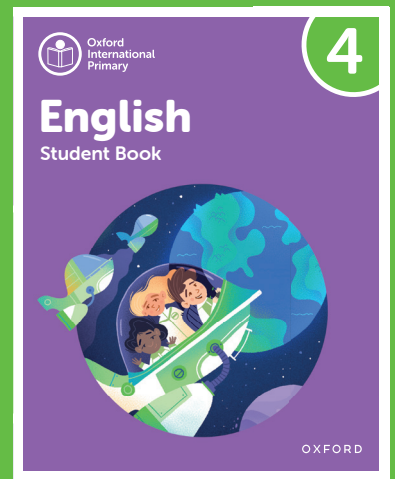


# Oxford International Primary English

## Stage 4



Unit 1 Life long ago	
Activity	ENC objective: Pupils should be taught to...
Talk time	<ul style="list-style-type: none"> <li>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> </ul>
1A Speaking, listening and vocabulary	<ul style="list-style-type: none"> <li>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.</li> </ul>
1B Listening, reading and comprehension	<ul style="list-style-type: none"> <li>develop positive attitudes to reading and understanding of what they read by:               <ul style="list-style-type: none"> <li>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> </ul> </li> </ul>
1C Comprehension	<ul style="list-style-type: none"> <li>develop pleasure in reading, motivation to read, vocabulary and understanding by:               <ul style="list-style-type: none"> <li>being encouraged to link what they read or hear read to their own experiences</li> </ul> </li> </ul>
1D Listening and reading	<ul style="list-style-type: none"> <li>understand what they read by:               <ul style="list-style-type: none"> <li>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> </ul> </li> </ul>
1E Comprehension	<ul style="list-style-type: none"> <li>develop pleasure in reading, motivation to read, vocabulary and understanding by:               <ul style="list-style-type: none"> <li>being encouraged to link what they read or hear read to their own experiences</li> </ul> </li> </ul>
1F Grammar	<ul style="list-style-type: none"> <li>develop their understanding of the concepts by:               <ul style="list-style-type: none"> <li>using passive verbs to affect the presentation of information in a sentence</li> <li>using the perfect form of verbs to mark relationships of time and cause</li> <li>using modal verbs or adverbs to indicate degrees of possibility (Years 5 and 6)</li> </ul> </li> <li>make simple additions, revisions and corrections to their own writing by:               <ul style="list-style-type: none"> <li>re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form (Year 2)</li> </ul> </li> <li>develop their understanding of the concepts by:               <ul style="list-style-type: none"> <li>using conjunctions, adverbs and prepositions to express time and cause</li> </ul> </li> </ul>
1G Listening and reading	<ul style="list-style-type: none"> <li>understand what they read, in books they can read independently, by:               <ul style="list-style-type: none"> <li>predicting what might happen from details stated and implied</li> </ul> </li> </ul>
1H Comprehension	<ul style="list-style-type: none"> <li>understand what they read, in books they can read independently, by:               <ul style="list-style-type: none"> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>predicting what might happen from details stated and implied</li> </ul> </li> </ul>
1I Grammar and punctuation	<ul style="list-style-type: none"> <li>develop their understanding of the concepts by:               <ul style="list-style-type: none"> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when</i>, <i>if</i>, <i>because</i>, <i>although</i></li> </ul> </li> <li>indicate grammatical and other features by:               <ul style="list-style-type: none"> <li>using commas to clarify meaning or avoid ambiguity in writing (Years 5 and 6)</li> </ul> </li> </ul>

<b>1J Writing workshop</b>	<ul style="list-style-type: none"> <li>● draft and write by: <ul style="list-style-type: none"> <li>● in narratives, creating settings, characters and plot</li> <li>● organising paragraphs around a theme</li> </ul> </li> <li>● consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>● develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> <li>● writing narratives about personal experiences and those of others (real and fictional)</li> <li>● writing about real events</li> <li>● writing poetry</li> <li>● writing for different purposes (Year 2)</li> </ul> </li> <li>● proof-read for spelling and punctuation errors</li> <li>● evaluate and edit by: <ul style="list-style-type: none"> <li>● assessing the effectiveness of their own and others' writing and suggesting improvements</li> </ul> </li> <li>● 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]</li> </ul>
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## Unit 2 Beautiful bugs!

