

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Pirates	Our Local Area	Space	South Africa		Under the Sea
Text	Molly Roger Pirate Girl	Little Red Riding Hood	Man on the Moon	Leopards Drum	Leopards Drum Flotsam	Flotsam/Lighthouse Keepers Lunch
Whole Class Reading for Pleasure	Molly Rogers Pirate Girl - Cornelia Funk <i>Come Away from the Water Shirley</i> – John Birmingham <i>Night Pirates</i> – Peter Harris <i>Pirates Next Door</i> – Johnny Duddle Billy and the Pirates – Nadia Shareen	Little Red Riding Hood – Multiple Authors Little Red – Bethin Woolvin Pretty Salma – Niki Daly Face to Face with Wolves – National Geographic Dragons of Wainhouse Tower – Sarah Stone Santa is Coming to Halifax – Steve Smallman	Man on the Moon – Simon Bartram Here we are – Oliver Jeffers The Way back Home – Oliver Jeffers The King of Space – Johnny Duddle Astro Girl – Ken Wilson-Max Counting on Katherine – Elaine Becker Jasper Space Dog – Hilary Robinson	Leopards Drum – Jessica Souhami On my Papa’s Shoulder – Niki Daly	Nims Island – Wendy Orr Enchanted Wood – Enid Blyton The Giraffe, Pelly and Me – Roald Dahl.	Flotsam/ David Weisner Light House Keepers lunch - R&D Armitage Famous Five Go to sea – Enid Blyton
Guided Reading	Each group will ... 3x Weekly read with an adult 1x Independent read of LW book. 1x Independent comprehension task based on Blooms Question types outlined below.	Each group will ... 3x Weekly read with an adult 1x Paired read of LW book. 1x Independent comprehension task based on Blooms Question types outlined below..	Each group will ... 3x Weekly read with an adult 1x Group read with performance of LW book. 1x Independent comprehension task based on Blooms Question types outlined below.	Each group will ... 3x Weekly read with an adult 1x Independent read of Fluency book 1x Independent comprehension task based on Blooms Question types outlined below.	Each group will ... 3x Weekly read with an adult 1x Paired read of fluency book. 1x Independent comprehension task based on Blooms Question types outlined below.	Each group will ... 3x Weekly read with an adult 1x Group read with performance of Fluency book. 1x Independent comprehension task based on Blooms Question types outlined below.
Independent Reading Comprehension Fiction	Retrieval Type of text 5Ws How does the books begin? Where in the text would you find?	Understanding Type of Genre What is the book about? Whose point of view? What is happening? What might this mean? Which part do you like best?	Applying Similar stories? Similar characters? Author of similar books? Similar experiences?	Analysis How have adjectives been used to show how this character is feeling? Layout? Why these words? Can you explain why? What evidence to support views?	Evaluating What is good about this text? What could be better? Persuasive? Why? Effective beginning/ending? Evidence to support this.	Creating Using evidence to support what you think about? If you were the character what would you do? What would the character think? Are there any other ways the author could? Has this text changed your opinion?
Independent Reading Comprehension Non-Fiction	Retrieval Type of text What is the text about? What page is? Find the definition of 3 words (glossary) State facts	Understanding What is the text about? Words specific to this text? E.g winter, December, weather. Can you state three things you learned?	Applying Can you think of other books like this? Where else could you find information about this text? Have you experienced this? When, how?	Analysis Layout? Why these words? Can you explain why... focus on key features of non fiction? What evidence?	Evaluating What is good about this text? What could be better? How well did the book inform you of the topic? Evidence to support this?	Creating Using evidence what do you think of...? In your own words write three things you have learned? Is there anything else you would add?

