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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 SacharHoles - Louis Sachar |  | Beetle Boy – MG LeonardLost Magic – Brian MosesThe Magic Box – Kit WrightThe Works 4 – Pie Corbett  |  | Tom’s Midnight Garden – Phillipa PearceFarther – 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)
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| 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 videosHot-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-FictionNon-chronological report | Film Unit: The Day of the DeadFiction – Setting description & Diary EntryNon-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-fictionAdvert – 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 wayAudience: Someone who is interested in the topicSomeone 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…
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