

Oxford International Primary English

Stage 3



Unit 1 Home and school	
Activity	ENC objective: Pupils should be taught to...
Talk time	<ul style="list-style-type: none"> • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
1A Speaking, listening and vocabulary	<ul style="list-style-type: none"> • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say
1B Reading	<ul style="list-style-type: none"> • develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
1C Comprehension	<ul style="list-style-type: none"> • understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say • articulate and justify answers, arguments and opinions
1D Reading	<ul style="list-style-type: none"> • develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • discussing words and phrases that capture the reader's interest and imagination • understand what they read by: <ul style="list-style-type: none"> • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
1E Comprehension	<ul style="list-style-type: none"> • understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • identifying how language, structure, and presentation contribute to meaning • understand what they read by: <ul style="list-style-type: none"> • predicting what might happen from details stated and implied

1F Grammar and vocabulary	<ul style="list-style-type: none"> ● evaluate and edit by: <ul style="list-style-type: none"> ● proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ● understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> ● identifying how language, structure, and presentation contribute to meaning
1G Grammar and vocabulary	<ul style="list-style-type: none"> ● use relevant strategies to build their vocabulary ● spell words that are often misspelt ● use the first two or three letters of a word to check its spelling in a dictionary
1H Writing workshop	<ul style="list-style-type: none"> ● plan their writing by: <ul style="list-style-type: none"> ● discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ● understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> ● identifying how language, structure, and presentation contribute to meaning ● checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context ● develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> ● using dictionaries to check the meaning of words that they have read. ● Spell words that are often misspelt ● draft and write by: <ul style="list-style-type: none"> ● organising paragraphs around a theme ● participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say ● proof-read for spelling and punctuation errors ● evaluate and edit by: <ul style="list-style-type: none"> ● assessing the effectiveness of their own and others' writing and suggesting improvements

Unit 2 Find out how!

Activity title	ENC objective: Pupils should be taught to...
Talk time	<ul style="list-style-type: none"> ● give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings ● participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say ● articulate and justify answers, arguments and opinions
2A Speaking, listening and vocabulary	<ul style="list-style-type: none"> ● understand what they read by: <ul style="list-style-type: none"> ● checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ● participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say ● listen and respond appropriately to adults and their peers
2B Reading	<ul style="list-style-type: none"> ● understand what they read by: <ul style="list-style-type: none"> ● checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ● develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> ● identifying themes and conventions in a wide range of books ● reading books that are structured in different ways and reading for a range of purposes ● understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> ● asking questions to improve their understanding of a text
2C Comprehension	<ul style="list-style-type: none"> ● participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say ● understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> ● checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context

2D Reading	<ul style="list-style-type: none"> develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
2E Comprehension	<ul style="list-style-type: none"> listen and respond appropriately to adults and their peers
2F Grammar and punctuation	<ul style="list-style-type: none"> evaluate and edit by: <ul style="list-style-type: none"> proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors
2G Grammar	<ul style="list-style-type: none"> develop their understanding of the concepts by: <ul style="list-style-type: none"> using present perfect form of verbs in contrast to the past tense
2H Grammar, spelling and phonics	<ul style="list-style-type: none"> develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
2I Writing workshop	<ul style="list-style-type: none"> develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally recognising some different forms of poetry [for example, free verse, narrative poetry] use fronted adverbials proof-read for spelling and punctuation errors evaluate and edit by: <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements indicate grammatical and other features by: <ul style="list-style-type: none"> using commas after fronted adverbials plan their writing by: <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar draft and write by: <ul style="list-style-type: none"> in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

Unit 3 Our sensational senses

Activity title	ENC objective: Pupils should be taught to...
Talk time	<ul style="list-style-type: none"> give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say articulate and justify answers, arguments and opinions
3A Speaking, listening and vocabulary	<ul style="list-style-type: none"> understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
3B Poetry	<ul style="list-style-type: none"> understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally recognising some different forms of poetry [for example, free verse, narrative poetry] 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

