

Autumn 1								
Whole Class Text/s: - Biome Explorer - Bronze of a Sunflower								
Week:	1	2	3	4	5	6	7	8
Whole Class Text	Bronze and Sunflower	Bronze and Sunflower	Bronze and Sunflower	Bronze and Sunflower	Bronze and Sunflower	Biome Explorer	Biome Explorer	
Grammar/skill	Expanded Noun Phrases.	Inverted Commas.	Ellipses Conjunctions.	Fronted adverbials for time	Language: mood/ tone/ feeling.	Relative Clauses	Parenthesis	
Writing genre Purpose Task	Narrative <i>To entertain</i> To write a narrative based on the video Something Fishy - THE LITERACY SHED.	Narrative <i>To entertain</i> To write a narrative based on the video Ruin - THE LITERACY SHED.	Narrative <i>To entertain</i> To write a narrative based on the class text where Sunflower almost falls into the river.	Diary Entry <i>To entertain</i> To write a diary entry based on a day celebrating the Chinese New Year. Chinese New Year BBC Teach (youtube.com)	Diary Entry <i>To entertain</i> To write a diary entry based on the class text, Sunflower starts a new school	Non-Chronological Reports <i>To inform</i> To write a report based on the Giant Panda.	Non-Chronological Reports <i>To inform</i> To write a report based on Biomes.	
Skills	To use long sentences for description.	To experiment with punctuation in speech marks.	To use subordinating conjunctions accurately.	Time conjunctions and adverbials. Chronological order.	To use effective language to create mood/ tone/ feeling.	To use relative clauses.	To elaborate on ideas using parenthesis.	
EXT Write	To write a narrative based on the class text where Sunflower almost falls into the river.			To write a diary entry based on the class text, on the part where Sunflower starts a new school.		To write a report based on Biomes.		

Autumn 2								
Whole Class Text/s: - The Golden Horseman of Bagdad - History Detective – Ancient Islamic Civilisation								
Week:	1	2	3	4	5	6	7	8
Whole Class Text	The Golden Horseman of Bagdad	The Golden Horseman of Bagdad	The Golden Horseman of Bagdad	History Detective – Ancient Islamic Civilisation	History Detective – Ancient Islamic Civilisation	History Detective – Ancient Islamic Civilisation		
Grammar/skill	Modal verbs/modals of likelihood	Types of adverbs (degree)	Speech punctuation	Fronted adverbials Short sentences	Advanced similes	Personification		
Writing genre Purpose Task	Email <i>To persuade.</i> To write a letter to the local council to help with the issue of plastic pollution.	Email <i>To persuade.</i> To write a letter to Mrs. Hazeldine persuading her to bring back Friday breaktimes.	Narrative <i>To entertain.</i> "The Secret Code of the Caliph" While exploring ancient ruins, you find a scroll written in a secret code. It unlocks a hidden portal to a high-tech version of 9th-century Baghdad. What mission awaits you?	Narrative <i>To entertain.</i> Yusuf is trying to attack and destroy Jabir's horsemen in his workshop.	Poetry <i>To entertain.</i> To write a Sonnet	Poetry <i>To entertain.</i> To write a poem Sonnet		
Skills	To use a range of techniques to link ideas.	To build complex sentences.	To use action and pace to support cohesion Commas used in speech	To use long and short sentences	To use effective noun phrases to add detail. Similes	Language used to create emotion.		

EXT Write	To write a letter to Mrs Hazeldine persuading her to bring back Friday breaktimes.	Yusuf is trying to attack and destroy Tabir's horsemen in his workshop	To write a poem about winter.		
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Spring 1								
Whole Class Text/s: ● The Secret Garden								
Week:	1	2	3	4	5	6	7	8
Whole Class Text	The Secret Garden	The Secret Garden	The Secret Garden	The Secret Garden	The Secret Garden	The Secret Garden		
Grammar/skill	Adverbs for manner	Subordinating conjunctions for cohesion	Subordinating conjunctions to show cause and effect	Adverbs of frequency	Auxiliary verbs	Speech punctuation		
Writing genre Purpose Task	Narrative (Fantasy) To entertain Beginning of a narrative - Based on the Secret Garden	Narrative (Fantasy) To entertain Middle of a narrative - Based on the Secret Garden	Explanation Text To inform Science topic	Explanation Text To inform Science topic	Newsreel script To inform Discovery of the Secret Garden in Misselthwaite Manor	Newsreel script To inform Grand Iftar celebration hosted by the school.		
Skills	Metaphors and personification for description	Effective noun phrases to add detail.	Subordinating conjunctions Topic language	Adverbs of frequency Sentence starters	Tense changes across a text Use layout to support the purpose of a text	To identify how speech sentences are structured To structure speech sentences accurately		
EXT Write	To write the middle of a narrative - Based on the Secret Garden		Explanation text on a science topic		To write a newspaper report about Grand Iftar celebration hosted by the school.			

