

Main text - The Boy Who Grew Dragons

Overarching theme - Ancient Egypt				
Week commencing	Reading	Spelling	Writing Punctuation and Grammar links	Writing opportunities
2/6/25	<ul style="list-style-type: none"> 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 	<p>Step 30</p> <p>Challenge Words</p> <p>accidentally, breathe, century, eight, consider, guard, heard, peculiar, possible, quarter</p>	<ul style="list-style-type: none"> Expanded noun phrases Imperative verbs. Letter layout Rhetorical questions. Exaggeration Paragraphs used to group related ideas. Relative clauses Prepositions Time conjunctions 	Letter writing - to persuade
9/6/25	<ul style="list-style-type: none"> 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 	<p>Step 31</p> <p>Words ending in '-sion'</p> <p>vision, confusion, division, television, invasion, erosion, collision, decision, fusion, revision</p>	<ul style="list-style-type: none"> Expanded noun phrases Paragraphs used to group related ideas. Relative clauses Third person Chronological order Subheadings Facts Prepositions Time conjunctions 	Biography
16/6/25	<ul style="list-style-type: none"> 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, 	<p>Step 32</p> <p>Challenge Words</p>	<ul style="list-style-type: none"> Use of colour and images. Planned repetition Use of 2nd person. Power of three Rhetorical questions Exaggeration 	Persuasive Poster

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	and explaining the meaning of words in context <ul style="list-style-type: none"> • 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 	special, strange, difficult, important, length, perhaps, position, pressure, question, purpose	<ul style="list-style-type: none"> • 	
23/6/25	<ul style="list-style-type: none"> • 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 33 Revision Words exactly, bravely, pleasure, dislocate, island, decide, disadvantage, survey, ordinary, promise	<ul style="list-style-type: none"> • Use of colour and images. • Planned repetition • Use of 2nd person. • Power of three • Rhetorical questions • Exaggeration • 	Persuasive Poster
30/6/25	<ul style="list-style-type: none"> • 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 34 Revision Words freight, hourly, missed, scented, suppose, plaque, grotesque, daily, descend, automatically	<ul style="list-style-type: none"> • Paragraphs used to group related ideas. • Subheadings to label content. • Place and cause conjunctions 	Explanation of plant growth

7/7/25	<ul style="list-style-type: none"> 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 	<p>Step 35 Revision Words</p> <p>teacher, scheme, history, mention, bawl, crescent, eighteen, regular, mane, disable</p>	<ul style="list-style-type: none"> Paragraphs used to group related ideas. Subheadings to label content. Place and cause conjunctions 	Explanation of plant growth
14/7/25	<ul style="list-style-type: none"> 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 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 	<p>Step 36 Revision Words</p> <p>disappear, specifically, reaction, committed, misunderstanding, forbidden, capable, neighbour, personal, confusion</p>	<ul style="list-style-type: none"> Use paragraphs to organise in time sequence- time adverbials. Expanded noun phrases Fronted adverbials 	Writing an adventure story

	<ul style="list-style-type: none"> Retrieve and record information Identifying main ideas drawn from more than 1 paragraph and summarising these VIPERS stem/skills 			
21/7/25	<ul style="list-style-type: none"> 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 	No Spelling!	<ul style="list-style-type: none"> Use paragraphs to organise in time sequence- time adverbials. Expanded noun phrases Fronted adverbials 	Writing an adventure story