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|  | **Autumn Term** | |  | **Spring Term** | |  | **Summer Term** | |
| Class Books  (Pie Corbett Reading Spine and Page Turners) | Krindlekrax  The miraculous journey of Edward Tulane  The Secret explorers and the plant poachers | |  | Philip Pullman- Firework Maker’s Daughter  Harry Potter extracts  Fractions = Trouble  Diary of a killer cat | |  | Voices  Charlotte’s Web | |
| **READING** | |  |  |  | |  | | |
| **TOPIC** | **Autumn 1 – Gods and Mortals** | **Autumn 2 – Predator** |  | **Spring 1 – Potions** | **Spring 2 – Tremors** |  | **Summer 1 – Burps, Bottoms and Bile** | **Summer 2 – I am Warrior** |
| Books/extracts in whole class/guided reading linked to Topic | Knowledge organiser- Greeks  Usbourne Greek Myths  Vipers – Greeks  Non topic  Eye of the storm | Knowledge organiser- Predator  Krindlekrax  Predator plants book  Wolves  Hunter  Non topic  Remembrance week  Christmas stories |  | Knowledge organiser- Potions  Harry Potter extracts  Macbeth  The alchemist clip  Isadora Moon  Non topic  Water cycle texts vipers  Diary of a killer cat | Tremors – Knowledge organiser  Street beneath my feet  Pompeii  Soil vipers  Mary Anning books and Rock books  Firework Maker’s Daughter |  | Burps, Bottoms and Bile – Knowledge organiser  Journey through the digestive system  You wouldn’t want to live without dentists  Lucky escape  Non topic  Tom’s magnificent inventions  Food chains vipers | I am Warrior- Knowledge organiser  Ancient Rome- Roman Army  The Story of Romulus and Remus |
| Poetry, eg, riddles | Olympians | Predator Poems week - GR |  | Macbeth | Mount Vesuvius. |  | Teeth poetry | The Windmill farmer -Literacy shed - poetry focus |
| Other Stimulus e.g. visual literacy, videos, pictures | Greek day  Eye of the storm video - Literacy shed  [https://www.youtube.com/watch? v=H1mX8ptsmBM](https://www.youtube.com/watch?%20v=H1mX8ptsmBM) | Video – French Toast  [**https://**](https://www.literacyshed.com/french-roast.html)**www.literacyshed.com /french-roast.html** |  | Harry Potter clips  Setting images  Home sweet home - Literacy shed - intervention https://www.literacyshed.com /homesweethome.html | Practical Science and Geography sessions  Videos of volcanoes  Pictures of earthquakes |  | Practical digestion experiment  Teeth models  BFG clip  Honey I shrunk the kids clip | Roman warrior skills day  Conkers trip  The windmill farmer -Literacy shed video [https://www.literacyshed.com/ windmillfarmer.html](https://www.literacyshed.com/%20windmillfarmer.html) |

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| **WRITING** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Fiction or Non-Fiction | Non-Fiction | Fiction | Non-fiction | Fiction |  | Fiction | Fiction | Non-fiction | Non-fiction |  | Non-fiction | Fiction | Poetry | Non-fiction |
| Cold Task | Instructions for getting ready for school. |  |  | Dilemma story - video clip |  |  | Describe Hogwarts Castle | Earthworms NCR |  |  |  | Being eaten by a giant |  | World record news report |
| Model Text | Creating a Trojan Horse | Various myths | Paradise wildlife park. | Trust,  Everglades |  | Isadora Moon extracts (F) | Emotive setting descriptions of a castle | Earthquakes NCR | Should tourists be allowed on volcanoes? |  | Water cycle/plants/ Digestive system/ teeth | Lucky escape | The windmill farmer | Newspaper report – Coin |
| Story/Text Type/Genre | Commands/  Instructions | Beast/quest stories  Greek myths and legends | Information text/leaflet. | Dilemma |  | Diary/Recount | Setting description | Non – chronological report | Discussion text |  | Non-fiction  Explanation | Narrative Adventure story | Poetry | Newspaper report |
| Focus /Toolkit | Imperative verbs, exclamation marks for effect, powerful vocabulary | Description of the character from the start of the story to the end. Well-chosen names for characters.  Power of three, character’s actions, feelings, thoughts and behaviour. | Powerful vocabulary, comparative language, generalisers, technical language, headings and subheadings. | Rhetorical questions, ending linked back to the introduction,  Generalisers, varied sentence lengths to build suspense. |  | Past tense, first person, suffixes, prefixes, determiners, adverbs, lengths of sentences. | Complex sentences, extended noun phrases, fronted adverbials, emotive language, tension, apostrophes, prepositions. | Headings/subheadings – paragraphing, higher level vocabulary/ glossaries | Opening to introduce topic.  Key points for.  Key points against.  Conclusion, own opinion having considered both sides.  Comparative and contrasting vocabulary.  Signposting sentence starters. |  | Detailed diagram.  Scientific language.  Clear and concise writing, diagrams, causal conjunctions | Descriptive and factual.  Good use of scientific knowledge embedded in a story, prepositions, similes, complex sentences, direct speech | Metaphor, personification,  Emotive language. | Punchy headline  5 Ws  Retell of main events  Quotes  Conclusion (what is happening now?)  Picture  Caption  Written consistently in the past tense  Extra information added using commas/brackets |
| Hot Task Outcome & Suggested Level of Innovation | Read the story of Daedulus and Icarus. Tell the chd that today they must write instructions for creating and/or using a set of wings. |  |  | List of dilemmas to choose from or own idea |  |  | Macbeth’s castle | Volcanoes NCR |  |  |  | Being shrunk and travelling through the digestive system.  Mixing factual information about the digestive system with fiction to create an adventure story. |  | Newspaper on report on finding an artefact. |

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| **KNOWLEDGE AND SKILLS**  **Focus /Toolkit** | | |
|  | **Typical Structural Features** | **Typical Language Features** |
