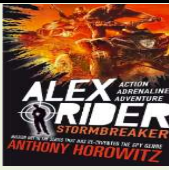
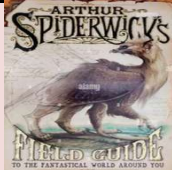
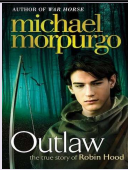
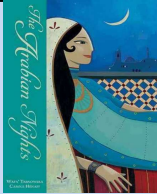
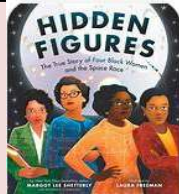
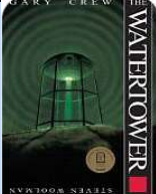


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Big Question	How do historical sources tell us what life was like in the Early Islamic Civilisation?	Why are people inspired to explore space?	Leaflet for parents: How to use sustainable energy in your home	Would you like to live in the Lake District?	How have people who break the law been treated differently in the past?	Should every crime be punished?
Writing to:	Entertain	Inform	Persuade	Inform	Entertain	Discuss
Text /stimulus	Writing for Pleasure Centre	TBC	Stormbreaker by Horowitz Anthony	Arthur Spiderwick's Field Guide: To the Fantastic World Around You by Holly Black & Tony DiTerlizz	The Viewer by Shaun Tan	Outlaw: The true story of Robin Hood by Michael Morpurgo
	Poetry that Hides in Things					
Outcome	Descriptive poetry using figurative language / Poetry that hides in things (real world writers)	Explanation text on phases of the moon - 'Why does the moon change shape?' Science link	Persuasive letter linked to the text	Non-chronological report about a mythical river beast	Write a narrative story based on the Viewer	Discussion text: Should children be given homework?
Skills	*Use figurative language e.g metaphors, personification *Use other poetic devices such as repetition	*Write a clear question to show what is being explained *Understand the difference between an explanation text and instructions eg. a process *Causal and time conjunctions e.g. so, when, as a result, therefore, because, first, next, after that... *Include an illustration/diagram to make the explanation clearer	*Identify my audience and write with them in mind *Write for a purpose using point, evidence explanation *Use a range of techniques such as relative clauses and pronouns, emotive language, conjunctions, and modal verbs *Use a repetitive phrase to stress my point (If,if,if,then) *Plan and draft my work developing initial ideas, with the audience and purpose in mind	*Use relative clauses e.g. whose *Use dashes to mark relative clauses *Use subordinating conjunctions *Use commas to mark clauses, including subordinating clauses	*Use elipsis, colon and hyphen *Use expanded noun phrases *Use echosing - repeated descriptions or phrases	*Use modal verbs to convey degress of possibility e.g. It <u>could</u> be argued...Some <u>might</u> say... *Use relative clauses to provide supporting detail *Use adverbials to provide cohesion across text e.g. On the other hand...
Writing to:	Entertain	Inform	Persuade	Inform	Entertain	Discuss
Text /stimulus	Arabian Nights by Wafa Tarnowska	Hidden Figures by Margot Lee Shetterly	Talk For Writing - Gadgets Booklet	Lake District	The Water Tower by Gary Crew and Steven Woolman	Crime and punishment topic and Outlaw: The true story of Robin Hood by Michael Morpurgo
						
Outcome	Modern day folktale (alternative ending)	Biography about the life and career of the famous NASA mathematicians	Write an advert for a spy gadget	Brochure on the Lake District NEEDS RETHINKING - possibly a brochure about a known place - CPP? Place of their choice? - match report? - information text about subject of their choice!	Suspense story inspired by The Watertower	Debate on Balanced argument: 'Should every crime be punished?'
Skills	*Use expanded noun phrases *Use figurative language e.g. personification, metaphors *Use adverbials phrases to build cohesion within and across paragraphs *Use dialogue to convey character	*Use relative clauses to add detail e.g.who, where, *Use relative pronouns *Use subordinating conjunctions in varied positions e.g. despite, although	*Use adverbs of certainty and modal verbs to convey urgency e.g. This wonder <u>will</u> tranform your life *Use colons and semi-colons to list features, attractions *(Use semi-colons for structure repetition e.g Bring your friends; bring your children; bring the whole family!) *Understand the key features of an	*Use relative clauses (which, where) to add extra information *Use brackets or dashes to add extra information *Use coordinating and subordinating conjunctions to explain why something happens or how things work	*Use semi-colons to join related clauses *Use dashes or colons to emphasis additional information e.g The boy was distraught - she cried for hours or The boy was distraught: he cried for hours. *Use complex sentences with full range of conjunctions	*Use modal verbs to convey degress of possibility e.g. It could be argued...Some might say... *Use relative clauses to provide supporting detail *Use adverbials to provide cohesion across text e.g. On the other hand... *Use expanded noun phrases to describe detail

Whole Class Reading	Arabian Nights by Wafa Tarnowska		Cosmic by Frank Cottrell-Boyce		There's a Boy in the Girls' Bathroom by Louis Sacha		There's a Boy in the Girls' Bathroom by Louis Sacha		The Highwayman		TBC
	