</p> <p><b>Speaking and Listening</b></p> <p><b>3S&amp;L2</b> Adapt tone of voice, use of vocabulary and non-verbal features for different audiences  <b>3S&amp;L6</b> Practise to improve performance when reading aloud <b>3S&amp;L7</b> Begin to adapt movement to create a character in drama</p>			
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**ASSESSMENT**  
**END OF UNIT REVIEW DUE BY 19<sup>TH</sup> MARCH 2020**

**TERM 3**

**UNIT 3A: ADVENTURE STORIES (FICTION)**

T3 12/4/20 – 7/5/20	4	20	<p>Unit 3A: Adventure stories</p> <p>Learners will <b>be able to</b>:</p> <ul style="list-style-type: none"> <li>• read with increased expression which reflects the excitement of the story</li> <li>• understand how writers use chapters to structure their books</li> <li>• read and write extracts from play scripts</li> <li>• infer meanings beyond what is said in the text</li> <li>• summarise a story</li> <li>• understand how writers use story hooks to interest their readers</li> <li>• consider how writers create characters and settings using words that have impact</li> <li>• plan and write longer stories using paragraphs.</li> </ul> <p>Learners will <b>learn skills to</b>:</p> <ul style="list-style-type: none"> <li>• recognise the role of verbs in a sentence</li> <li>• use a wide and varied vocabulary, including explicit nouns and verbs as well as adjectives and adverbs</li> <li>• identify pronouns and understand their function</li> <li>• use an increasing range of connectives in compound and complex sentences</li> </ul>	<p><b>Phonics</b> Spelling and Grammar</p> <p><b>Grammar and Punctuation</b> Reading</p> <p>Writing</p> <p><b>Reading</b> Fiction and Poetry</p>	<p><b>3PSV3</b> Know irregular forms of common verbs <b>3PSV6</b> Extend earlier work on prefixes and suffixes <b>3PSV8</b> Use a dictionary or electronic means to find the spelling and meaning of words <b>3PSV11</b> Consider how the choice of words can heighten meaning <b>3PSV13</b> Explore vocabulary for introducing and concluding dialogue (e.g. said, asked)</p> <p><b>3GPr1</b> Use knowledge of punctuation and grammar to read age appropriate texts with fluency, understanding and expression <b>3GPr3</b> Collect example of nouns, verbs and adjectives, and use the terms appropriately <b>3GPr4</b> Identify pronouns and understand their function in a sentence <b>3GPr5</b> Understand that verbs are necessary for meaning in a sentence</p> <p><b>3GPw2</b> Learn the basic conventions of speech punctuation and begin to use speech marks <b>3GPw4</b> Continue to improve consistency in the use of tenses <b>3GPw5</b> Ensure grammatical agreement of pronouns and verbs in using standard English <b>3GPw6</b> Use a wider variety of sentence types including simple, compound and some complex sentences <b>3GPw7</b> Begin to vary sentence openings, e.g. with simple adverbs</p> <p><b>3RF1</b> Sustain the reading of 48 and 64 page books, noting how the text is organised into sections or chapters <b>3RF2</b> Read aloud with expression to engage the listener <b>3RF3</b> Answer questions with some reference to single points in the text <b>3RF4</b> Begin to infer meanings beyond the literal e.g. about motives and character <b>3RF5</b> Identify different types of stories and typical story themes <b>3RF6</b> Identify the main points or gist of a text <b>3RF7</b> Consider words that make an impact (e.g. adjectives and powerful verbs) <b>3RF8</b> Understand and use the terms ‘fact’, ‘fiction’ and ‘non-fiction’ <b>3RF9</b> Read a range of story, poetry and information books and begin to make</p>	<p>Three or four short adventure stories which will entertain the class and bear re-reading. They all need to be in a format which you can share with the class</p> <p>Photographs of places that all of the learners have visited (optional).</p>	Learners will read, improvise, analyse and write an adventure story. They will consider characters, setting and plot in longer stories and books with chapters. They will begin to plan their writing in paragraphs.
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			<ul style="list-style-type: none"> <li>recognise the use of adverbs and adverbial phrases in structuring a text by showing links between events</li> <li>use speech marks accurately when punctuating speech.</li> </ul>	<p>Non-Fiction</p> <p><b>Writing</b> Fiction</p> <p>Non-Fiction</p> <p><b>Speaking and Listening</b></p>	<p>links between them</p> <p><b>3RF10</b> Read and comment on different books by the same author</p> <p><b>3RF11</b> Read play scripts and dialogue, with awareness of different voices</p> <p><b>3RNF3</b> Read and follow instructions to carry out an activity</p> <p><b>3Wf2</b> Develop descriptions of settings in stories</p> <p><b>3Wf3</b> Write portraits of characters</p> <p><b>3Wf5</b> Plan main points as a structure for story writing</p> <p><b>3Wf6</b> Begin to organise writing in sections or paragraphs in extended stories</p> <p><b>3Wf7</b> Develop range of adverbials to signal the relationship between events</p> <p><b>3Wf8</b> Use reading as a model for writing dialogue</p> <p><b>3Wf10</b> Choose and compare words to strengthen the impact of writing, including noun phrases</p> <p><b>3WNF1</b> Write book reviews summarising what the book is about</p> <p><b>3S&amp;L3</b> Take turns in discussion, building on what others have said</p> <p><b>3S&amp;L4</b> Listen and respond appropriately to others' views and opinions</p> <p><b>3S&amp;L6</b> Practise to improve performance when reading aloud</p> <p><b>3S&amp;L7</b> Begin to adapt movement to create a character in drama</p>			
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## ASSESSMENT

