

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

		<p>Remain in past tense</p> <p>Dialogue “ ” (inverted commas)</p> <p>Adjectives, adverbs and descriptive phrases for detail.</p>	<p>1st – 19th Oct (3 weeks) <i>Classical Literature</i> <i>Winnie The Pooh</i></p> <p>Narrative Set the scene</p> <p>Clear character description</p> <p>Clear sequential structure with paragraphs</p> <p>Time adverbs or other devices to show the passage of time (,) ...</p> <p>Writing should be lively, interesting, imaginative and clear.</p> <p>Remain in the same person for the whole text (either 1st or 3rd)</p> <p>Remain in past tense</p> <p>Dialogue “ ” (inverted commas)</p> <p>Adjectives, adverbs and descriptive phrases for detail.</p>	<p>1st – 19th Oct (3 weeks) <i>Classical Literature</i> <i>Rudyard Kipling – Just So stories</i></p> <p>Narrative Setting to either be description, action or dialogue</p> <p>Clear characterisation – character description to provoke a feeling towards the character e.g: sympathy, dislike, allegiance, anger.</p> <p>Sequence events and show how one event leads to another</p> <p>Time adverbs or other devices to show the passage of time and place (,) ...</p> <p>To use some figurative or descriptive language to build detail</p> <p>Adjectives, adverbs and descriptive phrases for detail.</p> <p>Write in role as a character from a story (1st person) To be able to write in the 3rd person (either 1st or 3rd person)</p> <p>Remain in the same tense throughout the whole text.</p> <p>Dialogue “ ” (inverted commas)</p>	<p>Concluding statement where writer may give a reasoned opinion.</p> <p>NB writing to remain unbiased – written in the third person. Opinion of writer only to be given in the conclusion.</p> <p>8th – 19th Oct (2 weeks) <i>Classical Literature</i> <i>Famous 5 (retelling)</i></p> <p>Narrative Setting to either be description, action or dialogue</p> <p>Clear characterisation – character description to provoke a feeling towards the character e.g: sympathy, dislike, allegiance. Create convincing characters and gradually reveal more as the story unfolds through the way that they talk, act and interact with others.</p> <p>To manipulate typical characters, settings and events to surprise and amuse the reader.</p> <p>Sequence events and show how one events leads to another</p> <p>Use connecting words and reported and direct speech or other devices to show the changes in time and</p>	<p>topic sentence</p> <p>Causal language (e.g If...,then When..., As...,)</p> <p>Labelled picture of diagram – picture box</p> <p>Concluding statement (answers q in introduction, asks a new question or an exclamation) !?</p> <p>8th – 19th Oct (2 weeks) <i>Classical Literature</i> <i>Secret 7 (continuing a story)</i></p> <p>Narrative Setting to either be description, action or dialogue</p> <p>Clear characterisation – character description to provoke a feeling towards the character e.g: sympathy, dislike, allegiance. Create convincing characters and gradually reveal more as the story unfolds through the way that they talk, act and interact with others.</p> <p>To manipulate typical characters, settings and events to surprise and amuse the reader.</p> <p>Sequence events and show how one events leads to another</p>
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Autumn 2	WB 29th Oct <i>Invictus Games</i> Non-chronological report Title Introduction - A fact. Laid out in 2 sections/paragraphs (given subheadings). At least 2/3 sentences per paragraph. Conclusion – ‘Now you know all about... , ...’ 5th – 23rd Nov (3 weeks) <i>Mystery</i> <i>A real mystery!</i> Recount (Diary entry) Intro – Event with time connective, description (person/place/thing). 2 main events in detail in chronological order. First person Past tense Opinion and facts and emotions. Time adverbs (first, later, finally) Conclusion - simple statement e.g What a day!	WB 29th Oct <i>Invictus Games</i> Non-chronological report Title Introduction - ? and a fact. Laid out in 3 sections/paragraphs (given subheadings). At least 4 sentences per paragraph. Conclusion – ‘Now you know all about... , ...’ Present tense used throughout. 5th – 23rd Nov (3 weeks) <i>Mystery</i> <i>A real mystery!</i> Recount (Diary entry) Intro – Event with time connective, description (person/place/thing), Specific examples for suspense Feeling ! Events in chronological order – new paragraph for each event or aspect of event. A topic sentence to start each paragraph. 3 detailed paragraphs. First person Past tense	WB 29th Oct <i>Invictus Games</i> Non chronological report Title Intro ? , fact and a challenge Laid out in sections. New paragraph for each section = using prompt (with subheadings) At least 3 paragraphs within the main body of the text. Conclusion – ? or ! 