Activity title	ENC objective: Pupils should be taught to...
Talk time	<ul style="list-style-type: none"> <li>● understand what they read by: <ul style="list-style-type: none"> <li>● checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> </ul> </li> </ul>
2A Speaking, listening and vocabulary	<ul style="list-style-type: none"> <li>● maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>● 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</li> </ul>
2B Reading	<ul style="list-style-type: none"> <li>● develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>● increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>● listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>● reading books that are structured in different ways and reading for a range of purposes</li> </ul> </li> <li>● understand what they read by: <ul style="list-style-type: none"> <li>● checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> </ul> </li> <li>● 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</li> </ul>
2C Comprehension	<ul style="list-style-type: none"> <li>● develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>● listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>● reading books that are structured in different ways and reading for a range of purposes</li> </ul> </li> <li>● understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> <li>● identifying main ideas drawn from more than one paragraph and summarising these</li> <li>● asking questions to improve their understanding of a text</li> </ul> </li> <li>● maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>● 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</li> </ul>
2D Spelling	<ul style="list-style-type: none"> <li>● use the first two or three letters of a word to check its spelling in a dictionary</li> </ul>

<b>2E Punctuation</b>	<ul style="list-style-type: none"> <li>● develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>● preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> </ul> </li> <li>● develop their understanding of the concepts by: <ul style="list-style-type: none"> <li>● learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks</li> </ul> </li> </ul>
<b>2F Reading</b>	<ul style="list-style-type: none"> <li>● develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>● increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>● preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> </ul> </li> <li>● understand what they read by: <ul style="list-style-type: none"> <li>● checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> </ul> </li> </ul>
<b>2G Grammar</b>	<ul style="list-style-type: none"> <li>● evaluate and edit by: <ul style="list-style-type: none"> <li>● assessing the effectiveness of their own and others' writing and suggesting improvements</li> </ul> </li> <li>● plan their writing by: <ul style="list-style-type: none"> <li>● discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> </ul> </li> </ul>
<b>2H Grammar and vocabulary</b>	<ul style="list-style-type: none"> <li>● apply spelling rules and guidance (Year 2)</li> <li>● add suffixes beginning with vowel letters to words of more than one syllable</li> <li>● use further prefixes and suffixes and understand how to add them</li> <li>● develop their understanding of the concepts: <ul style="list-style-type: none"> <li>● using conjunctions, adverbs and prepositions to express time and cause</li> </ul> </li> </ul>
<b>2I Writing workshop</b>	<ul style="list-style-type: none"> <li>● develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>● increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>● preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>● listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>● reading books that are structured in different ways and reading for a range of purposes</li> </ul> </li> <li>● understand what they read by: <ul style="list-style-type: none"> <li>● checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> </ul> </li> <li>● develop their understanding of the concepts by: <ul style="list-style-type: none"> <li>● extending the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because, although</i></li> </ul> </li> <li>● draft and write by: <ul style="list-style-type: none"> <li>● in non-narrative material, use simple organisational devices [for example, headings and sub-headings]</li> </ul> </li> <li>● plan their writing by: <ul style="list-style-type: none"> <li>● discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> </ul> </li> <li>● proof-read for spelling and punctuation errors</li> <li>● evaluate and edit by: <ul style="list-style-type: none"> <li>● assessing the effectiveness of their own and others' writing and suggesting improvements</li> </ul> </li> <li>● maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>● 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</li> </ul>

