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|  | **Autumn Term** |  | **Spring Term** |  | **Summer Term** |
| Class Books(Pie Corbett Reading Spine and Page Turners) | KrindlekraxThe miraculous journey of Edward TulaneThe Secret explorers and the plant poachers |  | Philip Pullman- Firework Maker’s DaughterHarry Potter extracts Fractions = TroubleDiary of a killer cat  |  | VoicesCharlotte’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 – GreeksNon topicEye of the storm  | Knowledge organiser- PredatorKrindlekrax Predator plants bookWolvesHunterNon topicRemembrance week Christmas stories |  | Knowledge organiser- PotionsHarry Potter extractsMacbethThe alchemist clipIsadora Moon Non topicWater cycle texts vipersDiary of a killer cat  | Tremors – Knowledge organiserStreet beneath my feetPompeiiSoil vipersMary Anning books and Rock booksFirework Maker’s Daughter  |  | Burps, Bottoms and Bile – Knowledge organiserJourney through the digestive systemYou wouldn’t want to live without dentistsLucky escapeNon topicTom’s magnificent inventions Food chains vipers  | I am Warrior- Knowledge organiserAncient Rome- Roman ArmyThe 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 dayEye 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 imagesHome sweet home - Literacy shed - intervention https://www.literacyshed.com /homesweethome.html | Practical Science and Geography sessions Videos of volcanoes Pictures of earthquakes |  | Practical digestion experimentTeeth models BFG clipHoney I shrunk the kids clip | Roman warrior skills dayConkers 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 storiesGreek 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 headline5 WsRetell of main eventsQuotesConclusion (what is happening now?)PictureCaptionWritten consistently in the past tenseExtra 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
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| **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.
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| **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.
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| **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).
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| **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
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| **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.
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| **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
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| **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).
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| **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.
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| **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)
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