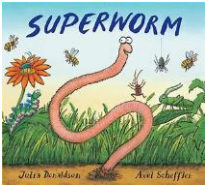
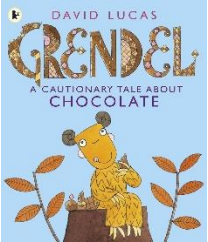
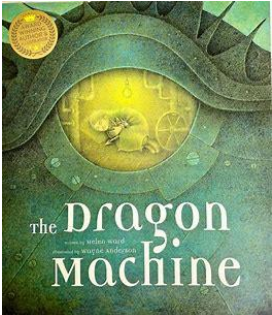




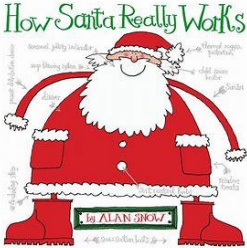
Term	Text	Writing outcome	Reading objectives	Writing objectives
Autumn 1	<p>Superworm by Julia Donaldson & Axel Scheffler</p> 	<p>Purpose - To entertain</p> <p>To write a story about an unassuming superhero character</p>	<p>I can listen attentively and discuss my views about more challenging fiction.</p> <p>I know which words are essential in a text to make sure that it makes sense.</p> <p>I can ask myself questions to improve my understanding of what I have read.</p> <p>I can infer characters' thoughts, feelings and motives and find evidence from the text.</p> <p>I can predict what might happen next using evidence from the text.</p> <p>I can identify words and phrases which capture interest and imagination.</p> <p><i>I can make correct inferences from my independent reading supported by reference from the text</i></p>	<p>I can use what I have read to discuss and plan my own writing, including structure, vocabulary and grammar.</p> <p>I can plan my writing by discussing and recording ideas.</p> <p>I can say my sentences out loud before writing them down, making sure I include a range of vocabulary and sentence structure.</p> <p>I can write a story using appropriate settings, distinguishable characters and a coherent plot.</p> <p>I can use examples of ambitious vocabulary.</p> <p><i>I can confidently write a story using appropriate settings, distinguishable characters & a convincing & coherent plot</i></p>
Autumn 1	<p>After the Fall: How Humpty Dumpty got back up again Dan Santat</p>	<p>Purpose - to entertain</p> <p>To write a diary entry in character</p>	<p>I can listen attentively and discuss my views about more challenging fiction.</p> <p>I know which words are essential in a text to make sure that it makes sense.</p>	<p>I can use what I have read to discuss and plan my own writing, including structure, vocabulary and grammar.</p> <p>I can plan my writing by discussing and recording ideas.</p> <p>I can say my sentences out loud before writing them down,</p>



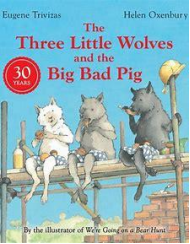
			<p>I can infer characters' thoughts, feelings and motives and find evidence from the text.</p> <p>I can identify words and phrases which capture interest and imagination.</p> <p>I can infer using my experience of similar texts to predict what might happen next</p>	<p>making sure I include a range of vocabulary and sentence structure.</p> <p>I can use examples of ambitious vocabulary.</p> <p>I can use a variety of co-ordinating conjunctions (FANBOYS)</p>
<p>Autumn 1</p>	<p>Meerkat Mail by Emily Gravett (Two Hoots)</p>	<p>Purpose - To inform</p> <p>To write a letter from the character</p>	<p>I can listen attentively and discuss my views about more challenging fiction.</p> <p>I can read different types of books and explain their purpose.</p> <p>I know which words are essential in a text to make sure that it makes sense.</p> <p>I can ask myself questions to improve my understanding of what I have read.</p> <p>I can infer characters' thoughts, feelings and motives and find evidence from the text.</p> <p>I can identify words and phrases which capture interest and imagination.</p> <p>I can ask myself questions to further improve my understanding of texts that I am reading independently</p>	<p>I can use what I have read to discuss and plan my own writing, including structure, vocabulary and grammar.</p> <p>I can plan my writing by discussing and recording ideas.</p> <p>I can say my sentences out loud before writing them down, making sure I include a range of vocabulary and sentence structure.</p> <p>I can use examples of ambitious vocabulary.</p> <p>I can identify vowels & consonants, use the correct determiner in front of a noun</p> <p>I can identify the main and subordinate clause</p>