## Unit 3 Tricks and truth

Activity title	ENC objective: Pupils should be taught to...
Talk time	<ul style="list-style-type: none"> <li>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</li> </ul>
3A Comprehension	<ul style="list-style-type: none"> <li>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> </ul>
3B Reading	<ul style="list-style-type: none"> <li>develop positive attitudes to reading and understanding of what they read by:               <ul style="list-style-type: none"> <li>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> </ul> </li> <li>retrieve and record information from non-fiction</li> </ul>
3C Comprehension	<ul style="list-style-type: none"> <li>develop positive attitudes to reading and understanding of what they read by:               <ul style="list-style-type: none"> <li>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> <li>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> </ul> </li> <li>understand what they read, in books they can read independently, by:               <ul style="list-style-type: none"> <li>predicting what might happen from details stated and implied</li> </ul> </li> </ul>
3D Reading	<ul style="list-style-type: none"> <li>develop positive attitudes to reading and understanding of what they read by:               <ul style="list-style-type: none"> <li>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> </ul> </li> <li>retrieve and record information from non-fiction</li> </ul>
3E Comprehension	<ul style="list-style-type: none"> <li>develop positive attitudes to reading and understanding of what they read by:               <ul style="list-style-type: none"> <li>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> </ul> </li> <li>retrieve and record information from non-fiction</li> <li>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</li> </ul>
3F Grammar	<ul style="list-style-type: none"> <li>develop their understanding of the concepts by:               <ul style="list-style-type: none"> <li>using the present perfect form of verbs in contrast to the past tense</li> </ul> </li> <li>develop positive attitudes to reading and understanding of what they read by:               <ul style="list-style-type: none"> <li>discussing words and phrases that capture the reader's interest and imagination</li> </ul> </li> </ul>
3G Writing workshop	<ul style="list-style-type: none"> <li>develop positive attitudes to reading and understanding of what they read by:               <ul style="list-style-type: none"> <li>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> <li>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> </ul> </li> <li>understand what they read by:               <ul style="list-style-type: none"> <li>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> </ul> </li> <li>develop their understanding of the concepts:               <ul style="list-style-type: none"> <li>using conjunctions, adverbs and prepositions to express time and cause</li> </ul> </li> <li>develop positive attitudes towards and stamina for writing by:               <ul style="list-style-type: none"> <li>writing narratives about personal experiences and those of others (real and fictional)</li> <li>writing about real events</li> <li>writing poetry</li> <li>writing for different purposes (Year 2)</li> </ul> </li> <li>plan their writing by:               <ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> </ul> </li> </ul>

## Unit 4 Fantastic journeys

Activity title	ENC objective: Pupils should be taught to...
Talk time	<ul style="list-style-type: none"> <li>● maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> </ul>
4A Speaking, listening and vocabulary	<ul style="list-style-type: none"> <li>● articulate and justify answers, arguments and opinions</li> <li>● understand what they read by:               <ul style="list-style-type: none"> <li>● checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> </ul> </li> </ul>
4B Comprehension	<ul style="list-style-type: none"> <li>● develop positive attitudes to reading and understanding of what they read by:               <ul style="list-style-type: none"> <li>● listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> </ul> </li> <li>● understand what they read by:               <ul style="list-style-type: none"> <li>● checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> </ul> </li> </ul>
4C Reading	<ul style="list-style-type: none"> <li>● develop positive attitudes to reading and understanding of what they read by:               <ul style="list-style-type: none"> <li>● listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> </ul> </li> </ul>
4D Comprehension	<ul style="list-style-type: none"> <li>● maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>● 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</li> </ul>
4E Grammar and vocabulary	<ul style="list-style-type: none"> <li>● understand what they read, in books they can read independently, by:               <ul style="list-style-type: none"> <li>● identifying how language, structure, and presentation contribute to meaning</li> </ul> </li> <li>● indicate grammatical and other features by:               <ul style="list-style-type: none"> <li>● using and punctuating direct speech</li> </ul> </li> </ul>
4F Reading	<ul style="list-style-type: none"> <li>● develop positive attitudes to reading and understanding of what they read by:               <ul style="list-style-type: none"> <li>● listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> </ul> </li> <li>● understand what they read by:               <ul style="list-style-type: none"> <li>● checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> </ul> </li> <li>● understand what they read, in books they can read independently, by:</li> <li>● predicting what might happen from details stated and implied</li> </ul>
4G Comprehension	<ul style="list-style-type: none"> <li>● develop positive attitudes to reading and understanding of what they read by:               <ul style="list-style-type: none"> <li>● listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> </ul> </li> <li>● understand what they read by:               <ul style="list-style-type: none"> <li>● checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> </ul> </li> <li>● understand what they read, in books they can read independently, by:               <ul style="list-style-type: none"> <li>● predicting what might happen from details stated and implied</li> </ul> </li> </ul>
4H Grammar and punctuation	<ul style="list-style-type: none"> <li>● 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)</li> <li>● place the possessive apostrophe accurately in words with regular plurals [for example, <i>girls', boys'</i>] and in words with irregular plurals [for example, <i>children's</i>]</li> <li>● the grammatical difference between plural and possessive <i>s</i></li> </ul>
4I Writing workshop	<ul style="list-style-type: none"> <li>● understand what they read by:               <ul style="list-style-type: none"> <li>● checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> </ul> </li> <li>● 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</li> <li>● plan their writing by:               <ul style="list-style-type: none"> <li>● discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>● draft and write by: <ul style="list-style-type: none"> <li>● in narratives, creating settings, characters and plot</li> </ul> </li> <li>● develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>● using dictionaries to check the meaning of words that they have read</li> </ul> </li> <li>● evaluate and edit by: <ul style="list-style-type: none"> <li>● assessing the effectiveness of their own and others' writing and suggesting improvements</li> </ul> </li> </ul>
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## Unit 5 Amazing animals

