

Cycle A

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<i>The Dot</i> Poetry (LS) <i>Journey</i> Adventure Narrative (TWS/LS)	<i>Theseus and the Minotaur</i> Myth Narrative (TWS) <i>Christmas Dessert</i> Persuasive (TWS)	<i>The True Story of The</i> <i>Three Little Pigs</i> Traditional Tale Narrative (TWS)	<i>The Queen's Token</i> Diary (LS)	<i>Rang-tan</i> Poetry <i>Gut Garden</i> Explanation (TWS)	<i>The Colour Collector</i> Poetry (TWS)

Cycle B

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<i>Star in a Jar</i> (TWS) <i>Ruckus</i> Newspaper (LS video)	<i>Secrets of a Sun King</i> Diary (TWS) And/or <i>Skeletons and Muscles</i> Non-chronological report (TWS)	<i>Stone Age Boy</i> Narrative (TWS) And/or <i>Skara Brae</i> Holiday brochure (TWS)	<i>Jim and the Beanstalk</i> (LS) Narrative And/or <i>The Gardener</i> Letter writing (TWS)	<i>The Journey of Iliona</i> Diary (TWS)	<i>The Windmill Farmer</i> Poetry Instructions (LS video)

Key: TWS – The Write Stuff

LS – Literacy Shed



Due to the generic nature of these objectives, they will be taught and reinforced in every unit:

Reading Objectives	<ul style="list-style-type: none"> • Maintain positive attitudes to reading and understanding of what he/she reads by discussing words that capture the reader's interest and imagination. • Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding of words. (KEY READING SKILL – CLARIFYING) • Understand what he/she reads independently by asking questions to improve his/her understanding of a text (KEY READING SKILL – QUESTIONING) • Understand what he/she reads independently by identifying main ideas drawn from within one paragraph and summarise these. (KEY READING SKILL – SUMMARISING) • Participate in reasoned discussion about books, poems and other material that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say. • + the KEY READING SKILLS – ACTIVATING PRIOR LEARNING/PREDICTION/INFERRING • Maintain positive attitudes to reading and understanding of what he/she reads by using dictionaries to check the meaning of words that he/she has read (KEY READING SKILL –CLARIFYING) • Maintain positive attitudes to reading and understanding of what he/she reads by discussing words and phrases that capture the reader's interest and imagination • Understand what he/she reads independently by asking questions to improve his/her understanding of text with increasing complexity (KEY READING SKILLS – QUESTIONING) • Understand what he/she reads independently by predicting what might happen from details stated and implied (KEY READING SKILLS – PREDICTING) • Understand what he/she reads independently by identifying main ideas drawn from more than one paragraph and summarise these + the KEY READING SKILLS – SUMMARISING) • + the KEY READING SKILLS – ACTIVATING PRIOR LEARNING& INFERRING
Writing Objectives	<ul style="list-style-type: none"> • Plan his/her writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure and vocabulary. • Plan his/her writing by discussing and recording ideas within a given structure. • Evaluate and edit by assessing the effectiveness of his/her own writing. • Evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions. • Proof-read for spelling errors and for punctuation - including capital letters and full stops, question marks, exclamation marks, commas for lists and apostrophes mostly correctly. • Plan his/her writing by discussing and recording ideas



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| | <ul style="list-style-type: none">• Evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements• Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials• Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and use of the comma for fronted adverbials |
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