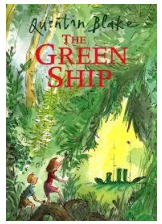
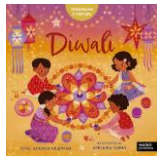
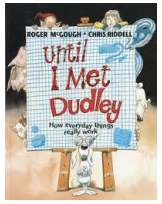
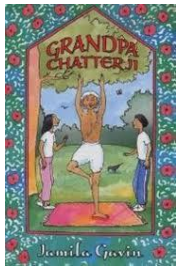
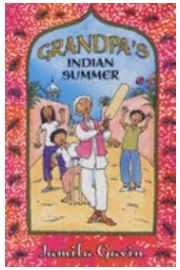
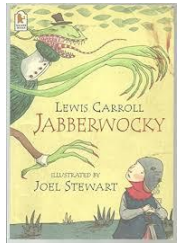
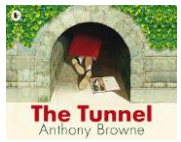
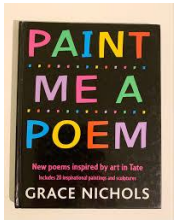
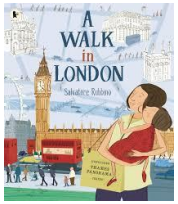
Fiction Non-fiction Poetry

	AUTUMN		SPRING		SUMMER		Key Objectives:	Key Vocabulary:
Year	1	2	1	2	1	2		
4	Reading							
	The Green Ship (Quentin Blake) Fiction  Diwali (Digital text) Non-fiction 	Until I Met Dudley. (Roger McGough) Fiction and Non-fiction 	Grandpa Chatterji (Jamila Gavin) Fiction  Grandpa Chatterji's Indian Summer (Jamila Gavin) Fiction 	Jabberwocky (Lewis Carroll) Poetry  The Tunnel (Anthony Browne) Fiction 	The Iron Man (Ted Hughes) Fiction	Paint me a poem (Grace Nichols) Poetry  A walk in London (Salvatore Rubbino) Fiction and Non-fiction 	**Word reading:** To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.* To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word. **Comprehension:** To discuss and compare texts from a wide variety of genres and writers. To read for a range of purposes. To identify themes and conventions in a wide range of books. To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings). To identify how language, structure and presentation contribute to meaning. To identify main ideas drawn from more than one paragraph and summarise these. Discuss vocabulary used to capture readers' interest and imagination. To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text. To justify predictions from details stated and implied.	VIPERS Vocabulary Inference Prediction Explain Retrieve Summarise/sequence Vocabulary will be topic based depending on the text.

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4	Writing							
	Adventure story (The Green Ship) Non-chronological report (Diwali)	**Explanation text** (Until I met Dudley). Instructions (Christmas decoration/ cracker.)	**Persuasive letter** (Grandpa Chatterji). Setting description (Grandpa Chatterji).	**Describe a setting** (The Tunnel) Recount (diary)	**Newspaper** (The Iron Man)	**Poetry** (Paint me a Poem) Recount (A Walk in London)	**Composition:** To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader. To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion. To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices). To write a range of narratives that are well-structured and well-paced. To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere. To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.	Vocabulary will be linked to specific genres and text-types
4	SPaG							
	Grammar: Singular plural nouns Pronouns Standard English Adverbs (time and cause)	**Grammar:** Possessive pronoun Fronted adverbials Prepositions (time and cause) **Punctuation:** commas	**Grammar:** Adjectives Expanded noun phrases **Punctuation:** Commas after fronted adverbials	**Grammar:** Determiners Prepositional phrases Verb tenses (present) **Punctuation:** Inverted commas	**Grammar:** Standard English (verb inflections) Conjunctions (time and cause) Paragraphs **Punctuation:** Possessive apostrophes	**Grammar:** Verb tenses (past) Subordinate clauses **Punctuation:** Plural possessive apostrophes	**Word** The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] **Sentence** Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials [for example, Later that day, I heard the bad news.]	determiner pronoun, possessive pronoun adverbial

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							Text Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition **Punctuation** Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] Apostrophes to mark plural possession [for example, the girl's name,the girls' names] Use of commas after fronted adverbials	