	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6
	All children expected to	All children expected to	All children expected to	All children expected to	All children expected to	All children expected to
	use standard 1 POW	use standard 2 POW	use standard 3 POW	use standard 4 POW	use standard 5 POW	use standard 6 POW
	features.	features.	features.	features.	features.	features.
	5 th – 14 th Sept	5 th – 14 th Sept	5 th – 14 th Sept	5 th – 14 th Sept	5 th – 14 th Sept	5 th – 14 th Sept
	Standard 1 POW and	Standard 2 POW and	Standard 3 POW and	Standard 4 POW and	Standard 5 POW and	Standard 6 POW and
	Handwriting	Handwriting	Handwriting	Handwriting	Handwriting	Handwriting
	WB 24 th Sept	WB 24 th Sept	WB 24 th Sept	WB 24 th Sept	24 th Sept – 5 th Oct (2	24 th Sept – 5 th Oct (2
	Oliver Twist	Oliver Twist	Oliver Twist	Oliver Twist	weeks)	weeks)
					Oliver Twist	Oliver Twist
	Narrative (storyboard)	Narrative (storyboard)	Diary (recount)	Diary (recount)		
	Sequencing events from the	Sequencing events from the	Intro – Event with time	Title	Discussion (Is it better to	Explanation (Theatre
	story.	story.	connective, description		be in the orphanage than	workshop)
			(person/place/thing),	Intro – Event with time	on the streets?)	A title – telling what's to be
	Placing pictures in order.	Discussing order of pictures	Specific examples for	connective, description	Intro ?, present both sides	explained
		and events from each	suspense Feeling!	(person/place/thing),	of argument, short	
	Writing a	section of the story.		Specific examples for	question? challenge	Intro ?? , fact and a
	sentence/description for	Blacks state and a	Events in chronological	suspense Feeling!		challenge
	each picture.	Placing pictures in order.	order – new paragraph for each event or aspect of	Events in abrenal size!	Arguments for with	
Autumn 1		Writing a short paragraph	event. A topic sentence to	Events in chronological order – new paragraph for	reasons, examples and	Present tense
Autuiiii I	4st 40th Oat (2 and 4a)	for each picture.	start each paragraph. 3	each event or aspect of	evidence (new paragraph for each)	Passive voice
	1 st – 19 th Oct (3 weeks)	Tor each precare.	detailed paragraphs.	event. A topic sentence to	lor each)	Passive voice
M&M	Classical Literature		actanea paragraphs.	start each paragraph. 4	Arguments against with	Third person
Oliver!	Beatrix Potter	1 st – 19 th Oct (3 weeks)	First person	detailed paragraphs.	reasons, examples and	Tima person
Friday 21 st		Classical Literature	•		evidence (new paragraph	At least 4 paragraphs within
September	Narrative	Paddington	Past tense	First person / Third	for each).	the main body of the text.
	Set the scene	Padamyton		Past tense	,	Paragraphs must be
		Blavvativa	Opinion and facts and		Structural sign posts (There	detailed.
	Clear character description	Narrative Set the scene	emotions.	Opinion and facts	are three major issue, First	
	Remain in the same person	Set the scene			,Finally To sum up etc)	Formal language (e.g placed
	for the whole text (either 1st	Clear character description	Personal and informal	Personal and informal	commas used ,	rather than put)
	or 3 rd)		Time adverbs (,) and	Time adverbs (,) and	Balanced and impersonal,	Technical vocabulary – with
		Clear sequential structure	devices to show passages of	devices to show passages of	(e.g on the one hand,	definitions if necessary
	Remain in past tense	with paragraphs	time.	time.	others arguesome people	
	A dio ativo a adversar a se	Time adverbs or other			maintain)	New paragraph for each
	Adjectives, adverbs and descriptive phrases for	devices to show the	Conclusion - simple	Conclusion - simple		section – subheading may
	detail.	passage of time (,)	statement e.g What a day!	statement e.g The day at	Use of conditionals (e.g It	be used (statement or
	detail.	passage of time (,/		Adventure Island was great.	could be claimed this	question) Children decide
		Remain in the same person		I would love to go again.	might mean	sections and content of
		for the whole text (either 1 st			possiblyperhaps	each section.
		or 3 rd)			Weithou in the third areas	Down growh a steet with a
					Written in the third person	Paragraphs start with a

	1 st – 19 th Oct (3 weeks)	1 st – 19 th Oct (3 weeks)		topic sentence
Remain in past tense	Classical Literature	Classical Literature	Concluding statement	
	Winnie The Pooh	Rudyard Kipling – Just So	where writer may give a	Causal language (e.g
Dialogue "" (inverted		stories	reasoned opinion.	If,then When, As,)
commas)	Narrative			
	Set the scene	Narrative	NB writing to remain	Labelled picture of diagrai
Adjectives, adverbs and		Setting to either be	unbiased – written in the	– picture box
descriptive phrases for	Clear character description	description, action or	third person. Opinion of	
detail.	·	dialogue	writer only to be given in	Concluding statement
	Clear sequential structure		the conclusion.	(answers q in introduction
	with paragraphs	Clear characterisation –		asks a new question or ar
		character description to	at at	exclamation) !?
