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| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **WW2**  | **SOMEWHERE TO SETTLE** | **Indus Valley** | **WATER**  |  **BENIN** | **RAGING RIVERS** |
| **Author Focus****Author Focus****Michael Morpurgo****Friend or Foe****/var/folders/47/_vg1mwsj42d69dph9md67lcm0000gn/T/com.microsoft.Word/Content.MSO/F75F773B.tmp** | **Author Focus****JK Rowling****Harry Potter and the Philosopher’s Stone** **/var/folders/47/_vg1mwsj42d69dph9md67lcm0000gn/T/com.microsoft.Word/Content.MSO/3A407EE5.tmp** | **Krindlekrax** **Philip Ridley** | **Author Focus** **Robert Swindells** **The Ice Palace****/var/folders/47/_vg1mwsj42d69dph9md67lcm0000gn/T/com.microsoft.Word/Content.MSO/655204DD.tmp** | **Author Focus****Ted Hughes****The Iron Man****/var/folders/47/_vg1mwsj42d69dph9md67lcm0000gn/T/com.microsoft.Word/Content.MSO/762692B7.tmp** | **Author Focus****Boy at the back of the class****Onjali Rauf** |
| **Fiction** | **Non-Fiction** | **Fiction** | **Non-Fiction**  | **Fiction/****Non-Fiction**  | **Non-Fiction** | **Fiction**  | **Fiction** | **Non-Fiction**  | **Non-Fiction** | **Fiction**  | **Non-Fiction**  |
| **Dilehma** | **Instructions** | **Defeat the Monster /****Suspense** | **Persuasive****Writing****Adverts** | **Persuasive / Discussion letter** | **Non-Chron report** | **SETTING** | **Quest / Suspense** | **Recount** | **Newspaper Report**  | **Finding Tale/Wishing Tale**  | **Explanation Text** |
| To help the German soldier or not – story with a choice | WW2 focusAnderson shelterGas MaskAir raidBlack out | The Troll  | Job AdvertDARK ARTS teacher Writing Models Y 598 / 99  | Lead role in the play | Linked to topic – indus valley | Winter / Caves/ tunnels | Journey to Storvig to save brother  | The Iron ManHogarth’s diary | The Sun Bat Angel How a Jelly fish stingsHow a giant spider traps its preyWriting ModelY4 | Linked to the story | How a jelly fish stingsHow a giant spider traps its preyWriting Model Year 4  |
| **Poetry**Poems on a theme – wishing  | **Poetry**List poems / Alphabet poems /Blackout poetry | **Poetry**HaikuKennings Calligrams |
| **AUTUMN SPAG** | **SPRING SPAG** | **SUMMER SPAG** |
| Singular and plural nounsPronouns recap Proper NounsAdverbs to express time and causeCompound wordsPossessive pronounsFronted Adverbials - commas after fronted adverbialsPrepositions to express time and causePlural and possessive – s CommasInverted commasParagraphs – linking with adverbials**Converting nouns and adjectives into verbs – suffixes – ate, ise and ify** | Adjectives**Adverbs of possibility (perhaps, surely)****Modal verbs (NF reports – could, will)**HomophonesExpanded noun phrasesDeterminersWord familiesPrepositional phrases - prepositionsVerbs – present**Subordinating conjunctions****Verb prefixes – dis,mis,over re****Verb prefixes – in, im, ir and il****Co-ordinating conjunctions****Direct and indirect speech ( newspaper report)** | Verb inflectionsConjunctions to express time and causeSuffixesPossessive apostrophesParagraphsVerbs – pastPrefixesPlural possessive apostrophesSubordinate clauses**Parenthesis – brackets, commas, dashes****Homophones****Relative clauses****Writing cohesive paragraphs** |
| FOCUS Wishing Tale | FOCUS Instructions | FOCUS Beat the Monster | FOCUS Persuasive Writing | FOCUS Finding Tale/History | FOCUS Non-ChronReport | FOCUS SUSPENSE | FOCUS Newspaper Report | FOCUS Quest | FOCUS Explanation Text | FOCUS Recount | FOCUS Discussion/Persuasive letter |
| Creating mood – sentences of 3 Outside / Inside opening to create atmosphereWriting speech effectivelyDialogueShowing character opposites throughdialogue/actions | Include introductions to interest or hook the reader e.g. *These simple directions will help you to... Have you ever wondered how to...? Have you ever been bored by...Well this game will give you hours of fun...* And conclusions to wrap up and summarise e.g. *Follow these directions carefully and you will never need to...; These simple instructions should enable anyone to...* Use appropriate punctuation: commas for lists, colons and bullets, for points and sub-points, new lines and paragraphs etc. to frame the sequence for readers. Use a range of add-on and drop-in phrases/clauses to advise and warn e.g. *Without spilling it, transfer the powder to...*; *the next player, who should have taken a card already...* ; *First climb up the beanstalk, taking care not to...,*  | 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 | Shared reading a variety of persuasive texts –adverts and publicity - to understand how they are organised. informal languageimperative direct language boastingshort sentences 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 | Showing character throughdialogue/actions-Range of adverbial openers-similes-metaphors-sentences x3 -change setting to change mood | 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 | **Describe Setting &****character****Effective story openers** -Showing character throughdialogue/actions-Range of adverbial openers-similes-metaphors-sentences x3 -change setting to change moodKey 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 | **Journalistic writing** 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 | SettingsShow 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 topicseries of logical steps-steps continue until explanation complete-summaryUse of descriptive language invent similes to illustrate | Use recounts to explore alternative points of view e.g. from stories or linked to other subjects of the curriculum, writing in role as a character  | Opening 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 |