		What is your favourite section? why?		How have images supported information?		What would you do differently to improve?
Writing Genre	Story Writing -Recall Diary Entry Pirate Fact file	Story Writing -Innovate 1 part Instructions to Get to Grandma's house Piece/Shibden Hall Leaflet	Story Writing – Innovate whole Newspaper Report	Story Writing – own version Letter Writing Non- Chron Reports	Non- Chron Reports Diary Poetry	Story Writing Recounts
Grammar	Revision of sentence forms Nouns/ Adjectives/Verbs Paragraphs 5 W's Introduction to tense	Revision of sentence forms Nouns/ Adjectives/Verbs Introduce conjunctions Past Tense Verbs Expanded Noun Phrases Imperative Verbs Prepositions	Revision of sentence forms Nouns/ Adjectives/Verbs Features of Newspaper Prepositions Expanded Noun Phrases Up levelling adjectives	Revision of sentence forms Nouns/ Adjectives/Verbs Complex sentences Joining two clauses Conjunctions	All previous to revised in Prep For SATs	All previous to be practised throughout
Punctuation	Capital Letters Full Stops Exclamation marks Question Marks	Capital Letters Full Stops Exclamation marks Question Marks	Capital Letters Full Stops Exclamation marks Question Marks Commas in a list	Capital Letters Full Stops Exclamation marks Question Marks Commas in a list Apostrophes contraction Apostrophes possession	All previous to revised in Prep For SATs	All previous to be practised throughout
Spelling	<i>Little Wandle – Phase 5 Review Unit</i> <i>Review all of phase 5 sounds And tricky words</i>	Little Wandle – Bridge to Spelling Unit What do I need to know to think about spelling? How do I use the Complete the code chart to help me to spell? Why do I double letters at the end of words? Why do I double letters in some longer words ending in -er? Why do some words end in 'k' or 'ck'? Why do some words end in 'ch' or 'tch'? When do I add the suffix -es/-s to words? Why do I double the final letter in some words when I add the suffix -ing? Why do I swap the 'y' for an 'i' when I add the suffix -ed? Why do I drop the 'e' when I add the suffix -ing?	Little Wandle - Spelling unit 1 Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/? Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y? Why do some words end 'ge' or 'dge'? Why can /j/ be spelled 'j' or 'g' in different words? CEW's one once two again any many Homophones knight/night one/won where/wear	Little Wandle-Spelling Unit 2 The 'W special' How do 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words? Why do I swap the 'y' for an 'i' when I add the suffix -es? Why do some words have the spelling 'ey' for the sound /ee/? Why do some words end -le, -el, - al or -il? CEW's who whole eye people journey friend move improve Homophones our/hour quite/quiet see/sea to/too/two	Little Wandle - Spelling Unit 3 Why does 'c' make the sound /s/ in some words? How can I spell the sound /zh/? What happens when I add the suffixes -ment, -ness, -ful -less and -ly to a root word? How can I show missing letters in a word? CEW's says said busy pretty parents because beautiful laugh Homophones here/hear be/bee bare/bear there/their/ they're	Little Wandle- Spelling unit 4 Why do some longer words have the spelling 'ti' for /sh/? How do I use the possessive apostrophe (singular possession)? When do I swap, drop or double? (-ing, -er, -est, -y, -ed) CEW's sure sugar shoe Mr Mrs (Ms) thought through Homophones sun/son whole/hole blue/blew

<p>Handwriting</p>	<p>Letter Join Module 3 Print Easy Letters and words Letter families Number Formation</p>	<p>Letter Join Module 3 Print Harder letters and words HFW/CEW Number Formation Sequencing sentences Simple dictation</p>	<p>Letter Join Module 3 Print Continued practise of letter families. HFW/CEW Further dictation 2/5 x table facts</p>	<p>Letter Join Module 3 Print Continued practise of letter families. HFW/CEW Further dictation 2/5/10 x table facts SPaG Practise</p>	<p>Letter Join Module 3 Print Continued practise of letter families. HFW/CEW Further dictation 2/5/10 x table facts SPaG Practise</p>	<p>Letter Join Module 3 Print Continued practise of letter families. HFW/CEW Further dictation 2/5/10 x table facts SPaG Practise</p>
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