

Week Beginning	Time (hours)	Learning Objectives
Monday 15 th January and Monday 19 th February (and through additional 30 minute guided reading sessions every day for each other week)	9 ½ hours (+ guided reading sessions)	<p>Reading</p> <p>Year 3:</p> <p>I know that there are different kinds of narrative stories.</p> <p>I can identify the plot.</p> <p>I can infer and explain characters' feelings, thoughts and motives from actions and what they say.</p> <p>I recognise words and language that show the setting of a book - historical, cultural or social.</p> <p>I can give a personal response.</p> <p>I can explain a personal response.</p> <p>Year 4:</p> <p>I can discuss a range of narrative stories and consider differences and similarities.</p> <p>I can identify any words that are unfamiliar.</p> <p>I can empathise with a character and explain how characters' actions can tell the reader about their thoughts, feelings and motives.</p> <p>I can identify words and language that show the setting of a book - historical, cultural or social and explain how.</p> <p>I can find words and language in reading that writers have used to show atmosphere, mood or feelings.</p> <p>Year 5:</p> <p>I understand that writer moves events forward 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 can find words and language used for effect; explain the effect and record to use in writing.</p> <p>I can use meaning-seeking strategies to explore the meaning of words in context and figurative language.</p> <p>I can ask questions to improve understanding.</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 explore how events are viewed from another perspective.</p>

		<p>I can explore the structures and techniques used. For example, short sentences, rhetorical questions, ellipsis, flashbacks.</p> <p>I know that the context in which it was written can affect a text.</p> <p>I can give a personal point of view about a text and explain with evidence from the text.</p> <p>I can listen to and build on and question others' ideas and opinions about a text.</p> <p>I can use skimming and scanning to find information.</p> <p>Year 6:</p> <p>I know that there is a range of narrative genres and that these are structured in different ways.</p> <p>I can explain why I enjoyed a book or poem and who might also enjoy it.</p> <p>I know that texts have different layers of meaning - between the lines and beyond the lines.</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 the context in which it was written can affect a text.</p> <p>I can explain how the context of a text reflects the reaction of the audience it was written for.</p> <p>I can identify themes in books which have different cultural, social or historical contexts.</p> <p>I can identify key information from a text.</p> <p>I can summarise key information in sentences.</p> <p>I can find and summarise key information from different parts of a text.</p> <p>I can find identified information in longer and more complex text.</p>
Monday 22 nd January	3 hours	<p><u>Writing - Grammar and Vocabulary</u></p> <p>Year 3</p> <p>Step 1: I can revisit apostrophes to mark singular possession in nouns.</p> <p>Step 2: I can use apostrophes to mark plural possession in nouns.</p> <p>Year 4</p> <p>Step 1: I can use a comma after an adverbial that precedes a verb.</p> <p>Year 5</p> <p>Step 1: I can use commas to clarify meaning or avoid ambiguity.</p> <p>Year 6</p> <p>Step 1: I can use a colon to introduce a list and semicolons within lists.</p> <p>Step 2: I can use colons, semicolons and dashes to mark the boundary between independent clauses.</p>

Monday 29 th January	3 hours	<p><u>Writing - Grammar and Vocabulary</u></p> <p>Year 3</p> <p>Step 1: I can identify the words spoken by characters.</p> <p>Step 2: I understand that in direct speech spoken words are indicated using inverted commas.</p> <p>Year 4</p> <p>Step 1: I can revisit the use of inverted commas to indicate direct speech.</p> <p>Step 2: I can punctuate direct speech correctly.</p> <p>Year 5</p> <p>Step 1: I can identify and begin to understand the use of brackets, dashes or commas to indicate parenthesis.</p> <p>Step 2: I can develop the use of parenthesis in writing.</p> <p>Year 6</p> <p>Step 1: I understand how hyphens can be used.</p>
Monday 26 th February	3 hours	<p><u>Writing - Grammar and Vocabulary</u></p> <p>Year 3</p> <p>Step 1: I can recognise and understand the function of verbs in sentences.</p> <p>Step 2: I understand and can use verb tenses correctly.</p> <p>Step 3: I understand that there are different ways of writing about events that have already happened.</p> <p>Step 4: I can consider different verb tenses in my writing.</p> <p>Step 5: I can develop the use of verbs and verb tenses in my writing.</p> <p>Year 4</p> <p>Step 1: I can revisit verbs and verb tenses.</p> <p>Step 2: I am aware of standard English forms for verb inflections.</p> <p>Step 3: I can use standard English forms for verbs.</p> <p>Year 5</p> <p>Step 1: I can use correct subject and verb agreement when using singular and plural.</p> <p>Step 2: I can use correct tense and ensure consistent use of tense throughout my writing.</p> <p>Year 6</p> <p>Step 1: I can ensure subject-verb agreement and correct and consistent use of tense in writing.</p> <p>Step 2: I understand how verbs can mark relationships of time and cause.</p> <p>Step 3: I can use the perfect form of verbs to mark relationships of time and cause.</p>

Monday 5 th March	3 hours	<p><u>Writing - Grammar and Vocabulary</u></p> <p>Year 3 Step 1: I can use 'a' and 'an' correctly.</p> <p>Year 4 Step 1: I am beginning to understand the function of determiners and how they are used in writing. Step 2: I can use verbs, nouns and determiners consistently and accurately in my writing.</p> <p>Year 5 Step 1: I understand the function of and can identify prepositions. Step 2: I can use prepositions in my writing. Step 3: I can develop the use and range of prepositions.</p> <p>Year 6 Step 1: I can indicate degrees of possibility using modal verbs and adverbs.</p>
Monday 12 th March and Monday 19 th March	8 hours	<p><u>Writing</u></p> <p>Year 3: I can identify the key events for my narrative. I can plot the events on a planning format. I can make careful choices about the vocabulary to be used. I can plan an opening and closing appropriate to the text type. I can group events/information into sections. I can decide how the effectiveness of my writing could be improved. I can make changes to my writing following proof-reading.</p> <p>Year 4: I can write and evaluate the effectiveness of my opining in giving sufficient information to engage and interest the reader. I can make careful choices about the vocabulary to be used throughout. I can annotate my plan with chosen vocabulary. I can plan paragraphs to structure a story. I can write and evaluate my ending of the narrative. I can organise the material to form paragraphs.</p> <p>Year 5: I can paragraph with clear topic sentences which signal changes in time, place or event. I can identify the purpose and audience of the writing.</p>

		<p>I can select the appropriate language for the purpose and audience which may be formal or informal.</p> <p>I can select the point of view for my own writing.</p> <p>I can plan to write from a chosen point of view, making decisions about how events are viewed.</p> <p>I can plan and write a flashback.</p> <p>Year 6:</p> <p>I can use appropriate cohesive devices in my writing.</p> <p>I can choose the correct level of formality for the audience and purpose of the writing.</p> <p>I can write sentences using a semi-colon to separate items in a list.</p> <p>I can use the passive voice appropriately to change the focus or emphasis or in impersonal writing.</p> <p>I can use semi-colons, colons and dashes.</p> <p>I can use hyphens.</p>
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Mrs Hansell

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