

	Tribal tales	Lost in maps	Where on Earth are we?	In the Jungle	Tomb raiders	Gods and mortal
Texts studied	Stone Age Boy- Satoshi Kitamura	Min Pins-Roald Dahl	Ottoline and The Yellow Cat- Chris Riddell	The Great Kapok Tree – Lynne Cherry	Tad Jones –video clip from Literacy Shed An Egyptian Adventure- Frances Durkin	Beasts of Olympus - Lucy Coates
Reading Themes to be explored	Maintain positive attitudes to reading and understanding of what he/she reads by discussing words that capture the reader's interest and imagination	Maintain positive attitudes to reading and understanding of what he/she reads by reading a wide range of books, including fairy stories, myths and legends, and retell some of these orally	Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Participate in reasoned discussion about books, poems and other material that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say	Understand what he/she reads independently by predicting what might happen from details stated	Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally
Continuous Reading skills	<p>Maintain positive attitudes to reading and an understanding of what they read by:</p> <ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks recommending books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books <p>Understand what they read by:</p> <ul style="list-style-type: none"> checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context asking questions to improve their understanding 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 summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Distinguish between statements of fact and opinion</p> <p>Retrieve, record and present information from non-fiction</p> <p>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>Provide reasoned justifications for their views</p>					
Writing Genres	Diary entry Narrative Setting Description Poetry	Non chronological report Instructions Poetry	Persuasive letter Writing to inform – Newspaper report Narrative	Advert Biography Poetry Writing to inform – Review of Botanical Gardens	Curses Narrative Poetry Letter writing to the new class	Descriptive writing Persuasive speech to Pandora Letter Diary Poetry Narrative
Punctuation/Grammar focus	Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or	Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or	Use the forms a or an according to whether the next word begins with a consonant or a vowel e.g. a rock, an open box	Apostrophe for possession Inverted commas Prepositional phrases Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when,	Inverted commas of more than one syllable. Use the forms a or an according to whether the next word begins with a consonant or a vowel e.g. a rock, an open box	Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon,

	<p>prepositions e.g. before, after, during, in, because of</p> <p>Use the forms a or an according to whether the next word begins with a consonant or a vowel e.g. a rock, an open box</p> <p>apostrophe for contractions, subordinating conjunctions, identify sentence types (year 2 revision)</p>	<p>prepositions e.g. before, after, during, in, because of</p> <p>Statutory spellings for Year 3 Subordinating conjunctions</p>	<p>Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of</p> <p>Begin to use inverted commas to punctuate direct speech</p> <p>Use the present perfect form of verbs instead of the simple past e.g. He has gone out to play contrasted with He went out to play</p> <p>Punctuation for space Split diagraph a_e (Recap due to children's gaps in knowledge) Types of punctuation Co-ordinating conjunctions Subordinating conjunctions Use an or a</p>	<p>before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of</p> <p>Use the present perfect form of verbs instead of the simple past e.g. He has gone out to play contrasted with He went out to play</p> <p>Understand the following terminology: preposition, conjunction; word family, prefix; clause, subordinate clause; direct speech; consonant, consonant letter, vowel, vowel letter; and inverted commas (or 'speech marks')</p>	<p>Subordinate clauses and conjunctions Apostrophes for possession</p> <p>Begin to use inverted commas to punctuate direct speech</p> <p>Use the forms a or an according to whether the next word begins with a consonant or a vowel e.g. a rock, an open box</p>	<p>therefore, or prepositions e.g. before, after, during, in, because of</p> <p>Use the present perfect form of verbs instead of the simple past e.g. He has gone out to play contrasted with He went out to play</p> <p>Begin to use inverted commas to punctuate direct speech</p>
Spelling focus	<p>Use the suffix –ly</p> <p>Add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited</p> <p>Spell homophones brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meat/meet, peace/piece, plain/plane</p> <p>Spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' e.g. eight, they</p>	<p>Suffixes ment</p> <p>Spell homophones brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meat/meet, peace/piece, plain/plane</p> <p>Use the prefixes un-, dis-, mis-, re-, pre-</p> <p>Spell words containing the 'i' sound spelt 'y' elsewhere than at the end of words e.g. myth, gym</p>	<p>Spell homophones brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meat/meet, peace/piece, plain/plane</p> <p>Spell words that are often misspelt (English Appendix 1)</p> <p>Use the prefixes un-, dis-, mis-, re-, pre-</p> <p>Spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo</p> <p>Spell words with endings which sound like 'zhun' e.g. division, decision</p>	<p>Spell words that are often misspelt (English Appendix 1)</p> <p>sh' spelt ch eg.chef Add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited auto word families</p> <p>Spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature</p> <p>Spell words that are often misspelt (English Appendix 1)</p>	<p>Spell words containing the 'u' sound spelt 'ou' e.g. young, touch, double</p> <p>Add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited</p> <p>Use the prefixes un-, dis-, mis-, re-, pre-</p> <p>Spell words that are often misspelt (English Appendix 1)</p> <p>Spell words with endings which sound like 'zhun' e.g. division, decision</p>	<p>Spell words with the 'sh' sound spelt 'ch' e.g. chef, machine</p> <p>Spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo</p> <p>Spell words with endings which sound like 'zhun' e.g. division, decision</p> <p>Spell words that are often misspelt (English Appendix 1) Spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' e.g. eight, they</p> <p>Identify Word families based on common root words e.g. solve, solution, solver, dissolve, insoluble</p>