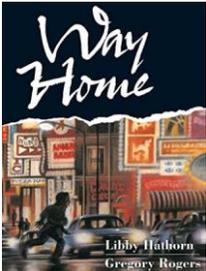
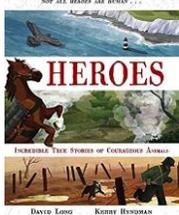
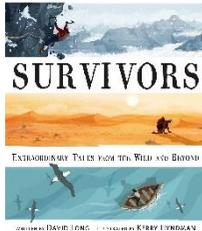


Term: Autumn

Text Driver 1	Text Driver 2	Text Driver 3	Text Driver 4
<p>Text: Titanium Music Video (Literacy Music Shed)</p> 	<p>Text: Way Home by Libby Hathorn</p> 	<p>Text: Heroes – Incredible True Stories of Courageous Animals by David Long</p> 	<p>Text: Survivors Extraordinary Tales from the Wild and Beyond by David Long</p> 
<p>Outcome: Write a short personal response to watching the music video at intervals. What do you think has happened? What might have caused it? Who might be to blame?</p> <p>Outcome: Write a written police report from the perspective of a police officer present at the school or forest – what did they see, notice? Keep to the facts, not opinions. Keep details concise and accurate in case needed for a court hearing. Focus on accurate sentence constructions.</p>	<p>Outcome: Write a paragraph to persuade Shane to find the cat’s real home.</p> <p>Outcome: Write a factual paragraph about being homeless / the conditions Shane lives in (report).</p> <p>Outcome: Write a short narrative recount of the evening Shane found the cat.</p>	<p>Outcome: Write a character description building on skills. Children write about one of the animals to summarise the character using rich language choices.</p> <p>Outcome: Write a report using one of the short stories. Rewrite the key events in the form of a short report for a non-fiction text about animal heroes. Use subheadings and a clear layout for the purpose.</p>	<p>Outcome: Write a first-person narrative. Build towards a longer write, choosing one of the stories – rewrite a section of one of the tales, including dialogue.</p>
<p>Year 4: Identify themes and conventions in a wide range of books.</p>	<p>Year 4: Ask questions to improve their understanding of a text.</p>	<p>Year 4:</p>	<p>Year 4: Read further exception words, noting the unusual correspondence</p>

<p>Predict what might happen from details stated and implied.</p> <p>Discuss understanding as it develops and explain the meaning of words in context.</p> <p>Make links between texts and the wider world.</p> <p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and understand the meaning of new words they meet.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives of main characters from their actions, and justifying inferences with evidence.</p> <p>Non-narrative materials uses simple organisational devices.</p> <p>Writing is clear in purpose.</p> <p>Viewpoint is consistently maintained (for example, word choice indicates child's viewpoint on a character or an issue).</p>	<p>Summarise the main details from more than one paragraph in a few sentences, using vocabulary from the text.</p> <p>Discuss understanding as it develops and explain the meaning of words in context.</p> <p>Draw sound inferences, supported through reference to the text.</p> <p>Writing is clear in purpose.</p> <p>Use a varied and rich vocabulary.</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Viewpoint is consistently maintained (for example, word choice indicates child's viewpoint on a character or an issue).</p> <p>Use an increasing range of sentence length and structure.</p>	<p>Identify main ideas drawn from more than one paragraph and summarising these.</p> <p>Identify how a range of presentational devices guide the reader in non-fiction.</p> <p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Use dictionaries to check the meaning of words that they have read.</p> <p>Indicate possession by using the possessive apostrophe with plural nouns.</p> <p>Use a varied and rich vocabulary.</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases eg. The strict maths teacher with curly hair.</p> <p>Non-narrative material uses simple organisational devices.</p> <p>Compose and rehearse sentences orally (including dialogue).</p>	<p>between spelling and sound, and where these occur in the word.</p> <p>Discuss words and phrases that capture the reader's interest and imagination.</p> <p>Spell words that are often misspelt (English Appendix 1).</p> <p>Increase the legibility, consistency and quality of their handwriting.</p> <p>In narratives, create settings, characters and plot.</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p> <p>Use inverted commas and other punctuation to indicate direct speech.</p> <p>Proof-read for spelling and punctuation errors.</p>
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<p>Proof read for spelling and punctuation errors.</p>			
<p>Year 5: Ask questions to improve their understanding of a text.</p> <p>Check the book makes sense to them by discussing their understanding and exploring the meaning of words in context.</p> <p>Use expanded noun phrases to convey complicated information concisely.</p> <p>Use a wide range of devices to build cohesion with paragraphs.</p> <p>Use commas to clarify meaning or avoid ambiguity in writing.</p>	<p>Year 5: Ask questions to improve their understanding of a text.</p> <p>Check the book makes sense to them by discussing their understanding and exploring the meaning of words in context.</p> <p>Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</p> <p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Ensure correct subject and verb agreement when using singular and plural.</p>	<p>Year 5: Ask questions to improve their understanding of a text.</p> <p>Identify and discuss themes in a wide range of writing eg. 'heroism' or 'loss'.</p> <p>Use a thesaurus.</p> <p>Use expanded noun phrases to convey complicated information concisely.</p> <p>Use further organisational and presentational devices to structure text and to guide the reader eg. Headings, bullet points, underlining.</p> <p>Convert nouns or adjectives into verbs using '-ate'. '-ise' or '-ify'.</p>	<p>Year 5: Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</p> <p>Make comparisons within and across books.</p> <p>Predict what might happen from details stated and implied.</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p> <p>Identify audience for, and purpose of, the writing.</p> <p>Use commas to clarify meaning or avoid ambiguity in writing.</p>
<p>Year 6: Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</p>	<p>Year 6: Summarise main ideas drawn from more than one paragraph identifying the key details that support the main ideas.</p> <p>Provide reasoned justifications for their views.</p>	<p>Year 6: Check the book makes sense to them by discussing their understanding and exploring the meaning of words in context.</p> <p>Summarise main ideas drawn from more than one paragraph identifying</p>	<p>Year 6: Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p>

<p>Predict what might happen from details stated and implied.</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie. Omitted) relative pronoun.</p>	<p>Identify the audience for and purpose of the writing.</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p>	<p>the key details that support the main ideas.</p> <p>Select the appropriate form and use other similar writing as models for their own.</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing.</p> <p>Use further organisational and presentational devices to structure text and to guide the reader eg. Headings, bullet points, underlining, columns, tables.</p>	<p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintain a focus on the topic and using notes where necessary.</p> <p>Identify the audience for and purpose of the writing.</p> <p>Draft and write by using a wide range of devices to build cohesion within paragraphs.</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing.</p>
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