5th – 23rd Nov (3 weeks) <i>Mystery</i> <i>Pictures or objects</i> Descriptive narrative Mention place in the introduction Sights, sounds, smells, feelings / mood Figurative language - similes Clear sequential structure with paragraphs Time adverbs or other devices to show the passage of time (,) ... Remain in the same person for the whole text (either 1 st	WB 29th Oct <i>Invictus Games</i> Non-chronological report Title- to draw the reader in Intro ?? , fact and a challenge Laid out in sections. New paragraph for each section – Children begin to decide what the sections are and relevant information to include. Subheadings must be used. At least 4 paragraphs within the main body of the text. Paragraphs must be detailed. Labelled pictures or diagrams – picture box Conclusion ? or ! 5th – 23rd Nov (3 weeks) <i>Mystery</i> <i>Sarah Jane adventures</i> <i>Sparticle mystery</i> Letter (recount) Recipient name, address, date etc. Intro – Event with time connective, description (person/place/thing), Specific examples for suspense Feeling ! Events in chronological	WB 29th Oct <i>Invictus Games</i> Non-chronological report Title- to draw the reader in Intro ? , fact, specific examples and a challenge Laid out in sections. New paragraph for each section – if subheadings used could be questions/ or something catchy to draw in the reader At least 3 paragraphs within the main body of the text. Paragraphs must be detailed. Technical vocabulary – may need defining (...which is a..., ...,known as..., or () - Labelled pictures or diagrams – picture box Concluding statement (answers ? in introduction, asks a new question or an exclamation) !? 5th – 23rd Nov (3 weeks) <i>Mystery</i> <i>Real-life mysteries</i> Journalistic (recount) Headline Introduction – who, what, when, where	WB 29th Oct <i>Invictus Games</i> Non-chronological report Title- to draw the reader in Intro ? , fact, specific examples and a challenge Laid out in sections. New paragraph for each section – if subheadings used could be questions/ or something catchy to draw in the reader At least 4 paragraphs within the main body of the text. Paragraphs must be detailed. Technical vocabulary – may need defining (...which is a..., ...,known as..., or () - Labelled pictures or diagrams – picture box Glossary of terms Concluding statement (answers ? in introduction, asks a new question or an exclamation) !? 5th – 23rd Nov (3 weeks) <i>Mystery</i> <i>SATs task</i> Descriptive narrative Open through descriptive language and setting the scene (sights, sounds,

	<p>3rd – 19th Dec (2 ½ weeks) <i>Christmas</i></p> <p>Letter to Santa</p> <p>Recipient name, address, date etc.</p> <p>Intro - Facts</p> <p>Main points clearly set out in sentences</p> <p>Concluding statement !</p> <p>From...</p>	<p>Opinion and facts and emotions.</p> <p>Time adverbs (,) and devices to show passages of time.</p> <p>Conclusion - simple statement e.g What a day!</p> <p>3rd – 19th Dec (2 ½ weeks) <i>Christmas</i></p> <p>Letter to Santa 1 week</p> <p>Description <i>The bear and the hare</i></p> <p>Mention place in the introduction</p> <p>Sights, sounds, smells, feelings / mood</p> <p>Ending statement</p> <p>Figurative language - similes</p>	<p>or 3rd)</p> <p>Remain in past tense</p> <p>Dialogue “ ” (inverted commas)</p> <p>Adjectives, adverbs and descriptive phrases for detail.</p> <p>3rd – 19th Dec (2 ½ weeks) <i>Christmas</i></p> <p>Letter to Santa 1 week</p> <p>Diary (recount) <i>The bear and the hare</i></p> <p>Intro – Event with time connective, description (person/place/thing), Specific examples for suspense Feeling !</p> <p>Events in chronological order – new paragraph for each event or aspect of event. A topic sentence to start each paragraph. 3 detailed paragraphs.</p> <p>First person</p> <p>Past tense</p> <p>Opinion and facts and emotions.</p> <p>Personal and informal</p>	<p>order – new paragraph for each event or aspect of event. A topic sentence to start each paragraph. 4 detailed paragraphs.</p> <p>First person</p> <p>Past tense</p> <p>Opinion, facts and emotions.</p> <p>Personal and informal</p> <p>Conclusion - simple statement e.g The day at Adventure Island was great. I would love to go again.</p> <p>From...</p> <p>3rd – 19th Dec (2 ½ weeks) <i>Christmas</i></p> <p>Letter to Santa 1 week</p> <p>Descriptive narrative <i>The Snowman</i></p> <p>Mention place in the introduction. Setting to either be description, action or dialogue</p> <p>Sights, sounds, smells, feelings / mood</p> <p>Clear characterisation – character description to provoke a feeling towards</p>	<p>Written in paragraphs - events or different aspects of the same event in chronological order.