<p>Autumn 2</p>	<p>Grendel A Cautionary Tale About Chocolate by David Lucas (Walker)</p> 	<p>Purpose - to entertain</p> <p>to write their own 'wishing-type' story following the blueprint and including dialogue.</p>	<p>I can listen attentively and discuss my views about more challenging fiction</p> <p>I know which words are essential in a text to make sure that it makes sense.</p> <p>I can identify main ideas from more than one paragraph and summarise key points.</p> <p>I can infer characters' thoughts, feelings and motives and find evidence from the text.</p> <p><i>I can make correct inferences from my independent reading supported by reference to the text.</i></p>	<p>I can use what I have read to discuss and plan my own writing, including structure, vocabulary and grammar.</p> <p>I can plan my writing by discussing and recording ideas.</p> <p>I can say my sentences out loud before writing them down, making sure I include a range of vocabulary and sentence structure.</p> <p>I can organise my writing into logical chunks and write sentences which make sense</p> <p><i>I can confidently write a story using appropriate settings, distinguishable characters & a coherent & convincing plot</i></p>
<p>Autumn 2</p>	<p>The Dragon Machine by Helen Ward and Wayne Anderson (Templar)</p> 	<p>Purpose - to entertain</p> <p>to write a new story based on the pattern of The Dragon Machine</p>	<p>I can listen attentively and discuss my views about more challenging fiction.</p> <p>I know which words are essential in a text to make sure that it makes sense.</p> <p>I can infer characters' thoughts, feelings and motives and find evidence from the text.</p> <p>I can predict what might happen next using evidence from the text.</p>	<p>I can use what I have read to discuss and plan my own writing, including structure, vocabulary and grammar.</p> <p>I can plan my writing by discussing and recording ideas.</p> <p>I can say my sentences out loud before writing them down, making sure I include a range of vocabulary and sentence structure.</p>



			<p>I can identify words and phrases which capture interest and imagination.</p> <p>I can infer using my experience of similar texts to predict what might happen next</p>	<p>I can organise my writing into logical chunks and write sentences which make sense</p> <p>I can use commas to separate items in a list</p> <p>I can use a range of sentences with more than one clause using a range of co-ordinating conjunctions (and, or, but)</p> <p>I can use examples of ambitious vocabulary-verbs, adjectives, nouns and adverbs for effect.</p>
Autumn 2	<p>How Santa Really Works by Alan Snow (Simon and Schuster)</p> 	<p>Purpose - to inform</p> <p>To write an explanatory text about an imaginary object e.g., Santa's sleigh.</p>	<p>I can listen attentively and discuss my views about more challenging non-fiction</p> <p>I can read different types of books and explain their purpose, eg. reference books for information.</p> <p>presentational devices in non-fiction book, eg. numbering and headings.</p> <p>I know which words are essential in a text to make sure that it makes sense.</p> <p>I can recognise similarities and differences between texts, eg plot, topic, index, glossary, captions.</p> <p>I can ask questions to help me to find and record information from non-fiction books.</p>	<p>I can use what I have read to discuss and plan my own writing, including structure, vocabulary and grammar.</p> <p>I can plan my writing by discussing and recording ideas.</p> <p>I can organise my non-fiction writing into logical chunks and write a main heading and use suitable subheadings, introduction and conclusion.</p> <p>I can choose nouns and pronouns that link ideas & show them clearly & avoid repetition.</p> <p>I can use paragraphs to logically organise non-fiction writing using an engaging main heading, relevance of headings, clear introduction & conclusion</p>




