**ENGLISH GENRE ANE TEXT OVERVIEW TOPAZ CLASS YEAR 4/5**

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|  |  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
|  |  | **Fiction** | **Non-Fiction** | **Fiction** | **Poetry** | **Fiction** | **Non-Fiction** | **Fiction** | **Character** **focus** | **Fiction** | **Non-Fiction** | **Fiction** | **Non-Fiction**  |
| **Year 4/5** | **GENRE** | **Defeat the Monster** | **Journalistic****Newspaper report** | **Tale of fear** | **Riddles** | **Warning****Tale** | **Discussion** | **Losing****Tale** | **Character focus** | **Portal** **Story** | **Non Chron Report** | **Tale of a****Quest**  | **Explanation**  |
| **TEXT** | Beowulf | Little Red Riding Hood | Staying Out | Anglo Saxon riddles /kennings  | The Canal | Should homework be banned? | VikingsTOPIC | The Highway Man  | ClockClose | Water and Rivers | Brightstormby Vashti Hardy | The Water Cycle  |
| **FOCUS** | **Action and description of monster**-Showing character throughdialogue/actions-Range of adverbial openers-similes-metaphors-sentences x3 -change setting to change mood | Opening paragraph – well- crafted using complex sentences to grab reader’s attention Organise into paragraphs introduced with topic sentenceRange of connectivesdirect and indirect speechY5subordinating clauses | **Setting &****character**Key features of suspense-character in the dark/lonely place-use of senses-verb selection-short sentences for pace and tension-character’s reaction show/not tell | Read and prepare variety of poems.- Use alliteration and well- chosen nouns, adjectives and verbs-borrow patterns to create pwn poetry-edit and review word choice | Problem or dilemmas-experiment with introducing problem in different ways-describe how the character feels about the problem eg: brave/scared -explain implications of problem | Range of topics within children’s experienceOpening paragraph to engage reader-series of points in favour in connected paragraph-series of points against in connected paragraph-reasoned conclusionY5address readers directly to hold attention and draw in | **Action** Use short sentences to convey pace and dramatic effectUse dramatic adverbialsshow the reader how a character is reacting eg:He doubled up in painUse three actions for impact use well chosen verbs | Characterisation Use small details to hint at what a character might be likeUse comparative and superlativesUse subordination for effect in descriptionExplore how the reactions and thoughts of other characters towards main character can reveal much to the reader | Creating plots -follow a plan -use dialogue to move story along-develop each part of the story-show what the main character is like by what they say and do-ending that shows what character has learnt-use different types of opening sentences | Collect and organise ideas developing boxing-up.Expanding range of connectives and generalisersUse of technical languageUse of complex sentences to combine informationWrite reports for different purpose / audience | First person accountSettingsShow setting through main character’s eyesDescribe character’s reactions to show how setting is making them feelUse unexpected detail to add hookUse of figurative language to bring setting to life | Extend use of 3 part structure.-general statement to intro topic-series of logical steps-steps continue until explanation complete-summaryUse of descriptive language invent similes to illustrate points  |