



Week Commencing:	Reading <i>Each week, we will continue to develop reading fluency.</i>	Spelling	Writing, Punctuation & Grammar Links		Writing Opportunities
4 <sup>th</sup> November	<ul style="list-style-type: none"> <li>Developing fluency skills; pace, accuracy, smoothness, and expression through reading alone, in pairs and chorally, as well as listening to teacher.</li> <li>Listening to and discussing texts.</li> <li>Discussing, understanding, and explaining the meaning of words in context.</li> <li>Asking questions to improve understanding of a text.</li> </ul>	<p><b>Year 4</b> <i>Words ending in '-ation'</i> information, sensation, preparation, vibration, decoration, donation, duration, registration, population, determination</p> <p><b>Year 5</b> <b>Step 7</b> <i>Words ending in '-ant'</i> abundant, brilliant, constant, distant, dominant, elegant, fragrant, ignorant, tolerant, vacant</p>	<p><b>Text features:</b></p> <ul style="list-style-type: none"> <li>Fronted adverbials</li> <li>Setting description</li> </ul>	<p><b>SPAG Coverage:</b></p> <ul style="list-style-type: none"> <li>Possessive pronouns</li> <li>Fronted Adverbials</li> </ul>	<ul style="list-style-type: none"> <li>Plan</li> <li>Draft</li> <li>Edit draft</li> </ul> <p><i>Revisiting Autumn term 1: Writing a diary entry based on the events of Oliver and the Seawigs</i></p>
11 <sup>th</sup> November	<ul style="list-style-type: none"> <li>Giving reasoned justifications for views.</li> <li>Participating in discussion about texts.</li> <li>VIPERS stems/skills.</li> <li>Identify themes and conventions.</li> <li>Prepare play scripts to read aloud.</li> <li>Show understanding through intonation, tone, volume and action.</li> <li>Discuss words and phrases that capture readers' interest and imagination.</li> </ul>	<p><b>Year 4</b> <b>Step 8</b> <i>Words ending in '-ation'</i> adoration, admiration, coronation, detonation, observation, location, generation, exploration, combination, illustration</p> <p><b>Year 5</b> <b>Step 8</b> <i>Words ending in '-ance' and '-ancy'</i> abundance, abundancy, brilliance, dominancy, elegance, extravagance, hesitancy, relevancy, tolerance, vacancy</p>	<ul style="list-style-type: none"> <li>Speech</li> <li>Powerful vocabulary to engage the reader</li> </ul>	<ul style="list-style-type: none"> <li>Prepositions to express time and clause</li> <li>Plural and possessive '-s'</li> </ul>	<ul style="list-style-type: none"> <li>Publish</li> <li>Evaluate</li> </ul> <p><i>Revisiting Autumn term 1: Writing a diary entry based on the events of Oliver and the Seawigs</i></p>
18 <sup>th</sup> November	<ul style="list-style-type: none"> <li>Draw inferences about characters' feelings, thoughts, emotions and actions</li> </ul>	<p><b>Year 4</b> <b>Step 9</b> <i>Words ending '-ly'</i> sadly, completely, wildly, bravely, gently, foolishly, proudly, horribly, nervously, happily</p> <p><b>Year 5</b> <b>Step 9</b> <i>Words ending in '-ent' and '-ence'</i> competence, confidence, decent, eloquence, emergent, frequent, innocence, intelligence, transparent, violent</p>	<ul style="list-style-type: none"> <li>Emotions vocabulary</li> <li>Paragraphs to organise in time sequence</li> </ul>	<ul style="list-style-type: none"> <li>Commas (recap)</li> </ul>	<ul style="list-style-type: none"> <li>Gather understanding and vocabulary</li> <li>Understand the characters, plot and settings within the book.</li> </ul>

			<ul style="list-style-type: none"> <li>Planned repetition</li> <li>Facts and Statistics</li> </ul>		
25 <sup>th</sup> November		<p><b>Year 4</b> <b>Step 10</b> <b>Words ending '-lly'</b> usually, finally, beautifully, thoughtfully, wonderfully, carefully, faithfully, peacefully, cruelly, generally</p> <p><b>Year 5</b> <b>Words ending in '-able' and '-ible'</b> comfortable, dependable, enjoyable, horrible, incredible, possible, reasonable, reliable, terrible, understandable</p>	<ul style="list-style-type: none"> <li>Oracy</li> </ul>		<ul style="list-style-type: none"> <li>Analyse a wagoll of a character and setting description</li> </ul>
2 <sup>nd</sup> December		<p><b>Year 4</b> <b>Words where 'ch' makes a /sh/ sound</b> chef, chalet, machine, brochure, parachute, chute, chaperone, chandelier, crochet, quiche</p> <p><b>Year 5</b> <b>Step 11</b> <b>Words ending in '-ably' and '-ibly'</b> comfortably, dependably, horribly, incredibly, legibly, possibly, reliably, sensibly, terribly, visibly</p>			<ul style="list-style-type: none"> <li>Plan</li> <li>Draft</li> <li>Edit</li> </ul>
9 <sup>th</sup> December		<p><b>Year 4</b> <b>Step 12</b> <b>Challenge Words</b> favourite, complete, continue, experiment, February, naughty, material, knowledge, remember, famous</p> <p><b>Year 5</b> <b>Step 12</b> <b>Challenge Words</b> accommodate, available, controversy, dictionary, marvellous, opportunity, secretary, sincerely, suggest, twelfth</p>			<ul style="list-style-type: none"> <li>Publish</li> <li>Evaluate</li> </ul> <p>To write a character and setting description.</p>

16 <sup>th</sup> December		Year 4 Year 5			<ul style="list-style-type: none"><li>• Publish</li><li>• Evaluate</li></ul> <p>To write a character and setting description.</p>
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