**Autumn Term 2023**

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| GENREDURATION | Diary2 weeks | Persuasive Leaflet2 weeks  | Fantasy Narrative2 weeks | Play Script2 weeks | Newspaper Report2 weeks | Descriptive Narrative2 weeks | Narrative Poetry1 week |
| POSSIBLE TEXTS AND TOPICS | **Harry Potter and the Philosopher’s Stone** | **Harry Potter and the Philosopher’s Stone** | **Harry Potter and the Philosopher’s Stone** | **Harry Potter and the Philosopher’s Stone** | **The Highwayman****The Listeners** | **The Highwayman** | **The Highwayman****The Listeners** |
| VOCABULARY, GRAMMAR, PUNCTUATION AND SPELLING OBJECTIVES | * Use of a thesaurus
* Relative clauses with/without a relative pronoun
* Begins to use brackets, dashes and commas to indicate parenthesis
* Words ending in ‘-tious’ and ‘-ious’
* Words ending in ‘-cious’
 | * Use of paragraphs to organise ideas around a theme and building paragraphs around a topic sentence
* Modal Verbs
* Words ending in ‘-cial’
* Words ending in ‘-tial’
 | * Relative clauses beginning to be marked by commas, brackets and dashes
* Devices to build cohesion across paragraphs
* selects words for effect to support purpose and engage readers’ interest
* Words ending in ‘-cial’ and ‘-tial’
* Challenge words
 | * Brackets, dashes and commas to demarcate relative clauses
* Converting nouns/adjectives into verbs using suffixes
* Words ending in ‘ant’
* Words ending in ‘-ance’ and ‘-ancy’
 | * Modal verbs to indicate degrees of possibility
* Links ideas across paragraphs using adverbials of time, place and number or tense choices
* Words ending in ‘-ent’ and ‘-ence’
* Words ending in ‘-able’ and ‘-ible’
 | * Links ideas across paragraphs using adverbials of time, place and number or tense choices
* Figurative language
* Words ending in ‘-ably’ and ‘-ibly’
* Challenge Words
 | * Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
* Words ending in ‘-able’ where the ‘e’ from the root word remains
* Words that are adverbs of time
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| OUTCOMES: | Viewpoint from a character within the story. | An informative leaflet to persuade others to attend Hogwarts.  | A fantasy narrative based on Halloween at Hogwarts with the troll.  | A play script based on events of class text | Retelling of the poem in narrative form with focus on descriptive language and tension | Newspaper article about the events of the Highwayman | Alternative ending to poemOwn poem using ideas from the Highwayman/ Listeners |

**Spring Term 2024**

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| GENREDURATION | Setting description2 weeks | Narrative2 weeks | Biography/ Autobiography2 weeks | Narrative2 weeks | Balanced Argument2 weeks |
| POSSIBLE TEXTS AND TOPICS | **The 1000 Year Old Boy** | **The 1000 Year Old Boy** | **The 1000 Year Old Boy** | **Alma (Literacy Shed)** | **Literacy Shed/Various examples of balanced arguements** |
| VOCABULARY, GRAMMAR, PUNCTUATION AND SPELLING OBJECTIVES | * Begins to develop characters and settings through selection of effective vocabulary
* Brackets, dashes or commas to indicate parenthesis
* Words with suffixes where the base word ends in ‘-fer’
* Words with silent first letters
 | * Brackets, dashes and commas to demarcate relative clauses
* Modal verbs to indicate degrees of possibility
* Links ideas across paragraphs using adverbials of time, place and number or tense choices
* Words with silent letters
* Challenge Words
 | * Brackets, dashes or commas to indicate parenthesis
* Links ideas across paragraphs using adverbials of time, place and number or tense choices
* Words with ‘ie’ after ‘c’
* Words where ‘ei’ can make an ‘ee’ sound
 | * Links ideas across paragraphs using adverbials of time, place and number or tense choices
* Devices to build cohesion within and across paragraphs
* Chooses vocabulary to complement purpose
* Word where ‘ough’ makes an ‘or’ sound
* Words containing ‘ough’
 | * Modal verbs and adverbs to indicate degrees of possibility
* Uses commas to clarify meaning or avoid ambiguity
* Words that are adverbs of possibility and frequency
* Challenge Words
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| OUTCOMES: | Description of settings from first part of story – comparison between modern day and 1000 years ago | Narrative – children to write their own version of 1,000 Year Old Boy with focus on his past and starting the new school.  | Biography of Alfie based on events in text and partly imagined | Narrative – children to write about Alma entering the shop then continue the story.  | Advantages and disadvantages of children being allowed a phone in school/wearing school uniform.  |

**Summer Term 2024**

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| GENREDURATION | Letter2 weeks | Infromation Text2 weeks | Narrative2 weeks |  Narrative2 weeks | Non chronological reports2 weeks | Poetry 2 weeks |
| POSSIBLE TEXTS AND TOPICS | **The Boy at The Back of the Class.** | **The Boy at The Back of the Class.** | **The Boy at The Back of the Class.** | **Ada’s Violin** | **Ada’s Violin** | **The Ocean Maker – Literacy Shed/various poetry** |
| VOCABULARY, GRAMMAR, PUNCTUATION AND SPELLING OBJECTIVES | * Devices to build cohesion within and across paragraphs
* Brackets, dashes and commas to demarcate relative clauses
* Chooses vocabulary to complement purpose
* Modal verbs and adverbs to indicate degrees of possibility
* Uses commas to clarify meaning or avoid ambiguity
* Words that are homophones or near homophones
* Words that are homophones
 | * Modal verbs and adverbs to indicate degrees of possibility
* Brackets, dashes or commas to indicate parenthesis
* Words that are homophones
* Words that are homophones or near homophones
 | * Chooses vocabulary to complement purpose
* Modal verbs and adverbs to indicate degrees of possibility
* Uses commas to clarify meaning or avoid ambiguity
* Brackets, dashes and commas to demarcate relative clauses
* Brackets, dashes or commas to indicate parenthesis
* Words that are homophones or near homophones
* Challenge words
 | * Devices to build cohesion within and across paragraphs
* Brackets, dashes and commas to demarcate relative clauses
* Words with hyphens
* Challenge words
 | * Modal verbs and adverbs to indicate degrees of possibility
* Brackets, dashes or commas to indicate parenthesis
* Use of layout devices
* Revision words
 | * Chooses vocabulary to complement purpose
* Uses commas to clarify meaning or avoid ambiguity
* Revision words
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| OUTCOMES: | Letter from Ahmet to his parents who are missing.  | An information text about our school to help a refugee settle in.  | Children to write their own narrative inspired by class text.  | Narrative based on Ada joining the Orchestra.  | Informative report about recycling in Paraguay.  | Children to write a descriptive poem, based upon video.  |