

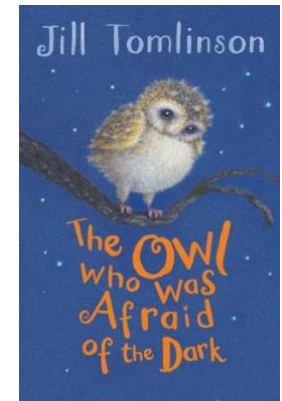


Rowan Class

Summer Term 1

Theme: Owls

Vehicle Text: The Owl Who Was Afraid of the Dark by Jill Tomlinson



Poetry

Written Outcomes:

Classic Poetry – The Owl and The Pussycat

What am I? Riddles

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.

Narrative – Animal Adventure stories

Written Outcomes:

Character description

Write a chapter

Key Skills in reading

Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes.

Read accurately words of two or more syllables that contain alternative sounds for graphemes, e.g. *shoulder, roundabout, grouping*.

Read longer and less familiar texts independently.

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.

Use morphology to work out the meaning of unfamiliar words e.g. *terror, terrorised*.

Make inferences about characters and events using evidence from the text e.g. what is a character thinking, saying and feeling?

Give opinions and support with reasons e.g. Was Goldilocks a good or bad character?

Key Skills in writing

Use subordination for time, e.g. *when, while, as, before, after*.

Use subordination for reason, e.g. *because, if, unless*.

Use the suffix *-ly* to turn adjectives into adverbs e.g. *slowly, gently, carefully*.

Select, generate and effectively use adjectives.

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. entertain.

Write about fictional events.

Evaluate their writing with adults and peers.

Proofread to check for errors in spelling, grammar and punctuation.

Non-chronological reports and Diary Entries

Written Outcomes:

A non-chronological report about owls

A diary entry in character

Key Skills in reading

Read words containing common suffixes e.g. -ness, -ment, -ful, -ly.

Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.

Reread these books to build up their fluency and confidence in word reading.

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 including explanations.

Discuss how specific information is organised within a non-fiction text e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams.

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 the suffix -ly to turn adjectives into adverbs, e.g. slowly, gently, carefully.

Say, write and punctuate simple and compound sentences using the joining words and, but and or.

Use subordination for reason e.g. I put my coat on because it was raining. Because it was raining, I put on my coat.

Use subordination for time e.g. When we had finished our writing, we went out to play. We went out to play when we had finished our writing.

Plan and discuss what to write about e.g. collecting new vocabulary, key words and ideas.

Use specific text type features to write for a range of audiences and purposes e.g. to explain.

Edit and improve their own writing in relation to audience and purpose.

Proofread to check for errors in spelling, grammar and punctuation