


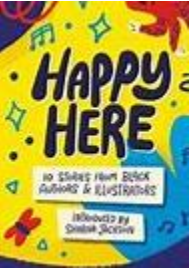

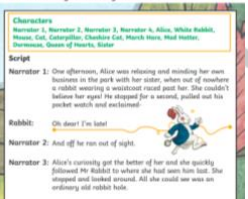




Cycle	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
A	<p>Novel 3.2 Boy in the Striped Pyjamas 1010L Once 640L Reading: VIPRS Focus on characters, setting and plot. Sequencing of plot. Writing: Book Review. Descriptive Writing. 3.1- Donaldson texts</p>	<p>Victorian Poetry and Short Stories</p> <p>Reading: VIPRS Comparison skills. Literary techniques such as similes and metaphors. Sequencing of plot. Writing: Factfile on Charles Dickens. Persuasive speech to Scrooge Comparison essay</p>	<p>Picture Book 3.1</p>  <p>560L 3.2 & NAR The Hound of the Baskervilles Graphic text</p> <p>Reading: VIPRS Inference and deduction skills using quotes as evidence. Writing: Diary from the perspective of 2 key characters.</p>	<p>Non-fiction 'Holidays'</p> <p>Reading: VIPRS Leaflets, brochures, Posters and drawing out key features from different forms. Writing: Brochure TV advert script</p>	<p>PFA-based topic Recreation and Leisure: Clifton Park and the Imperial War Museum- London</p>  <p>Speaking and Listening Presentation.</p> <p>Reading: VIPRS Extracting information from a text and summarising. Planning a trip. Writing: Recount of a trip. Trip Advisor review about Clifton Park Museum and what you can see there. Create a living museum of important artefacts to us as a school community.</p>	<p>Shakespeare The Tempest</p>  <p>Reading: VIPRS Focus on characters, setting and plot. Collate adjectives about characters and label pictures- use these adjectives in own writing. Writing: Description of a wizard Comparison between Prospero and Dumbledore.</p>