</p> <p>At least 4 paragraphs within the main body of the text. Paragraphs must be detailed.</p> <p>Time adverbs or other devices to show the passage of time (,)</p> <p>Refer back to previous points throughout the article</p> <p>Third person</p> <p>Past tense</p> <p>Passive voice</p> <p>Photo box with caption</p> <p>Use of direct quotation or reported speech “ “</p> <p>Sophisticated language – eye witness, pedestrian, commuter, local resident etc</p> <p>Facts and supporting evidence</p> <p>Conclusion – Briefly retells events and brings the reader up to date ! / ?</p>	<p>smells, feelings)</p> <p>Ended on cliff hanger and / or using ...</p> <p>Adjectives, adverbs and descriptive phrases for detail.</p> <p>Clear characterisation – character description to provoke a feeling towards the character e.g: sympathy, dislike, allegiance.</p> <p>Sequence events and show how one events leads to another</p> <p>Use connecting words and reported and direct speech or other devices to show the changes in time and place and to reveal new information (,) ...</p> <p>Make shifts back and forwards in time</p> <p>Use figurative or descriptive language to build detail -personification -onomatopoeia -simile -metaphor</p> <p>Change handwriting for effect</p> <p>Remain in the same tense throughout the whole text.</p> <p>Dialogue “ ” (inverted commas)</p>
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			<p>Time adverbs (,) and devices to show passages of time.</p> <p>Conclusion - simple statement e.g What a day!</p>	<p>the character e.g: sympathy, dislike, allegiance, anger.</p> <p>Sequence events and show how one event leads to another</p> <p>Time adverbs or other devices to show the passage of time and place (,) ...</p> <p>To use some figurative or descriptive language to build detail</p> <p>Remain in the same tense throughout the whole text.</p> <p>Dialogue “ ” (inverted commas)</p>	<p>3rd – 19th Dec (2 ½ weeks) Christmas</p> <p>Letter to Santa 1 week</p> <p>Descriptive narrative The Snowman</p> <p>Open through descriptive language and setting the scene (sights, sounds, smells, feelings) Setting to either be description, action or dialogue</p> <p>Adjectives, adverbs and descriptive phrases for detail.</p> <p>Clear characterisation – character description to provoke a feeling towards the character e.g: sympathy, dislike, allegiance.</p> <p>Sequence events and show how one events leads to another.</p> <p>Use connecting words and reported and direct speech or other devices to show the changes in time and place and to reveal new information (,) ...</p> <p>Make shifts back and forwards in time</p> <p>Use figurative or descriptive language to build detail -personification -onomatopoeia -simile -metaphor</p> <p>Dialogue “ ” (inverted commas)</p>	<p>3rd – 19th Dec (2 ½ weeks) Christmas</p> <p>Letter to Santa from different viewpoints (the child and their teacher/parents)</p> <p>Intro ? ?, fact and a warning – opinion evident through choice of language, (NB may have to adapt format for letter writing).</p> <p>Main points clearly set out in 4 detailed paragraphs – with a reasons to back up points</p> <p>Emotive language</p> <p>Dare you disagree (Surely... Obviously... Everyone knows that...</p> <p>Deliberate ambiguity (probably the best, perhaps, maybe -rhetorical questions -turning opinion into truth</p> <p>Make references throughout the text to previous points</p> <p>Conclusion ! refers back to / may answer question in the introduction</p>
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	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 Children to read and analyse a range of sense poems. Explore our 5 senses. Write poems using all 5 senses.	Calligram A calligram can be a poem, a phrase or even a single word. Calligrams use the shape of the letters, words or whole poem to show the subject of the calligram in a visual way.	Acrostic poetry Topic word vertically down the page. Phrases related to the topic linked to each letter horizontally.	Haiku Three lines: syllable pattern 5, 7, 5. A personal but universal comment on nature and/or humankind's place in the world. The poet aims to capture a single moment or thought and also aims to leave half the work for the reader to do.	Personification poetry Describing objects as though they are people. Portraying a particular feeling or emotion.	Ballad Tell a story (usually tragic). 4 line stanzas (quatrains). Rhyme scheme ABCB. May use dialogue and questions. May end with a moral or address the reader.