	Time adverbs or other	provoke a feeling towards	8 th – 19 th Oct (2 weeks)	
	devices to show the	the character e.g:	Classical Literature	
	passage of time (,)	sympathy, dislike,	Famous 5 (retelling)	
		allegiance, anger.		8 th – 19 th Oct (2 weeks
	Writing should be lively,		Narrative	Classical Literature
	interesting, imaginative and	Sequence events and show	Setting to either be	Secret 7 (continuing of
	clear.	how one event leads to	description, action or	story)
		another	dialogue	565.77
	Remain in the same person			Narrative
	for the whole text (either 1 st	Time adverbs or other	Clear characterisation –	Setting to either be
	or 3 rd)	devices to show the	character description to	description, action or
		passage of time and place	provoke a feeling towards	dialogue
	Remain in past tense	(,)	the character e.g:	andiogue
			sympathy, dislike,	Clear characterisation –
	Dialogue "" (inverted	To use some figurative or	allegiance. Create	character description to
	commas)	descriptive language to	convincing characters and	provoke a feeling toward
		build detail	gradually reveal more as	the character e.g:
	Adjectives, adverbs and		the story unfolds through	sympathy, dislike,
	descriptive phrases for	Adjectives, adverbs and	the way that they talk, act	allegiance. Create
	detail.	descriptive phrases for	and interact with others.	convincing characters and
		detail.		gradually reveal more as
			To manipulate typical	the story unfolds through
		Write in role as a character	characters, settings and	the way that they talk, ac
		from a story (1 st person) To	events to surprise and	and interact with others.
		be able to write in the 3 rd	amuse the reader.	
		person (either 1 st or 3 rd		To manipulate typical
		person)	Sequence events and show	characters, settings and
		Demois in the same tage	how one events leads to	events to surprise and
		Remain in the same tense	another	amuse the reader.
		throughout the whole text.		
		Dialogue "" linyartad	Use connecting words and	Sequence events and sho
		Dialogue "" (inverted	reported and direct speech	how one events leads to
		commas)	or other devices to show	another
			the changes in time and	

information () Make shifts back and forwards in time Use figurative or descriptive languages to build detail personification effect	T	T	Ţ		
Make shifts back and forwards in time Use figurative or descriptive language to build detail -personification -onomatopoeia -simile -metaphor Change handwriting for effect Adjectives, adverbs and descriptive phrases for detail. Adjectives, adverbs and descriptive phrases for detail. Remain in the same tense throughout the whole text. Dialogue "" (inverted commas) Write in role as a character from a story (1" person) To be able to write in the 3" person (either 1" or 3" person) Remain in the same tense throughout the whole text.				place and to reveal new	
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-personification -onomatopoeia -simile -metaphor				language to build detail	
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throughout the whole text. Dialogue "" (inverted					Remain in the same tense
Dialogue " " (inverted					
					Dialogue " " (inverted
					commus,
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	WB 29 th Oct	WB 29 th Oct	WB 29 th Oct	WB 29 th Oct	WB 29 th Oct	WB 29 th Oct
	Invictus Games	Invictus Games	Invictus Games	Invictus Games	Invictus Games	Invictus Games
	Non-chronological report	Non-chronological report	Non chronological report	Non-chronological report	Non-chronological report	Non-chronological report
	Title	Title	Title	Title- to draw the reader in	Title- to draw the reader in	Title- to draw the reader in
	Introduction - A fact.	Introduction - ? and a fact.	Intro ? , fact and a	Intro ?? , fact and a	Intro?, fact, specific	Intro?, fact, specific
			challenge	challenge	examples and a challenge	examples and a challenge
	Laid out in 2	Laid out in 3				
	sections/paragraphs (given	sections/paragraphs (given	Laid out in sections.	Laid out in sections. New	Laid out in sections. New	Laid out in sections. New
	subheadings).	subheadings).		paragraph for each section	paragraph for each section	paragraph for each section
	A. I	A. I	New paragraph for each	- Children begin to decide	– if subheadings used could	– if subheadings used could
	At least 2/3 sentences per	At least 4 sentences per	section = using prompt	what the sections are and relevant information to	be questions/ or something	be questions/ or something
	paragraph.	paragraph.	(with subheadings)	include. Subheadings must	catchy to draw in the reader	catchy to draw in the reader
	Conclusion – 'Now you	Conclusion – 'Now you	At least 3 paragraphs within	be used.	reader	reader
	know all about,'	know all about,'	the main body of the text.	be useu.	At least 3 paragraphs within	At least 4 paragraphs within
	Kilow all about,	Know an about,	the main body of the text.	At least 4 paragraphs within	the main body of the text.	the main body of the text.
		Present tense used	Conclusion – ? or !	the main body of the text.	Paragraphs must be	Paragraphs must be
	5 th – 23 rd Nov	throughout.		Paragraphs must be	detailed.	detailed.
	(3 weeks)	S .		detailed.		