**END OF UNIT REVIEW DUE BY 7<sup>TH</sup> MAY 2020**

### UNIT 3B: NON-CHRONOLOGICAL REPORTS (NON-FICTION)

T3 10/5/20 – 4/6/20	4	20	<p>Unit 3B: Non-chronological reports</p> <p>Learners will <b>be able</b> to:</p> <ul style="list-style-type: none"> <li>know how to find a book in a library</li> <li>know how to use features of non-fiction information books to find information quickly and efficiently</li> <li>understand how paragraphs are used in non-fiction</li> <li>give an oral presentation based on research online and in books</li> <li>plan and write a non-fiction text about the country they live in.</li> </ul> <p>Learners will <b>learn skills</b> to:</p> <ul style="list-style-type: none"> <li>skim a text to understand its gist and scan it for specific information</li> <li>understand how the choice of words can impact on meaning</li> <li>use alphabetical order to two letters</li> <li>learn how verbs show tense and person</li> </ul>	<p><b>Phonics</b> Spelling and Grammar</p> <p><b>Grammar and Punctuation</b> Reading</p> <p>Writing</p>	<p><b>3PSV1</b> Use effective strategies to tackle blending unfamiliar words to read (including sounding out, separating into syllables, using analogy, identifying known suffixes and prefixes, using context)</p> <p><b>3PSV4</b> Use effective strategies to tackle segmenting unfamiliar words to spell (including segmenting into individual sounds, separating into syllables, using analogy, identifying known suffixes and prefixes, applying known spelling rules, visual memory, mnemonics)</p> <p><b>3PSV8</b> Use a dictionary or electronic means to find the spelling and meaning of words</p> <p><b>3PSV9</b> Organise words or information alphabetically using first two letters</p> <p><b>3PSV10</b> Identify misspelt words in own writing and keep individual spelling logs</p> <p><b>3PSV11</b> Consider how the choice of words can heighten meaning</p> <p><b>3GPr3</b> Collect example of nouns, verbs and adjectives, and use the terms appropriately</p> <p><b>3GPr5</b> Understand that verbs are necessary for meaning in a sentence</p> <p><b>3GPr6</b> Understand pluralisation and use the terms 'singular' and 'plural'</p> <p><b>3GPw1</b> Maintain accurate use of capital letters and full stops in showing sentences</p> <p><b>3GPw3</b> Use question marks, exclamation marks, and commas in lists</p> <p><b>3GPw4</b> Continue to improve consistency in the use of tenses</p> <p><b>3GPw5</b> Ensure grammatical agreement of pronouns and verbs in using standard English</p> <p><b>3GPw6</b> Use a wider variety of sentence types including simple, compound and</p>	<p>Access to a school/local library.</p> <p>A range of non-chronological report texts, ideally linked to another curriculum subject. Some of the texts need to be in a format which you can share with the class.</p>	<p>Focus on non-fiction information texts. These texts are referred to as 'information texts' but make sure that learners are also familiar with the term '(non-chronological) report text'.</p>
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			<ul style="list-style-type: none"> <li>• write in paragraphs, using headings where appropriate</li> <li>• begin to use adverbs and adverbial phrases to show how one piece of information links to another</li> <li>• use a range of sentence types, including compound and complex sentences.</li> </ul>	<p><b>Reading</b> Fiction and Poetry</p> <p>Non-fiction</p> <p><b>Writing</b> Fiction</p> <p>Non-Fiction</p> <p><b>Presentation</b></p> <p><b>Speaking and Listening</b></p>	<p>some complex sentences</p> <p><b>3RF1</b> Sustain the reading of 48 and 64 page books, noting how the text is organised into sections or chapters  <b>3RF3</b> Answer questions with some reference to single points in the text  <b>3RF6</b> Identify the main points or gist of a text  <b>3RF8</b> Understand and use the terms 'fact', 'fiction' and 'non-fiction'  <b>3RF9</b> Read a range of story, poetry and information books and begin to make links between them</p> <p><b>3RNF1</b> Scan a passage to find specific information and answer questions  <b>3RNF2</b> Locate information in non-fiction texts using contents page and index  <b>3RNF3</b> Read and follow instructions to carry out an activity  <b>3RNF4</b> Consider ways that information is set out on page and on screen (e.g. lists, charts, bullet points)  <b>3RNF5</b> Locate books by classification  <b>3RNF6</b> Identify the main purpose of a text  <b>3RNF7</b> Use ICT sources to locate simple information</p> <p><b>3Wf1</b> Write first-person accounts and descriptions based on observation  <b>3Wf6</b> Begin to organise writing in sections or paragraphs in extended stories</p> <p><b>3WNF2</b> Establish purpose for writing, using features and style based on model texts  <b>3WNF4</b> Make a record of information drawn from a text (e.g. by completing a chart)</p> <p><b>3WP4</b> Use IT to write, edit and present work</p> <p><b>3S&amp;L1</b> Speak clearly and confidently in a range of contexts, including longer speaking turns  <b>3S&amp;L2</b> Adapt tone of voice, use of vocabulary and non-verbal features for different audiences    <b>3S&amp;L3</b> Take turns in discussion, building on what others have said  <b>3S&amp;L4</b> Listen and respond appropriately to others' views and opinions  <b>3S&amp;L6</b> Practise to improve performance when reading aloud  <b>3S&amp;L8</b> Develop sensitivity to ways that others express meaning in their talk and non-verbal communication</p>			
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**ASSESSMENT**  
**END OF UNIT REVIEW DUE BY 4<sup>TH</sup> JUNE 2020**  
**UNIT 3C: HUMOROUS POEMS (POETRY)**

