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|  | **Autumn Term** | | | |  | **Spring Term** | | | |  | **Summer Term** | | | |
| Class Books  (Pie Corbett Reading Spine and Page Turners) | Sheep Pig  Iron Man | | | |  | Narnia – The Lion, Witch and Wardrobe  Bubble and Squeak  Cat Tales | | | |  | The battle of bubble and squeak  Hansel and Gretel  The 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 man  The Tin Forest  Non Fiction  Can you feel the force?  Dotty inventions | | 20,000 Leagues under the sea  Dear Greenpeace  Manfish  Non Fiction  The classics – range of biographies  The hidden forest  The Tunnel | |  | Stig of the Dump  Non Fiction  How to wash a woolly mammoth?  Stone Age Boy  Stone Age Bone Age | | Non Fiction  Nikla Tesla  Bear and the Piano | |  | Charlie and the Chocolate Factory  The story of Chocolate | | Viking Long ship  Victorious Vikings fact sheet  How to be a Viking | |
| *Poetry, eg, riddles* | Candlelight  Molten Metals  (Alliteration, rhyme) | | James Reeves – The Sea | |  | Journey through the stone age  The Quarry  My Shadow | | Rathers | |  | Jabberwocky  The Quangle | | The Longboat | |
| Other Stimulus e.g. visual literacy, videos, pictures | Girl and the robot  The Shirt Machine  Knowledge organiser - Topic | | Anti-bullying images  Christmas adverts  Knowledge organiser – Topic  Ocean Maker  The hidden forest | |  | Knowledge organiser – Topic | | Knowledge organiser – Topic  Vocabulary relating to topic | |  | Knowledge organiser – Topic  Fair Trade/Healthy Eating/James Lind comprehensions | | 60 second reads – Viking  Viking images  Knowledge 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? |  | Biography  A 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 openers  Subheadings  Technical words  Generalisers  Conjunctions | Adjectives  Similes  Personification | Sub headings  Technical words  Dates  Note taking  Quotes  Conclusion  Structure | Similes  Metaphors  Rule of 3  Adjectives  Adverbs. |  | Bullet points  Imperative Verbs  Conjunctions  Chronological order  Time conjunctions  Adverbs | | Story mountain  Introduction  Build up  Dilemma  Resolution  Ending  Description  Openers  Adjectives and adverbs  Pace | |  | Adjectives  Similes  Personification | Story mountain  Introduction  Build up  Dilemma  Resolution  Ending  Description  Openers  Adjectives and adverbs  Pace | Story mountain  Introduction  Build up  Dilemma  Resolution  Ending  Description  Openers  Adjectives and adverbs  developing 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 SKILLS  Focus/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). |
| 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 it  Resolut**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). |
| 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). |
| 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). |