Autumn	Mystery		5 th – 23 rd Nov		Technical vocabulary – may	Technical vocabulary – may
2		5 th – 23 rd Nov	(3 weeks)	Labelled pictures or	need defining (,which is	need defining (,which is
_	A real mystery!	(3 weeks)	Mystery	diagrams – picture box	a,,known as, or () -	a,,known as, or () -
	Recount (Diary entry)	Mystery	Pictures or objects			
	Intro – Event with time	A real mystery!	Tretares or objects	Conclusion ? or !	Labelled pictures or	Labelled pictures or
	connective, description		Descriptive narrative		diagrams – picture box	diagrams – picture box
	(person/place/thing).	Recount (Diary entry)	Mention place in the	th rd	Concluding statement	Classary of tarms
	(1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-	Intro – Event with time	introduction	5 th – 23 rd Nov	Concluding statement (answers? in introduction,	Glossary of terms
	2 main events in detail in	connective, description		(3 weeks)	asks a new question or an	Concluding statement
	chronological order.	(person/place/thing),	Sights, sounds, smells,	Mystery	exclamation) !?	(answers ? in introduction,
		Specific examples for	feelings / mood	Sarah Jane adventures	exciamation,	asks a new question or an
	First person	suspense Feeling!		Sparticle mystery		exclamation) !?
			Figurative language -		5 th – 23 rd Nov	,
	Past tense	Events in chronological	similes	Letter (recount)	(3 weeks)	
		order – new paragraph for		Recipient name, address,	Mystery	5 th – 23 rd Nov
	Opinion and facts and	each event or aspect of	Clear sequential structure	date etc.	Real-life mysteries	(3 weeks)
	emotions.	event. A topic sentence to	with paragraphs		Keal-lije Hlysteries	Mystery
	Time adverbs (first later	start each paragraph. 3		Intro – Event with time	Journalistic (recount)	SATs task
	Time adverbs (first, later, finally)	detailed paragraphs.	Time adverbs or other	connective, description	Headline	STITS COSK
	iniany)	First person	devices to show the	(person/place/thing),	Headille	Descriptive narrative
	Conclusion - simple	i ii st person	passage of time (,)	Specific examples for suspense Feeling!	Introduction – who, what,	Open through descriptive
	statement e.g What a day!	Past tense	Domain in the same news	suspense reening:	when, where	language and setting the
	Statement eig Wildt a day:		Remain in the same person for the whole text (either 1 st	Events in chronological		scene (sights, sounds,
			ioi the whole text (either 1	Evento in emonological		seeme (signes, sounds,

		I rd.			
	Opinion and facts and	or 3 rd)	order – new paragraph for	Written in paragraphs -	smells, feelings)
3 rd – 19 th Dec	emotions.		each event or aspect of	events or different aspects	
(2 ½ weeks)		Remain in past tense	event. A topic sentence to	of the same event in	Ended on cliff hanger and /
Christmas	Time adverbs (,) and		start each paragraph. 4	chronological order.	or using
Cinistinas	devices to show passages of	Dialogue " " (inverted	detailed paragraphs.		
	time.	commas)		At least 4 paragraphs within	Adjectives, adverbs and
Letter to Santa			First person	the main body of the text.	descriptive phrases for
	Conclusion - simple	Adjectives, adverbs and		Paragraphs must be	detail.
Recipient name, addı	ress, statement e.g What a day!	descriptive phrases for	Past tense	detailed.	
date etc.		detail.			Clear characterisation –
			Opinion, facts and	Time adverbs or other	character description to
Intro - Facts	3 rd – 19 th Dec		emotions.	devices to show the	provoke a feeling towards
		3 rd – 19 th Dec		passage of time (,)	the character e.g: sympathy,
Main points clearly se	et out (2 ½ weeks)		Personal and informal		dislike, allegiance.
in sentences	Christmas	(2 ½ weeks)		Refer back to previous	
		Christmas	Conclusion - simple	points throughout the	Sequence events and show
Concluding statemen	t! Letter to Santa		statement e.g The day at	article	how one events leads to
	1 week	Letter to Santa	Adventure Island was great.		another
From		1 week	I would love to go again.	Third person	
			The analog to go again.	a person	Use connecting words and
			From	Past tense	reported and direct speech
	Description	Bir (man a)	110111	r dot tenoe	or other devices to show the
	The bear and the hare	Diary (recount)		Passive voice	changes in time and place
		The bear and the hare	3 rd – 19 th Dec	T dosive voice	and to reveal new
	Mention place in the			Photo box with caption	information (,)
	introduction	Intro – Event with time	(2 ½ weeks)	Thoto box with caption	NATION OF SECTION OF
		connective, description	Christmas	Use of direct quotation or	Make shifts back and
	Sights, sounds, smells,	(person/place/thing),		reported speech " "	forwards in time
	feelings / mood	Specific examples for	Letter to Santa	reported speech	Use figurative or descriptive
	3 2, 32,	suspense Feeling!	1 week	Sophisticated language –	language to build detail
	Ending statement		1 WCCK	eye witness, pedestrian,	-personification
		Events in chronological		commuter, local resident	-onomatopoeia
	Figurative language -	order – new paragraph for		etc	-simile
	similes	each event or aspect of	Descriptive narrative	eic	-metaphor
	Ses	event. A topic sentence to	The Snowman	Facts and supporting	
		start each paragraph. 3		evidence	Change handwriting for
		detailed paragraphs.	Mention place in the	evidence	effect
			introduction. Setting to	Conclusion – Briefly retells	
		First person	either be description, action	,	Remain in the same tense
			or dialogue	events and brings the	throughout the whole text.
		Past tense	_	reader up to date!/?	
			Sights, sounds, smells,		Dialogue " " (inverted
		Opinion and facts and	feelings / mood		commas)
		emotions.			
