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| Chocolate GrandeChocolate GrandeEnfield Logo - Red writing | | | | |
| Week commencing | Reading | Spelling | Writing Punctuation and Grammar links | Writing opportunities |
| 19.2.24 | **A Healthy Diet (Retrieval)**   * Develop fluent reading * Ask and answer relevant questions about the text * Extract relevant information from the text | **Y4 – Step 19**  Words where ‘au’ makes an /or/ sound  automatic, August, launch, haul, astronaut, cause, author, applaud, autumn, audience  **Y5 - Step 19**  Words with ’ie’ after ‘c’  society, deficient, efficient, emergencies, glacier, inefficient, science, scientists, species, sufficient | * Interrogate a WAGOLL extended narrative * SPaG – direct speech * SPaG – adverbs of time * Research and plan an extended narrative * Draft an extended narrative * Edit and improve an extended narrative * Write an extended narrative | **Extended narrative**  Write an alternate ending for how to divert the oncoming ship from the town after the lighthouse has broken. |
| 26.2.24 | **A Letter From an Allergy Sufferer (Inference)**   * Develop fluent reading * Ask and answer relevant questions about the text * Make predictions about characters based on details stated | **Y4 - Step 20**  Words ending in ’-tion’  invention, injection, action, hesitation, completion, stagnation nomination, migration,  communication, selection  **Y5 - Step 20**  Words where ‘ei’ can make an /ee/ sound  caffeine, conceive, deceive, either, neither, perceive, protein, ceiling, receive, seize |
| 4.3.24 | **Dinner Time Duty (Vocabulary)**   * Develop fluent reading * Ask and answer relevant questions about the text * Show understanding of the language used in the text | **Y4 - Step 21**  Words ending in ’-sion’  expression, discussion, confession, permission, admission, impression, obsession, procession, omission, concussion  **Y5 - Step 21**  Words where ‘ough’ makes an /or/ sound  afterthought, bought, brought, fought, nought, ought, sought, thought, thoughtfulness, wrought |
| 11.3.24 | **Teeth (Retrieval)**   * Develop fluent reading * Ask and answer relevant questions about the text * Extract relevant information from the text | **Y4 - Step 22**  Words ending in ’-cian’  musician, magician, electrician, politician, mathematician, technician, optician,  beautician, physician,  dietician  **Y5 - Step 22**  Words containing ’ough’  although, bough, dough, doughnut, enough, plough, rough, though, tough, toughen |
| 18.3.24 | **Weird And Wonderful Digestive Systems (Explanation)**   * Develop fluent reading * Ask and answer relevant questions about the text * Identify how meaning is enhanced through choice of words and make comparisons within texts | **Y4 - Step 23**  Words that are adverbs of manner  reluctantly, quickly, generously, unexpectedly, gently, curiously, furiously, seriously, victoriously, courteously  **Y5 - Step 23**  Adverbs of possibility and  frequency  certainly, definitely, frequently, infrequently, obviously, occasionally, often, probably, possibly, rarely | * Interrogate a WAGOLL instructional text * SPaG – imperative verbs * SPaG – commas in a list * Research and plan an instructional text * Draft an instructional text * Edit and improve an instructional text * Write an instructional text | **Instructional text**  Write an instructional text for making bolognese. |
| 25.3.24 | * Develop fluent reading | **Y4 - Step 24**  Challenge Words  surprise, separate, group, height, potatoes, though, particular, through, caught, woman  **Y5 - Step 24**  Challenge Words  accompany, communicate, conscience, desperate, disastrous, interfere, nuisance, queue, restaurant, rhythm |

A group of books with text

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