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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 1Words where the digraph‘ou’ makes an /ow/ soundmouth, 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 2Words 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 3Words where ‘y’ makes an /i/ soundsymbol, 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 4Words 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 5Words 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 6Challenge 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.** |