	21st Jan – 1st Feb (2 weeks) Snow White	21st Jan – 1st Feb (2 weeks) Snow White	21st Jan – 1st Feb (2 weeks) Snow White	21st Jan – 1st Feb (2 weeks) Snow White	21st Jan – 1st Feb (2 weeks) Snow White	21st Jan – 1st Feb (2 weeks) Snow White
	Non-chronological report Title Introduction - A fact. Laid out in 2 sections/paragraphs (given subheadings). At least 2/3 sentences per paragraph. Conclusion – 'Now you know all about... , ...' Present tense used throughout.	Non-chronological report Title Introduction - ? and a fact. Laid out in 3 sections/paragraphs (given subheadings). At least 4 sentences per paragraph. Conclusion – 'Now you know all about... , ...' Present tense used throughout.	 kennings Describe something, without saying what it is. Verses with 3 lines each. Each line consists of a noun and a verb (hyphenated) Procedure Intro = ? and challenge... Subheadings e.g You will need: Ordered steps = imperative verbs, bullet points or numbers Simple concluding statement ! e.g Sit back and relax! Enjoy! Go on, give it a go!	Cinquain 5 lines, consisting of adjectives, verbs and feelings. Script Set the scene in detail – present tense Use descriptive and figurative language – personification, adjective phrases etc Change handwriting for effect Add humour to engage the reader Refer back to previous events throughout the script Move the plot forward by	Limerick Humorous, nonsensical poems. They have 5 lines. The 1 st , 2 nd and 5 th lines have the same number of syllables, and so do the 3 rd and 4 th . They follow a rhyming pattern - AABBA Diary (recount) Intro – Event with time connective, description (person/place/thing), Specific examples for suspense Feeling ! Events in chronological order – new paragraph for each event or aspect of event. A topic sentence to start each paragraph. 4 detailed paragraphs. First person Past tense Opinion and facts and emotions.	Ode Express thoughts and feelings about a person or object. Include similes, metaphors and personification. Rhyming pattern – ABAB or ABCB Discussion Intro ?, present both sides of argument, short question ? challenge Arguments <i>for</i> with reasons, examples and evidence (new paragraph for each) Arguments <i>against</i> with reasons, examples and evidence (new paragraph for each). Structural sign posts (There are three major issue, First..