Activity title	ENC objective: Pupils should be taught to...
Talk time	<ul style="list-style-type: none"> <li>● maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> </ul>
5A Speaking, listening and vocabulary	<ul style="list-style-type: none"> <li>● 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</li> <li>● understand what they read by: <ul style="list-style-type: none"> <li>● checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> </ul> </li> <li>● develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>● listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>● reading books that are structured in different ways and reading for a range of purposes</li> </ul> </li> </ul>
5B Reading	<ul style="list-style-type: none"> <li>● develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>● listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>● reading books that are structured in different ways and reading for a range of purposes</li> </ul> </li> <li>● maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>● understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> <li>● identifying main ideas drawn from more than one paragraph and summarising these</li> </ul> </li> </ul>
5C Comprehension	<ul style="list-style-type: none"> <li>● Retrieve and record information from non-fiction</li> <li>● develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>● identifying themes and conventions in a wide range of books</li> </ul> </li> <li>● 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</li> <li>● maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>● articulate and justify answers, arguments and opinions</li> </ul>
5D Grammar and vocabulary	<ul style="list-style-type: none"> <li>● apply spelling rules and guidance (Year 2)</li> <li>● add suffixes beginning with vowel letters to words of more than one syllable</li> <li>● use further prefixes and suffixes and understand how to add them</li> </ul>
5E Reading	<ul style="list-style-type: none"> <li>● understand what they read by: <ul style="list-style-type: none"> <li>● checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> </ul> </li> <li>● retrieve and record information from non-fiction</li> <li>● understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> <li>● identifying main ideas drawn from more than one paragraph and summarising these</li> </ul> </li> <li>● distinguish between statements of fact and opinion</li> </ul>

<b>5F Comprehension</b>	<ul style="list-style-type: none"> <li>● understand what they read by: <ul style="list-style-type: none"> <li>● checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> </ul> </li> <li>● retrieve and record information from non-fiction</li> <li>● understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> <li>● identifying main ideas drawn from more than one paragraph and summarising these</li> </ul> </li> <li>● distinguish between statements of fact and opinion</li> </ul>
<b>5G Grammar and vocabulary</b>	<ul style="list-style-type: none"> <li>● indicate grammatical and other features by: <ul style="list-style-type: none"> <li>● using and punctuating direct speech</li> </ul> </li> <li>● apply spelling rules and guidance (Year 2)</li> </ul>
<b>5H Writing workshop</b>	<ul style="list-style-type: none"> <li>● understand what they read by: <ul style="list-style-type: none"> <li>● checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> </ul> </li> <li>● develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>● listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>● reading books that are structured in different ways and reading for a range of purposes</li> <li>● identifying themes and conventions in a wide range of books</li> <li>● using dictionaries to check the meaning of words that they have read</li> </ul> </li> <li>● 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</li> <li>● maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>● indicate grammatical and other features by: <ul style="list-style-type: none"> <li>● using and punctuating direct speech</li> </ul> </li> <li>● evaluate and edit by: <ul style="list-style-type: none"> <li>● assessing the effectiveness of their own and others' writing and suggesting improvements</li> </ul> </li> <li>● plan their writing by: <ul style="list-style-type: none"> <li>● discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> </ul> </li> <li>● proof-read for spelling and punctuation errors</li> </ul>

