

<u>Overarching theme – Coastal Erosion</u>				
<u>Week commencing</u>	<u>Reading</u>	<u>Spelling</u>	<u>Writing Punctuation and Grammar links</u>	<u>Writing opportunities</u>
3/11/25	- Reading fluency speed - Echo reading 1:1 Reading Book Band Check	Baseline assessment 'G', 'Gu' and homophones Magnitude, glide, government, grown, groan, grasp.	Prepositions to express time.	Instructions – How to create a monster
10/11/25	- 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	'Gu', 'Gue' and 'Gh' Guess, guard, guide, guitar, guillotine, guarantee, fatigue, colleague, ghastly, ghoul, gherkin, ghetto	- Bullet points - Capital letters and full stops	Instructions – How to create a monster
17/11/25	- 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	'A-e', 'A' Blaze, trade, accommodate, persuade, fatal, ancient, pronunciation, favourite, famous, strange	- Possessive pronouns - Fronted Adverbials	Instructions – How to create a monster Narrative with an alternate ending

24/11/25	- 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	'Ai', '-ay', '-ey', homophones Strain, faithful, sustain, brain, mountain, entertainment, claim, sail, sale, pane, pain, mane, main, male, mail, play, grey, survey, day, say, obey, tray, they, prey, clay, delay, hey.	- Prepositions to express clause - Plural and possessive '-s'	Narrative with an alternate ending
1/12/25	- 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	'eigh', '-ei', '-ay', '-ey'. Freight, veil, feign, reign, weight, eights, eighth, grey, play, pray, tray, delay, clay, survey, straight	- Commas - Adjectives	Narrative with an alternate ending
8/12/25	- 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	Homophones, contractions Sale, sail, pane, pain, main, mane, steak, stake, great, grate. Isn't, didn't, I'll, wasn't, doesn't, she's, wouldn't, how's, can't, you've, we're, aren't	- Emotional vocabulary - Speech	Narrative with an alternate ending

	- Identifying main ideas drawn from more than 1 paragraph and summarising these - VIPERS stem/skills			
15/12/25	- 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	Apostrophes, revision, end of unit assessment.	- Setting description - Powerful vocabulary to engage the reader	Narrative with an alternate ending