

Unit	Reading (comprehension)	Writing (transcription/composition)	Vocabulary, grammar and punctuation
<p>Fiction: Stories from other cultures – Gregory Cool by Caroline Binch</p>	<p>Pupils are taught to 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. • discussing words and phrases that capture the reader's interest and imagination. <p>Pupils are taught to 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 the main ideas drawn from more than one paragraph and summarising these. <p>Pupils are taught to 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>Pupils are taught to use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>Pupils are taught to:</p> <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 un-joined. • 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>Pupils are taught to plan their writing by:</p> <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. • discussing and recording ideas. <p>Pupils are taught to draft and write by:</p> <ul style="list-style-type: none"> • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. • organise paragraphs around a theme. • In narratives, creating settings, characters and plot. <p>Pupils are taught to evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own writing and suggesting improvements. 	<p>Pupils are taught to indicate grammatical and other features by using and punctuating direct speech.</p>

		<ul style="list-style-type: none"> proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. <p>Pupils are taught proof-read for spelling and punctuation errors.</p>	
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Poetry: Festival Poems from around the world (Hamilton Literacy)	<p>Pupils are taught to 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. preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and actions. recognising some different forms of poetry (for example, free verse, narrative poetry). <p>Pupils are taught to 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. 	<p>Pupils are taught to use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>Pupils are taught to:</p> <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 un-joined. 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>Pupils are taught to evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own writing and suggesting improvements. proposing changes to grammar and vocabulary to improve 	

	<ul style="list-style-type: none"> identifying how language, structure, and presentation contribute to meaning. 	<p>consistency, including the accurate use of pronouns in sentences.</p> <p>Pupils are taught proof-read for spelling and punctuation errors.</p> <p>Pupils are taught to 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>	
Unit	Reading (comprehension)	Writing (transcription/composition)	Vocabulary, grammar and punctuation
<p>Non-Fiction: Non-Chronological Reports – ‘Cinderella of the Nile’ by Beverley Naidoo</p>	<p>Pupils are taught to 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. 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. <p>Pupils are taught to understand what they read, in book 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. drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence. 	<p>Pupils are taught to:</p> <ul style="list-style-type: none"> place the possessive apostrophe accurately in words with regular plurals (for example, girls’ boys’) and in words with irregular plurals (for example, children’s). write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. <p>Pupils are taught to:</p> <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 un-joined. 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>Pupils are taught to plan their writing by:</p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write 	<p>Pupils are taught to develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> using conjunctions, adverbs and prepositions to express time and cause. <p>Pupils are taught to indicate grammatical and other features by:</p> <ul style="list-style-type: none"> using commas after fronted adverbials.

	<ul style="list-style-type: none"> Identifying main ideas drawn from more than one paragraph and summarising these. identifying how language, structure, and presentation contribute to meaning. 	<p>in order to understand and learn from its structure, vocabulary and grammar.</p> <ul style="list-style-type: none"> discussing and recording ideas. <p>Pupils are taught to draft and write by:</p> <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. organising paragraphs around a theme. In non-narrative material, using simple organisational devices (for example, headings and sub-headings). <p>Pupils are taught to evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements. proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. <p>Pupils are taught to proof read for spelling and punctuation errors.</p> <p>Pupils are taught to read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that meaning is clear.</p>	
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