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|  | **Autumn Term** |  | **Spring Term** |  | **Summer Term** |
| Class Books  (Pie Corbett Reading Spine and Page Turners) | Boy in the Girl’s Bathroom – Louis Sachar  Holes - Louis Sachar |  | Beetle Boy – MG Leonard  Lost Magic – Brian Moses  The Magic Box – Kit Wright  The Works 4 – Pie Corbett |  | Tom’s Midnight Garden – Phillipa Pearce  Farther – Grahame Baker-Smith |

**READING**

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| **TOPIC** | **Autumn 1 - Stargazers** | **Autumn 2 – Hola Mexico!** |  | **Spring 1 – Beast Creator** | **Spring 2 – Allotment** |  | **Summer 1 - Off with her Head** | **Summer 2 – Scream Machine** |
| Books/extracts in whole class/guided reading linked to Topic | * Stargazers KO(non-fiction – Curriculum Maestro) * Jazz Harper (fiction – Twinkl) * Man on the Moon (non-fiction – DK Guide) * The Moon (non-fiction – LiteracyShed) * Space Oddity (poetry/lyrics - Manic Street Teachers) * Mars Achieved (fiction - LiteracyShed) | * Hola Mexico KO (non-fiction – Curriculum Maestro) * Maya Civilisation Creation story (fiction – LiteracyShed) * The Maya (non-fiction – LiteracyShed) * Grandmother (fiction – LiteracyShed) * Maya Cities (non-fiction – LiteracyShed)   Non Topic   * The Rainforest (poetry - Twinkl) * What’s this (poetry/lyrics – Manic Street Teachers) |  | * Beast Creator KO (non-fiction – Curriculum Maestro) * Inside the Hive (non-fiction - LiteracyShed) * James & the Giant Peach Extract (fiction) * Hercules Beetle (non-fiction – Curriculum Maestro)   Non Topic   * Holi Festival (non-fiction – LiteracyShed) * The Majesty of Spring (poetry – Twinkl) | * Allotment KO (non-fiction – Curriculum Maestro) * Farming in the UK & USA (non-fiction – Curriculum Maestro) * The Problem of Plastic Pollution (non-fiction – Deepening Understanding) * The Helicidaes War (fiction – LiteracyShed) |  | * Off with her Head KO (non-fiction – Curriculum Maestro) * Diary of Catherine Parr (fiction – LiteracyShed) * Tudor Food & Drink (non-fiction - LiteracyShed) * Tudor Time Traveller (fiction – LiteracyShed) | * Scream Machine KO (non-fiction – Curriculum Maestro) * Levers (fiction – LiteracyShed) * Resistance (non-fiction – LiteracyShed) * Gravity (fiction – LiteracyShed) |
| Poetry, eg, riddles | Free verse space poems | Day of the Dead haikus |  | Limericks and Kennings about mini-beasts | Rhyming poems – The Glory of the Garden by Rudyard Kipling |  | Riddles on Henry VIII | The Ride – performance poetry |
| Other Stimulus e.g. visual literacy, videos, pictures | UK Space Agency Rocket task.  Videos of space & the planets. | Mexican launch day with practical activities such as making lemonade, melting chocolate, exploring the Mexican culture etc.  Watch Coco |  | Video of different beasts | Create an allotment in the school grounds.  Watch clips from The Secret Garden. |  | Horrible histories videos  Hot-seating of historical characters | Go on a trip to Drayton Manor |

**WRITING**

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|  | **Autumn 1** | **Autumn 2** | |  | **Spring 1** | **Spring 2** |  | **Summer 1** | **Summer 2** |
| Fiction or Non-Fiction | Non-Fiction  Non-chronological report | Film Unit: The Day of the Dead  Fiction – Setting description & Diary Entry  Non-fiction –Non-chronological report & informational leaflet. | Fiction – suspense tale |  | Narrative - Fable | Fiction – warning tale on the Secret Garden |  | Non-fiction – biography on Shakespeare or Queen Elizabeth 1 | Non-fiction  Advert – persuasive language |
| Cold Task | Returning to school non-chronological report | N/A | Suspense tale – scary setting (opening & build-up) |  | N/A | N/A |  | N/A | N/A |
| Model Text | The Sun non-chronological report | N/A | The Underworld |  | The ant and the grasshopper. | Don’t go into the garden! |  | Biography of Lady Jane Grey | Leaflet of Drayton Manor |
| Innovating Text | Non-chronological-  Report about Mars. | N/A | The Land of the Dead |  | The ant and the grasshopper. | Warning tale – finding a secret place |  | Biography of Queen Elizabeth ! | Write a persuasive leaflet about a class designed theme park. |
| Hot Task Outcome & Suggested Level of Innovation | Non-chronological report on The Moon | N/A | Through the Door |  | Choose own moral and write a fable | Write a story about finding a secret garden |  | Biography of Henry VIII | Write a persuasive leaflet on their own tourist attraction. |