| **Instructions** | 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. * Conclusion that makes a final ‘amazing’ point or relates the subject to the reader * Diagrams and captions to support main points * Numbered steps and bullet points * Diagrams with captions * What you will need/do: * Lists * Additional/helpful information | * Imperative verbs * Communicates information accurately * Usually quite formal * Present tense and third person * Subject specific vocabulary * Rhetorical questions * Adverbs and adjectives for additional detail. * Imperative verbs (turn, push, bake, catch) * Some short sentences * Precise language * Fairly formal as reader may be unknown * 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 |
| **Myths** | Structurally cohesive…   * Title * Paragraphs * Introduce the character and setting * Add in a short piece of action to move the description on. * Conclusion including moral. * Mythical character / magical elements | **Opening:** Two main characters and setting description  **Build-Up:** A problem arises could be a temptation for the main character.  They are tempted (one may be reluctant but gets dragged along)  They do what they have been warned against.  **Problem:** Something goes wrong and they suffer consequences.  **Resolution:** The characters learn from their errors.  **Ending:** Characters consider the consequences of their actions. Have they been taught a lesson? Have their characters changed |
| **Persuasion** | * Paragraphs to organise ideas around a theme. * Group related paragraphs * Develop use of a topic sentence * Link information within paragraphs with a range of connectives. * Introduction Middle section(s) Ending Ending could Include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader | * Conditionals - could, should, would * Comparative and superlative adjectives e.g. small…smaller…sm allest good…better…best * Proper nounsrefers to a particular person or thing e.g. Monday, Jessica, October * Repetition to persuade e.g. Find us to find the fun |
| **Dilemma story** | Structurally cohesive…   * Title * Paragraphs * Introduce the character * Add in a short piece of action to move the description on. * Concluding sentence to make the audience want to read on. * Dilemma with choices discussed. | **Opening:** Sets the scene, introduces characters.  **Build-Up:** something happens that leads to a dilemma..  **Problem/Dilemma:** They need to make a choice. - discuss options They make a decision,  **Resolution:** What happens as a consequence of their decision?  **Ending:** Reflection - did they make the correct choice?   * Show the scene through the character’s eyes (e.g. Jill peered round the shop). * Use expanded noun phrases. * Use well-chosen adjectives and adverbs. * Include the feelings and emotions of the characters. |
| **Diary (recount)** | Structurally cohesive…   * Dated * Written about one day that has happened. * Written in 1st person. * Often chronologically organised. * Can contain subheadings, diagrams, illustrations, captions, etc. | * Factual, informative and engaging * Sequential description of significant events * Sometimes opinions given of others and/or writer. * Summative/evaluative conclusion. * Use of the past tense * Reflection at the end. |
| **Setting description** | Structurally cohesive…   * Title * Introduce the character and setting. * Describe the 5 senses (sight, hearing, smell, taste, touch) * Concluding sentence to make the audience want to read on. | * 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). * Reflect a character’s feelings in the setting (e.g. The rain poured and Gary sniffed). |
| **NCR** | Structurally cohesive…   * Title * Introduction, informative paragraphs, conclusion * Long and short sentences: Long sentences to enhance description or information Short sentences to move events on quickly . * Written in 3rd person. * Paragraphs to organise ideas around a theme Logical organisation * Group related paragraphs * Develop use of a topic sentence Link information within paragraphs with a range of connectives. Use of bullet points, diagrams Introduction Middle section(s) Ending * Ending could Include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader * Secure use of range of layouts suitable to text. * Link ideas within and across paragraphs using a full range of connectives and signposts | * Conditionals - could, should, would Comparative and superlative adjectives e.g. small…smaller…sm allest good…better…best * Proper nounsrefers to a particular person or thing e.g. Monday, Jessica, October, England * The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done) * Converting nouns or adjectives into verbs using suffixes (e.g. – ate; –ise; –ify) Verb prefixes (e.g. dis–, de–, mis–, over– and re–) * Express own opinions clearly consistently maintain viewpoint * Summary clear at the end to appeal directly to the reader * Use rhetorical questions to draw reader in |
| **Discussion** | Structurally cohesive…   * Title * Intro often provides context and expands on the main issue for discussion. * Logically ordered - All FOR points and then all AGAINST points or alternating For/Against etc. * Summative conclusions which prompts the reader to decide. * Long and short sentences: Long sentences to enhance description or information Short sentences to move events on quickly . | * Often uses language features to engage a reader e.g. rhetorical question. * Generalisers – ‘Many…’ ‘The vast majority…’ ‘A few…’ * Modal verbs – we may see… we could find… It will mean… * Quotations * Factual * Coordinating & subordinating conjunctions used to link similar ideas and oppose. |
| **Explanation** | Structurally cohesive…   * 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). * Generalisers |
| **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:** Sets scene and introduces characters  **Build-Up:** MC sets off to do something or go somewhere, seeking help  **Problem:** MC comes across someone else who needs help  **Resolution:** Despite the disadvantage, MC helps   * **Ending:** MC usually rewarded – the original problem is solved/ reflection. * 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). |
| **Poetry** | Structurally cohesive…   * Title * Verses * Use of commas * Secure use of simple / embellished simple sentences | * Similes, metaphors * Emotive language * Personification * Well-chosen vocabulary e.g adjectives, nouns. * Creates a picture in the readers mind. |
| **Newspaper Report** | 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) |