			Clear characterisation –		
		Personal and informal	character description to		
			provoke a feeling towards		
<u> </u>	1	<u> </u>	1. 3.2.2.00	<u> </u>	<u>. </u>

dev tim	 the character e.g: sympathy, dislike, allegiance, anger. Sequence events and show how one event leads to another Time adverbs or other devices to show the passage of time and place (,) To use some figurative or descriptive language to build detail Remain in the same tense throughout the whole text. Dialogue "" (inverted commas)	3rd – 19th Dec (2 1/2 weeks) Christmas Letter to Santa 1 week Descriptive narrative The Snowman Open through descriptive language and setting the scene (sights, sounds, smells, feelings) Setting to either be description, action or dialogue Adjectives, adverbs and descriptive phrases for detail. Clear characterisation – character description to provoke a feeling towards the character e.g. sympathy, dislike, allegiance. Sequence events and show how one events leads to another. Use connecting words and reported and direct speech or other devices to show the changes in time and place and to reveal new information (,) Make shifts back and forwards in time Use figurative or descriptive language to build detail	3rd – 19th Dec (2 1/2 weeks) Christmas Letter to Santa from different viewpoints (the child and their teacher/parents) Intro ? ?, fact and a warning – opinion evident through choice of language, (NB may have to adapt format for letter writing). Main points clearly set out in 4 detailed paragraphs – with a reasons to back up points Emotive language Dare you disagree (Surely Obviously Everyone knows that Deliberate ambiguity (probably the best, perhaps, maybe -rhetorical questions -turning opinion into truth Make references throughout the text to previous points Conclusion! refers back to / may answer question in
		and to reveal new information (,) Make shifts back and	Make references throughout the text to

	3 rd – 18 th Jan (2 ½ weeks)	3 rd – 18 th Jan (2 ½ weeks)	3 rd – 18 th Jan (2 ½ weeks)	3 rd – 18 th Jan (2 ½ weeks)	3 rd – 18 th Jan (2 ½ weeks)	3 rd – 18 th Jan (2 ½ weeks)
	Poetry	Poetry	Poetry	Poetry	Poetry	Poetry
	Sense poems	Calligram	Acrostic poetry	Haiku	Personification poetry	Ballad
	Children to read and	A calligram can be a poem,	Topic word vertically	Three lines: syllable pattern	Describing objects as	Tell a story (usually
	analyse a range of sense	a phrase or even a	down the page. Phrases	5, 7, 5. A personal but	though they are people.	tragic). 4 line stanzas
	poems. Explore our 5	single word. Calligrams use	related to the topic	universal comment on	Portraying a particular	(quatrains). Rhyme
	senses. Write poems using	the shape of the letters,	linked to each letter	nature and/or humankind's	feeling or emotion.	scheme ABCB.
	all 5 senses.	words or whole poem to	horizontally.	place in the world. The poet		May use dialogue and
		show the subject of the calligram in a visual way.		aims to capture a single moment or thought and	Limerick	questions. May end with
	24 St 1 4 St 5-1- /2	Calligraffi fil a visual way.	Kennings	also aims to leave half the	Humorous, nonsensical	a moral or address the
	21 st Jan – 1 st Feb (2		Describe something,	work for the reader to do.	poems. They have 5 lines.	reader.
	weeks	21 st Jan – 1 st Feb (2	without saying what it is.	Work for the reduct to do.	The 1 st , 2 nd and 5 th lines	
	Snow White	weeks	Verses with 3 lines each.	Cinquain	have the same number of	Ode
		Snow White	Each line consists of a	5 lines, consisting of	syllables, and so do the 3 rd	Express thoughts and
	Non-chronological report	Show white	noun and a verb	adjectives, verbs and	and 4 th . They follow a	feelings about a person
	Title	Non chronological ropert	(hyphenated)	feelings.	rhyming pattern - AABBA	or object. Include similes,
Spring 1	Introduction - A fact.	Non-chronological report Title	(, p	reemigs.		metaphors and
	introduction - A fact.	Title			ast , st - , ,a	personification. Rhyming
M&M	Laid out in 2	Introduction - ? and a fact.	21 st Jan – 1 st Feb (2	21 st Jan – 1 st Feb (2	21 st Jan – 1 st Feb (2	pattern – ABAB or ABCB
Snow	sections/paragraphs (given		weeks	weeks	weeks	pattern 112/12 617/12 62
White	subheadings).	Laid out in 3	Snow White	Snow White	Snow White	
Thursday		sections/paragraphs (given		Show white	Discours at	21 st Jan – 1 st Feb (2
24 th	At least 2/3 sentences per	subheadings).	Procedure	Script	Diary (recount)	weeks
January	paragraph.		Intro = ? and challenge	Set the scene in detail –	Intro – Event with time connective, description	Snow White
Juliaury		At least 4 sentences per		present tense	(person/place/thing),	Show white
	Conclusion – 'Now you	paragraph.	Subheadings e.g You will	process control	Specific examples for	Discussion
	know all about ,'	Conclusion (November	need:	Use descriptive and	suspense Feeling!	Intro ?, present both sides
	Present tense used	Conclusion – 'Now you know all about ,'		figurative language –		of argument, short
	throughout.	Kilow all about,	Ordered steps = imperative	personification, adjective	Events in chronological	question ? challenge
	in oughout.	Present tense used	verbs, bullet points or	phrases etc	order – new paragraph for	
		throughout.	numbers	6	each event or aspect of	Arguments for with
			Simple concluding	Change handwriting for	event. A topic sentence to	reasons, examples and
			statement! e.g Sit back and	effect	start each paragraph. 4	evidence (new paragraph
			relax! Enjoy! Go on, give it	Add humour to engage the	detailed paragraphs.	for each)
			a go!	reader	First person	Arguments against with
			Ĭ	reader	i ii st person	Arguments <i>against</i> with reasons, examples and
				Refer back to previous	Past tense	evidence (new paragraph
				events throughout the		for each).