## Unit 6 Families of the world

<b>Activity title</b>	<b>ENC objective: Pupils should be taught to...</b>
<b>Talk time</b>	<ul style="list-style-type: none"> <li>● maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> </ul>
<b>6A Speaking, listening and vocabulary</b>	<ul style="list-style-type: none"> <li>● 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</li> <li>● understand what they read by: <ul style="list-style-type: none"> <li>● checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> </ul> </li> <li>● develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>● increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> </ul> </li> <li>● discussing words and phrases that capture the reader's interest and imagination</li> <li>● discuss and evaluate how authors use language, including figurative language, considering the impact on the reader (Years 5 and 6)</li> </ul>

<b>6B Reading</b>	<ul style="list-style-type: none"> <li>● develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>● increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> </ul> </li> <li>● develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>● recognising some different forms of poetry [for example, free verse, narrative poetry]</li> </ul> </li> <li>● understand what they read by: <ul style="list-style-type: none"> <li>● checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> </ul> </li> <li>● discuss and evaluate how authors use language, including figurative language, considering the impact on the reader (Years 5 and 6)</li> <li>● discuss words and phrases that capture the readers' or audience's interest and imagination</li> </ul>
<b>6C Comprehension</b>	<ul style="list-style-type: none"> <li>● develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>● discussing words and phrases that capture the reader's interest and imagination</li> <li>● listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>● reading books that are structured in different ways and reading for a range of purposes</li> </ul> </li> </ul>
<b>6D Vocabulary</b>	<ul style="list-style-type: none"> <li>● discuss and evaluate how authors use language, including figurative language, considering the impact on the reader (Years 5 and 6)</li> </ul>
<b>6E Reading</b>	<ul style="list-style-type: none"> <li>● develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>● recognising some different forms of poetry [for example, free verse, narrative poetry]</li> </ul> </li> <li>● 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</li> <li>● discuss and evaluate how authors use language, including figurative language, considering the impact on the reader (Years 5 and 6)</li> </ul>
<b>6F Comprehension</b>	<ul style="list-style-type: none"> <li>● develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>● recognising some different forms of poetry [for example, free verse, narrative poetry]</li> </ul> </li> <li>● 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</li> <li>● discuss and evaluate how authors use language, including figurative language, considering the impact on the reader (Years 5 and 6)</li> </ul>
<b>6G Writing workshop</b>	<ul style="list-style-type: none"> <li>● develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>● recognising some different forms of poetry [for example, free verse, narrative poetry]</li> </ul> </li> <li>● discuss and evaluate how authors use language, including figurative language, considering the impact on the reader (Years 5 and 6)</li> <li>● 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]</li> <li>● develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> <li>● writing about real events</li> <li>● writing poetry (Year 2)</li> </ul> </li> <li>● plan their writing by: <ul style="list-style-type: none"> <li>● discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> </ul> </li> </ul>

## Unit 7 All together

<b>Activity title</b>	<b>ENC objective: Pupils should be taught to...</b>
<b>Talk time</b>	<ul style="list-style-type: none"> <li>● maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> </ul>
<b>7A Speaking, listening and vocabulary</b>	<ul style="list-style-type: none"> <li>● 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</li> <li>● understand what they read by: <ul style="list-style-type: none"> <li>● checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> </ul> </li> </ul>



