

Autumn 1

Whole Class Text/s:

- Explorer
- Brazil: The Land and People

Week:	1	2	3	4	5	6	7	8
Whole Class Text	Explorer	Explorer	Explorer	Explorer	Explorer	Explorer		
Grammar	Subject and object	Clauses – main, subordinate, relative	Coordinating Conjunctions	Subordinating Conjunctions	Sentence types - questions	Sentence types - exclamatory		
Writing genre <i>Purpose Task</i>	Setting description <i>To entertain</i> Setting description of the Amazon Rainforest	Setting description <i>To entertain</i> Setting description of desert island	Narrative <i>To entertain</i> Own plot of Explorer	Narrative <i>To entertain</i> Own plot of Explorer	Non-Chronological Report <i>To inform/discuss</i> The Amazon River	Non-Chronological Report <i>To inform/discuss</i> The Amazon Rainforest		
Skills	5 senses Adjectives	Noun phrases Fronted adverbials	Coordinating conjunctions as openers and to extend Cohesion	Subordinating conjunctions as openers and to extend Cohesion	Modal verbs Effectively develop ideas across text	Emotive language Brackets for clarification		
EXT Write	Setting description of their own deserted island.		Opening of their narrative based on their setting description.		Non-chronological report on The Amazon Rainforest			

Autumn 2

Whole Class Text/s:

- A Christmas Carol

Week:	1	2	3	4	5	6	7	8
Whole Class Text	A Christmas Carol	A Christmas Carol	A Christmas Carol	A Christmas Carol	A Christmas Carol	A Christmas Carol		
Grammar	Active	Passive	Speech	Speech	Semi-colon in a list	Semi-colon to separate clauses		
Writing genre <i>Purpose Task</i>	Character Description <i>To entertain</i> Scrooge	Character Description <i>To entertain</i> Draft Ext Write	Short Story <i>To entertain</i> Ghost Story	Short Story <i>To entertain</i> Ghost Story	TV campaign <i>To inform</i> School uniform	TV campaign <i>To inform</i> Mobile phones		
Skills	Figurative Language Adverbials (place)	'Show not tell' Parenthesis (commas)	Shades of meaning Direct speech (layout and dialogue tags)	Pathetic fallacy Adverbs for manner	Emotive language/phrases	Evaluative adverb Conjunctive adverb		
EXT Write	Opening scene – Scrooge walking through the street		Children write their own ghost stories		The use of mobile phones in school OR Deforestation			

Spring 1

Whole Class Text/s:

- Letters from the Lighthouse

Week:	1	2	3	4	5	6	7	8
Whole Class Text	Letters from the Lighthouse	Letters from the Lighthouse	Letters from the Lighthouse	Letters from the Lighthouse	Letters from the Lighthouse	Letters from the Lighthouse		
Grammar	Prefix and suffix	Semi colons to separate clauses	Past progressive tense	Past perfect tense	Past perfect tense	Past perfect tense		
Writing genre <i>Purpose Task</i>	Diary entry - <i>To inform</i> Olive's diary entry of her train journey.	Diary entry - <i>To inform</i> Draft Ext Write	Narrative <i>To entertain</i> Twisted tale	Narrative <i>To entertain</i> Twisted tale	Short story - <i>To entertain</i> Alma (literacy shed)	Short story - <i>To entertain</i> Replay (literacy shed)		
Skills	Compose sentences using ?, ! Non-standard English	Semi colons to separate clauses Non-standard English	Colloquial language Effective introduction Linking words and phrases	Rhetorical questions Parenthesis (range and for informal voice) Relative clause	Short sentences for effect Ellipses Participial adjectives Participial phrases Speech	Short sentences for effect Ellipses Participial adjectives Participial phrases Speech		
EXT Write	Queenie/Olive when Olive and Cliff arrive		Olive writing to her mum/sister		Replay			

Spring 2

Whole Class Text/s:

- Now or Never

Week:	1	2	3	4	5	6	7	8
Whole Class Text	Now or Never	Now or Never	Now or Never	Now or Never	Now or Never	Now or Never		
Grammar	Colon/semicolon	Modal verbs	Apostrophes for possession and omissions	Emotive phrases	Relative clauses	Passive voice		
Writing genre <i>Purpose Task</i>	Balanced argument/speech <i>To discuss</i> Use of plastic (sustainability link)	Balanced argument/speech <i>To discuss</i> Healthy eating	Blog <i>To inform</i> Theatre trip	Blog <i>To inform</i> WW2 Workshop	Email <i>To persuade</i> To MP regarding SATs	Email <i>To persuade</i> To Headteacher regarding a topic of their choice		
Skills	Emotive language/phrases Range of parenthesis for extra information	Evaluative and conjunctive adverbs Relative clause	Adverbials for time Devices for an informal tone – humour, direct address	Emotive language Devices for an informal tone – humour, direct address	Direct address Relative clauses (parenthesis)	Modal verbs Passive voice		
EXT Write	Healthy eating		WW2 Workshop		Email to Headteacher regarding a topic of their choice			

Summer 1								
Whole Class Text/s: Refugee Boy – Benjamin Zephaniah								
Week:	1	2	3	4	5	6	7	8
Whole Class Text	Refugee Boy – Benjamin Zephaniah	Refugee Boy – Benjamin Zephaniah	Refugee Boy – Benjamin Zephaniah	Refugee Boy – Benjamin Zephaniah	Refugee Boy – Benjamin Zephaniah	Refugee Boy – Benjamin Zephaniah		
Grammar	Standard English	Plural possessive	Adverbials for cohesion	Inverted commas	Contractions	Modal verbs		
Writing genre Purpose Task	Non-Chronological Report (form chosen by pupils) <i>To inform</i> A guide on how to stay alive during zombie outbreak	Non-Chronological Report (form chosen by pupils) <i>To inform</i> A guide to Year 6	Narrative <i>To entertain</i> Beginning – Aladdin (walking into cave and jewel room – innovate character)	Narrative <i>To entertain</i> Middle – Aladdin (innovate)	Narrative <i>To entertain</i> Ending – Aladdin (innovate ending)	Persuasive <i>To inform</i> Drayton Manor (form chosen by pupils)		
Skills	Parenthesis (dash) Rhetorical question	Parenthesis (dash) Rhetorical question	Figurative language Adverbials for cohesion	Speech Synonyms for said	Speech advancing action	Modal verbs Emotive language		
EXT Write	A guide to Year Six		Middle and ending of Aladdin			Drayton Manor		

Summer 2								
Whole Class Text/s: The Boy at the Back of the Class								
Week:	1	2	3	4	5	6	7	8
Whole Class Text	The Boy at the Back of the Class	The Boy at the Back of the Class	The Boy at the Back of the Class	The Boy at the Back of the Class	Transition	Transition		
Grammar	Consolidation of skills	Consolidation of skills	Consolidation of skills	Consolidation of skills				
Writing genre Purpose Task	REWRITE/Edit and improve	REWRITE/Edit and improve	REWRITE/Edit and improve	REWRITE/Edit and improve				
Skills	Using language purposely for effect Using grammar purposely for effect	Using language purposely for effect Using grammar purposely for effect	Using language purposely for effect Using grammar purposely for effect	Using language purposely for effect Using grammar purposely for effect				
EXT Write	REWRITE/Edit and improve		REWRITE/Edit and improve					