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|  | **Autumn Term** |  | **Spring Term** |  | **Summer Term** |
| Class Books(Pie Corbett Reading Spine and Page Turners) | Sheep PigIron Man |  | Narnia – The Lion, Witch and WardrobeBubble and SqueakCat Tales |  | The battle of bubble and squeakHansel and GretelThe Abominable  |
| **READING** |  |  |  |  |
| **TOPIC** | **Autumn 1 – Mighty metals** | **Autumn 2 – Blue Abyss** |  | **Spring 1 – Tribal Tales** | **Spring 1 – Road Trip USA** |  | **Summer 1 – Scrumdiddlyumtious** | **Summer 2 – Traders and Raiders** |
| Books/extracts in whole class/guided reading linked to Topic | Iron manThe Tin ForestNon FictionCan you feel the force?Dotty inventions | 20,000 Leagues under the seaDear GreenpeaceManfishNon FictionThe classics – range of biographiesThe hidden forestThe Tunnel |  | Stig of the DumpNon FictionHow to wash a woolly mammoth?Stone Age BoyStone Age Bone Age | Non FictionNikla TeslaBear and the Piano |  | Charlie and the Chocolate FactoryThe story of Chocolate | Viking Long shipVictorious Vikings fact sheetHow to be a Viking |
| *Poetry, eg, riddles* | CandlelightMolten Metals(Alliteration, rhyme) | James Reeves – The Sea |  | Journey through the stone ageThe QuarryMy Shadow | Rathers |  | JabberwockyThe Quangle | The Longboat |
| Other Stimulus e.g. visual literacy, videos, pictures | Girl and the robotThe Shirt MachineKnowledge organiser - Topic | Anti-bullying imagesChristmas advertsKnowledge organiser – TopicOcean MakerThe hidden forest |  | Knowledge organiser – Topic | Knowledge organiser – TopicVocabulary relating to topic |  | Knowledge organiser – TopicFair Trade/Healthy Eating/James Lind comprehensions | 60 second reads – VikingViking imagesKnowledge organiser – Topic |
| **WRITING** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Fiction or Non-Fiction | Non Fiction | Poetry | Non Fiction | Fiction |  | Non Fiction | Fiction |  | Fiction | Non-Fiction | Fiction |
| Cold Task | Why do we come to school? |  | BiographyA partner | Dilemma Story One Man Band |  | How to be a great learner | A story about why the bee stings |  | N/A | Adventure Story | Retell a story – How to be a Viking |
| Model Text | Teacher pleaser / parent pleaser | Robot Poem | Jacques Cousteau | Adventures at sea – 20,000 leagues |  | How to catch an Alien.Clay mammoths | How the crocodile got his sharp teeth |  | Various nonsense poems | Charlie and the Choc Factory | Legend of King Arthur |
| Story/Text Type/Genre | Explanation | Poetry | Biography | Character Change / Moral |  | Instructions | Myths |  | Poetry | Adventure and Mystery Story | Traditional Tale |
| Focus /Toolkit | Sentence openersSubheadingsTechnical wordsGeneralisersConjunctions | AdjectivesSimilesPersonification | Sub headingsTechnical wordsDatesNote takingQuotesConclusionStructure | SimilesMetaphorsRule of 3AdjectivesAdverbs. |  | Bullet pointsImperative VerbsConjunctionsChronological orderTime conjunctionsAdverbs | Story mountainIntroductionBuild upDilemmaResolutionEndingDescriptionOpenersAdjectives and adverbsPace |  | AdjectivesSimilesPersonification | Story mountainIntroductionBuild upDilemmaResolutionEndingDescriptionOpenersAdjectives and adverbsPace | Story mountainIntroductionBuild upDilemmaResolutionEndingDescriptionOpenersAdjectives and adverbsdeveloping of spelling |
| Hot Task Outcome & Suggested Level of Innovation | A friend for Iron Man | Molten Metal Poem | Santa | The Fox and the Boy |  | Stone Age Tool | How to myth story choice of 3 |  | Creative cookie poem | Children’s own C and the CF story | King Alfred and the burnt cakes, alternative story ending |

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| KNOWLEDGE AND SKILLSFocus/Toolkit |
|  | Typical Structural Features | Typical Structural Language |
| Explanation | * Title
* Intro often has a hook & a general, clarifying statement about what is to be explained
* Logically and sequentially ordered
* Paragraphs usually beginning with a topic sentence.
* Can have diagrams/subheadings.

Summative paragraph that often includes an interesting fact. | * Formal language.
* Cause and effect!
* Causal phrases and conjunctions clarify and explain what results from certain actions.
* Any technical language used should be in context and explained if necessary (depending on audience).
* Generalisation

Tentative language to refer to unproven theories |
| Narrative - Dilemma | * Title
* Introduction - What is the dilemma?
* What are the issues they face? what are the choices of this?
* Build up – they will have described the character and setting
* Problem – the story has a believable, interesting and logical problem
* Resolution – shown the feelings of character and resolved in an interesting and logical way
* Conclusions ends in detail and links back to the opening
* a. Can write narrative with a clear beginning, middle and end.
* d. Can indicate paragraph breaks for changes of time, place or subject.
* e. Can explain why they have chosen to organise their writing in a certain way.
* f. Resolution to stories is appropriate and explained in sufficient detail.