			<p>I can scan to locate key information in a text</p>	
<p>Spring 1</p>	<p>The three little wolves & the Big Bad Pig by Eugene Trivizas & Helen Oxenbury</p> 	<p>Purpose - to entertain</p> <p>To rewrite a twisted tale</p>	<p>I can listen attentively and discuss my views about more challenging fiction, non-fiction and poetry.</p> <p>I can orally re-tell some familiar books; including fairy stories, myths and legends.</p> <p>I can discuss books with other children and listen to their views on them.</p> <p>I can infer characters' thoughts, feelings and motives and find evidence from the text.</p> <p>I can infer using my experience of similar texts to predict what might happen next.</p>	<p>I can use what I have read to discuss and plan my own writing, including structure, vocabulary and grammar.</p> <p>I can plan my writing by discussing and recording ideas.</p> <p>I can organise my writing into logical chunks and write sentences which make sense and are linked together-begin to use paragraphs.</p> <p>I can write a story using appropriate settings, distinguishable characters and a coherent plot, including some dialogue.</p> <p>I can use inverted commas to punctuate direct speech and use verbs other than 'said.'</p> <p>I can use dialogue with varied verbs and adverbs, eg 'Hello,' she whispered shyly.</p>
<p>Spring 1</p>	<p>Outdoor Wonderland by Josie Jeffery and Alice Lickens</p>	<p>Purpose - to inform</p> <p>To write an information page</p>	<p>I can read different types of books and explain their purpose, eg. reference books for information.</p>	<p>I can say my sentences out loud before writing them down, making sure I include a range of vocabulary and sentence structure.</p>



			<p>I can identify presentational devices in non-fiction book, eg. numbering and headings.</p> <p>I can ask questions to help me to find and record information from non-fiction books.</p> <p>I can use a dictionary to check the meaning of new words that I have read.</p> <p><i>I can ask myself questions to further improve my understanding of texts that I am reading independently.</i></p>	<p>I can organise my writing into logical chunks and write sentences which make sense and are linked together-begin to use paragraphs.</p> <p>I can organise my non-fiction writing into logical chunks and write a main heading and use suitable subheadings, introduction and conclusion.</p> <p>I can use a range of sentences with more than one clause using a wider range of subordinating conjunctions: when, if, because, although</p> <p>I can use adverbs of time and manner within and to start sentences.</p> <p><i>I can use a wide range of conjunctions, adverbs and prepositions to express time and cause e.g. first, then, meanwhile, from, where, despite</i></p>
Spring 2	Leon and the Place Between by Angela McAllister and Grahame Baker-Smith (Templar)	<p>Purpose - to entertain</p> <p>To write a description of an imaginary word beyond the portal.</p>	<p>I can listen attentively and discuss my views about more challenging fiction, non-fiction and poetry.</p> <p>I can infer characters' thoughts, feelings and motives and find evidence from the text.</p> <p>I can predict what might happen next using evidence from the text.</p>	<p>I can use what I have read to discuss and plan my own writing, including structure, vocabulary and grammar.</p> <p>I can plan my writing by discussing and recording ideas.</p> <p>I can use prepositions to express time and cause.</p>

			<p>I can identify words and phrases which capture interest and imagination.</p> <p>I can identify words and phrases that intrigue me and explain how it affects me as a reader.</p>	<p>I can use some expanded noun phrases</p> <p>I can use expanded noun phrases with pre- and post-modifiers and qualifiers (eg. lots of, several, countless).</p> <p>I can use fronted adverbials and can use a comma after them.</p>
<p>Spring 2</p>	<p>Poetry Pie by Roger McGough (Puffin)</p>	<p>Purpose - to entertain</p> <p>To learn and perform poems.</p>	<p>I can listen attentively and discuss my views about more challenging fiction, non-fiction and poetry.</p> <p>I can name some different forms of poetry, eg. free verse and narrative.</p> <p>I can identify words and phrases which capture interest and imagination.</p> <p>I can use a dictionary to check the meaning of new words that I have read.</p> <p>I can identify and name some different forms of poetry and describe their features, eg. ballads, limericks.</p>	<p>I can use what I have read to discuss and plan my own writing, including structure, vocabulary and grammar.</p> <p>I can say my sentences out loud before writing them down, making sure I include a range of vocabulary and sentence structure.</p> <p>I can read back my own writing and assess it against success criteria; checking and improving grammar and vocabulary.</p> <p>I can spot most of my own spelling and punctuation errors quickly and know how to correct them.</p> <p>I can read my work aloud using intonation, tone and volume.</p> <p>I can read back my own writing and assess it against success criteria; checking and improving</p>




