



Long Term Planning 2018 - 19
Literacy - 4D

Term 1

Week Beg 3rd September	Book reviews - favourite books	Reading whole book Michael Murpurgo The Butterfly Lion
Week Beg 10th September	Diary Entry - non-fiction	
Week Beg 17 th September	Poetry unit 1 Chinese poetry writing.	
Week Beg 24th September		
Week Beg 1st October	Recount of Hampton Court visit - non-fiction	
Week Beg 8th October		
Week Beg 15 th October		
	Persuasive text - letter to character in The Butterfly Lion.	Reading and performing Chinese poetry Oracy and Reading focus

Term 2

Week Beg 29 th October		Reading The Ice Palace
Week Beg 5th November	Character / winter scene description	Oracy - Class Assembly planning.
Week Beg 12th November		
Week Beg 19 th November	Assembly	
Week Beg 26th November	Reviews of Performance (Assembly) - non-fiction	
Week Beg 3rd ^h December		
Week Beg 10 th December		
Week Beg 17 th December	Story writing Adventure - fiction (planning based on class reader)	Reading - 'Snug' from Best Mates - Michael Morpurgo

Term 3

Week Beg 31st December	Story writing Adventure - fiction (redrafting and writing)	Reading Best Mates. Michael Murpurgo
Week Beg 7th January		
Week Beg 14 th January	Writing biography - Famous mathematician (maths week)	Reading biographies
Week Beg 21st January		
Week Beg 28th January		
Week Beg 4th February		

Term 4

Week Beg 25 th February	Script writing based on narrative scene from the book. Performing scripts.	Reading The Lion, the Witch and the Wardrobe
Week Beg 4 th March		
Week Beg 11 th March	Poetry writing based on 'If' by Rudyard Kipling	Reading 'If' by Rudyard Kipling
Week Beg 18th March		
Week Beg 25 th March		
Week Beg 1 st April	Performance Poetry	Oracy

Term 5

Week Beg 22nd April	Information/persuasive texts - holiday brochures	Reading Non - fiction texts from/about chosen country.
Week Beg 29th April		
Week Beg 6 th May	Recount - Post card from chosen country	Reading / researching recipies.
Week Beg 13th May		
Week Beg 20th May	Instructional text based on recipie for food from chosen country.	Reading - Black Beauty
	School Assessment Week	

Term 6

Week Beg 3rd June	Writing character profile on professional sports person of choice.	Reading - Black Beauty Reading / researching sports person.
Week Beg 10 th June		
Week Beg 17 th June		
Week Beg 24th June	Power point presentation.	Oracy
Week Beg 1 st July	Assessment Week	
Week Beg 8 th July	New classes school finishes 16 th July	

Reading assessment focuses

Domain	Code	Curriculum objective
Reading: Word reading	RWR1	To apply their knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and understand the meaning of new words they meet.
Reading: Comprehension	RC1	To maintain positive attitudes to reading and understanding of what they read by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
	RC2	To maintain positive attitudes to reading and understanding of what they read by reading books that are structured in different ways and reading for a range of purposes.
	RC3	To maintain positive attitudes to reading and understanding of what they read by increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literacy heritage, and books from other cultures and traditions.
	RC4	To maintain positive attitudes to reading and understanding of what they read by recommending books that they have read to their peers, giving reasons for their choices.
	RC5	To maintain positive attitudes to reading and understanding of what they read by identifying and discussing themes and conventions in and across a wide range of writing.
	RC6	To maintain positive attitudes to reading and understanding of what they read by making comparisons within and across books.
	RC7	To maintain positive attitudes to reading and understanding of what they read by learning a wide range of poetry by heart.

	RC8	To maintain positive attitudes to reading and understanding of what they read by preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.
	RC9	To understand what they read by checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
	RC10	To understand what they read by asking questions to improve their understanding.
	RC11	To understand what they read by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.
	RC12	To understand what they read by predicting what might happen from details stated and implied.
	RC13	To understand what they read by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
	RC14	To understand what they read by identifying how language, structure and presentation contribute to meaning,
	RC15	To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
	RC16	To distinguish between statements of fact and opinion.
	RC17	To retrieve, record and present information from non-fiction.
	RC18	To 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.
	RC19	To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
	RC20	To ask questions to improve their understanding of what they have read.
	RC21	To provide reasoned justifications for their views.