g. Can maintain tense consistently throughout a story. | * Some short sentences •
* Others that are longer and more detailed
* Precise language appropriate to the story
* Adjectives, adverbs or specific additional information used to aid clarity.
* Beginning of narrative provides appropriate and interesting detail about setting or characters.
* Can use some appropriate story language e.g. One freezing winters day when the snow lay on the ground…
* told/written in first or third person (I, we, she, it, they);
* told/written in past tense (sometimes in present tense);
* chronological (plot or content have a chronology of events that happened in a particular order);
* main participants are characters with recognisable qualities, often stereotypical and contrasting (hero/villain);
* typical characters, settings and events are used in each genre;
* connectives are widely used to move the narrative along and to affect the reader/listener: to signal time (later that day, once); to move the setting (meanwhile back at the cave, on the other side of the forest); to surprise or create suspense (suddenly, without warning).
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| Biography | Structurally cohesive…* Title and subheadings
* Introduction/opening (introduces reader to the subject can be linked)
* Chunks of information, logically organised possibly with bullet points, lists, diagrams, etc.
* Paragraphs usually beginning with topic sentences and logically flow between each other
* Conclusion that makes a final ‘amazing’ point or relates the subject to the reader

Diagrams and captions to support main points | * Varied sentence openers (Amazing, encouragingly)
* Sentence sign posts to add information (furthermore, also, moreover)
* Communicates information succinctly and accurately
* Usually quite formal
* Often past tense and third person
* Subject specific vocabulary
* Rhetorical questions & modal verbs to hook reader
* Add in alternative points (However, on the other hand)
* Factual
* Generalisers (They, it, some, many, most, a few, the majority)
* Quotes

Adverbs and adjectives for additional detail and descriptions, including comparisons (similar to, unlike, identical to, related to) |
| Narrative – Myth and Legend | Structurally cohesive…* Title
* Introduce the character
* Describe the 5 senses (sight, hearing, smell, taste, touch)
* Add in a short piece of action to move the description on.
* Concluding sentence to make the audience want to read on.
 | **Opening:** Desert setting**Build-Up:** One main character has a problem that needs resolving**Problem:** Something goes wrong and they have to adapt to resolve itResolut**ion:** what does this adaption mean for them?**Ending:** Characters consider the consequences of their actions  | * Choose a animal that suggests something about the setting (e.g. Long necked giraffe .
* Show the scene through the character’s eyes (e.g. Jill peered round the shop).
* Use a detailed sentence of 3 to describe what can be seen, heard or touched (e.g. Old carpets, dusty sheets and broken chairs littered the floor).
* Pick out unusual details to bring the setting alive (e.g. On the piano, stood a large cage containing a yellow snake).
* Use well-chosen adjectives, similes/metaphor
* Introduces something unusual to hook the reader and lead the story forwards (e.g. There was a letter on the doormat).
* Change atmosphere by altering weather, place or time and use metaphor and personification (e.g. the wind moaned).
* Reflect a character’s feelings in the setting (e.g. The rain poured and Gary sniffed).
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| Instructions | • Title • Introduction/opening (introduces what the instructions are for and why they might be necessary – outlines end goal) • Conclusion which can add any extra points, reminders, warnings or encouragement to the reader. • Bullet and numbered points • Logically ordered and set out – use of subheadings • Diagrams with captions • What you will need / do: • Lists • Additional / helpful information. | * Sequential language e.g. temporal signposts (first, next, then) and/or numbers, bullets or letters to show the order that the steps are to be taken.

• Imperative verbs (turn, push, bake, catch) • Some short sentences • Precise language • Fairly formal as reader may be unknown* Adjectives, adverbs or specific additional information used to aid clarity.

• Persuasive devices within the introduction • Commas used when writing a list of ingredients or equipment. Semi-colons when it is a detailed list. • Colons to introduce lists • Subject specific and technical language • Element of persuasive language within the introduction |
| Narrative –Adventure story | Structurally cohesive…* Title
* Introduce the character
* Describe the 5 senses (sight, hearing, smell, taste, touch)
* Add in a short piece of action to move the description on.

Concluding sentence to make the audience want to read on. | **Opening:** MC is in a mysterious place**Build-Up:** MC sets off to do something or go somewhere, what can they see**Problem:** MC comes across something and it becomes a problem**Resolution:** Despite the disadvantage, MC helps**Ending:** MC usually rewarded – the original problem is solved | * Choose a name that suggests something about the setting (e.g. Hangman’s Wood).
* Show the scene through the character’s eyes (e.g. Jill peered round the shop).
* Use a detailed sentence of 3 to describe what can be seen, heard or touched (e.g. Old carpets, dusty sheets and broken chairs littered the floor).
* Pick out unusual details to bring the setting alive (e.g. On the piano, stood a large cage containing a yellow snake).
* Use well-chosen adjectives, similes/metaphor
* Introduces something unusual to hook the reader and lead the story forwards (e.g. There was a letter on the doormat).
* Change atmosphere by altering weather, place or time and use metaphor and personification (e.g. the wind moaned).
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| Narrative –Traditional Tale Ending | Structurally cohesive…* Title
* Introduce the character
* Describe the 5 senses (sight, hearing, smell, taste, touch)
* Add in a short piece of action to move the description on.

Concluding sentence to make the audience want to read on. | **Problem:** MC is in the woods and needs to get home**Resolution:** Despite the problem he manages it but how?**Ending:** MC usually rewarded – the original problem is solved | * Choose a name that suggests something about the setting (e.g. Hangman’s Wood).
* Show the scene through the character’s eyes (e.g. Jill peered round the shop).
* Use a detailed sentence of 3 to describe what can be seen, heard or touched (e.g. Old carpets, dusty sheets and broken chairs littered the floor).
* Pick out unusual details to bring the setting alive (e.g. On the piano, stood a large cage containing a yellow snake).
* Use well-chosen adjectives, similes/metaphor
* Introduces something unusual to hook the reader and lead the story forwards (e.g. There was a letter on the doormat).
* Change atmosphere by altering weather, place or time and use metaphor and personification (e.g. the wind moaned).
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