T3 7/6/20 – 18/6/20	2	10	<p>Unit 3C – Humorous Poems</p> <p>Learners will <b>be able to</b>:</p> <ul style="list-style-type: none"> <li>• recognise puns and homonyms and understand their role in jokes</li> <li>• decide whether they think poems are funny and explain their responses</li> </ul>	<p><b>Phonics</b> Spelling and Grammar</p> <p><b>Reading</b></p>	<p><b>3PSV3</b> Know irregular forms of common verbs  <b>3PSV4</b> Use effective strategies to tackle segmenting unfamiliar words to spell (including segmenting into individual sounds, separating into syllables, using analogy, identifying known suffixes and prefixes, applying known spelling rules, visual memory, mnemonics)  <b>3PSV7</b> Explore words that have the same spelling but different meanings (e.g. form, wave [homonyms])  <b>3PSV11</b> Consider how the choice of words can heighten meaning</p>	<p>Books of humorous poems</p> <p>Thesauruses</p> <p>Rhyming dictionaries.</p>	<p>Focus on humour and wordplay in jokes and poems.</p> <p>Learners will read and analyse a range of humorous poems. They will then create their own poem based on one they have read.</p>
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		<ul style="list-style-type: none"> <li>• talk about the language in poems, focusing on why specific words are chosen</li> <li>• write their own poem based on one they have read</li> <li>• edit and improve their writing.</li> </ul> <p>Learners will <b>learn skills</b> to:</p> <ul style="list-style-type: none"> <li>• recognise homonyms</li> <li>• develop their understanding of spelling patterns using visual memory and mnemonics</li> <li>• revisit irregular past tense forms</li> <li>• continue to develop consistency in tenses</li> <li>• identify pronouns and know what they refer to</li> <li>• ensure grammatical agreement of nouns, pronouns and verbs</li> <li>• explore different ways of extending sentences.</li> </ul>	<p>Fiction and Poetry</p> <p>Non-Fiction</p> <p><b>Writing</b> Fiction</p> <p><b>Speaking and Listening</b></p>	<p><b>3RF3</b> Answer questions with some reference to single points in the text  <b>3RF7</b> Consider words that make an impact (e.g. adjectives and powerful verbs)  <b>3RF12</b> Practise reading and reciting poems</p> <p><b>3RNF3</b> Read and follow instructions to carry out an activity</p> <p><b>3WF9</b> Write and perform poems, attending to the sound of words  <b>3WF10</b> Choose and compare words to strengthen the impact of writing, including noun phrases</p> <p><b>3S&amp;L6</b> Practise to improve performance when reading aloud</p>			
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**ASSESSMENT**  
**END OF UNIT REVIEW DUE BY 18<sup>th</sup> JUNE 2020**