**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? | Vikings  TOPIC | The Highway Man | Clock  Close | Water and Rivers | Brightstorm  by Vashti  Hardy | The Water Cycle |
| **FOCUS** | **Action and description of monster**  -Showing character through  dialogue/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 sentence  Range of connectives  direct and indirect speech  Y5  subordinating 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 experience  Opening paragraph to engage reader  -series of points in favour in connected paragraph  -series of points against in connected paragraph  -reasoned conclusion  Y5  address readers directly to hold attention and draw in | **Action**  Use short sentences to convey pace and dramatic effect  Use dramatic adverbials  show the reader how a character is reacting eg:  He doubled up in pain  Use three actions for impact  use well chosen verbs | Characterisation  Use small details to hint at what a character might be like  Use comparative and superlatives  Use subordination for effect in description  Explore 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 generalisers  Use of technical language  Use of complex sentences to combine information  Write reports for different purpose / audience | First person account  Settings  Show setting through main character’s eyes  Describe character’s reactions to show how setting is making them feel  Use unexpected detail to add hook  Use 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  -summary  Use of descriptive language  invent similes to illustrate points |