<b>7B Reading</b>	<ul style="list-style-type: none"> <li>● develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>● increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> </ul> </li> <li>● understand what they read by: <ul style="list-style-type: none"> <li>● checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> </ul> </li> <li>● discuss and evaluate how authors use language, including figurative language, considering the impact on the reader (Years 5 and 6)</li> </ul>
<b>7C Comprehension</b>	<ul style="list-style-type: none"> <li>● develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>● increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> </ul> </li> <li>● understand what they read by: <ul style="list-style-type: none"> <li>● checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> </ul> </li> <li>● discuss and evaluate how authors use language, including figurative language, considering the impact on the reader (Years 5 and 6)</li> </ul>
<b>7D Reading</b>	<ul style="list-style-type: none"> <li>● understand what they read by: <ul style="list-style-type: none"> <li>● checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> </ul> </li> <li>● develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> <li>● being encouraged to link what they read or hear read to their own experiences</li> </ul> </li> <li>● discuss and evaluate how authors use language, including figurative language, considering the impact on the reader (Years 5 and 6)</li> <li>● maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>● 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</li> </ul>
<b>7E Comprehension</b>	<ul style="list-style-type: none"> <li>● understand what they read by: <ul style="list-style-type: none"> <li>● checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> </ul> </li> <li>● develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> <li>● being encouraged to link what they read or hear read to their own experiences</li> </ul> </li> <li>● discuss and evaluate how authors use language, including figurative language, considering the impact on the reader (Years 5 and 6)</li> <li>● maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>● 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</li> </ul>
<b>7F Grammar</b>	<ul style="list-style-type: none"> <li>● evaluate and edit by: <ul style="list-style-type: none"> <li>● proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul> </li> <li>● Identify pronouns and nouns</li> </ul>
<b>7G Reading</b>	<ul style="list-style-type: none"> <li>● understand what they read by: <ul style="list-style-type: none"> <li>● checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> </ul> </li> <li>● develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> <li>● being encouraged to link what they read or hear read to their own experiences</li> </ul> </li> <li>● understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> <li>● identifying main ideas drawn from more than one paragraph and summarising these</li> </ul> </li> <li>● articulate and justify answers, arguments and opinions</li> </ul>
<b>7H Comprehension</b>	<ul style="list-style-type: none"> <li>● understand what they read by: <ul style="list-style-type: none"> <li>● checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> </ul> </li> <li>● develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> <li>● being encouraged to link what they read or hear read to their own experiences</li> </ul> </li> <li>● understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> <li>● identifying main ideas drawn from more than one paragraph and summarising these</li> </ul> </li> <li>● articulate and justify answers, arguments and opinions</li> </ul>

<b>7I Grammar and punctuation</b>	<ul style="list-style-type: none"> <li>develop their understanding of the concepts by: <ul style="list-style-type: none"> <li>learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks</li> </ul> </li> </ul>
<b>7J Phonics and spelling</b>	<ul style="list-style-type: none"> <li>spell further homophones</li> </ul>
<b>7K Writing workshop</b>	<ul style="list-style-type: none"> <li>understand what they read by: <ul style="list-style-type: none"> <li>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> </ul> </li> <li>develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> <li>being encouraged to link what they read or hear read to their own experiences</li> </ul> </li> <li>draft and write by: <ul style="list-style-type: none"> <li>in narratives, creating settings, characters and plot</li> </ul> </li> <li>discuss and evaluate how authors use language, including figurative language, considering the impact</li> <li>develop their understanding of the concepts by: <ul style="list-style-type: none"> <li>learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks</li> </ul> </li> <li>evaluate and edit by: <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> </ul> </li> </ul>

## Unit 8 World of water

<b>Activity title</b>	<b>ENC objective: Pupils should be taught to...</b>
<b>Talk time</b>	<ul style="list-style-type: none"> <li>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> </ul>
<b>8A Speaking, listening and vocabulary</b>	<ul style="list-style-type: none"> <li>articulate and justify answers, arguments and opinions</li> <li>develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> </ul> </li> </ul>
<b>8B Reading</b>	<ul style="list-style-type: none"> <li>develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> <li>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> </ul> </li> <li>understand what they read by: <ul style="list-style-type: none"> <li>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> </ul> </li> </ul>
<b>8C Comprehension</b>	<ul style="list-style-type: none"> <li>understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> <li>identifying main ideas drawn from more than one paragraph and summarising these</li> </ul> </li> <li>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>articulate and justify answers, arguments and opinions</li> <li>draft and write by: <ul style="list-style-type: none"> <li>in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> </ul> </li> </ul>
<b>8D Grammar</b>	<ul style="list-style-type: none"> <li>develop their understanding of the concepts by: <ul style="list-style-type: none"> <li>extending the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because, although</i></li> </ul> </li> </ul>

