

## Base 2 Literacy Summer Term 2 Overview.

<p><b>Monday</b></p>	<p><b>Spelling:</b> Yr4-5 children will be learning the statutory spellings for their year group by finding &amp; correcting spelling errors within given sentences &amp; using dictionaries to check the spellings of specific words. Yr3 children will be improving their spelling of 'exception' words using the look, say, cover, write, check, method.</p>				
<p>Reading Learning Objectives</p>	<p><b>Reading Comprehension:</b> Each week the children will either complete a new reading comprehension at an appropriate level or, with the support of an adult, correct errors from their previous comprehension. This guided correction time will further develop both the children's retrieval skills to point, evidence &amp; explain factual information &amp; increase their understanding of using their wider knowledge to infer, deduce &amp; explain how a character may be feeling or why they are behaving in a particular way.</p>				
	<p>Identify the main points in a text. Retrieve information from fiction &amp; non-fiction texts. Identify significant ideas, events and characters; and understand their significance.</p>	<p>Draw inferences such as a characters' feelings, thoughts and motives from their actions. Infer meanings and justify them with evidence from the text.</p>			
	<p><b>Wednesday - Friday</b> <b>Writing Overview:</b> <u>Writing narrative texts.</u> Focus text: <i>The Night Gardener</i> by The Fan Brothers. Explore &amp; identify, use &amp; apply, grammatical features, vocabulary &amp; sentence structures used within narrative texts. Become authors - write, redraft &amp; publish an extended narrative as a sequel to the original story of the Night Gardener. Paragraphs, noun phrases, adverbial phrases, prepositional phrases, conjunctions, descriptive vocabulary, synonyms, complex sentences, main &amp; sub-ordinates clauses, first person, third person. Punctuation: full-stops, commas, semi-colons, colons, ellipses, dashes.</p>				
<p>General Learning Objectives</p>	<p>Wk1&amp;2: Write a sustained, detailed narrative sequel to the story of the Night Gardener. Edit &amp; improve their initial drafts &amp; type a final 'published' copy of their new books.</p>	<p>Wk3: Reading comp - exploring &amp; understanding different types of question.</p>	<p>Wk4: Assessment week</p>	<p>Wk5: Yr5-6 <i>Bewerly</i>. Yr2-4: Exploring vocabulary - homophones, synonyms &amp; antonyms.</p>	<p>Wk6: <i>Transition week</i>.</p>
<p>Year Group Writing Age Related</p>	<p><b>Y3:</b> ARE 18: Express time, place and cause by using conjunctions, adverbs and prepositions. ARE 11: Write a narrative with a clear structure. ARE 15: Use a range of sentences with more than one clause by using a range of conjunctions. ARE 19: Start to use paragraphs. ARE 14: Make improvements to grammar, vocabulary and punctuation. ARE 17: Proof-read to check for errors in spelling and punctuation.</p>				
	<p><b>Y4:</b> ARE 16: Use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases. ARE 17: Use fronted adverbials. ARE 12: Use a range of sentences which have more than one clause. ARE 18: Write in paragraphs. ARE 10: Write a narrative with a clear structure. ARE 11: Improve my writing by changing grammar and vocabulary to improve consistency.</p>				

Expectations.	<b>Y5:</b> ARE 13: Start sentences in different ways. ARE 16: Establish a viewpoint as the writer through commenting on characters and events. ARE 19: Add well-chosen detail to interest the reader. ARE 21: Organise my writing into paragraphs to show different information or events.
	<b>Y6:</b> ARE 15: Use a range of sentence starters to create specific effects. ARE 16: Use developed noun phrases to add detail to sentences. ARE 18: Use commas to mark phrases and clauses. ARE 19: Sustain and develop ideas logically in narrative writing. ARE 25: Write in paragraphs which can clearly signal a change in subject, time, place or event.