3C Comprehension	<ul style="list-style-type: none"> • develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • recognising some different forms of poetry [for example, free verse, narrative poetry] • understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> • identifying how language, structure, and presentation contribute to meaning • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say • compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
3D Reading	<ul style="list-style-type: none"> • develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • recognising some different forms of poetry [for example, free verse, narrative poetry] • understand what they read by: <ul style="list-style-type: none"> • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • 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 • understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> • asking questions to improve their understanding of a text • identifying how language, structure, and presentation contribute to meaning
3E Comprehension	<ul style="list-style-type: none"> • develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
3F Vocabulary and spelling	<ul style="list-style-type: none"> • add suffixes beginning with vowel letters to words of more than one syllable • develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> • using dictionaries to check the meaning of words that they have read. • spell words that are often misspelt • use the first two or three letters of a word to check its spelling in a dictionary
3G Writing workshop	<ul style="list-style-type: none"> • develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • recognising some different forms of poetry [for example, free verse, narrative poetry] • discussing words and phrases that capture the reader's interest and imagination • plan their own writing by <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • evaluate and edit by: <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • proof-read for spelling and punctuation errors • compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures

Unit 4 Traditional tales

Activity title	ENC objective: Pupils should be taught to...
Talk time	<ul style="list-style-type: none"> ● give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings ● participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say
4A Speaking, listening and vocabulary	<ul style="list-style-type: none"> ● understand what they read by: <ul style="list-style-type: none"> ● checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ● give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings ● participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say
4B Reading	<ul style="list-style-type: none"> ● understand what they read by: <ul style="list-style-type: none"> ● checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ● develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> ● increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally ● recognising some different forms of poetry [for example, free verse, narrative poetry] ● discussing words and phrases that capture the reader's interest and imagination
4C Comprehension	<ul style="list-style-type: none"> ● understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> ● drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ● checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context ● give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings ● participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say ● articulate and justify answers, arguments and opinions
4D Reading	<ul style="list-style-type: none"> ● understand what they read by: <ul style="list-style-type: none"> ● checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ● develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> ● increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally ● recognising some different forms of poetry [for example, free verse, narrative poetry] ● participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say
4E Comprehension	<ul style="list-style-type: none"> ● understand what they read by: <ul style="list-style-type: none"> ● predicting what might happen from details stated and implied ● understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> ● drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
4F Vocabulary	<ul style="list-style-type: none"> ● evaluate and edit by: <ul style="list-style-type: none"> ● proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ● develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> ● using dictionaries to check the meaning of words that they have read ● discussing words and phrases that capture the reader's interest and imagination ● spell words that are often misspelt
4G Punctuation	<ul style="list-style-type: none"> ● use inverted commas to punctuate direct speech ● use and punctuate direct speech

4H Writing workshop	<ul style="list-style-type: none"> ● develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> ● preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. ● increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally ● recognising some different forms of poetry [for example, free verse, narrative poetry] ● discussing words and phrases that capture the reader's interest and imagination ● draft and write by: <ul style="list-style-type: none"> ● organising paragraphs around a theme ● use and punctuate direct speech ● plan their writing by: <ul style="list-style-type: none"> ● discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
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Unit 5 Keep in touch

Activity title	ENC objective: Pupils should be taught to...
Talk time	<ul style="list-style-type: none"> ● give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings ● articulate and justify answers, arguments and opinions
5A Speaking, listening and vocabulary	<ul style="list-style-type: none"> ● understand what they read by: <ul style="list-style-type: none"> ● checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ● understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> ● asking questions to improve their understanding of a text ● participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say
5B Reading	<ul style="list-style-type: none"> ● understand what they read by: <ul style="list-style-type: none"> ● checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ● develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> ● increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally ● recognising some different forms of poetry [for example, free verse, narrative poetry] ● identifying themes and conventions in a wide range of books ● understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> ● asking questions to improve their understanding of a text
5C Comprehension	<ul style="list-style-type: none"> ● understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> ● asking questions to improve their understanding of a text ● drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ● checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context ● develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> ● identifying themes and conventions in a wide range of books ● participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say ● articulate and justify answers, arguments and opinions
5D Reading	<ul style="list-style-type: none"> ● develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> ● increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally ● recognising some different forms of poetry [for example, free verse, narrative poetry] ● identifying themes and conventions in a wide range of books ● participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. ● understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> ● checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context

