
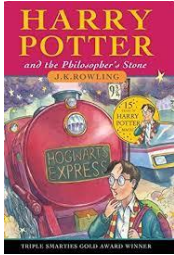
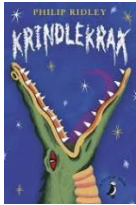
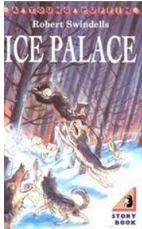
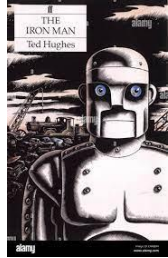
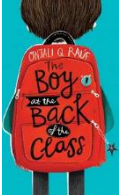




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| Autumn 1 | | Autumn 2 | | Spring 1 | | Spring 2 | | Summer 1 | | Summer 2 | |
|---|--|---|---|--|--------------------------------|---|------------------------------------|---|--|---|--|
| WW2 | | SOMEWHERE TO SETTLE | | Indus Valley | | WATER | | BENIN | | RAGING RIVERS | |
| Author Focus Author Focus Michael Morpurgo Friend or Foe | | Author Focus JK Rowling Harry Potter and the Philosopher's Stone | | Krindlekrax Philip Ridley | | Author Focus Robert Swindells The Ice Palace | | Author Focus Ted Hughes The Iron Man | | 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 |
| Dilemma | 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 focus Anderson shelter Gas Mask Air raid Black out | The Troll | Job Advert DARK ARTS teacher Writing Models Y 5 98 / 99 | Lead role in the play | Linked to topic - indus valley | Winter / Caves/ tunnels | Journey to Storvig to save brother | The Iron Man Hogarth's diary | The Sun Bat Angel How a Jelly fish stings How a giant spider traps its prey Writing Model Y4 | Linked to the story | How a jelly fish stings How a giant spider traps its prey Writing Model Year 4 |



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| | | |
|---|---|--|
| <p>Poetry Poems on a theme - wishing</p> | <p>Poetry List poems / Alphabet poems / Blackout poetry</p> | <p>Poetry Haiku Kennings Calligrams</p> |
| <p>AUTUMN SPAG</p> | <p>SPRING SPAG</p> | <p>SUMMER SPAG</p> |
| <p>Singular and plural nouns Pronouns recap Proper Nouns Adverbs to express time and cause Compound words Possessive pronouns Fronted Adverbials - commas after fronted adverbials Prepositions to express time and cause Plural and possessive – s Commas Inverted commas Paragraphs – linking with adverbials Converting nouns and adjectives into verbs – suffixes – ate, ise and ify</p> | <p>Adjectives Adverbs of possibility (perhaps, surely) Modal verbs (NF reports – could, will) Homophones Expanded noun phrases Determiners Word families Prepositional phrases - prepositions Verbs – 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)</p> | <p>Verb inflections Conjunctions to express time and cause Suffixes Possessive apostrophes Paragraphs Verbs – past Prefixes Plural possessive apostrophes Subordinate clauses Parenthesis – brackets, commas, dashes Homophones Relative clauses Writing cohesive paragraphs</p> |



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| FOCUS Wishing Tale | FOCUS Instructions | FOCUS Beat the Monster | FOCUS Persuasive Writing | FOCUS Finding Tale/History | FOCUS Non-Chron Report | FOCUS SUSPENSE | FOCUS Newspaper Report | FOCUS Quest | FOCUS Explanation Text | FOCUS Recount | FOCUS Discussion/ Persuasive letter |
|--|---|--|---|--|--|--|---|--|--|--|---|
| <p>Creating mood - sentences of 3</p> <p>Outside / Inside opening to create atmosphere</p> <p>Writing speech effectively</p> <p>Dialogue Showing character opposites through dialogues/actions</p> | <p>Include introductions to interest or hook the reader e.g. <i>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...</i></p> <p>And conclusions to wrap up and summarise e.g. <i>Follow these directions carefully and you will never need to...; These simple instructions should enable anyone to...</i></p> <p>Use appropriate punctuation: commas for lists, colons and bullets, for points and sub-points, new lines and paragraphs etc. to frame the</p> | <p>Key features of suspense</p> <ul style="list-style-type: none"> -character in the dark/lonely place -use of senses -verb selection -short sentences for pace and tension -character's reaction show/not tell | <p>Shared reading a variety of persuasive texts –adverts and publicity - to understand how they are organised.</p> <p>informal language</p> <p>imperative direct language</p> <p>boasting</p> <p>short sentences</p> <p>Extend use of 3 part structure.</p> <ul style="list-style-type: none"> -general statement to intro topic -series of logical steps -steps continue until explanation complete -summary | <p>Showing character through dialogue/actions</p> <ul style="list-style-type: none"> -Range of adverbial openers -similes -metaphors -sentences x3 -change setting to change mood | <p>Collect and organise ideas developing boxing-up. Expanding range of connectives and generalisers</p> <p>Use of technical language</p> <p>Use of complex sentences to combine information</p> <p>Write reports for different purpose</p> | <p>Describe Setting & character Effective story openers</p> <ul style="list-style-type: none"> -Showing character through dialogue/actions -Range of adverbial openers -similes -metaphors -sentences x3 -change setting to change mood <p>Key features of suspense</p> <ul style="list-style-type: none"> -character in the dark/lonely place -use of senses -verb selection -short sentences for pace and tension | <p>Journalistic writing</p> <p>Opening paragraph - well- crafted sentences to grab reader's attention</p> <p>Organise into paragraphs introduced with topic sentence</p> <p>Range of connectives</p> <p>direct and indirect speech</p> <p>Y5 subordinating clauses</p> | <p>Settings</p> <ul style="list-style-type: none"> 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 | <p>Extend use of 3 part structure.</p> <ul style="list-style-type: none"> -general statement to intro topic series of logical steps -steps continue until explanation complete -summary <p>Use of descriptive language</p> <p>invent similes to illustrate</p> | <p>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</p> <p>Y5 address readers directly to hold attention and draw in</p> | <p>Opening paragraph to engage reader</p> <ul style="list-style-type: none"> -series of points in favour in connected paragraph -series of points against in connected paragraph -reasoned conclusion <p>Y5 address readers directly to hold attention and draw in</p> |



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| | <p>sequence for readers.</p> <p>Use a range of add-on and drop-in phrases/clauses to advise and warn e.g. <i>Without spilling it, transfer the powder to...;</i> <i>the next player, who should have taken a card already... ;</i> <i>First climb up the beanstalk, taking care not to...,</i></p> | | <p>Use of descriptive language</p> <p>invent similes to illustrate points</p> | | | <p>-character's reaction show/not tell</p> | | | | | |
|--|--|--|---|--|--|--|--|--|--|--|--|