	<p>E- Engage with books by the same author and choose a favourite book to be re-read to them.</p> <p>Di- Discover books by the same author and use their phonic-decoding skills to read the text with support.</p> <p>De- Develop reading skills to ensure what they have read makes sense and they can paraphrase what has been read.</p> <p>D- Deepen independent reading skill by making sure that what they have read makes sense. Know the purpose, audience and context of the writing to support comprehension.</p>	<p>E-Engage with learning about Victorian times and Charles Dickens. Explore the Victorian artefacts from the SLS. Listen to Victorian music.</p> <p>Di- Discover Charles Dickens and who he was. Discover Victorian poetry.</p> <p>De- Develop prior knowledge of poetry and compare and contrast two poems written in the Victorian Era.</p> <p>D- Deepen prior knowledge of poetry and compare and contrast</p>	<p>E- Engage with pictures from the text and chose the correct option via switch from how the character is feeling in the picture: happy or sad. Practise m,a,d,s,t letter formation or pointing to the correct letter when asked.</p> <p>Di- Discover how to use letters to make CVC words with support. Discover how to use a capital letter for their name and practise this.</p> <p>De- Develop the re-drafting process to uplevel adjectives and range of punctuation.</p> <p>D-Deepen the skill of re-drafting to amend the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness.</p>	<p>E- Engage with pictures linked to the non-fiction text and link pictures, objects and initial letter sounds- m,a,s,t,d.</p> <p>Di-Discover new words supported by topic word mats and use them to label pictures linked to the non-fiction text.</p> <p>De-Develop knowledge of a semantic field and collect vocabulary that they learn and apply to their own writing.</p> <p>D-Deepen knowledge of a semantic field by learning new vocabulary and grammatical constructions from their reading and using these consciously in their own writing and speech.</p>	<p>E- Engage with leaflets about museums. Make a picture book all about themselves to be used in a time-capsule for a museum.</p> <p>Di- Discover 2 non-fiction leaflets and express a preference.</p> <p>De- Develop prior knowledge of non-fiction texts structure and use them in their own writing.</p> <p>D- Deepen knowledge of non-fiction organisational features and use them in their own writing.</p>	<p>E- Engage with a picture book about The Tempest and complete sensory work around the sounds in the story linked to the Pre-Phonics Curriculum.</p> <p>Di- Discover the character of 'Prospero' the Wizard and create a book about Wizards and spells- focusing on rhyme and colours and size as adjectives.</p> <p>De-Develop knowledge of how fiction texts are structured to develop the plot. Sequence the plot in order.</p> <p>D- Deepen knowledge of structure and the impact it has on the text. Look at the critical point in the text and explain how it is resolved.</p>
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<p>B</p>	<p>Develop/Deepen ‘The Good Turn’</p> <p>Engage/Discover The Elves and the Shoemaker Literacy Shed short films Instructional writing Film review</p> <p>Reading: VIPRS Focus on characters, setting and plot. Sequencing of plot and how the author moves the action forward. Writing: Book Review Newspaper Report</p> <p>Literacy Shed short films Instructional writing Film review</p>	<p>Poetry and Short Stories</p>  <p>BAME poets and authors: Zephania, Agard, Reading: VIPRS Comparison skills Literary techniques: Rhyme Syllables Alliteration Simile Metaphor Personification Onomatopoeia. Writing: Performance Poetry Poster for a Poetry Performance</p>	<p>Picture Book 3.1</p>  <p>Reading: VIPRS Inference and deduction skills using quotes as evidence. Begin exploring key words in quotes. Writing: Descriptive writing about a setting. Advice letter to Alice</p> <p>Play 3.2</p>  <p>Reading: VIPRS Intonation, pace and confidence.</p>	<p>Non-fiction Save our Oceans!</p> <p>Reading: VIPRS Leaflets, brochures, Posters and drawing out key features from different forms. Look at how persuasive language is used in each text. Learn: List of 3 Rhetorical questions Personal Pronouns Repetition. Writing: Persuasive poster Speech Group collaboration work on a project.</p>	<p>PFA-based topic Recreation and Leisure: Theme Parks</p>  <p>Speaking and Listening Presentation.</p> <p>Reading: VIPRS Extracting information from a text and summarising. Use the key points from a range of texts to plan and develop own writing. Writing: Recount of a trip Designing a new ride and advertising it (non-fiction)</p>	<p>Shakespeare Romeo and Juliet</p>  <p>Reading: VIPRS Focus on characters, setting and plot. Sequence more complex narratives and explain how key moments in the plot moves the story on. Select and synthesise information from the text. Writing: Obituary Newspaper Article about the Ball.</p>
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			<p>Writing: Descriptive writing about a setting. Advice letter to Alice</p>			
	<p>E- Engage with a short story on screen and identify physical items from the story such as shoes etc. Engage with different materials. Di- Discover capital letters and full stops. De- Develop knowledge of different sentence structures and the impact these have. D- Deepen knowledge of vocabulary, grammar and text structure and apply to their own writing.</p>	<p>E-Engage with poetry performances and ask for more/ less. Join in with instruments. Di-Discover performance poetry and join in with key words and phrases. De- Develop reading poems aloud; focusing on accuracy, tone and pace. D- Deepen knowledge of rehearsing and performing poetry focusing on role, intonation, tone, volume and silence to add impact.</p>	<p>E- Engage with a story and handle objects relating to the story e.g. the tea party. Di- Discover characters from Alice in Wonderland and choose who would say a phrase that has been over-learned. Dress up as key characters. De- Develop knowledge of a short decodable playscript and how they are structured. D-Deepen knowledge of playscripts and how they are structured. Write an extended version of the play using conventions of a playscript.</p>	<p>E- Engage with items link to the ocean and experience a sensory story. Di- Discover how to express an opinion in a considered way using 'I like' and 'I dislike' De- Develop knowledge about formal and informal language linked to audience and purpose. D- Deepen knowledge and understanding of the difference between spoken language and written language, including formal and informal language.</p>	<p>E- Engage with leaflets and videos about theme parks. Use the pre-phonics pathway to make sounds to describe the rides such as 'whosh' and 'splash. Use sensory items to create this noise. Di-Discover how leaflets tell us about places to visit and show us what we can do there. Express opinions on what they like about a place. De- Develop knowledge of persuasive techniques and spot 5 key techniques. D- Deepen knowledge of persuasive techniques and use it in their own writing.</p>	<p>E-Engage with the play by using sensory items and music to represent the mood of the text at the beginning, middle and end. Di- Discover more information about Shakespeare and his plays. Use key words from the text in a writing scaffold. De- Develop knowledge of Shakespeare and his plays. Develop knowledge of linguistic and literary technology. D- Deepen knowledge of Shakespeare and his plays. Discuss reading and writing with precise and confident use of linguistic and literary</p>