5E Comprehension	<ul style="list-style-type: none"> understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
5F Spelling	<ul style="list-style-type: none"> use the first two or three letters of a word to check its spelling in a dictionary
5G Grammar and Spelling	<ul style="list-style-type: none"> revise: the sound spelt <i>ou</i> add suffixes beginning with vowel letters to words of more than one syllable
5H Punctuation	<ul style="list-style-type: none"> read words with contractions [for example, <i>I'm, I'll, we'll</i>], and understand that the apostrophe represents the omitted letter(s) (Year 1) learn to spell more words with contracted forms. (Year 2)
5I Writing	<ul style="list-style-type: none"> develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally recognising some different forms of poetry [for example, free verse, narrative poetry] identifying themes and conventions in a wide range of books reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read. spell words that are often misspelt participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say listen and respond appropriately to adults and their peers proof-read for spelling and punctuation errors increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] evaluate and edit by: <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a text plan their writing by: <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar

Unit 6 Sharing cultures

Activity title	ENC objective: Pupils should be taught to...
Talk time	<ul style="list-style-type: none"> give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say articulate and justify answers, arguments and opinions understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
6A Speaking, listening and vocabulary	<ul style="list-style-type: none"> understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a text participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally

6B Reading	<ul style="list-style-type: none"> • understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • asking questions to improve their understanding of a text • develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • 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 • select and use appropriate registers for effective communication
6C Comprehension	<ul style="list-style-type: none"> • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. • understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • asking questions to improve their understanding of a text
6D Reading	<ul style="list-style-type: none"> • understand what they read by: <ul style="list-style-type: none"> • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • predicting what might happen from details stated and implied • select and use appropriate registers for effective communication • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say • understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
6E Comprehension	<ul style="list-style-type: none"> • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. • understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • understand what they read by: <ul style="list-style-type: none"> • predicting what might happen from details stated and implied
6F Grammar	<ul style="list-style-type: none"> • develop their understanding of the concepts by: <ul style="list-style-type: none"> • using present perfect form of verbs in contrast to the past tense
6G Vocabulary and spelling	<ul style="list-style-type: none"> • add suffixes beginning with vowel letters to words of more than one syllable
6H Writing workshop	<ul style="list-style-type: none"> • develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • evaluate and edit by: <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • select and use appropriate registers for effective communication

Unit 7 It's a mystery

Activity title	ENC objective: Pupils should be taught to...
Talk time	<ul style="list-style-type: none"> • develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> • identifying themes and conventions in a wide range of books • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say • articulate and justify answers, arguments and opinions
7A Speaking, listening and vocabulary	<ul style="list-style-type: none"> • understand what they read by: <ul style="list-style-type: none"> • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say
7B Reading	<ul style="list-style-type: none"> • understand what they read by: <ul style="list-style-type: none"> • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • Revise: the sound spelt <i>ou</i> • develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • understand what they read by: <ul style="list-style-type: none"> • predicting what might happen from details stated and implied
7C Comprehension	<ul style="list-style-type: none"> • understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • identifying how language, structure, and presentation contribute to meaning • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say • articulate and justify answers, arguments and opinions
7D Reading	<ul style="list-style-type: none"> • develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • understand what they read by: <ul style="list-style-type: none"> • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
7E Comprehension	<ul style="list-style-type: none"> • understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
7F Vocabulary and spelling	<ul style="list-style-type: none"> • add suffixes beginning with vowel letters to words of more than one syllable • form nouns using a range of prefixes [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>] • use further prefixes and suffixes and understand how to add them.
7G Grammar	<ul style="list-style-type: none"> • evaluate and edit by: <ul style="list-style-type: none"> • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

7H Writing workshop	<ul style="list-style-type: none"> ● develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> ● increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally ● listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ● reading books that are structured in different ways and reading for a range of purposes ● discussing words and phrases that capture the reader’s interest and imagination ● draft and write by: <ul style="list-style-type: none"> ● in narratives, creating settings, characters and plot ● organising paragraphs around a theme ● plan their writing by: <ul style="list-style-type: none"> ● discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ● increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] ● develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> ● discussing words and phrases that capture the reader’s interest and imagination
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Unit 8 Our world

