

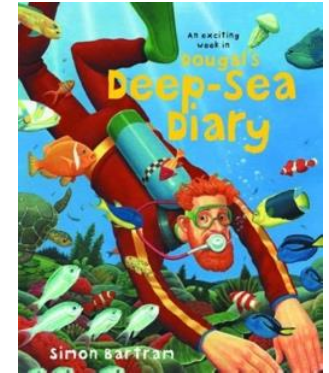


Rowan Class

Spring Term 2

Theme: Seaside and Space

Vehicle Text: Dougal's Deep Sea Diary by Simon Bartram



Narrative – Stories by the Same Author

Written Outcomes:

Setting description

Innovated narrative

Key Skills in reading

- Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes.
- Read further common exception words, noting tricky parts.
- Use tone and intonation when reading aloud.
- Listen to a range of texts at a level beyond that at which they can read independently including stories.
- Sequence and discuss the main events in stories.
- Introduce and discuss key vocabulary within the context of a text.
- Identify, discuss and collect favourite words and phrases.
- Make predictions using evidence from the text.
- Make inferences about characters and events using evidence from the text, e.g. *what is a character thinking, saying and feeling?*
- Make contributions in whole class and group discussion.
- Demonstrate understanding of texts by asking and answering questions related to who, what, where, when, why, how.

Key Skills in writing

- Use apostrophes for contracted forms e.g. *don't, can't, wouldn't, you're, I'll.*
- Use subordination for time, e.g. build on *when* (autumn term), and extend to other time connectives: *while, as, before, after.*
- Use past tense for narrative.
- Plan and discuss what to write about, e.g. *story mapping, collecting new vocabulary, key words and ideas.*
- Write about fictional events.
- Proofread to check for errors in spelling, grammar and punctuation.
- Read aloud their writing with intonation to make their meaning clear.

Non-chronological reports and Diary Entries

Written Outcomes:

Persuasive poster or leaflet

Diary entry (in character)

Post card (letter)

Key Skills in reading

- Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes.
- Read further common exception words, noting tricky parts.
- Use tone and intonation when reading aloud.
- Listen to a range of texts at a level beyond that at which they can read independently, including non-fiction.
- Read a range of non-fiction texts.
- Discuss how specific information is organised within a non-fiction text.
- Identify, discuss and collect favourite words and phrases.
- Make personal reading choices and explain reasons for choices.
- Consider other points of view.
- Introduce and discuss key vocabulary within the context of a text.
- Check that texts make sense while reading and self-correct.
- Demonstrate understanding of texts by asking and answering questions related to who, what, where, when, why, how.

Key Skills in writing

- Use sentences with different forms: statement, question, command, exclamation.
- Use commas to separate items in a list.
- Use present tense for persuasive adverts.
- Select, generate and effectively use adjectives.
- Use suffixes *-er* and *-est* to create adjectives e.g. faster, fastest, smaller, smallest.
- Plan and discuss what to write about, e.g. *story mapping*, *collecting new vocabulary*, *key words and ideas*.
- Use specific text type features to write for a range of audiences and purposes, e.g. to persuade.
- Edit and improve their own writing in relation to audience and purpose.
- Evaluate their writing with adults and peers.
- Read aloud their writing with intonation to make the meaning clear.

Poetry

Written Outcomes:

Haikus

Key Skills in Reading

- Listen to a range of poems at a level beyond that at which they can read independently.
- Learn and recite poems using appropriate intonation.
- Use tone and intonation when reading aloud.
- Participate in discussion about what is read to them, take turns and listen to what others say.
- Make contributions in whole class and group discussion.
- Listen and respond to contributions from others.
- Make personal reading choices and explain reasons for choices.

Key Skills in Writing

- Select, generate and effectively use adjectives.
- Write simple poems based on models.
- Edit and improve their own writing in relation to audience and purpose.