

Overarching theme - Ancient Egypt

| <u>Week commencing</u> | <u>Reading</u>   | <u>Spelling</u>   | <u>Writing Punctuation and Grammar links</u>   | <u>Writing opportunities</u> |
|------------------------|--|---|--|------------------------------|
| 1/6/26                 | <ul style="list-style-type: none"> <li>Participate in discussion about books that are read to them and books they can read for themselves</li> <li>Checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context</li> <li>Predicting what might happen from details stated and implied</li> <li>Retrieve and record information</li> <li>Identifying main ideas drawn from more than 1 paragraph and summarising these</li> <li>VIPERS stem/skills</li> </ul> | <p>Surprise, peculiar, arrive, decide, describe, guide, opposite, medicine, favourite, promise</p>        | <ul style="list-style-type: none"> <li>Use of colour and images.</li> <li>Planned repetition</li> <li>Use of 2nd person.</li> <li>Power of three</li> <li>Rhetorical questions</li> <li>Exaggeration</li> <li>Homophones</li> <li>Word families</li> <li>Place &amp; cause conjunctions</li> <li>Editing and evaluating</li> </ul> | Non-Chronological Report     |
| 8/6/26                 | <ul style="list-style-type: none"> <li>Participate in discussion about books that are read to them and books they can read for themselves</li> <li>Checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context</li> <li>Predicting what might happen from details stated and implied</li> <li>Retrieve and record information</li> <li>Identifying main ideas drawn from more than 1 paragraph and summarising these</li> <li>VIPERS stem/skills</li> </ul> | <p>Imagine, notice, library, bicycle, material, island, height, eight, type, quite</p>                    | <ul style="list-style-type: none"> <li>Use of colour and images.</li> <li>Planned repetition</li> <li>Use of 2nd person.</li> <li>Power of three</li> <li>Rhetorical questions</li> <li>Exaggeration</li> <li>Homophones</li> <li>Word families</li> <li>Place &amp; cause conjunctions</li> <li>Editing and evaluating</li> </ul> | Non-Chronological Report     |
| 15/6/26                | <ul style="list-style-type: none"> <li>Participate in discussion about books that are read to them and books they can read for themselves</li> <li>Checking that the text makes sense to them, discussing their understanding,</li> </ul>  | <p>Surprise, peculiar, arrive, decide, describe, guide, guide, opposite, medicine, favourite, promise</p> | <ul style="list-style-type: none"> <li>Use of colour and images.</li> <li>Planned repetition</li> <li>Use of 2nd person.</li> <li>Power of three</li> <li>Rhetorical questions</li> <li>Exaggeration</li> </ul>  | Non-Chronological Report     |

Main text - The Boy Who Grew Dragons

|         |  |  |   |        |
|---------|--|--|---|--------|
|         | <p>and explaining the meaning of words in context</p> <ul style="list-style-type: none"> <li>• Predicting what might happen from details stated and implied</li> <li>• Retrieve and record information</li> <li>• Identifying main ideas drawn from more than 1 paragraph and summarising these</li> <li>• VIPERS stem/skills</li> </ul>   |  | <ul style="list-style-type: none"> <li>• Homophones</li> <li>• Word families</li> <li>• Place &amp; cause conjunctions</li> <li>• Editing and evaluating</li> </ul>         |        |
| 22/6/26 | <ul style="list-style-type: none"> <li>• Participate in discussion about books that are read to them and books they can read for themselves</li> <li>• Checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context</li> <li>• Predicting what might happen from details stated and implied</li> <li>• Retrieve and record information</li> <li>• Identifying main ideas drawn from more than 1 paragraph and summarising these</li> <li>• VIPERS stem/skills</li> </ul> | <p>Imagine, notice, library, bicycle, material, island, height, eight, cycle, sight</p>            | <ul style="list-style-type: none"> <li>• Oracy - performance</li> <li>• Detailed description - Expanded noun phrases.</li> <li>• Similes</li> <li>• Alliteration</li> </ul> | Poetry |
| 29/6/26 | <ul style="list-style-type: none"> <li>• Participate in discussion about books that are read to them and books they can read for themselves</li> <li>• Checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context</li> <li>• Predicting what might happen from details stated and implied</li> <li>• Retrieve and record information</li> <li>• Identifying main ideas drawn from more than 1 paragraph and summarising these</li> <li>• VIPERS stem/skills</li> </ul> | <p>Surprise, peculiar, arrive, decide, describe, guide, opposite, medicine, favourite, promise</p> | <ul style="list-style-type: none"> <li>• Oracy - performance</li> <li>• Detailed description - Expanded noun phrases.</li> <li>• Similes</li> <li>• Alliteration</li> </ul> | Poetry |

Main text - The Boy Who Grew Dragons

|                |   |   |  |                  |
|----------------|---|---|--|------------------|
| <p>6/7/26</p>  | <ul style="list-style-type: none"> <li>• Participate in discussion about books that are read to them and books they can read for themselves</li> <li>• Checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context</li> <li>• Predicting what might happen from details stated and implied</li> <li>• Retrieve and record information</li> <li>• Identifying main ideas drawn from more than 1 paragraph and summarising these</li> <li>• VIPERS stem/skills</li> </ul>  | <p>Imagine, notice, library, bicycle, material, island, height, eight, type, quite</p>                    | <ul style="list-style-type: none"> <li>• Oracy - performance</li> <li>• Detailed description - Expanded noun phrases.</li> <li>• Similes</li> <li>• Alliteration</li> </ul>  | <p>Poetry</p>    |
| <p>13/7/26</p> | <ul style="list-style-type: none"> <li>• Participate in discussion about books that are read to them and books they can read for themselves</li> <li>• Checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context</li> <li>• Predicting what might happen from details stated and implied</li> <li>• Retrieve and record information</li> <li>• Identifying main ideas drawn from more than 1 paragraph and summarising these</li> <li>• VIPERS stem/skills Participate in discussion about books that are read to them and books they can read for themselves</li> <li>• Checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context</li> <li>• Predicting what might happen from details stated and implied</li> </ul> | <p>Surprise, peculiar, arrive, decide, describe, guide, guide, opposite, medicine, favourite, promise</p> | <ul style="list-style-type: none"> <li>• Expanded noun phrases</li> <li>• Detailed description</li> <li>• Fronted adverbials</li> <li>• Paragraphs</li> <li>• Prepositions</li> <li>• Time conjunctions</li> </ul> | <p>Narrative</p> |

|         |  |   |  |                         |
|---------|--|---|--|-------------------------|
|         | <ul style="list-style-type: none"> <li>• Retrieve and record information</li> <li>• Identifying main ideas drawn from more than 1 paragraph and summarising these</li> <li>• VIPERS stem/skills</li> </ul>   |   |  |                         |
| 20/7/26 | <ul style="list-style-type: none"> <li>• Participate in discussion about books that are read to them and books they can read for themselves</li> <li>• Checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context</li> <li>• Predicting what might happen from details stated and implied</li> <li>• Retrieve and record information</li> <li>• Identifying main ideas drawn from more than 1 paragraph and summarising these</li> <li>• VIPERS stem/skills</li> </ul> | <p>Imagine, notice, library, bicycle, material, island, height, eight, cycle, sight</p> | <ul style="list-style-type: none"> <li>• Expanded noun phrases</li> <li>• Detailed description</li> <li>• Fronted adverbials</li> <li>• Paragraphs</li> <li>• Prepositions</li> <li>• Time conjunctions</li> </ul> | <p><b>Narrative</b></p> |