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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/ soundautomatic, 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 andfrequency 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 |

