**Autumn Term 2023**

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| GENRE  DURATION | Diary  2 weeks | Persuasive Leaflet  2 weeks | Fantasy Narrative  2 weeks | Play Script  2 weeks | Newspaper Report  2 weeks | Descriptive Narrative  2 weeks | Narrative Poetry  1 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 |
| 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 poem  Own poem using ideas from the Highwayman/ Listeners |

**Spring Term 2024**

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| GENRE  DURATION | Setting description  2 weeks | Narrative  2 weeks | Biography/ Autobiography  2 weeks | Narrative  2 weeks | Balanced Argument  2 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 |
| 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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| GENRE  DURATION | Letter  2 weeks | Infromation Text  2 weeks | Narrative  2 weeks | Narrative  2 weeks | Non chronological reports  2 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 |
| 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. |