				script	Opinion and facts and	
				·	emotions.	Structural sign posts (There
				Move the plot forward by		are three major issue, First

			setting the scene between	Personal and informal	,Finally To sum up etc)
4 th – 15 th Feb (2 weeks)	4 th – 15 th Feb (2 weeks)	4 th – 15 th Feb (2 weeks)	different acts		commas used ,
Fairy tales	Fairy tales	Fairy tales	Act 1. oto	Time adverbs (,) and	Dalan and and improvement
3 little pigs	Red Riding Hood	Aladdin (could be a	Act 1: etc No speech marks	devices to show passages of time.	Balanced and impersonal, (e.g on the one hand,
		wanted poster for any of	No specen marks	time.	others arguesome people
Narrative	Procedure (How to trick	the characters, depending	Character name in the	Embedded and subordinate	maintain)
Set the scene	Red Riding Hood)	on what scene you choose).	margin followed by a colon	clauses.	
Set the stelle	Intro = ? and challenge	choosej.	:		Use of conditionals (e.g It
Clear character description	0	Wanted advertisement	Stage directions in brackets	Conclusion - simple	could be claimed this
	Subheadings e.g You will	(persuasion)	() – feelings and actions	statement e.g The day at Adventure Island was great.	might mean possiblyperhaps
MARCON AND LITTER OF A	need: Bullet points		() recinigs and actions	I wonder what adventures	possioryperriaps
Writing should be lively, interesting, imaginative and	Ordered steps = imperative	Eye catching title		lay ahead tomorrow.	Written in the third person
clear.	verbs with detail for each	Intro ? ? and a warning -			
	step	opinion evident through	4 th – 15 th Feb (2 weeks)	+h +h	Concluding statement
Remain in the same person	·	choice of language	Fairy tales	4 th – 15 th Feb (2 weeks)	where writer may give a reasoned opinion.
for the whole text (either 1 st	Numbered steps		Jack and the beanstalk	Fairy tales	reasoned opinion.
or 3 rd)	Simple concluding	Main points clearly set out	(from either Jack, his	Goldilocks	NB writing to remain
Remain in past tense	statement!e.g Sit back and	in 3 paragraphs – with a reason to back up	mum, the Giant's or his	Procedure	unbiased – written in the
, , , , , , , , , , , , , , , , , , ,	relax! Enjoy! Go on, give it	each point	wife's viewpoint)	Intro = ? ?, Fact,	third person. Opinion of
Dialogue " " (inverted	a go!	Cuon point	Diary (recount)	Exclamation and	writer only to be given in the conclusion.
commas)		Concluding statement!	Title	Challenge	the conclusion.
Adjectives, adverbs and					
descriptive phrases for			Intro – Event with time	Subheadings – third person (resources: equipment:)	4 th – 15 th Feb (2 weeks)
detail.			connective, description	(resources, equipment.)	Fairy tales
			(person/place/thing), Specific examples for	Ordered steps = time	The alternate 3 little pigs
			suspense Feeling!	adverbs (,) subordinate	story
			0.	clauses (,) although, which,	laaliatia
			Events in chronological	as, if, because and adverbs	Journalistic Headline
			order – new paragraph for	(,)	ricadiiric
			each event or aspect of event. A topic sentence to	Detail in each step	Introduction – who, what,
			start each paragraph. 4		when, where
			detailed paragraphs.	Add extra information using	Muitton in noncomba
				() or -	Written in paragraphs - events or different aspects
			First person / Third	Use of labelled picture /	of the same event in
			Past tense	diagram with caption	chronological order.
			Opinion and facts		
				Concluding statement!	At least 4 paragraphs within
			Personal and informal	with a subordinate	the main body of the text. Paragraphs must be
				clause(If,then Although, Because,	detailed.
		l		Decadociii,	

	 ,		, ,	
		Time adverbs (,) and	As, When,)	
		devices to show passages of		Time adverbs or other
		time.		devices to show the
		- -		passage of time (,)
		Conclusion - simple		passage of time (,)
				Before lead to the second
		statement e.g The day at		Refer back to previous
		Adventure Island was great.		points throughout the
		I would love to go again.		article
				Third person
				Past tense
				Passive voice
				1 d331VC VOICC
				Dhata harrith acation
				Photo box with caption
				Use of direct quotation or
				reported speech " "
				Sophisticated language –
				eye witness, pedestrian,
				commuter, local resident
				etc
				ctc
				Facts and supporting
				Facts and supporting
				evidence
				_
				Conclusion – Briefly retells
				events and brings the
				reader up to date!/?