Activity title	ENC objective: Pupils should be taught to...
Talk time	<ul style="list-style-type: none"> ● give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings ● articulate and justify answers, arguments and opinions
8A Speaking, listening and vocabulary	<ul style="list-style-type: none"> ● understand what they read by: <ul style="list-style-type: none"> ● checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
8B Reading	<ul style="list-style-type: none"> ● understand what they read by: <ul style="list-style-type: none"> ● checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ● use relevant strategies to build their vocabulary ● develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> ● listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ● reading books that are structured in different ways and reading for a range of purposes ● identifying themes and conventions in a wide range of books
8C Comprehension	<ul style="list-style-type: none"> ● draft and write by: <ul style="list-style-type: none"> ● organising paragraphs around a theme ● give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings ● articulate and justify answers, arguments and opinions ● understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> ● asking questions to improve their understanding of a text
8D Reading	<ul style="list-style-type: none"> ● understand what they read by: <ul style="list-style-type: none"> ● checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ● use relevant strategies to build their vocabulary ● develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> ● listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ● reading books that are structured in different ways and reading for a range of purposes
8E Comprehension	<ul style="list-style-type: none"> ● understand what they read by: <ul style="list-style-type: none"> ● checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context

8F Grammar and spelling	<ul style="list-style-type: none"> • develop their understanding of the concepts by: <ul style="list-style-type: none"> • using present perfect form of verbs in contrast to the past tense • evaluate and edit by: <ul style="list-style-type: none"> • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
8G Vocabulary	<ul style="list-style-type: none"> • use relevant strategies to build their vocabulary • spell words that are often misspelt • use the first two or three letters of a word to check its spelling in a dictionary • proof-read for spelling and punctuation errors
8H Grammar and punctuation	<ul style="list-style-type: none"> • evaluate and edit by: <ul style="list-style-type: none"> • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • develop their understanding of the concepts by: <ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because, although</i> • using conjunctions, adverbs and prepositions to express time and cause • express time, place and cause using conjunctions [for example, <i>when, before, after, while, so, because</i>], adverbs [for example, <i>then, next, soon, therefore</i>], or prepositions [for example, <i>before, after, during, in, because of</i>]
8I Writing workshop	<ul style="list-style-type: none"> • develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • identifying themes and conventions in a wide range of books • reading books that are structured in different ways and reading for a range of purposes • draft and write by: <ul style="list-style-type: none"> • organising paragraphs around a theme • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] • use fronted adverbials • retrieve and record information from non-fiction • indicate grammatical and other features by: <ul style="list-style-type: none"> • using commas after fronted adverbials • plan their writing by: <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar

Unit 9 Why do we laugh?

Activity title	ENC objective: Pupils should be taught to...
Talk time	<ul style="list-style-type: none"> • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say • articulate and justify answers, arguments and opinions
9A Speaking, listening and vocabulary	<ul style="list-style-type: none"> • understand what they read by: <ul style="list-style-type: none"> • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • recognising some different forms of poetry [for example, free verse, narrative poetry] • read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume • plan their writing by: <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar

9B Reading	<ul style="list-style-type: none"> ● develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> ● listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ● understand what they read by: <ul style="list-style-type: none"> ● checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context ● read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume ● develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> ● recognising some different forms of poetry [for example, free verse, narrative poetry]
9C Comprehension	<ul style="list-style-type: none"> ● understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> ● identifying how language, structure, and presentation contribute to meaning ● develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> ● discussing words and phrases that capture the reader's interest and imagination ● articulate and justify answers, arguments and opinions ● 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
9D Reading	<ul style="list-style-type: none"> ● 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
9E Comprehension	<ul style="list-style-type: none"> ● understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> ● identifying how language, structure, and presentation contribute to meaning ● drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ● develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> ● discussing words and phrases that capture the reader's interest and imagination ● evaluate and edit by: <ul style="list-style-type: none"> ● proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ● develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> ● using dictionaries to check the meaning of words that they have read ● spell words that are often misspelt
9F Vocabulary and spelling	<ul style="list-style-type: none"> ● spell by: <ul style="list-style-type: none"> ● distinguishing between homophones and near-homophones
9G Writing workshop	<ul style="list-style-type: none"> ● develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> ● listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ● recognising some different forms of poetry [for example, free verse, narrative poetry] ● 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 ● evaluate and edit by: <ul style="list-style-type: none"> ● assessing the effectiveness of their own and others' writing and suggesting improvements ● plan their writing by: <ul style="list-style-type: none"> ● discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar