



English

Summer Term				
<p>Additionally: Regular handwriting sessions with an aim to produce a neat, regular and attractive cursive script. Opportunities to read suitable fiction books independently, and each child will read to a teacher at least once a week. Our class book (<i>The Lion and the Unicorn</i> by Shirley Hughes) is linked to our history topic on WW2.</p>				
	Topic	Learning Objectives	Activities/Resources/Links	Assessment / Outcomes
1	Writing: Introduction to <i>The Lion and the Unicorn</i>	To write about thoughts in sentences and paragraphs, using appropriate punctuation, including capital letters.	Flipchart 1 Write predictions about the book based on the cover, blurb and class discussions.	I can write in sentences and paragraphs that make sense and are correctly punctuated with capital letters and full stops.
	Spelling	Spelling – ‘ly’ words from ‘le’ eg ‘gentle’ becomes ‘gently’.	Flipchart 1 Homework tasks Friday spelling test	I can spell ‘ly’ words.
	Grammar	Fronted adverbials revision	Flipchart 1 Complete exercises to practise recognising fronted adverbials and identifying how they modify the verb. Ext: Recognise adverbials within a sentence and move them to the start to make them fronted.	I can recognise fronted adverbials within a sentence. I can rearrange sentences to place the adverbial at the front, middle or end to vary my sentences.
2	Writing: Diary entry	To identify and improve the verbs in a diary entry. Editing skills.	Flipchart 2 Read and discuss the first two pages of <i>The Lion and the Unicorn</i> . Focus on the use of emotive verbs. Edit a version of a diary written by Lenny to describe a night during the Blitz. Write own diary entry using thoughtful verbs as well as adjectives and extra detail.	I can identify verbs and choose emotive alternatives. I can write an emotive and well-structured diary entry.
	Comprehension	To be able to read an age appropriate passage, and	Demon Headmaster comprehension. Use the ‘Four Rules’ to write clear and accurate answers to the questions.	I can read a passage carefully and write careful answers following the ‘four rules’.



		use the 'four rules' to write answers.		
	Spelling	'-ally' after 'c' eg 'basically'	Flipchart 2 Homework tasks Friday spelling test	I can spell words with '-ally' after 'c'.
3	Writing: Dialogue	To write a conversation between Lenny, Mum and the neighbour.	Flipchart 3 Read up to page 5 Act out the dialogue Write dialogue using accurate punctuation	I can use accurate punctuation to write dialogue. I can show emotion in the words I choose to write.
	Parts of speech revision	Revise noun, verb, adjective and adverb	Flipchart Complete worksheets. Ext: Understand that some words can be more than one part of speech depending on context.	I understand and recognise nouns, verbs, adverbs and adjectives.
	Spelling	More 'ly' suffixes	Flipchart 3 Homework tasks Friday spelling test	I can spell more 'ly' words
4	Writing: Description	To write a description that uses emotive language. To write two paragraphs with accurate punctuation, spelling and grammar.	Flipchart 4 Read up to page 10 and discuss the sights, sounds and smells in the pictures. How do the characters feel? With a partner, write an excellent sentence to describe the picture as if they were there watching. Write two paragraphs to describe the scene.	I can empathise with a character I can find adjectives to describe emotions. I can use thoughtful verbs, and similes in my writing.



	Comprehension	To be able to read an age appropriate passage, and use the 'four rules' to write answers.	High Adventure	I can read with understanding and infer meaning.
	Spelling	'cher' words such as 'teacher'	Flipchart 3 Homework tasks Friday spelling test	I can spell words ending in 'cher'.
6	Writing Tin Forest	To empathise with the feelings of a character. Tot write in full sentences using correct punctuation.	Flipchart 2021-22/ English Autumn/writing/Tim Forest/ Lesson 1 & 2 Pupils discuss as table the emotions felt my old man Record mind-map in books with emotion adjectives Use thesaurus to find better synonyms. Using words from precious day, write in role as the old man. Share emptions and reasons.	I can empathise with a character I can find adjectives to describe emotions. I can write in role as a character showing empathy.
	Comprehension	To read an information report with understanding and to answer questions in sentences.	Unit 7 – Ginn Comprehension Book 2 The Smallest Bird in the World Flipchart 2021-22/ English Autumn/Comprehensions/ The Smallest Bird in the World	I can retrieve details correctly from an information report and answer in full sentences.
	Spelling	Words with endings that sound like /ze/ as in measure are always spelled with '-sure.'	Spelling Shed Stage 3 Lesson 4	
7	Writing Tin Man	To identify and use adjectives when writing descriptive sentences.	Flipchart 2021-22/ English Autumn/writing/Tim Forest/ Lesson 3 & 4 Read page 5 'And every night he dreamed'. Look at the picture on page 5 and discuss. Show children pictures by Henri Rousseau and play them some rainforest music (YouTube).	To identify and use adjectives when writing descriptive sentences.



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			<p>Ask the chn to close their eyes and take on the role of the old man, imagining what he might be dreaming about. Snowball so that the chn share their ideas with a partner and then with a group then the class.</p> <p>Model how to create a 5-senses diagram.</p>	
	Comprehension		None this week – through The Tin Forest	
	Spelling	Words with endings that sound like /ch/ is often spelled –'ture' unless the root word ends in (t)ch.	Spelling Shed Stage 3 Lesson 5	
8	The Tin Forest	<p>To identify the features of a formal letter</p> <p>To plan a formal letter</p>	<p>Lesson 5 & 6</p> <p>Read letter</p> <p>How do they feel? Why is the mayor writing to the old man? Is it right? What do we need to do? (reply)</p> <p>Go through letter as a class: What type of letter is this? (formal) What is a formal v informal letter? How do you know this is a formal letter?</p> <p>In pairs write a list of their ideas. As a class highlight and label the letter</p> <p>Plan letter of response (write it next week)</p>	<p>I know what a formal letter is.</p> <p>I can identify the features of a formal letter.</p> <p>I can plan a formal letter of response.</p>
	Comprehension	To read a text with understanding and answer literal and inferential questions	Unit 10 – Ginn Comprehension Book 2 Dragon breath Flipchart 2020-21/ English Autumn/Comprehensions/ Dragon breath	I can read a text with understanding and infer meaning



	Spellings	Challenge words	Spelling Shed Stage 3 Lesson 6	
9	The Tin Forest	To write a formal letter To edit and improve	Lesson 7 and 8 Recap of features of formal letter Support – give a sheet with address etc. written, as well as first paragraph Using plan, write response to mayor Edit, improve and publish letter to mayor.	I recognise the features of a formal letter. I can write a formal letter as a response
	Comprehension	To read a text with understanding and answer literal and inferential questions	Unit 11 – Ginn Comprehension Book 2 Mrs Goat and her seven little kids Flipchart 2021-22/ English Autumn/Comprehensions/ Mrs Goat and her seven little kids	I can read a text with understanding and infer meaning.
	Spellings	Words with the prefix 're-' 're-' means 'again' or 'back.'	Spelling Shed Stage 3 Lesson 7	
10	The Tin Forest	To recognise the features of a diary.	Lesson 9 & 10 Show diary entries. What are these? How do you know? What are the features? 1 st person Past tense informal Emotions Rhetorical questions etc.	I can recognise the features of a diary



		To write a diary in role	<p>Read up to part where old man walks in forest “ All the day the old man walked in silence and his heart ached with emptiness” How do you feel? Hot seating with old man (take notes)</p> <p>Write in role as old man – including all features</p> <p>Plenary – read partners. On post it note write what they did well and how they could improve.</p>	I can write a diary using emotion and empathy.
	Comprehension	To interpret and answer both literal and inferential questions appropriately.	Nelson pupil book 3, Unit 1 (2 lessons?) The Hodgeheg pp. 6 & 7 (Pairs work)	I can interpret and answer both literal and inferential questions that explore the story setting.
	Spellings	The prefix 'dis-' which has a negative meaning	Spelling Shed Stage 3 Lesson 8 It often means 'does not' as in does not agree = disagree	
11	History	To write a diary entry	Recap on features of diary, Children write a diary entry about Holly Lodge trip for Victorians. Children to ensure developing on last week's learning.	<p>I can recognise the features of a diary</p> <p>I can write a diary using emotion and empathy.</p>
	Comprehension	See last week	Continue Hodgeheg	
	Spelling	The prefix 'mis-'	Spelling Shed Stage 3 Lesson 9 The prefix 'mis-' This is another prefix with negative meanings.	



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12	The Tin Forest	I can use poetry to describe a setting	Lesson 11& 12 Day 1 – shared writing Spine Poem (the old Tin Forest) Print for books Day 2 – pair writing Spine poem of new jungle	I can write a spine poem to describe a setting. I can use powerful language to set the scene.
	Comprehension		Find festive comp	
	Spelling	Adding suffixes with vowel letters	Spelling Shed Stage 3 Lesson 10 Adding suffixes beginning with vowel letters to words of more than one syllable. The consonant letter is not doubled if the syllable is unstressed.	