

Week Beginning	Time (hours)	Learning Objectives
Tuesday 5 th September (and through guided reading)	4 hours (+ guided reading sessions)	<p>Reading</p> <p>Year 3:</p> <p>I understand that the sequence of events in a narrative is called the plot.</p> <p>I can identify the plot in a narrative.</p> <p>I know that writers use words and language to create an effect on the reader.</p> <p>I can identify words and language that create an effect on the reader.</p> <p>I know that characters' actions can tell the reader about their thoughts, feelings and motives.</p> <p>I can infer characters' feelings, thoughts and motives from their actions.</p> <p>I can explain how characters' actions can tell the reader about their thoughts, feelings and motives.</p> <p>Year 4:</p> <p>I can identify and explain how words and language show the setting of a book - historical, cultural or social.</p> <p>I can identify any words that are unfamiliar.</p> <p>I can discuss the meaning of words identified.</p> <p>I can check or find the meaning of unfamiliar words.</p> <p>I can empathise with a character.</p> <p>I understand why a character acted or responded or felt in a certain way.</p> <p>I understand why the writer wanted the character to respond in a certain way.</p> <p>I can infer characters' feelings, thoughts and motives from their actions.</p> <p>I can explain how characters' actions can tell the reader about their thoughts, feelings and motives.</p> <p>Year 5:</p> <p>I understand that a writer moves events forwards through a balance of dialogue, action and description, and explore.</p> <p>I can explore how a writer uses show and not tell techniques to introduce or develop a character.</p> <p>I understand that writers use language for precise effect which may include precise nouns, precisely chosen adjectives, well developed noun phrases, similes, metaphors, personification etc.</p> <p>I can find words and language used for effect, explain the effect and record to use in writing.</p> <p>I understand that a writer uses different sentence structures and techniques to create effects.</p>

	<p>I can find and explore the structures and techniques used.</p> <p>I can use meaning-seeking strategies to explore the meaning of words in context and figurative language.</p> <p>I understand that inferences can be drawn from different parts of the text and by reading between and beyond the lines.</p> <p>I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions at different points in the text and justify with evidence from the text.</p> <p>I can make predictions from evidence found and implied information.</p> <p>I can give a personal point of view about a text and explain with evidence from the text.</p> <p>Year 6:</p> <p>I know that there is a range of narrative genres.</p> <p>I know that these are structured in different ways.</p> <p>I can discuss and explain why they have different structures.</p> <p>I know that texts have different layers of meaning - between the lines and beyond the lines.</p> <p>I can find the different layers of meaning in a text.</p> <p>I can explain how they contribute to the reader's understanding of the overall meaning, characters and themes.</p> <p>I can make predictions from evidence found and implied information.</p> <p>I can summarise the main ideas drawn from a text.</p> <p>I know that the context in which it was written can affect a text.</p> <p>I can identify themes in a book which have different cultural, social or historical contexts.</p> <p>I can compare and contrast themes in a range of books.</p> <p>I can explain how there are common themes in different books, using evidence from reading.</p>
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<p>Monday 18th September</p>	<p>3 hours</p>	<p><u>Writing - Grammar and Vocabulary</u></p> <p>Year 3</p> <p>Step 1: I can use time adverbs and conjunctions in writing.</p> <p>Step 2: I can use conjunctions to show reasons or causes in writing.</p> <p>Year 4</p> <p>Step 1: I recognise that a fronted adverbial can be used to show changes in time and place at the beginning of paragraphs.</p> <p>Step 2: I can begin to use fronted adverbials to open paragraphs to show changes in time and place in narrative writing.</p> <p>Year 5</p> <p>Step 1: I understand that the topic sentence can signal a change in time, place, event or information.</p> <p>Step 2: I notice that the topic sentence of a paragraph links to the content of the previous paragraph.</p> <p>Year 6</p> <p>Step 1: I can find and categorise different cohesive devices from narrative reading: repetition of words, phrases or sentences, pronouns, adverbials.</p> <p>Step 2: I can explain how they link ideas in and across paragraphs.</p> <p>Step 3: I can use appropriate cohesive devices in my own writing.</p> <p>Step 4: I can check that selected devices link ideas.</p>
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<p>Monday 25th September</p>	<p>3 hours</p>	<p><u>Writing - Grammar and Vocabulary</u> Year 3 Step 1: I can use sentences with more than one clause. Year 4 Step 1: I know that a relative clause adds information to a sentence. Step 2: I know that a relative clause starts with a relative pronoun. Year 5 Step 1: I know that a relative clause adds information to a sentence. Step 2: I know that a relative clause starts with a relative pronoun. Step 3: I know that a relative clause comes straight after a noun. Step 4: I know that relative pronouns are: who, which, whose, whom, that. Step 5: I can find relative clauses in reading. Step 6: I can identify that a relative clause may be embedded in a main clause between two commas and gives more information about the noun it follows. Step 7: I can add relative clauses to main clauses to add additional information, using commas. Year 6 Step 1: I recognise that a semi-colon can be used to separate items that are longer than one word in a list. Step 2: I can write sentences using a semi-colon to separate items in a list.</p>
<p>Monday 2nd October</p>	<p>3 hours</p>	<p><u>Writing - Grammar and Vocabulary</u> Year 3 Step 1: I can use prepositional phrases to expand a noun phrase. Step 2: I can develop noun phrases expanded before and after the noun. Year 4 Step 1: I can develop noun phrases expanded before and after the noun. Step 2: I understand when it is useful to use expanded noun phrases in writing. Step 3: I can use expanded noun phrases in my own writing to add detail. Year 5 Step 1: I can develop a bank of noun phrases for current writing. Year 6 Step 1: I can develop a bank of noun phrases for current writing.</p>

