
	Cloud Tea Monkeys Mal Peet & Elspeth Graham		The Last Garden Rachel Ip
15 sessions, 3 weeks		15 sessions, 3 weeks	
Non-chronological reports Descriptions, 'how to' guides (instructions), letters, discussions		Own version extended narrative Setting descriptions, advertisement/poster, retelling, instructional flyer, social media updates, dialogue	

Writing (Composition)

Plan writing by:

- Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- Discussing and recording ideas

Draft and write by:

- In narratives, creating settings, characters and plot
- Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- Organising paragraphs around a theme

Evaluate and edit by:

- Assessing the effectiveness of their own and others' writing and suggesting improvements
- Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

Reading Comprehension

Develop positive attitudes to reading and understanding of what they read by:

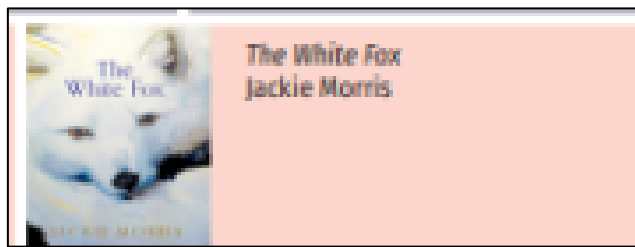
- Increasing their familiarity with a wide range of books, (including fairy stories, myths and legends) and retelling some of these orally
- Identifying themes and conventions
- Discussing words and phrases that capture the reader's interest and imagination
- Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Vocabulary, Grammar & Punctuation

- Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
- 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]
- Fronted adverbials [for example, Later that day, I heard the bad news.]
- Use of commas after fronted adverbials
- Using and punctuating direct speech
- 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)

Spelling coverage:

- Use further prefixes and suffixes and understand how to add them - see English appendix 1
- Spell words that are often misspelt - see English appendix 1
- Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- Homophones
- Suffix ending -ed and -ing



Pupils will be taught to understand what they read by:

- developing positive attitudes to reading and understanding of what they read
- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]

Pupils will demonstrate understanding of what they read, in books they can read independently, by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say