

**Intent:**

Pupils will read a variety of materials throughout the year. They will be encouraged to analyse text for structure. Pupils will start to recall text independently, predict and infer. They will continue to build vocabulary and read increasingly more difficult texts.

Term	Week/s	Topic/Theme <i>Key vocabulary including Tier 3 subject specific words</i>	Learning Outcomes Knowledge and Skills To know, to use, to apply...	Links to: Literacy, Numeracy, SMSC, Gatsby Benchmarks
Autumn	1-3	Carousel of board games. Play games in small groups. Pupils must then tell another group how to play the game. Write down instructions for a favourite game.  <i>instructions, summarise, create, play, listen, take turns, cooperate, collaborate, lead, patient, resilient.</i>	<b>To analyse non-fiction.</b> Listen to non-fiction. Take part in discussion. Read non-fiction. Ask questions. Sequence information. Compare for similarities and differences.	SMSC – be creative, cooperate with others.  Numeracy – numbers skills, count forwards and backward.
	4-6	Choose text for the class to read which highlights the use of the following keywords:  <i>adjectives, adverbs, alliteration, connotations, personification, repetition, simile, context, audience, purpose, see, hear, touch, taste, smell.</i>  When writing pupils could practise the above skills using a beach scene, fairground at night, football match, shopping centre.	<b>To explore texts which model good descriptive writing.</b>  When reading any material pupils should: <ul style="list-style-type: none"> <li>• Use phonic knowledge.</li> <li>• Be able to blend words.</li> <li>• Read common suffix words.</li> <li>• Read common exception words.</li> <li>• Read material close to their developing reading ability.</li> <li>• Reread material to build fluency.</li> </ul> Listen to descriptive writing. Read descriptive writing. Identify techniques used in descriptive writing. (Use of the 5 senses, use of paragraphs – overall description of the scene using the 5 senses, a separate paragraph which zooms in on one of the scene, other literary techniques). Produce descriptive writing using specific techniques. (Use planning sheet, draft and final copy).	
	7-12	Julia Donaldson. Roald Dahl. David Williams. Beatrix Potter. J.K. Rowling. Michael Morpurgo. Judith Kerr. Neil Gaiman.  <i>additionally, despite that, as well as, although, at the same time, meanwhile, comparably, nevertheless, compared to, on the other hand, correspondingly, on the contrary, furthermore, yet in addition, however in parallel, nonetheless, just as, in contrast,</i>	<b>To compare texts.</b> Read a story appropriate for the pupils. Read another story to allow for comparison.  Listen to stories. Read stories. Recall events and discuss. Predict what will happen and build vocabulary. Infer information from the text using quotes to support a point.	

		<p><i>likewise, unlike, moreover, even so, similarly, even though.</i></p> <p>Both authors take the same approach...  While this is the case, in...  This is mirrored in...  This is contrasted in... ..  ...is equally significant in both texts  ....is contrasted in both texts.  This can also be seen in...  This is not the case in...</p>		
	13-16	<p>Read children's poetry.</p> <p><i>alliteration, assonance, blank verse, iambic pentameter, couplet, free verse, haiku, onomatopoeia, sonnet, stanza, rhyme, verse.</i></p>	<p><b>To identify poetic techniques.</b></p> <p>Read and listen to poems beyond which you can read independently.  Participate in discussion.  Demonstrate comprehension.  Recognise recurring literary language.</p>	
Spring	1-5	<p>Visit to a local attraction.</p> <p><i>introduction, summary, personal reflection, critical analysis, conclusion.</i></p>	<p><b>To compare reviews for similarities and differences. Non-chronological reports and reviews. Retrieve information from non-fiction texts. Compare reviews from different media (for example TripAdvisor). Skills to work on whilst reading:</b></p> <ul style="list-style-type: none"> <li>• Use phonic knowledge.</li> <li>• Read suffixes.</li> <li>• Read common exception words.</li> <li>• Discuss sequence of events.</li> <li>• Learn new words.</li> <li>• Participate in discussion.</li> </ul> <p>Listen to and read non-chronological reports and reviews.  Explore venues. Read reviews. Answer comprehension questions.  Start to compare reviews for similarities and differences.</p> <p>School trip to a venue where pupils can then write their own review.</p>	SMSC – socialise with other pupils and other people.
	6-8	<p>Act out the following commands.</p> <ul style="list-style-type: none"> <li>• <i>sit down</i></li> <li>• <i>stand up</i></li> <li>• <i>hands up</i></li> <li>• <i>clap</i></li> <li>• <i>stamp</i></li> <li>• <i>feet</i></li> <li>• <i>up</i></li> <li>• <i>down</i></li> <li>• <i>write</i></li> </ul>	<p><b>To evaluate the effect of commands in writing. (Question marks and exclamation marks).</b></p> <p>Listen to and read stories.  Use phonic knowledge.  Discuss favourite words and phrases.  Retell the story.  Discuss sequence of events.  How is information linked and organised?  Recognise recurring language.</p>	

