

Medium-term planning Spring 1: Dragons

W	Outcome	Curriculum objective
1	<p>Can distinguish between the features of myths and the features of legends.</p> <p>Can write information texts in paragraphs.</p>	<ul style="list-style-type: none"> • To increase familiarity with a wide range of books and retell some of these orally. • To identify themes and conventions in a wide range of books. • To plan their writing by discussing and recording ideas. • To organise paragraphs around a theme. • To compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures (see Appendix 2). • To identify main ideas drawn from more than one paragraph and summarise them.
2	<p>Can write using a range of different sentence structures.</p> <p>Can write explanation texts with headings.</p>	<ul style="list-style-type: none"> • To retrieve and record information from non-fiction. • To ask questions to improve their understanding of a text. • To use a wider range of conjunctions and include more clauses in a sentence. • To draft and write non-narrative material, using simple organisational devices. • To assess the effectiveness of their own and others' writing and suggest changes. • To propose changes to grammar and vocabulary to improve consistency. • To proofread for spelling and punctuation errors. • To use fronted adverbials, followed by commas to indicate grammatical features. • To identify main ideas drawn from more than one paragraph and summarise them.
3	<p>Can discuss characters.</p> <p>Can use inference.</p> <p>Can write a diary entry from a character's point of view.</p>	<ul style="list-style-type: none"> • To apply their growing knowledge of root words, prefixes and suffixes (see Appendix 1), both to read aloud and to understand the meaning of new words. • To listen to and discuss a wide range of fiction and non-fiction texts. • To discuss words and phrases that capture the reader's interest and imagination. • To draw inferences and justify them with evidence, predicting what might happen from details stated and implied. • To discuss books that they have read and listened to, taking turns to share thoughts. • To compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures (see Appendix 2). • To assess the effectiveness of their own and others' writing and suggest changes.
4	<p>Can use the features of a playscript appropriately.</p> <p>Can perform a script.</p> <p>Can select the correct spelling of homophones.</p>	<ul style="list-style-type: none"> • To listen to and discuss a wide range of fiction and non-fiction texts. • To discuss writing similar to that which they are planning to write in order to understand and learn from its structure, grammar and vocabulary. • To read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. • To compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures (see Appendix 2). • To assess the effectiveness of their own and others' writing and suggest changes. • To draw inferences and justify them with evidence, predicting what might happen from details stated and implied. • To spell further homophones.
5	<p>Can use imaginative language and create atmosphere in non-fiction.</p> <p>Can use possessive apostrophes.</p>	<ul style="list-style-type: none"> • To write sentences dictated to them that include taught words and punctuation. • To plan their writing by discussing and recording ideas. • To compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures (see Appendix 2). • To organise paragraphs around a theme. • To draft and write narratives, creating settings, characters and plot. • To indicate possession by using an apostrophe with singular and plural nouns.
6	<p>Can plan and write a free verse dragon poem, using varied and rich vocabulary.</p>	<ul style="list-style-type: none"> • To prepare poems and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. • To recognise some different forms of poetry. • To compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures (see Appendix 2). • To discuss writing similar to that which they are planning to write in order to understand and learn from its structure, grammar and vocabulary. • To revise all of the handwriting curriculum objectives in Years 3–4.
Assess and review		<ul style="list-style-type: none"> • Revision and assessment of the half-term's work.