				grammar, vocabulary and use of pronouns as I go.
Spring 2		Purpose - to inform Recount about trip	<p>I can listen attentively and discuss my views about more challenging fiction, non-fiction and poetry.</p> <p>I can read different types of books and explain their purpose, eg. reference books for information.</p> <p>I know which words are essential in a text to make sure that it makes sense.</p> <p>I can recognise similarities and differences between texts, eg plot, topic, index, glossary, captions.</p> <p>I can identify and discuss some themes and conventions in age-appropriate texts, eg. use of headings and sub headings.</p>	<p>I can say my sentences out loud before writing them down, making sure I include a range of vocabulary and sentence structure.</p> <p>I can organise my writing into logical chunks and write sentences which make sense and are linked together-begin to use paragraphs.</p> <p>I can organise my non-fiction writing into logical chunks and write a main heading and use suitable subheadings, introduction and conclusion.</p> <p>I can choose nouns or pronouns that link ideas and show them clearly and avoid repetition</p> <p>I can use adverbs of time and manner within and to start sentences.</p> <p>I can use a wide range of conjunctions, adverbs and prepositions to express time and cause e.g. first, then, meanwhile, from, where, despite</p>
Summer 1	Chalk by Bill Thomson (Two Lions)	To entertain		

		<p>to create a book using a similar plot and to write the story</p>		
<p>Summer 1</p>	<p>Dare to Care: Pet Dragon by Mark Robertson and Sally Symes (Frances Lincoln)</p>	<p>To inform</p> <p>The outcome is to create a page of advice on looking after a creature or object, real or imagined.</p>	<p>I can independently use a dictionary to check for the meaning of words encountered in reading.</p> <p>I can ask myself questions to further improve my understanding of texts that I am reading independently.</p> <p>I can discuss books with other children and listen to their views on them.</p>	<p>I can use paragraphs to logically organise non-fiction writing using an engaging main heading, relevant sub-headings, clear introduction and conclusion.</p> <p>I can identify and write main clauses.</p> <p>I can use a range of sentences with more than one clause using a wider range of subordinating conjunctions: when, if, because, although</p> <p>I can independently select the correct tense to use in my writing.</p>
<p>Summer 1</p>	<p>A First Poetry Book by Pie Corbett and Gaby Morgan (Macmillan)</p>	<p>To entertain</p> <p>to write a poem in the form of a list, drawing on the form and style of one of the studied poems.</p>		



				
Summer 2	<p>I am Not a Label by Cerrie Burnell and Lauren Baldo (Wide Eyed Editions)</p> 	<p>To inform</p> <p>The outcome is to write a biographical recount about a different inspiring person.</p>	<p>I can make correct inferences from my independent reading supported by reference to the text.</p> <p>I can ask myself questions to further improve my understanding of texts that I am reading independently.</p> <p>I can identify the main ideas in paragraphs and summarise the main ideas in one or two sentences using key vocabulary from the text.</p>	<p>I can read back my own writing and assess it against success criteria; checking and improving grammar and vocabulary.</p> <p>I can use paragraphs to organise ideas, sequence information logically and organise them around a theme.</p> <p>I can use a wide range of conjunctions, adverbs and prepositions to express time and cause e.g. first, then, meanwhile, from, where, despite</p>
Summer 2	<p>Arthur and the Golden Rope by Joe Todd-Stanton (Flying Eye)</p>	<p>To entertain</p> <p>to write a quest story</p>	<p>I can infer characters' thoughts, feelings and motives and find evidence from the text.</p> <p>I can identify words and phrases which capture interest and imagination.</p> <p>I can identify and discuss some themes and conventions in age-appropriate texts, eg. use of headings and sub headings.</p>	<p>I can use inverted commas to punctuate direct speech and use verbs other than 'said.'</p> <p>I can use adverbs of time and manner within and to start sentences.</p> <p>I can confidently write a story using appropriate settings, distinguishable characters and a coherent and convincing plot.</p>

	 The book cover for 'Arthur and the Golden Rope' by Michael Carroll. It features a large, green, dragon-like creature with a wide, toothy mouth. A small boy in a red shirt and yellow hat is standing in front of the creature's mouth. The title 'Arthur and the Golden Rope' is written in a stylized font at the top.			<p>I am beginning to use some indirect speech in my writing, eg He told me that.... I can use fronted adverbials and can use a comma after them.</p>
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