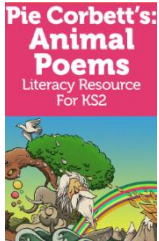
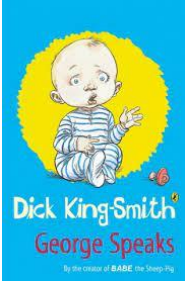


	<u>AUTUMN</u>		<u>SPRING</u>		<u>SUMMER</u>		<u>Key Objectives:</u>	<u>Key Vocabulary:</u>
Year	1	2	1	2	1	2		
3	Reading							
	<p>The Hodgeheg (Dick King-Smith) Fiction</p> 	<p>Walking With My Iguana (Brian Moses) Poetry</p>  <p>Recipe for a Wolf (Pie Corbett) Poetry</p>  <p>The Big Night - TV Advert</p>	<p>The Mousehole Cat (Antonia Barber) Fiction</p> 	<p>The Boy Who Grew Dragons (Andy Shepherd) Fiction</p> 	<p>George Speaks (Dick King-Smith) Fiction</p> 	<p>Feargal Fly (Digi-text) Fiction</p>  <p>Fables (Selection from BBC) Fiction</p>  <p>Fantastic Mr Fox (Roald Dahl) Fiction</p> 	<p>Word reading: To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.* To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.* To begin to read Y3/Y4 exception words.*</p> <p>Comprehension: To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. To use appropriate terminology when discussing texts (plot, character, setting). To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. To discuss authors' choice of words and phrases for effect. To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. To justify predictions using evidence from the text. To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</p>	<p>VIPERS</p> <p>Vocabulary Inference Prediction Explain Retrieve Summarise/sequence</p> <p>Vocabulary will be topic based depending on the text.</p>

								<p>To begin to use appropriate intonation and volume when reading aloud.</p> <p>To retrieve and record information from non-fiction texts.</p>
3	Writing							
	<p>Character description - Max (The Hodgeheg)</p> <p>Setting description - park (The Hodgeheg)</p>	<p>Autobiography - Dick King Smith (The Hodgeheg)</p> <p>Adventure Story</p>	<p>Diary (Mousehole Cat)</p> <p>Newspaper article - 'Reporting on the storm.' (Mousehole Cat)</p>	<p>Instructional writing - recipe (The Boy who Grew Dragons)</p> <p>Story - A dragon in your pocket (The Boy who Grew Dragons)</p>	<p>Recount (Sefton Coast)</p> <p>Persuasive letter to protect Sefton Coast</p>	<p>Fables</p> <p>Non Chronological report - Foxes (Fantastic Mr Fox)</p>	<p>Composition:</p> <p>To begin to use ideas from their own reading and modelled examples to plan their writing.</p> <p>To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.</p> <p>To begin to organise their writing into paragraphs around a theme.</p> <p>To compose and rehearse sentences orally (including dialogue).</p> <p>To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).</p> <p>To make deliberate ambitious word choices to add detail.</p> <p>To begin to create settings, characters and plot in narratives.</p>	<p>Refer to 'Progression from Foundation Stage to Year 6 for different text types - a useful reference guide'.</p>

3	SPaG						
<p>Grammar: Nouns & pronouns Consonants and vowels Suffixes "ly" Past tense Subordinate Clauses Wk 6 - Assess and Review</p>	<p>Grammar: Adjectives 'A' or 'an' Prefixes - 'super', 'anti', 'auto' Present Tense Punctuation: Apostrophes</p>	<p>Grammar: Verbs Compound Nouns Prefixes: 'dis', 'mis', 'un' Subordinating Conjunctions Wk 6 - Assess and Review Punctuation: Inverted Commas</p>	<p>Grammar: Adverbs - Time, Place & Cause Prefixes: 'in' Suffixes: 'ation' Coordinating conjunctions Organisational devices (headings/sub-headings)</p>	<p>Grammar: Prepositions Prefixes: 're', 'sub', 'inter' Suffixes beginning with Vowels Time Conjunctions Paragraphs</p>	<p>Grammar: Homophones Suffixes: 'ous' Word Families Place and cause conjunctions Editing and evaluating</p>	<p>Word Formation of nouns using a range of prefixes [for example super-,anti-, auto-] Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] Sentence Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] Text Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] Punctuation Introduction to inverted commas to punctuate direct speech</p>	<p>preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')</p>