Spring 1 M&M Snow White Thursday 24th January						

	<p>4th – 15th Feb (2 weeks) Fairy tales 3 little pigs</p> <p>Narrative</p> <p>Set the scene</p> <p>Clear character description</p> <p>Writing should be lively, interesting, imaginative and clear.</p> <p>Remain in the same person for the whole text (either 1st or 3rd)</p> <p>Remain in past tense</p> <p>Dialogue “ ” (inverted commas)</p> <p>Adjectives, adverbs and descriptive phrases for detail.</p>	<p>4th – 15th Feb (2 weeks) Fairy tales Red Riding Hood</p> <p>Procedure (How to trick Red Riding Hood)</p> <p>Intro = ? and challenge...</p> <p>Subheadings e.g You will need: Bullet points</p> <p>Ordered steps = imperative verbs with detail for each step</p> <p>Numbered steps</p> <p>Simple concluding statement ! e.g Sit back and relax! Enjoy! Go on, give it a go!</p>	<p>4th – 15th Feb (2 weeks) Fairy tales Aladdin (could be a wanted poster for any of the characters, depending on what scene you choose).</p> <p>Wanted advertisement (persuasion)</p> <p>Eye catching title</p> <p>Intro ? ? and a warning - opinion evident through choice of language</p> <p>Main points clearly set out in 3 paragraphs – with a reason to back up each point</p> <p>Concluding statement !</p>	<p>setting the scene between different acts</p> <p>Act 1: etc No speech marks</p> <p>Character name in the margin followed by a colon :</p> <p>Stage directions in brackets () – feelings and actions</p> <p>4th – 15th Feb (2 weeks) Fairy tales Jack and the beanstalk (from either Jack, his mum, the Giant's or his wife's viewpoint)</p> <p>Diary (recount) Title</p> <p>Intro – Event with time connective, description (person/place/thing), Specific examples for suspense Feeling !</p> <p>Events in chronological order – new paragraph for each event or aspect of event. A topic sentence to start each paragraph. 4 detailed paragraphs.</p> <p>First person / Third Past tense</p> <p>Opinion and facts</p> <p>Personal and informal</p>	<p>Personal and informal</p> <p>Time adverbs (,) and devices to show passages of time.</p> <p>Embedded and subordinate clauses.</p> <p>Conclusion - simple statement e.g The day at Adventure Island was great. I wonder what adventures lay ahead tomorrow.</p> <p>4th – 15th Feb (2 weeks) Fairy tales Goldilocks</p> <p>Procedure Intro = ? ?, Fact, Exclamation and Challenge...</p> <p>Subheadings – third person (resources: equipment:)</p> <p>Ordered steps = time adverbs (,) subordinate clauses (,) although, which, as, if, because and adverbs (,)</p> <p>Detail in each step</p> <p>Add extra information using () or -</p> <p>Use of labelled picture / diagram with caption</p> <p>Concluding statement ! with a subordinate clause(If...,then.... Although..., Because...,</p>	<p>,Finally... To sum up... etc) commas used ,</p> <p>Balanced and impersonal, (e.g on the one hand, others argue...some people maintain...)</p> <p>Use of conditionals (e.g It could be claimed... this might mean... possibly...perhaps</p> <p>Written in the third person</p> <p>Concluding statement where writer may give a reasoned opinion.</p> <p>NB writing to remain unbiased – written in the third person. Opinion of writer only to be given in the conclusion.</p> <p>4th – 15th Feb (2 weeks) Fairy tales The alternate 3 little pigs story</p> <p>Journalistic Headline</p> <p>Introduction – who, what, when, where</p> <p>Written in paragraphs - events or different aspects of the same event in chronological order.</p> <p>At least 4 paragraphs within the main body of the text. Paragraphs must be detailed.</p>
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				<p>Time adverbs (,) and devices to show passages of time.</p> <p>Conclusion - simple statement e.g The day at Adventure Island was great. I would love to go again.</p>	<p>As..., When...,)</p>	<p>Time adverbs or other devices to show the passage of time (,)</p> <p>Refer back to previous points throughout the article</p> <p>Third person</p> <p>Past tense</p> <p>Passive voice</p> <p>Photo box with caption</p> <p>Use of direct quotation or reported speech “ “</p> <p>Sophisticated language – eye witness, pedestrian, commuter, local resident etc</p> <p>Facts and supporting evidence</p> <p>Conclusion – Briefly retells events and brings the reader up to date ! / ?</p>
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Spring 2	WB 25th Feb Writing invitations for Mad Hatter's Tea Parties and preparing.	WB 25th Feb Writing invitations for Mad Hatter's Tea Parties and preparing.	WB 25th Feb Writing invitations for Mad Hatter's Tea Parties and preparing.	WB 25th Feb Writing invitations for Mad Hatter's Tea Parties and preparing.	WB 25th Feb Writing invitations for Mad Hatter's Tea Parties and preparing.	WB 25th Feb Writing invitations for Mad Hatter's Tea Parties and preparing.