	WB 25 th Feb	WB 25 th Feb	WB 25 th Feb	WB 25 th Feb	WB 25 th Feb	WB 25 th Feb
	Writing invitations for	Writing invitations for	Writing invitations for	Writing invitations for	Writing invitations for	Writing invitations for
	Mad Hatter's Tea Parties	Mad Hatter's Tea Parties	Mad Hatter's Tea Parties	Mad Hatter's Tea Parties	Mad Hatter's Tea Parties	Mad Hatter's Tea Parties
	and preparing.	and preparing.	and preparing.	and preparing.	and preparing.	and preparing.
	18 th Mar – 5 th Apr (3	18 th Mar – 5 th Apr (3	18 th Mar – 5 th Apr (3	18 th Mar – 5 th Apr (3	18 th Mar – 5 th Apr (3	18 th Mar – 5 th Apr (3
	weeks)	weeks)	weeks)	weeks)	weeks)	weeks)
	Shakespeare (learn text in	Shakespeare (learn text in	Shakespeare (learn text in	Shakespeare (learn text in	Shakespeare (learn text in	Shakespeare (learn text in
	week of 25 th Feb)	week of 25 th Feb)	week of 25 th Feb)	week of 25 th Feb)	week of 25 th Feb)	week of 25 th Feb)
	The Tempest	A midsummer night's	A midsummer night's	Macbeth	The taming of the	Hamlet
		dream	dream		shrew	
	Narrative (storyboard) 1			Letter (recount) 1 week		Character description
	week	Play script 3 weeks	Discussion 2 weeks	Recipient name, address,	Letter (recount) 2 weeks	(non-chronological
	Sequencing events from the		Eye catching title	date etc.	Recipient name, address and	report) 1 week
	story.	Set the scene – present	Intro??and a warning -	Intro – Event with time	date.	
	Story.	tense	opinion evident through	connective, description	Intro – Event with time	Title- to draw the reader in
	Placing pictures in order.	No speech marks	choice of language	(person/place/thing),	connective, description	Intro ? , fact, specific
		No speech marks		Specific examples for	(person/place/thing), Specific	examples and a challenge
	Writing a	Character name in the	Main points clearly set out in	suspense Feeling!	examples for suspense	examples and a chancinge
	sentence/description for	margin followed by a colon	3 paragraphs – with a reason to back up		Feeling!	Laid out in sections. New
Spring 2	each picture.	:	each point	Events in chronological	Events in chronological order	paragraph for each section
			Cach point	order – new paragraph for	– new paragraph for each	 if subheadings used could
	Narrative 2 weeks	Stage directions in brackets	Use connectives at the start	each event or aspect of	event or aspect of event. A	be questions/ or something
	Ivaliative 2 weeks	() – feelings and actions.	of sentences followed by a	event. A topic sentence to start each paragraph. 4	topic sentence to start each	catchy to draw in the
	Set the scene		comma(e.g Although many	detailed paragraphs.	paragraph. 4 detailed	reader
			people believe smoking is bad, Because, As	and a part of a principal	paragraphs.	At least 4 paragraphs within
	Clear character description		bau, because, As	First person	First person	the main body of the text.
			Concluding statement –			Paragraphs must be
	Additional and the Production		restate opinion in a	Past tense	Past tense	detailed.
	Writing should be lively, interesting, imaginative and		summary. May use ? or !			
	clear.			Opinion, facts and emotions.	Opinion and facts and emotions.	Technical vocabulary – may
	olean.		Play script 1 week	emotions.	emotions.	need defining (,which is
	Remain in the same person		Set the scene – present tense	Personal and informal	Personal and informal	a,,known as, or () -
	for the whole text (either 1 st		·			Labelled pictures or
	or 3 rd)		No speech marks	Conclusion - simple	Conclusion - simple	diagrams – picture box
			Character name in the	statement e.g The day at	statement e.g The day at	
	Remain in past tense		Character name in the margin followed by a colon :	Adventure Island was great.	Adventure Island was great. I wonder what adventures lay	Glossary of terms
	Dialogue " " (inverted		margin ronowed by a colon.	I would love to go again.	ahead tomorrow.	
	commas)		Stage directions in brackets (From		Concluding statement
	- Commus,) – feelings and actions	From	From	(answers ? in introduction,
						asks a new question or an

1	Adjectives, adverbs and				exclamation) !?
	descriptive phrases for		Discussion 2 weeks	Character study (non-	Narrative 2 weeks
	detail.		Eye catching title	chronological report) 1 week	Setting to either be
					description, action or
			Intro??, fact and a warning	Title- to draw the reader in	dialogue
			- opinion evident through		
			choice of language.	Intro?, fact, specific	Clear characterisation –
				examples and a challenge	character description to
			Main points clearly set out in		provoke a feeling towards
			4 detailed paragraphs – with	Laid out in sections. New	the character e.g:
			a reasons to back up points	paragraph for each section	sympathy, dislike,
			-emotive language-dare you disagree (Surely	 if subheadings used could 	allegiance. Create
			Obviously Everyone knows	be questions/ or something	convincing characters and
			that	catchy to draw in the	gradually reveal more as
			triut	reader	the story unfolds through
			Structural sign posts (There		the way that they talk, act
			are three major issue, First	At least 4 paragraphs within	and interact with others.
			,Finally To sum up etc)	the main body of the text.	
1			Commas used ,	Paragraphs must be	To manipulate typical
1				detailed.	characters, settings and
			Conclusion! refers back to		events to surprise and
1			question in the	Technical vocabulary – may	amuse the reader.
