

Poems with a structure

Key Learning - Reading

- Listen to and discuss a range of poetry e.g. *shape poetry*.
- Recognise some different forms of poetry e.g. *calligrams, shape poems*.
- Prepare poems to read aloud, showing understanding through intonation, tone, volume and action.
- Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination.
- Discuss their understanding of the text.
- Analyse and evaluate texts looking at language, structure and presentation.

Key Learning - Writing

- Explore and collect **word families** e.g. *medical, medicine, medicinal, medic, paramedic, medically* to extend vocabulary (this may vary for some).
- Identify and discuss the purpose, audience, structure, vocabulary and grammar of poetry.
- Discuss and record ideas for planning using a range of formats.
- Generate and select from vocabulary banks appropriate to text type.
- Discuss and propose changes with partners and in small groups.
- Improve writing in the light of evaluation.
- Use appropriate intonation, tone and volume to present their writing to a group or class.

Mrs Cook

Literacy Autumn 1 Term

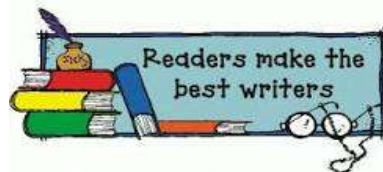
Instructions and Explanations

Key Learning - Reading

- Listen to, read and discuss a range of explanation texts
- Analyse and evaluate texts looking at language, structure and presentation.
- Analyse and evaluate how specific information is organised within an explanation text.
- Explain how paragraphs are used to order an explanation text.

Key Learning - Writing

- Explore, identify and create complex sentences using a range of conjunctions e.g. *if, so, because, when*
- Discuss and record ideas for planning e.g. *text map, non-fiction bridge, boxing-up text types to create a plan*.
- Organise paragraphs in explanations
- Link ideas within paragraphs
- Generate and select from vocabulary banks e.g. *causal connectives (as a result, so, because, If, therefore, consequently), technical language* appropriate to explanations



Story writing - fables

Key Learning - Reading

- Use prefixes to understand meanings e.g. *un-, dis-, -mis-, re-*
- Take account of punctuation, when reading
- Retell a range of fables
- Identify and discuss themes e.g. *weak and strong, wise and foolish*
- Discuss their understanding of the text
- Make predictions based on details
- Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text

Key Learning - Writing

- Use the determiner *a* or *an* according to whether the next word begins with a consonant or vowel e.g. *a rock, an open box*
- Select, generate and effectively use adverbs e.g. *suddenly, silently, soon, eventually*
- Read and analyse fables in order to plan and write their own versions
- Create and develop characters for a fable

Spelling - your child will bring home a set of spellings each week. It is really important, for their progression in writing, that they are learning the spellings. If your child doesn't understand a word, they could use a dictionary to look up its meaning. Please come and speak to me if you have any questions.