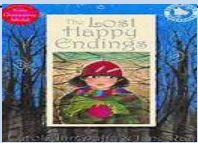
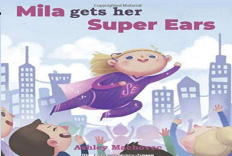
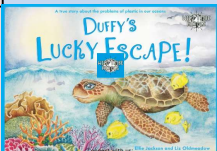
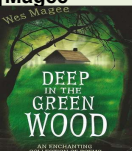
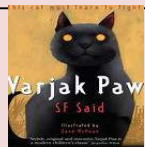
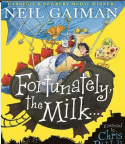


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Big Question	How can we use the Kilmore Qualities to succeed in the Upper Phase?	What is the legacy of Roman Britain?	What is the difference between sound and noise?	Were the Vikings invaders or settlers?	When rain falls, where does it go?	Why is Andalusia such a popular holiday destination?
Writing to:	Entertain	Inform	Inform	Entertain	Persuade	Entertain
Text /stimulus	The Lost Happy Endings by Carol Ann Duffy	Varjak Paw by F.S.Said	Mila's Super Ears' Ashley Machovec	The Dragon's Hoard by Lari Don	Duffy's Lucky Escape by Ellie Jackson	Poetry: Sensational! (collection by Roger McGough) and Deep in the Green Wood collection of poems by Wes Magee
						
Outcome	Write an alternative ending	Newspaper article linked to Varjak Paw vanishings	Explanation leaflet to explain deafness (science link)	Setting description	A persuasive letter to encourage parents not to use single-use plastic	Write a Haiku, Acrostic and Free Verse Poem
Skills	*Understand how the author has created mood and atmosphere through their vocabulary choices *Choose my own vocabulary carefully to have a desired impact on my reader *Use conjunctions, prepositions, pronouns and adverbials of time to link my sentences together within a paragraph *Use a range of sentences including a 'verb, person', a 'some, other' sentence and a 'the more, the more' sentence (Alan peat sentences) *Edit and redraft my writing after speaking to my teacher	*Analyse and understand similar texts and use these to inspire my writing *Understand the audience for my writing and adapt my structure and vocabulary to match the purpose *Use inverted commas to punctuate direct speech *Write reported speech using a range of synonyms for said *Use and punctuate fronted adverbials *Write my final paragraph in the present tense	*Use commas to mark clauses, including opening subordinating clauses *Use a range of conjunctions and fronted adverbials to help structure my writing *Use paragraphs around a theme, sequencing my work appropriate to the genre and using any given features e.g. titles, headings and subheadings	*Use relative clauses to add detail or context *Use subordinate clauses to add detail, including in varied positions *Use nouns or pronouns for cohesion and to avoid repetition *Write in the past tense and third person *Use a range of sentence types such as emotion word comma, fronted adverbials and show don't tell *Use expanded noun phrases *Use a simile to add to my description *Proof-read my writing checking for any spelling, punctuation or grammar mistakes	*Emotive language - An emotion word (comma) sentence places the emotion word at the start of a sentence followed by a comma the rest of the sentence describes actions linked to the emotion word (Alan Peat) *Use relative clauses to provide additional information *The more, the more sentences - e.g. The more we do to reduce speeding, the more lives we can save. (Rule of 3)	*Use different figurative language techniques – alliteration, simile, metaphor, onomatopoeia, personification
Writing to:	Entertain	Inform	Inform	Entertain	Persuade	Entertain
Text /stimulus	The Lost Happy Endings by Carol Ann Duffy	Varjak Paw by F.S.Said	Information texts about deafness	The Dragon's Hoard by Lari Don	Information texts about plastic pollution	Fortunately the Milk by Neil Gaiman
						
Outcome	Write fairy tale with a twist	Non-chronological report about Teeth	Presentation about how to support the deaf community (assembly)	Myth	Advert for reusable shopping bag made in DT	An adventure story
Skills	*Understand how the author has created mood and atmosphere through their vocabulary choices *Choose my own vocabulary carefully to have a desired impact on my reader *Use conjunctions, prepositions, pronouns and adverbials of time to link my sentences together within a paragraph *Use a range of sentences including a 'verb, person', a 'some, other' sentence and a 'the more, the more' sentence (Alan peat sentences) *Edit and redraft my writing after speaking to my teacher	*Write in third person and present tense consistently *Know the genre and purpose of my writing and can use appropriate (technical and formal) vocabulary and structure to match this *Write in paragraphs around a theme, including using headings and subheadings *Use co-ordinating conjunctions to link two clauses *Use subordinating conjunctions to explain	*Use oracy skills - Oracy Framework - Physical e.g. use of voice and body language *Use commas to mark clauses, including opening subordinating clauses *Use a range of conjunctions and fronted adverbials to help structure my writing *Use paragraphs around a theme, sequencing my work appropriate to the genre and using any given features e.g. titles, headings and subheadings	*Use relative clauses to add detail or context *Use subordinate clauses to add detail, including in varied positions *Use commas after fronted adverbials and subordinate clauses *Use dialogue to convey characters *Use apostrophes for possession, including for plural nouns	*Use imperative verbs to convey urgency e.g. Buy it today! *Use rhetorical questions to engage the reader *Use noun phrases	*Difference between plural and possessive -s *Use apostrophes to mark plural possession *Use paragraph to organise ideas around a theme *Use inverted commas to indicate direct speech
Whole Class Reading	Pippi Longstocking	Varjak Paw by F.S.Said	Max and the Millions by Ross Montgomery	Max and the Millions by Ross Montgomery	Ice Palace by Robert Swindells	Fortunately, the Milk by Neil Gaiman
		