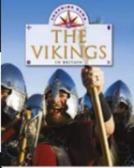
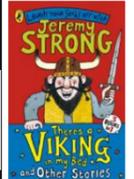
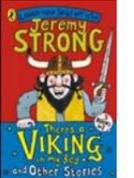


# Thames View Junior School



Year 4

## Literacy Overview: Traiders and Raiders Spring 2 2021

Week beginning	Reading skill focus	Reading	Writing	Grammar and Punctuation	Spelling	Handwriting
1 22 <sup>nd</sup> February 2021	<b>Prediction</b> 	 What can we predict about Vikings from the cover of this book and initial reading of the blurb?	<b>Reports</b> write a short report on the arrival of the Saxons on Brancaster beach from the viewpoint of a local onlooker.	<ul style="list-style-type: none"> <li>✓ Plan their writing.</li> <li>✓ Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</li> <li>✓ Make increasingly detailed notes on a range of given planning formats, using similar writing to support with structure, vocabulary and grammar.                             <ul style="list-style-type: none"> <li>✓ Organise paragraphs around a theme.</li> <li>✓ Organise sentences with the same theme in paragraphs.</li> </ul> </li> <li>✓ Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.                             <ul style="list-style-type: none"> <li>✓ begin to make choices about using sentences of different lengths and types</li> </ul> </li> <li>✓ I can select appropriate nouns/pronouns within and across sentences to aid cohesion and avoid repetition                             <ul style="list-style-type: none"> <li>✓ I can use prepositions that indicate time and place</li> <li>✓ I can change the order of the subordinate clause within a sentence</li> <li>✓ I can place a comma after a subordinate clause</li> </ul> </li> </ul>	Words with the /s/ sound spelt with 'sc'	<i>Continuous cursive.</i>  Handwriting is linked to the practice of spelling words.  Children practice writing two spelling words a day and then putting each word into a sentence to clarify meaning.
2 1st March 2021	<b>Vocabulary</b> 	 What do we mean by 'subject specific vocabulary'? Can we make a glossary of Viking-related words and research their meanings?		<ul style="list-style-type: none"> <li>✓ plan their writing</li> <li>✓ Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</li> <li>✓ Make increasingly detailed notes on a range of given planning formats, using similar writing to support with structure, vocabulary and grammar.                             <ul style="list-style-type: none"> <li>✓ Organise paragraphs around a theme</li> <li>✓ Organise sentences with the same theme in paragraphs</li> <li>✓ Draft and write.</li> </ul> </li> <li>✓ Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures                             <ul style="list-style-type: none"> <li>✓ Make some choices about vocabulary and sentence structure.</li> </ul> </li> <li>✓ Evaluate and edit.</li> <li>✓ Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.                             <ul style="list-style-type: none"> <li>✓ I can write settings, characters and plots in narratives</li> <li>✓ When writing direct speech, I can change the position of the reported clause</li> <li>✓ I can explain the difference between plural and possessive -s</li> </ul> </li> <li>✓ I can use a range of conjunctions, adverbs, prepositions and pronouns for cohesion, detail and clarity (e.g. appropriate noun or pronoun to avoid repetition and adverbs to express time and cause)</li> </ul>	Words with a 'soft c' spelt with 'ce'	
3 8 <sup>th</sup> March 2021	<b>Inference</b> 	 Based on what we have learned about Vikings – What can we infer about the character of Sigurd the Viking? Make inferences based on initial reading, teaching and modelling the VIPERS skill. How might Sigurd be feeling	<b>Myths and Legends</b> Listen to or read a popular retelling of the legend of King Arthur. Retell the legend in their own words	<ul style="list-style-type: none"> <li>✓ plan their writing</li> <li>✓ Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</li> <li>✓ Make increasingly detailed notes on a range of given planning formats, using similar writing to support with structure, vocabulary and grammar.                             <ul style="list-style-type: none"> <li>✓ Organise paragraphs around a theme</li> <li>✓ Organise sentences with the same theme in paragraphs</li> <li>✓ Draft and write.</li> </ul> </li> <li>✓ Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures                             <ul style="list-style-type: none"> <li>✓ Make some choices about vocabulary and sentence structure.</li> </ul> </li> <li>✓ Evaluate and edit.</li> <li>✓ Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.                             <ul style="list-style-type: none"> <li>✓ I can write settings, characters and plots in narratives</li> <li>✓ When writing direct speech, I can change the position of the reported clause</li> <li>✓ I can explain the difference between plural and possessive -s</li> </ul> </li> <li>✓ I can use a range of conjunctions, adverbs, prepositions and pronouns for cohesion, detail and clarity (e.g. appropriate noun or pronoun to avoid repetition and adverbs to express time and cause)</li> </ul>	Words with a 'soft c' spelt with 'ci'	
4 15 <sup>th</sup> March 2021	<b>Retrieval</b> 	 Teaching and modelling of the VIPERS skill of inference using continued reading of character and setting descriptions		<ul style="list-style-type: none"> <li>✓ Plan their writing</li> <li>✓ Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</li> <li>✓ Make increasingly detailed notes on a range of given planning formats, using similar writing to support with structure, vocabulary and grammar                             <ul style="list-style-type: none"> <li>✓ Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>✓ Make some choices about vocabulary and sentence structure</li> </ul> </li> <li>✓ Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentence</li> <li>✓ Read aloud their own writing to a group or the whole class, using appropriate intonation and controlling their tone and volume so that the meaning is clear.                             <ul style="list-style-type: none"> <li>✓ use ambitious vocabulary from the book they are reading</li> </ul> </li> </ul>	Word families based on common words, showing how words are related in form and meaning	
5 22 <sup>nd</sup> March 2021	<b>Sequence</b> 	 Teaching and modelling of the Sequence skill using evidence of events in the story so far. Lessons to follow chronologically and run concurrent with the story.	<b>Poetry</b> a poem to entertain the king and his important guests at a royal feast, remembering that what he most wants to hear is that he is an amazing warrior.	<ul style="list-style-type: none"> <li>✓ Plan their writing</li> <li>✓ Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</li> <li>✓ Make increasingly detailed notes on a range of given planning formats, using similar writing to support with structure, vocabulary and grammar                             <ul style="list-style-type: none"> <li>✓ Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>✓ Make some choices about vocabulary and sentence structure</li> </ul> </li> <li>✓ Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentence</li> <li>✓ Read aloud their own writing to a group or the whole class, using appropriate intonation and controlling their tone and volume so that the meaning is clear.                             <ul style="list-style-type: none"> <li>✓ use ambitious vocabulary from the book they are reading</li> </ul> </li> </ul>	Word families based on common words, showing how words are related in form and meaning	

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6	29 <sup>th</sup> March 2021	Explain	 <p>Teaching and modelling of VIPERS skill 'Explain' using inference and retrieval and knowledge of vocabulary. 'How do you know...' 'How can you tell..' questions. Based on extratcs from the text</p>	<p><b>Big Write End of Topic Assessment and publication</b></p> <p><b>Narrative - Historical Fiction</b></p> <p>Imagine that they are a Viking or Anglo-Saxon child, living in a small village in Britain during the Dark Ages.</p>	<p>✓ Writing, editing, reviewing and publishing</p>	<p>Word families based on common words, showing how words are related in form and meaning</p>	
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