		<ul style="list-style-type: none"> <li>• <i>read</i></li> <li>• <i>Sit down</i></li> <li>• <i>clap your hands</i></li> <li>• <i>turn around</i></li> </ul> <p>Read texts with commands in, incorporate above vocabulary in to own writing.</p>		
	9-12	Judith Kerr, Francesca Simon, Jill Murphy, Judy Blume, Sarah Garland, Jacqueline Wilson, Enid Blyton.	<p><b>To analyse text for structure.</b></p> <p>Stories in familiar settings. Analyse plot, structure, characters and setting. Research information for own creative writing.</p> <p>Read using phonic knowledge, read fluently. Answer questions. Ask questions. Draw on what they already know or on background information given by the teacher. Make inferences on the basis of what is being said and done. Predict what might happen.</p>	
Summer	1-3	<p>What would you like to do when you leave Stone Hill? Class to pool your ideas together. Pupils to conduct research in to a job they are interested in. Write a letter to a local company expressing an interest in a job role and explain suitability.</p> <p>Pupils to write to a member of their family or a friend to tell them what they have been doing at school this week.</p> <p><i>confirm, request, enquire, recently, advertisement, reply, appreciate, grateful, propose.</i></p>	<p><b>To analyse formal and informal letter writing for style, purpose and audience.</b></p> <p>Read a variety of letters. Extract information. Identify techniques used. Clarify new word meanings. Compare formal and informal letters.</p>	<p>Gatsby Benchmarks – learning from career and labour market information, addressing the needs of each pupil, linking curriculum learning to careers, personal guidance.</p> <p>SMSC – enjoy learning about themselves, enjoy learning about others.</p>
	4-5	<p>Children’s poetry with a focus on alliteration and fun.</p> <p><i>alliteration, assonance, blank verse, iambic pentameter, couplet, free verse, haiku, onomatopoeia, sonnet, stanza, rhyme, verse.</i></p>	<p><b>To evaluate the effect of poetic technique.</b></p> <p>Listen to a variety of poems. Learn favourite poetry to recite. Note techniques used (rhyme, alliteration, patterns). Compare different types of poem (silly sentences, tongue twisters, serious poetry and humorous poetry).</p>	SMSC – use imagination, be creative.
	6-8	<p>Read children’s stories/picture books where pupils can predict what will happen next and infer information from pictures.</p> <p><i>reasonably infer, suggests that, imply, supporting quotation, predict.</i></p>	<p><b>To infer and predict information from fiction.</b></p> <p>Listen to a story. Discuss sequence of events. Infer, predict.</p>	

	9-11	<p><b>Pupils to look around school. What labels can they see? What do they tell you? Why are they there?</b></p> <p>Discuss why someone might make a list. Pupils then design a menu. Pupils make a shopping list. Pupils create a budget for their shopping list.</p> <p>Discuss what do the signs in a supermarket tell us. Why are they there?</p> <p>Visit a supermarket, make a menu.</p> <p>Read texts and books that show labels, lists and signs.</p>	<p><b>Labels, lists and signs:</b></p> <ul style="list-style-type: none"> <li>• Ask questions</li> <li>• Answer questions</li> <li>• Participate in discussions.</li> </ul>	<p>Numeracy – functional skills money, measurement/weight ingredients.</p>
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**Intended impact:**  
Pupils will retrieve information from texts and to summarise what they have read. They will be able to access more complex material, for example they will start to compare poems for their use of technique. Pupils are more disciplined in their own learning. They can use and follow a plan. Pupils will ask for help from staff and peers independently. They will have a determination to stay focused and achieve their end goal. When working in a group they will take on a given role. Pupils will listen to other opinions and give their own. They will start to appreciate different points of view.