	18th Mar – 5th Apr (3 weeks) <i>Shakespeare (learn text in week of 25th Feb)</i> <i>The Tempest</i>	18th Mar – 5th Apr (3 weeks) <i>Shakespeare (learn text in week of 25th Feb)</i> <i>A midsummer night's dream</i>	18th Mar – 5th Apr (3 weeks) <i>Shakespeare (learn text in week of 25th Feb)</i> <i>A midsummer night's dream</i>	18th Mar – 5th Apr (3 weeks) <i>Shakespeare (learn text in week of 25th Feb)</i> <i>Macbeth</i>	18th Mar – 5th Apr (3 weeks) <i>Shakespeare (learn text in week of 25th Feb)</i> <i>The taming of the shrew</i>	18th Mar – 5th Apr (3 weeks) <i>Shakespeare (learn text in week of 25th Feb)</i> <i>Hamlet</i>
	Narrative (storyboard) 1 week Sequencing events from the story. Placing pictures in order. Writing a sentence/description for each picture. Narrative 2 weeks Set the scene Clear character description Writing should be lively, interesting, imaginative and clear. Remain in the same person for the whole text (either 1 st or 3 rd) Remain in past tense Dialogue “ ” (inverted commas)	Play script 3 weeks Set the scene – present tense No speech marks Character name in the margin followed by a colon : Stage directions in brackets () – feelings and actions.	Discussion 2 weeks Eye catching title Intro ? ? and a warning - opinion evident through choice of language Main points clearly set out in 3 paragraphs – with a reason to back up each point Use connectives at the start of sentences followed by a comma(e.g Although many people believe smoking is bad, ... Because..., As... Concluding statement – restate opinion in a summary. May use ? or ! Play script 1 week Set the scene – present tense No speech marks Character name in the margin followed by a colon : Stage directions in brackets () – feelings and actions	Letter (recount) 1 week Recipient name, address, date etc. Intro – Event with time connective, description (person/place/thing), Specific examples for suspense Feeling ! Events in chronological order – new paragraph for each event or aspect of event. A topic sentence to start each paragraph. 4 detailed paragraphs. First person Past tense Opinion, facts and emotions. Personal and informal Conclusion - simple statement e.g The day at Adventure Island was great. I would love to go again. From...	Letter (recount) 2 weeks Recipient name, address and date. Intro – Event with time connective, description (person/place/thing), Specific examples for suspense Feeling ! Events in chronological order – new paragraph for each event or aspect of event. A topic sentence to start each paragraph. 4 detailed paragraphs. First person Past tense Opinion and facts and emotions. Personal and informal Conclusion - simple statement e.g The day at Adventure Island was great. I wonder what adventures lay ahead tomorrow. From...	Character description (non-chronological report) 1 week Title- to draw the reader in Intro ? , fact, specific examples and a challenge Laid out in sections. New paragraph for each section – if subheadings used could be questions/ or something catchy to draw in the reader At least 4 paragraphs within the main body of the text. Paragraphs must be detailed. Technical vocabulary – may need defining (...,which is a..., ...,known as..., or () - Labelled pictures or diagrams – picture box Glossary of terms Concluding statement (answers ? in introduction, asks a new question or an

	Adjectives, adverbs and descriptive phrases for detail.			<p>Discussion 2 weeks Eye catching title</p> <p>Intro ? ? , fact and a warning - opinion evident through choice of language.</p> <p>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...</p> <p>Structural sign posts (There are three major issue, First.. ,Finally... To sum up... etc) Commas used ,</p> <p>Conclusion ! refers back to question in the introduction.Opinion of writer only to be given in the conclusion. The rest of the writing must remain impersonal and unbiased.</p>	<p>Character study (non-chronological report) 1 week</p> <p>Title- to draw the reader in</p> <p>Intro ? , fact, specific examples and a challenge</p> <p>Laid out in sections. New paragraph for each section – if subheadings used could be questions/ or something catchy to draw in the reader</p> <p>At least 4 paragraphs within the main body of the text. Paragraphs must be detailed.