Spring 2								
Whole Class Text/s: - The Queen's Fool - The Tudors - You wouldn't want to be married to Henry VIII - Terrible Tudors								
Week:	1	2	3	4	5	6	7	8
Whole Class Text	The Tudors	The Tudors	The Queen's Fool	The Queen's Fool	You wouldn't want to be married to Henry VIII	You wouldn't want to be married to Henry VIII		
Grammar/skill	Sentence structure (SVO)	Relative clauses Prefixes (Dis/De)	Idioms	Adverbs for degree	Modal Verbs	Rhetorical Questions Converting nouns/adjectives verbs using suffixes		
Writing genre Purpose Task	Non-chronological Reports (form chosen by pupils) <i>To inform British Empire</i>	Non-chronological Report (form chosen by pupils) <i>To inform Ramadan</i>	Diary Entry <i>To inform Soldier during the British Empire</i>	Diary Entry <i>To inform Day in the life of a Tudor</i>	Debate <i>To Persuade To make swimming part of the timetable</i>	Debate <i>To Persuade To Anne Bolyn on why she should not marry Henry VIII</i>		
Skills	To use commas mostly accurate for marking of clauses Varying sentence	To use language to match purpose and style Relative clauses	To use language to create emotion Idioms	To experiment with different tenses – past, present and future Adverbs for degree	To use persuasive language techniques	To use a range of modal verbs used accurately		

	structures (Active/passive)							
EXT Write	Non-chronological report on Ramadan	Day in the life of a Tudor	To Anne Bolyn on why she should not marry Henry VIII					

Summer 1								
Whole Class Text/s: Charlie and the Chocolate Factory								
Week:	1	2	3	4	5	6	7	8
Whole Class Text	Charlie and the Chocolate Factory	Charlie and the Chocolate Factory	Charlie and the Chocolate Factory	Charlie and the Chocolate Factory	Charlie and the Chocolate Factory	Charlie and the Chocolate Factory	Charlie and the Chocolate Factory	
Grammar/skill	Personification	Metaphors	Complex sentences	Adverbs for causation	Homophones	Parenthesis	Commas to separate clauses Homonyms	
Writing genre <i>Purpose</i> <i>Task</i>	Narrative – Sequel <i>To entertain</i> Beginning: Charlie is the last child remaining and wins the opportunity to become Willy Wonka's apprentice for a day.	Narrative – Sequel <i>To entertain</i> Middle: He tries inventing new sweets, but one goes wrong and causes chaos in the factory.	Narrative – Sequel <i>To entertain</i> End: He fixes the problem with creativity and is offered a permanent role as a junior inventor.	Blog <i>To inform</i> Charlie's Golden Day Write a diary entry as Charlie Bucket on the day he finds the golden ticket. How does he feel? What does he think the factory will be like?	Blog <i>To inform</i> Diary of Veruca Salt Write a diary entry from Veruca's perspective the night before the factory visit. What does she want? How does she feel about the other children?	Non-chronological report <i>To Inform</i> Write a report explaining the achievements and contributions of the Ancient Islamic Civilisation, especially during the Golden Age (c. 750–1258 CE).	Non-chronological report <i>To Inform</i> Write a report comparing renewable and non-renewable energy sources. Explain how each type works, their impact on the environment, and the future of energy.	
Skills	Effective noun phrases used to add detail/show viewpoint/engage the reader Dialogue between characters	Evidence of metaphors and personification used effectively for description	Language used to create atmosphere/tone /emotion	To use emotive language to show thoughts and feelings (e.g. I was terrified... My	To includes figurative language where appropriate (e.g. similes/metaphors: like a ghost,	Use a variety of sentence types, including: Complex sentences with subordinating conjunctions	Precise and specific language choices to support impact, audience and purpose.	

				heart pounded...) To includes inner thoughts and reactions to events	as quiet as a whisper) Use apostrophes for possession and contraction	(although, since, because) Relative clauses with relative pronouns (who, which, that) Use parenthesis to add extra information	Layout used to support purpose of the text Writing to demonstrate a clear understanding of text purpose	
EXT Write	Charlie and the Chocolate factory sequel (middle and end)			Diary of Veruca Salt Write a diary entry from Veruca's perspective the night before the factory visit. What does she want? How does she feel about the other children?		Write a report comparing renewable and non-renewable energy sources. Explain how each type works, their impact on the environment, and the future of energy.		

Summer 2								
Whole Class Text/s: Street Child								
Week:	1	2	3	4	5	6	7	8
Whole Class Text	Street Child	Street Child	Street Child	Street Child	Street Child	Street Child		
Grammar / skill	Modal verbs	Cohesive devices	Prefixes (Mis/Over)	Prefixes (Re)	First person	Sentence types to convey emotion		
Writing genre <i>Purpose</i> Task	Balanced Argument <i>To discuss</i> Should children be sent to the workhouse?	Balanced Argument <i>To discuss</i> Should Jim have escaped the workhouse?	Element of choice (radio campaign/letter/speech) <i>To persuade</i> Factory owner to improve conditions	Element of choice (radio campaign/letter/speech) <i>To persuade</i> To improve something in community/playground/more trips	Element of choice <i>To inform</i> Everything I want my teacher to know about me	Element of choice <i>To inform</i> School trip		
Skills	Use precise and persuasive language to justify opinions or concerns - e.g. This has caused significant inconvenience to myself and others.	Use a range of cohesive devices across paragraphs - e.g. Firstly, Furthermore, In addition, As a result, Finally Maintain a logical flow from problem to explanation	Include modal verbs to express polite suggestions or expectations - e.g. You could improve this by..., This should be rectified...	Clear viewpoint Sustain viewpoint Sentence types	First person Humour	First person Informal tone Range of sentence types to convey emotion		

		to suggested solution Avoid repetition by using synonyms or varied sentence structure						
EXT Write	Should Jim have escaped the workhouse?		Element of choice: Factory owner to improve conditions		Element of choice: School trip			