1			introduction.Opinion of	need defining (,which is	
1			writer only to be given in the	a,,known as, or () -	Sequence events and show
			conclusion. The rest of the		how one events leads to
1			writing must remain	Labelled pictures or	another
1			impersonal and unbiased.	diagrams – picture box	
1				_	Use connecting words and
				Glossary of terms	reported and direct speech
					or other devices to show
				Concluding statement	the changes in time and
				(answers ? in introduction,	place and to reveal new
				asks a new question or an exclamation) !?	information (,)
					Make shifts back and
					forwards in time
					Use figurative or descriptive
					language to build detail
					-personification
					-onomatopoeia
					-simile
					-metaphor
					Change handwriting for
					effect

			Adjectives, adverbs and descriptive phrases for detail. Write in role as a character from a story (1 st person) To be able to write in the 3 rd person (either 1 st or 3 rd person) Remain in the same tense throughout the whole text. Dialogue "" (inverted commas)

	WB 23 rd April – Earth	WB 23 rd April – Earth	WB 23 rd April – Earth	WB 23 rd April – Earth	WB 23 rd April – Earth	
	Week cross-curricular.	Week cross-curricular.	Week cross-curricular.	Week cross-curricular.	Week cross-curricular.	
	29 th Apr – 10 th May and WB 20 th May (3 weeks) <i>Robots</i>	29 th Apr – 10 th May and WB 20 th May (3 weeks) <i>Robots</i>	29 th Apr – 10 th May and WB 20 th May (3 weeks) Robots	29 th Apr – 10 th May and WB 20 th May (3 weeks) Robots	29 th Apr – 10 th May and WB 20 th May (3 weeks) <i>Robots</i>	
		No-Bot (own version)	Iron Giant (extract)	(Non-fiction clip)	Nao	
	Non-chronological report			, , , , , , , , , , , , , , , , , , , ,		
	Title	Narrative	Descriptive narrative	Procedure	Explanation	
	Introduction - A fact.	Set the scene	Mention place in the introduction	Intro = ?, fact and challenge	A title – telling what's to be explained	
	Laid out in 2	Clear character description		Subheadings – third person	Intro ?? , fact and a	
	sections/paragraphs (given subheadings).	Clear sequential structure with paragraphs	Sights, sounds, smells, feelings / mood	(resources /equipment:)	challenge	
	At least 2/3 sentences per	Time adverbs or other	Figurative language - similes	Ordered steps = time adverbs (,) Adverbs (,)	Passive voice	
	paragraph.	devices to show the		Use of labelled picture /	At least 4 paragraphs within the main body of the text.	
	Conclusion – 'Now you	passage of time (,)	Clear sequential structure with paragraphs	diagram with caption	Paragraphs must be	
	know all about ,'	Remain in the same person	with paragraphs		detailed.	SATs
Summer 1		for the whole text (either 1 st	Time adverbs or other	Concluding statement!		
	Present tense used throughout.	or 3 rd)	devices to show the	More detailed e.g subordinate clause	Formal language (e.g placed rather than put)	preparation
	throughout.	Remain in past tense	passage of time (,)	(If,then Although,	ratilei tilali put)	
		Neman in past tense	Remain in the same person	Because, As, When,)	Technical vocabulary – with	
		Dialogue " " (inverted	for the whole text (either 1 st		definitions if necessary	
		commas)	or 3 rd)		New paragraph for each	
		Adjectives, adverbs and	Remain in past tense		section – subheading may	
		descriptive phrases for	Nemain in past tense		be used (statement or	
		detail.	Dialogue " " (inverted		question)	
			commas)		Paragraphs start with a	
			Adjectives, adverbs and		topic sentence	
			descriptive phrases for			
			detail.		Causal language (e.g If,then When, As,)	
					Concluding statement (answers q in introduction,	
					asks a new question or an exclamation)!?	

	3 rd – 15 th June (2 weeks)	3 rd – 15 th June (2 weeks)	3 rd – 15 th June (2 weeks)	3 rd – 15 th June (2 weeks)	3 rd – 15 th June (2 weeks)	3 rd – 15 th June (2 weeks)
	Fantasy	Fantasy	Fantasy	Fantasy	Fantasy	Fantasy
	Where the wild things	How to train your	Neverending story	James and the giant	Howl's moving castle	Harry Potter extract
	are	dragon extract	extract	peach extract	extract	
						Narrative
	Narrative	Procedure	Descriptive narrative	Descriptive narrative	Descriptive narrative	Setting to either be
	Set the scene	Intro = ? and challenge	(own version)		Open through descriptive	description, action or
				Mention place in the	language and setting the	dialogue
	Clear character description	Subheadings e.g You will	Mention place in the	introduction. Setting to	scene (sights, sounds, smells,	Clear characterisation –
		need:	introduction	either be description, action	feelings) Setting to either be	character description to
	Writing should be lively,	Ordered steps = imperative		or dialogue	description, action or	provoke a feeling towards
	interesting, imaginative and	verbs, bullet points or	Sights, sounds, smells,	Sights, sounds, smells,	dialogue	the character e.g:
	clear.	numbers	feelings / mood	feelings / mood	Adjectives, adverbs and	sympathy, dislike,
			Figurative language -	reemigs / mood	descriptive phrases for detail.	allegiance. Create
	Remain in the same person	Simple concluding	similes	Clear characterisation –		convincing characters and
	for the whole text (either 1 st	statement!e.g Sit back and		character description to	Clear characterisation –	gradually reveal more as
	or 3 rd)	relax! Enjoy! Go on, give it	Clear sequential structure	provoke a feeling towards	character description to	the story unfolds through
Summer 2		a go!	with paragraphs	the character e.g:	provoke a feeling towards the character e.g: sympathy,	the way that they talk, act
	Remain in past tense			sympathy, dislike,	dislike, allegiance.	and interact with others.