</p> <p>Technical vocabulary – may need defining (...which is a..., ...,known as..., or () -</p> <p>Labelled pictures or diagrams – picture box</p> <p>Glossary of terms</p> <p>Concluding statement (answers ? in introduction, asks a new question or an exclamation) !?</p>	<p>exclamation) !? Narrative 2 weeks Setting to either be description, action or dialogue</p> <p>Clear characterisation – character description to provoke a feeling towards the character e.g: sympathy, dislike, allegiance. Create convincing characters and gradually reveal more as the story unfolds through the way that they talk, act and interact with others.</p> <p>To manipulate typical characters, settings and events to surprise and amuse the reader.</p> <p>Sequence events and show how one events leads to another</p> <p>Use connecting words and reported and direct speech or other devices to show the changes in time and place and to reveal new information (,) ...</p> <p>Make shifts back and forwards in time</p> <p>Use figurative or descriptive language to build detail -personification -onomatopoeia -simile -metaphor</p> <p>Change handwriting for effect</p>
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Summer 1	WB 23 rd April – Earth Week cross-curricular.	WB 23 rd April – Earth Week cross-curricular.	WB 23 rd April – Earth Week cross-curricular.	WB 23 rd April – Earth Week cross-curricular.	WB 23 rd April – Earth Week cross-curricular.	SATs preparation
	<p>29th Apr – 10th May and WB 20th May (3 weeks)</p> <p>Robots</p> <p>Non-chronological report</p> <p>Title</p> <p>Introduction - A fact.</p> <p>Laid out in 2 sections/paragraphs (given subheadings).</p> <p>At least 2/3 sentences per paragraph.</p> <p>Conclusion – ‘Now you know all about... , ...’</p> <p>Present tense used throughout.</p>	<p>29th Apr – 10th May and WB 20th May (3 weeks)</p> <p>Robots</p> <p>No-Bot (own version)</p> <p>Narrative</p> <p>Set the scene</p> <p>Clear character description</p> <p>Clear sequential structure with paragraphs</p> <p>Time adverbs or other devices to show the passage of time (,) ...</p> <p>Remain in the same person for the whole text (either 1st or 3rd)</p> <p>Remain in past tense</p> <p>Dialogue “ ” (inverted commas)</p> <p>Adjectives, adverbs and descriptive phrases for detail.</p>	<p>29th Apr – 10th May and WB 20th May (3 weeks)</p> <p>Robots</p> <p>Iron Giant (extract)</p> <p>Descriptive narrative</p> <p>Mention place in the introduction</p> <p>Sights, sounds, smells, feelings / mood</p> <p>Figurative language - similes</p> <p>Clear sequential structure with paragraphs</p> <p>Time adverbs or other devices to show the passage of time (,) ...</p> <p>Remain in the same person for the whole text (either 1st or 3rd)</p> <p>Remain in past tense</p> <p>Dialogue “ ” (inverted commas)</p> <p>Adjectives, adverbs and descriptive phrases for detail.</p>	<p>29th Apr – 10th May and WB 20th May (3 weeks)</p> <p>Robots</p> <p>(Non-fiction clip)</p> <p>Procedure</p> <p>Intro = ?, fact and challenge...</p> <p>Subheadings – third person (resources /equipment:)</p> <p>Ordered steps = time adverbs (,) Adverbs (,)</p> <p>Use of labelled picture / diagram with caption</p> <p>Concluding statement !</p> <p>More detailed e.g subordinate clause (If...,then.... Although..., Because..., As..., When...,)</p>	<p>29th Apr – 10th May and WB 20th May (3 weeks)</p> <p>Robots</p> <p>Nao</p> <p>Explanation</p> <p>A title – telling what’s to be explained</p> <p>Intro ?? , fact and a challenge</p> <p>Passive voice</p> <p>At least 4 paragraphs within the main body of the text. Paragraphs must be detailed.</p> <p>Formal language (e.g placed rather than put)</p> <p>Technical vocabulary – with definitions if necessary</p> <p>New paragraph for each section – subheading may be used (statement or question)</p> <p>Paragraphs start with a topic sentence</p> <p>Causal language (e.g If...,then When..., As...,)</p> <p>Concluding statement (answers q in introduction, asks a new question or an exclamation) !?</p>	

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

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