<b>8E Reading</b>	<ul style="list-style-type: none"> <li>● develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>● listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>● reading books that are structured in different ways and reading for a range of purposes</li> <li>● identifying themes and conventions in a wide range of books</li> </ul> </li> <li>● understand what they read by: <ul style="list-style-type: none"> <li>● checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> </ul> </li> <li>● understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> <li>● identifying main ideas drawn from more than one paragraph and summarising these</li> </ul> </li> </ul>
<b>8F Comprehension</b>	<ul style="list-style-type: none"> <li>● develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>● listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>● reading books that are structured in different ways and reading for a range of purposes</li> <li>● identifying themes and conventions in a wide range of books</li> </ul> </li> <li>● understand what they read by: <ul style="list-style-type: none"> <li>● checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> </ul> </li> <li>● understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> <li>● identifying main ideas drawn from more than one paragraph and summarising these</li> </ul> </li> </ul>
<b>8G Vocabulary</b>	<ul style="list-style-type: none"> <li>● apply spelling rules and guidance (Year 2)</li> <li>● add suffixes beginning with vowel letters to words of more than one syllable.</li> <li>● use further prefixes and suffixes and understand how to add them</li> </ul>
<b>8H Writing workshop</b>	<ul style="list-style-type: none"> <li>● develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>● listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>● reading books that are structured in different ways and reading for a range of purposes</li> <li>● identifying themes and conventions in a wide range of books</li> <li>● preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> </ul> </li> <li>● draft and write by: <ul style="list-style-type: none"> <li>● in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</li> <li>● organising paragraphs around a theme</li> </ul> </li> <li>● plan their writing by: <ul style="list-style-type: none"> <li>● discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> </ul> </li> <li>● proof-read for spelling and punctuation errors</li> <li>● evaluate and edit by: <ul style="list-style-type: none"> <li>● assessing the effectiveness of their own and others' writing and suggesting improvements</li> </ul> </li> <li>● maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>● 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</li> </ul>

## Unit 9 Poems for all seasons

Activity title	ENC objective: Pupils should be taught to...
Talk time	<ul style="list-style-type: none"><li>● develop positive attitudes to reading and understanding of what they read by:<ul style="list-style-type: none"><li>● increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li></ul></li></ul>
9A Speaking, listening and vocabulary	<ul style="list-style-type: none"><li>● maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li><li>● understand what they read by:<ul style="list-style-type: none"><li>● checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li></ul></li></ul>
9B Reading	<ul style="list-style-type: none"><li>● develop positive attitudes to reading and understanding of what they read by:<ul style="list-style-type: none"><li>● increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li></ul></li><li>● understand what they read by:<ul style="list-style-type: none"><li>● checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li></ul></li><li>● develop positive attitudes to reading and understanding of what they read by:<ul style="list-style-type: none"><li>● recognising some different forms of poetry [for example, free verse, narrative poetry]</li></ul></li><li>● maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li></ul>
9C Comprehension	<ul style="list-style-type: none"><li>● develop positive attitudes to reading and understanding of what they read by:<ul style="list-style-type: none"><li>● recognising some different forms of poetry [for example, free verse, narrative poetry]</li><li>● being encouraged to link what they read or hear read to their own experiences</li></ul></li><li>● discuss and evaluate how authors use language, including figurative language, considering the impact on the reader (Years 5 and 6)</li><li>● maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li></ul>
9D Grammar and vocabulary	<ul style="list-style-type: none"><li>● apply spelling rules and guidance (Year 2)</li></ul>
9E Reading	<ul style="list-style-type: none"><li>● develop positive attitudes to reading and understanding of what they read by:<ul style="list-style-type: none"><li>● increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li><li>● recognising some different forms of poetry [for example, free verse, narrative poetry]</li><li>● being encouraged to link what they read or hear read to their own experiences</li><li>● preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li></ul></li><li>● understand what they read by:<ul style="list-style-type: none"><li>● checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li></ul></li><li>● 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</li></ul>
9F Comprehension	<ul style="list-style-type: none"><li>● develop positive attitudes to reading and understanding of what they read by:<ul style="list-style-type: none"><li>● increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li><li>● recognising some different forms of poetry [for example, free verse, narrative poetry]</li><li>● being encouraged to link what they read or hear read to their own experiences</li><li>● preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li></ul></li><li>● understand what they read by:<ul style="list-style-type: none"><li>● checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li></ul></li><li>● 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</li></ul>

## 9G Writing workshop

- develop positive attitudes to reading and understanding of what they read by:
  - 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
- plan their writing by:
  - 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:
  - assessing the effectiveness of their own and others' writing and suggesting improvements