

Week Beginning	Time (hours)	Learning Objectives
Monday 6 th November (and through guided reading)	4 hours (+ guided reading sessions)	<p>Reading</p> <p>Year 3:</p> <p>I can identify the plot.</p> <p>I can infer and explain how characters' actions and speech can tell the reader about their thoughts, feelings and motives.</p> <p>I know that different kinds of narratives are written with different language.</p> <p>I can use the context of unfamiliar words to explain their meaning.</p> <p>I can check the meaning of any unfamiliar words through questioning, discussion or use of dictionaries.</p> <p>I can recognise words and language that show the setting of a book - historical, cultural or social.</p> <p>I can make connections between similar books.</p> <p>I can discuss a range of narrative stories and their similarities and differences.</p> <p>I can identify and explain how the organisation and layout in books helps the reader.</p> <p>I can give and explain a personal response.</p> <p>I know that the main idea in a narrative may also have a message for the reader.</p> <p>I can explain the message for the reader.</p> <p>I know that the message in a book is called the theme.</p> <p>I can recognise that books may have similar themes.</p> <p>Year 4:</p> <p>I can discuss a range of narrative stories and consider differences and similarities.</p> <p>I understand that these have different plot patterns and they develop in different ways.</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 understand that a writer wants the reader to respond in a certain way.</p> <p>I can find where the writer has written to make the reader respond in a certain way and explain how.</p> <p>I can compare with my own and others' personal response.</p> <p>I can empathise with a character and explain how characters' actions can tell the reader about their thoughts, feelings and motives.</p>

I can identify the main idea and the message it may have.
I can use the organisation and layout of a book to find specific information.

Year 5:

I understand that a writer moves events forwards through a balance of dialogue, action and description and explore.
I can explore how a writer uses show and not tell techniques to introduce or develop a character.
I can find words and language used for effect; explain the effect and record to use in writing.
I can find and explore the structures and techniques used and record to use in writing.
I can use meaning-seeking strategies to explore the meaning of words in context and figurative language.
I can ask questions to improve my understanding.
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.
I can make predictions from evidence found and implied information.
I understand that a narrative can be told from different points of view - narrator and character.
I can identify the point of view in a narrative.
I can explore how events are viewed from another perspective.
I understand that the writer may have a viewpoint.
I can identify a writer's viewpoint. For example, how different characters are presented.
I can explain the writer's viewpoint with evidence from the text.
I can give a personal point of view about a text and explain with evidence from the text.
I can listen to and build on and question others' ideas and opinions about a text.
I can use skimming and scanning to find information.
I understand the difference between fact and opinion.

Year 6:

I know that there is a range of narrative genres.
I know that these are structured in different ways.
I can discuss and explain why they have different structures.
I know that texts have different layers of meaning - between the lines and beyond the lines.
I can find the different layers of meaning in a text.
I can explain how they contribute to the reader's understanding of the overall meaning, characters and themes.
I can make predictions from evidence found and implied information.

		<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 13th November</p>	<p>3 hours</p>	<p><u>Writing - Grammar and Vocabulary</u> Year 3 Step 1: I can use complex sentences appropriately in writing. Step 2: I can begin to make choices about when to move a subordinate clause to the beginning of a sentence. Year 4 Step 1: I can use a fronted adverbial to show how, when or when something happened. Step 2: I can add fronted adverbials to sentences, marking their boundary with a comma. Step 3: I can choose when to use a how, when or where fronted adverbial. Year 5 Step 1: I understand that a sentence may have a part which adds information or an explanation and can be marked off in different ways: brackets, dashes, commas. Year 6 Step 1: I recognise that a semi-colon can be used to separate items that are long 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 20th November</p>	<p>3 hours</p>	<p><u>Writing - Grammar and Vocabulary</u> Year 3 Step 1: I can use the past perfect tense when appropriate in writing. Year 4 Step 1: I know the difference between singular and plural nouns and how they are formed. Step 2: I can recognise the use of 's' in the irregular plural nouns. Year 5 Step 1: I understand how a modal verb is used to express different degrees of possibility. Step 2: I can order identified modal verbs from most certain to least certain. Step 3: I can write sentences with modal verbs. Step 4: I can use modal verbs in sentences to develop an argument. Year 6 Step 1: I understand that sentences can be active or passive and when it is appropriate to use it.</p>

<p>Monday 27th November</p>	<p>3 hours</p>	<p><u>Writing - Grammar and Vocabulary</u></p> <p>Year 3</p> <p>Step 1: I can begin to understand that direct speech can show character and move events forward.</p> <p>Step 2: I can use direct speech.</p> <p>Year 4</p> <p>Step 1: I can use inverted commas for direct speech.</p> <p>Step 2: I can include punctuation inside the inverted commas.</p> <p>Step 3: I can use the comma to mark the reporting clause in direct speech in writing.</p> <p>Year 5</p> <p>Step 1: I can include punctuation inside the inverted commas.</p> <p>Step 2: I can use the comma to mark the reporting clause in direct speech in writing.</p> <p>Step 3: I can use direct speech in writing to show character.</p> <p>Year 6</p> <p>Step 1: I can choose the correct level of formality for the audience and purpose of the writing.</p>
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<p>Monday 4th and Monday 11th December</p>	<p>6 hours</p>	<p><u>Writing - Composition</u></p> <p>Year 3</p> <p>I can plot the events on a planning format.</p> <p>I can develop ideas and make careful vocabulary choices for the setting of the narrative.</p> <p>I can develop ideas and vocabulary about characters: what they say and what they do.</p> <p>I can plan an opening and a closing appropriate to the text type.</p> <p>I know that narratives are organised in sections.</p> <p>I can group events in sections.</p> <p>I can write my final narrative with a clear structure, setting, characters and plot.</p> <p>I can decide how the effectiveness of my writing can be improved.</p> <p>I can make changes to my writing following proof-reading.</p> <p>Year 4</p> <p>I know that the opening of a narrative engages and informs the reader.</p> <p>I can draft the opening of my narrative.</p> <p>I can evaluate the effectiveness of the opening and give sufficient information to engage and interest the reader.</p> <p>I can make careful choices about the vocabulary to be used throughout.</p> <p>I can develop ideas and vocabulary about characters: what they do, how they behave, what they say.</p> <p>I know that the plot of a narrative can be structured differently according to the kind of story.</p> <p>I can identify the plot structure.</p> <p>I understand that paragraphs structure a story.</p> <p>I know that the ending of a narrative needs to relate to the beginning.</p> <p>I can identify and consider ways in which writers end stories.</p> <p>Year 5</p> <p>I can paragraph with clear topic sentences which signal changes in time, place and event.</p> <p>I know that different text types are organised in different ways to guide the reader.</p> <p>I can select the appropriate language for the purpose and audience.</p> <p>I can recognise that the language used can be more formal or informal dependent on the text type and the audience.</p> <p>I can select language with the appropriate level of formality for the audience and purpose.</p> <p>I can select the point of view for my own writing.</p> <p>I can explore how events are viewed from another perspective.</p>
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Mrs Hansell

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