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| **Overarching theme – The United Kingdom** | | | | |
| **Week commencing** | **Reading** | **Spelling** | **Writing Punctuation and Grammar links** | **Writing opportunities** |
| 2/9/24 | * Reading fluency speed * Reading Plus Baseline assessment * Echo reading * 1:1 Reading Book Band Check |  | **Place Value of Grammar and Punctuation**   * Common and Proper Nouns * Collective Nouns * Partitive Nouns * Noun Review | **Application of taught grammar and punctuation skills** |
| 9/9/24 | * Participate in discussion about books that are read to them and books they can read for themselves * Checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context * Predicting what might happen from details stated and implied * Retrieve and record information * Identifying main ideas drawn from more than 1 paragraph and summarising these * VIPERS stem/skills | Step 1  Words where the digraph  ‘ou’ makes an /ow/ sound  mouth, sprout, around, sound, spout, ouch, hound, trout, found, proud | **Place Value of Grammar and Punctuation**   * Being verbs and ‘to have’ * Regular action verbs (doubling the consonant) and verb phrases * Irregular action verbs and verb phrases * Verb Review | **Application of taught grammar and punctuation skills** |
| 16/9/24 | * Participate in discussion about books that are read to them and books they can read for themselves * Checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context * Predicting what might happen from details stated and implied * Retrieve and record information * Identifying main ideas drawn from more than 1 paragraph and summarising these * VIPERS stem/skills | Step 2  Words where the digraph **‘**ou’ makes a /u/ sound  touch, double, country, trouble, young, cousin, enough, couple, encourage, flourish | **Place Value of Grammar and Punctuation**   * What is a subject? * Building single clause sentences * Pronouns and single clause sentences | **Application of taught grammar and punctuation skills** |
| 23/9/24 | * Participate in discussion about books that are read to them and books they can read for themselves * Checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context * Predicting what might happen from details stated and implied * Retrieve and record information * Identifying main ideas drawn from more than 1 paragraph and summarising these * VIPERS stem/skills | Step 3  Words where ‘y’ makes an /i/ sound  symbol, gym, myth, synonym, Egypt, lyrics, pyramid, system, mystery, gymnastics | * Expanded noun phrases**.** * Detailed description. * Fronted adverbials. * Paragraphs. | **Setting Description – Describe the setting of Dad’s adventure** |
| 30/9/24 | * Participate in discussion about books that are read to them and books they can read for themselves * Checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context * Predicting what might happen from details stated and implied * Retrieve and record information * Identifying main ideas drawn from more than 1 paragraph and summarising these * VIPERS stem/skills | Step 4  Words ending in ‘-sure’  treasure, measure, leisure, pleasure, pressure, exposure, enclosure, closure, disclosure, composure | * Expanded noun phrases**.** * Detailed description. * Fronted adverbials. * Paragraphs. | **Setting Description - Describe the setting of Dad’s adventure** |
| 7/10/24 | * Participate in discussion about books that are read to them and books they can read for themselves * Checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context * Predicting what might happen from details stated and implied * Retrieve and record information * Identifying main ideas drawn from more than 1 paragraph and summarising these * VIPERS stem/skills | Step 5  Words ending in ‘-ture’  adventure, future, picture, nature, creature, furniture, capture, sculpture, fracture, mixture | * Planned repetition * Facts and Statistics * Relative clause | **Informative Poster – Look Out for Pirates! How to spot and avoid a pirate.** |
| 14/10/24 | * Participate in discussion about books that are read to them and books they can read for themselves * Checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context * Predicting what might happen from details stated and implied * Retrieve and record information * Identifying main ideas drawn from more than 1 paragraph and summarising these * VIPERS stem/skills | Step 6  Challenge Words  actual, bicycle, answer, circle, earth, enough, island, fruit, often, popular | * Planned repetition * Facts and Statistics * Relative clause | **Informative Poster - Look Out for Pirates! How to spot and avoid a pirate.** |