Monday 9 th October	3 hours	<p><u>Writing - Composition</u></p> <p>Year 3 Step 1: I can make careful choices about vocabulary to be used.</p> <p>Year 4 Step 1: I can make careful choices about the vocabulary to be used throughout.</p> <p>Year 5 Step 1: I know that different narrative genres need different word choices, language features and sentence structures. Step 2: I can identify the word choices, language features and sentence structures in reading.</p> <p>Year 6 Step 1: I now that different text types need different word and language choices.</p>
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Monday 16 th October	4 hours	<p><u>Writing</u></p> <p>Year 3:</p> <p>I can identify the key events for my narrative.</p> <p>I can use an appropriate planning format for the text type.</p> <p>I can organise related material into sections.</p> <p>I can self-assess the effectiveness of my writing.</p> <p>I can read my writing out loud to check it makes sense.</p> <p>I can proof read my own writing for accuracy.</p> <p>Year 4:</p> <p>I can annotate my plan with the chosen vocabulary.</p> <p>I can plan paragraph.</p> <p>I can develop and rehearse opening sentences for planned paragraphs.</p> <p>I can organise material to form paragraphs.</p> <p>I can plan an opening and closing appropriate to the text type.</p> <p>I know the audience for the writing.</p> <p>I know what background information needs to be included in the opening to engage and inform the reader.</p> <p>I can draft the opening of a narrative.</p> <p>Year 5:</p> <p>I know that the plot can be developed through characters' actions and dialogue.</p> <p>I can develop characters' dialogue which helps to move events forward.</p> <p>I can add actions to dialogue to help move events forward.</p> <p>I can use a balance of dialogue, action and description to move events forward.</p> <p>I can identify the purpose and audience of the writing.</p> <p>I know that different text types are organised in different ways to guide the reader.</p> <p>Year 6:</p> <p>I know that different text types need different sentence structures and techniques.</p> <p>I know that different text types need different levels of formality.</p> <p>I know the purpose of the writing and the effect on the reader.</p>
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Mrs Hansell

Class 3 (Years 3/4/5/6)