M&M Alice	Dialogue " " (inverted		Time adverbs or other	allegiance, anger.	and an egranical	To manipulate typical
in	commas)	-th -th -	devices to show the	Sequence events and show	Sequence events and show	characters, settings and
Wonderland	Commus,	17 th – 28 th June (2	passage of time (,)	how one event leads to	how one events leads to	events to surprise and
Tuesday 18 th	Adjectives, adverbs and	weeks)	Remain in the same person	another	another.	amuse the reader.
June	descriptive phrases for	Alice in Wonderland	for the whole text (either 1st		Use connecting words and	
June	detail.		or 3 rd)	Time adverbs or other	reported and direct speech	Sequence events and show
		Character description		devices to show the	or other devices to show the	how one events leads to
		ard	Remain in past tense	passage of time and place	changes in time and place and to reveal new	another
	*h *h	3 rd person		(,)	information (,)	Use connecting words and
	17 th – 28 th June (2	A disastina a tanda a sulla	Dialogue "" (inverted	To use some figurative or	, (y,	reported and direct speech
	weeks)	Adjectives to describe	commas)	descriptive language to	Make shifts back and	or other devices to show
	Alice in Wonderland	physical appearance	Adjectives adverte and	build detail	forwards in time	the changes in time and
		What kind of norsonality	Adjectives, adverbs and descriptive phrases for		Use figurative or descriptive	place and to reveal new
	Recount (Diary entry)	What kind of personality	detail.	Remain in the same tense	language to build detail	information (,)
	Intro – Event with time connective, description	they have-how do you		throughout the whole text.	-personification	
	(person/place/thing).	know this?			-onomatopoeia	Make shifts back and
	(person) place, ching,	Adverbs to describe how		Dialogue " " (inverted	-simile	forwards in time
	2 main events in detail in	a character moves		commas)	-metaphor	Use figurative or descriptive
	chronological order.	a character moves			Dialogue " " (inverted	language to build detail
		Similes			commas)	-personification
	First person	Sittiles				-onomatopoeia
						-simile

Past tense	Unusual features				-metaphor
Opinion and facts and emotions.	15 th – 24 th July (1 ½ weeks)	17 th – 28 th June (2 weeks)	17 th – 28 th June (2 weeks)	17 th – 28 th June (2 weeks)	Change handwriting for effect
Time adverbs (first, later, finally)	Class project. Decide as a class on a theme and a	Alice in Wonderland Procedure	Alice in Wonderland Interview with a	Alice in Wonderland M&M workshop	Adjectives, adverbs and descriptive phrases for detail.
Conclusion - simple statement e.g What a day!	text type for this unit.	Intro = ? and challenge Subheadings e.g You will	character Interview	Explanation A title – telling what's to be explained	Write in role as a character from a story (1 st person) To
15 th – 24 th July (1 ½		need: Ordered steps = imperative	Similar to script, but a more real-life version.	Intro ?? , fact and a challenge	be able to write in the 3 rd person (either 1 st or 3 rd
weeks)		verbs, bullet points or numbers	Set the scene – present tense	Present tense	person) Remain in the same tense
Class project. Decide as a class on a theme and a text type for this unit.		Simple concluding statement!e.g Sit back and	Move the plot forward by setting the scene between	Passive voice Third person	throughout the whole text. Dialogue "" (inverted
		relax! Enjoy! Go on, give it a go!	different acts	At least 4 paragraphs within the main body of the text.	commas)
		15 th – 24 th July (1 ½	No speech marks Speaker name in the margin	Paragraphs must be detailed.	17 th – 28 th June (2 weeks)
		weeks) Class project. Decide as	followed by a colon : Stage directions in brackets	Formal language (e.g placed rather than put)	Alice in Wonderland Interview with the cast
		a class on a theme and a text type for this unit.	() – feelings and actions	Technical vocabulary – with definitions if necessary	Interview Set the scene in detail –
			15 th – 24 th July (1 ½ weeks)	New paragraph for each section – subheading may	present tense Use descriptive and
			Class project. Decide as a class on a theme and a text type for this unit.	be used (statement or question) Children decide sections and content of	figurative language – personification, adjective phrases etc
			text type for this unit.	each section. Paragraphs start with a topic sentence	Change handwriting for effect
				Causal language (e.g	Add humour to engage the reader
				Labelled picture of diagram – picture box	Refer back to previous events throughout the script
			•		

		Concluding statement (answers q in introduction, asks a new question or an exclamation) !? 15 th - 24 th July (1 ½ weeks) Class project. Decide as a class on a theme and a text type for this unit.	Move the plot forward by setting the scene between different acts Act 1: etc No speech marks Character name in the margin followed by a colon: Stage directions in brackets () – feelings and actions
			15 th – 24 th July (1 ½ weeks) Class project. Decide as a class on a theme and a text type for this unit.