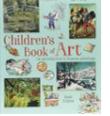
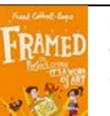




Week beginning	Text	Reading	Writing	Grammar and Punctuation	Spelling	Handwriting
1 22 nd February 2021 'Children's Book of Art' by Rosie Dickens	Inference 	 What can we infer from the cover of this book? Using images from the text – What can we infer about the scenes depicted in certain paintings? Model and show how to answer inference questions	Short narratives choose an Impressionist painting that would make a good topic for a short narrative.	<ul style="list-style-type: none"> ✓ Plan their writing. ✓ Note and develop initial ideas, drawing on reading and research where necessary. ✓ Make detailed notes on an appropriate planning format, drawing on reading and research where necessary. ✓ Gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art. <ul style="list-style-type: none"> ✓ Evaluate and edit. 	Words with endings which sound like /shuh/ after a vowel letter	<p><i>Continuous cursive.</i></p> <p>Handwriting is linked to the practice of spelling words.</p> <p>Children practice writing two spelling words a day and then putting each word into a sentence to clarify</p>
2 1 st March 2021 'Framed' by Frank Cottrell-Boyce	Infer & Predict 	 Inferences and predictions based on cover, blurb and chapter 1 of the book. Modelling and teaching of VIPERS skills and sentence STEMS		<ul style="list-style-type: none"> ✓ Assess the effectiveness of their own and others' writing <ul style="list-style-type: none"> ✓ Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ✓ Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. <ul style="list-style-type: none"> ✓ Proofread for spelling and punctuation errors. 	Words with endings which sound like /shuh/ after a consonant letter	
3 8 th March 2021 'Framed' by Frank Cottrell-Boyce	Retrieval and Inference 	 Moving chronologically through the book, what can we infer about the characters? Retrieval and Inference questions with increasing levels of differentiation – Model and teach	Expressionist poetry Portraying feelings.	<ul style="list-style-type: none"> ✓ Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. ✓ Use dictionaries effectively to find spellings and word meanings, and use thesauri to choose appropriate synonyms <ul style="list-style-type: none"> ✓ Plan their writing. ✓ Note and develop initial ideas, drawing on reading and research where necessary. <ul style="list-style-type: none"> ✓ Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. <ul style="list-style-type: none"> ✓ Evaluate and edit. 	Words with a 'soft c' spelt /ce/	
4 15 th March 2021 'Framed' by Frank Cottrell-Boyce	Prediction & Explain 	 Teaching and modelling of the VIPERS skills of prediction and explain, using sentence STEMS. Based on further reading, what and how can we predict will happen next? How does prediction rely on inference and retrieval?		<ul style="list-style-type: none"> ✓ Assess the effectiveness of their own and others' writing. <ul style="list-style-type: none"> ✓ Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ✓ Perform their own compositions effectively, using appropriate intonation, volume and movement so that meaning is clear. 		
5 22 nd March 2021 'Framed' by Frank Cottrell-Boyce	Summarise 	 Teaching and modelling of the VIPERS skill of 'Summarising' Using key events in the novel so far – can we summarise the main events?	Explanation Artistic processes	<ul style="list-style-type: none"> ✓ Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. ✓ Use further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining). <ul style="list-style-type: none"> ✓ Evaluate and edit ✓ Assess the effectiveness of their own and others' writing. 	Word families based on common words, showing how words are related in form and meaning	

Thames View Junior School

					<ul style="list-style-type: none"> ✓ Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. <ul style="list-style-type: none"> ✓ Plan their writing. ✓ Make detailed notes on an appropriate planning format, drawing on reading and research where necessary. ✓ Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. <ul style="list-style-type: none"> ✓ Use a thesaurus. 	
6	22nd March 2021 <i>'Framed'</i> by Frank Cottrell-Boyce. Reading Assessment Week	All VIPERS skills 	 Reading assessment, covering all VIPERS skills	Big Write End of Topic Assessment and publication Diary	<ul style="list-style-type: none"> ✓ Writing, editing, reviewing and publishing 	Word families based on common words, showing how words are related in form and meaning