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<p>C</p>	<p>Novel 'A Medal for Leroy' 3.2</p>  <p>Reading: VIPRS Focus on characters, setting and plot. Look at historical context and how the novel reflects the attitudes and feelings of the time.</p> <p>Writing: Diary Letter Book Review</p> <p>Traditional Tales 3.1/ Bespoke Reading: Focus on characters, setting and plot. Writing: Diary Letter Book Review</p>	<p>Poetry 'Occasions' Bonfire Night, Christmas, Winter.</p> <p>Reading: VIPRS Comparison skills Literary techniques: Rhyme Syllables Alliteration Simile Metaphor Personification Onomatopoeia Pathetic Fallacy</p> <p>Writing: Acrostic Shape Factfile on a poet</p>	<p>Picture Book 'The Promise'</p>  <p>Inference and deduction skills using quotes as evidence. Begin exploring key words in quotes. Analyse the effects of adjectives and how they can create negative and positive effects.</p> <p>3.1/ Bespoke Handa's Surprise</p> <p>Writing: Descriptive narrative Leaflet about recycling</p>	<p>Non-fiction 'Dinosaurs'</p> <p>Reading: VIPRS Leaflets, brochures, Posters and drawing out key features from different forms. Look at how persuasive language is used in each text and critically compare from a range of texts on the same topic. Learn: List of 3 Rhetorical questions Personal Pronouns Repetition.</p> <p>Writing: Non-chronological reports Speech about extinction.</p>	<p>PFA-based topic 'Recreation and Leisure'</p> <p>Speaking and Listening Presentation.</p> <p>Reading: VIPRS Extracting information from a text and summarising. Analyse different perspectives and how authors can use language to persuade the reader to listen to their point of view. Writing: Trip Advisor Report</p>	<p>Shakespeare 'Macbeth'</p>  <p>Reading: VIPRS Focus on characters, setting and plot. Read about the Globe Theatre and find and copy information. Develop prediction skills and use textual clues to predict what will happen. Infer character's motives from what has been said or from clues in the text. Refer specifically to pathetic fallacy with the witches. Introduce symbolism as a concept. Writing: Instructional Writing-spells Speech/ thought</p>
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						bubbles for Macbeth. Shakespeare Biography.
	<p>E- Engage with a text and link images and symbols to characters and events. Di-Discover how to link key adjectives to characters in a story. De- Develop inference and prediction skills. D- Deepen inference and prediction skills referring to evidence in a text.</p>	<p>E- Engage with a range of poems which have a repetitive and strong rhythmic pattern. Di- Discover words that start with the same letter and words that rhyme. De- Develop rhyming skills and be able to match up rhyming pairs. Begin to develop awareness of similes and metaphors. D- Deepen knowledge of range of conventions and how they have been used using evidence from the text.</p>	<p>E-Engage with pictures in a book by asking for more/less. Indicating a favourite page from a selection of 2. Di- Discover picture books and how images are linked to text. De- Develop knowledge of different settings in texts and be able to link words with a range of settings. D- Deepen knowledge of vocabulary choice and the effect on the reader.</p>	<p>E- Engage with non-fiction texts and pictures. Look at pictures from a text and link words with pictures with support. Di-Discover the difference between fiction and non-fiction. De- Develop knowledge of non-fiction texts by labelling key features. D-deepen knowledge of non-fiction texts by reading a range on the same subject and critically comparing across texts.</p>	<p>E-Engage with pictures of different places in our community. Di- Discover how signs and symbols are used in the community and what they represent. De- Develop knowledge of the structure of non-fiction texts by summarising paragraphs and grouping ideas together. D- Deepen knowledge of summarising and ordering material, and supporting ideas and arguments with any necessary factual detail.</p>	<p>E- Engage with the characters in Macbeth by using sensory materials to create a spell. Di-Discover a key author and learn about a play. De- Develop knowledge of characterisation of key characters (the witches). D- Deepen knowledge of literary devices from their reading and listening to enhance the impact of their writing.</p>



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