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| **KNOWLEDGE AND SKILLS**  **Focus /Toolkit** | | | |
|  | **Typical Structural Features** | | **Typical Language Features** |
| **Non-chron report**  Purpose: To inform the reader about the topic, describing its characteristics in an engaging and interesting way  Audience: Someone who is interested in the topic  Someone who enjoys information | 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 * May include classification statements including reference to a glossary * 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 – Suspense Tale**  Purpose: To entertain the reader.  Audience: People with an interest in stories with a spooky setting. | 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. | 5-part story structure:   1. **Opening** - Main character (MC) is happily doing something. 2. **Build-up** – MC hears, sees or senses something or someone ominous/scary. 3. **Problem/Dilemma** – More scary things happen or are seen. MC reacts – runs/hides 4. **Resolution** – MC discovers what is happening. 5. **Ending** - MC shows his/her feelings. MC reacts. | * 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). |
| **Narrative – Fable**  Purpose: To entertain the reader and teach them a life lesson.  Audience: People with an interest in animal stories with a moral. | 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. | 5-part story structure:   1. **Opening** – Introduce the animal Main character (MC) who is lazing about 2. **Build-up** – MC meets a 2nd animal character who gives the MC a warning to prepare. MC refuses. 3. **Problem/Dilemma** – 2nd character’s warning happens. 4. **Resolution** - MC is not prepared and asks for help. Has to suffer the consequences. 5. **Ending** – Moral of the story. | * 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). |
| **Narrative – Warning Tale**  Purpose: To entertain the reader.  Audience: People with an interest in stories with a spooky warnings and consequences. | 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. | 5-part story structure:   1. **Opening -**MC warned not to do something. 2. **Build-Up -** Set off in spite of warning 3. **Problem -** Something goes wrong and they are in deep trouble 4. **Resolution -** They are rescued and told off for breaking warning 5. **Ending -** Characters consider the consequences of their actions Have they been taught a lesson? Have their characters changed? | * 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). |
| **Biography**  Purpose: To inform and/or entertain a reader.  Audience: Often have an interest in the topic. Can be known or unknown to the writer. | Structurally cohesive…   * Title and subheadings * Introduction/opening (introduces reader to the subject) * Often chronologically organised possibly with bullet points, lists, info boxes, 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 * Can contain diagrams and captions to support main points | | * Succinct overview introduction * Factual, informative and engaging * Sequential description of significant events * Sentence sign posts to add information (furthermore, also, moreover, additionally) * Sometimes opinions given of others and/or writer. * Summative/evaluative conclusion. * Use of the past tenses * Usually quite formal, especially if written for an unknown reader * Topic sentences and cohesive devices to link paragraphs together. |
| **Persuasive Leaflet**  Purpose: To make the reader yield…  To persuade them to your point of view or do what you want.  Audience: May have limited knowledge but might have some interest in the subject.  Sometimes the audience may disagrees or have some opposition to the subject. | Structurally cohesive…   * Title and subheadings * Introduction/opening (introduces reader to the subject) * Chunks of information, logically organised possibly with bullet points, lists, diagrams, etc. * Paragraphs usually beginning with topic sentences and logically flow between each other * Images to attract attention | | * Persuasive language features e.g.: * Emotive vocabulary * Figurative language * Puns/ wordplay, etc. * Sound effects e.g. alliteration/ onomatopoeia * Opinions stated as facts * Imperatives * Weasel word (emotive language designed to deceive/give best impressions) * Personal and direct, often informal (friendly) * Language to engage e.g. rhetorical questions. * Present tense * Logical conjunctions * Technical language (where appropriate) * Sentence sign posts to move writing on * Superlatives/Adjectives * Subjunctive: If I were… |