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|  | Class Read | Focused texts | Genres of writing | Objectives covered |
| Autumn 1 | The Boy in the Back of the Class  Onjali Q. Rauf | The Boy in the Back of the Class  Onjali Q. Rauf | Recount | **Writing**  Choose the appropriate register (formal/informal)  **Reading**  Apply their growing knowledge of root words, prefixes and suffixes  Continue to read a wide range of challenging stories  Infer characters feelings, thoughts and motives and justify using evidence |
| Persuasive letter  Informal | **Writing**  Use hyphens to avoid ambiguity  Use a wide range of cohesive devices  In fiction, consider how authors develop character and setting  **Reading**  Apply their growing knowledge of root words, prefixes and suffixes  Continue to read a wide range of challenging stories  Evaluate authors’ use of figurative language |
| Narrative | **Writing**  Summarise main ideas using evidence  **Reading**  Apply their growing knowledge of root words, prefixes and suffixes  Continue to read a wide range of challenging stories |
| Autumn 2 | The Boy in the Back of the Class  Onjali Q. Rauf | Sharks  National Geographic | Non-chronological reports | **Writing**  Use perfect form to indicate time/cause. Punctuate bullet points consistently  Use further organisational and presentational devices to structure text  **Reading**  Distinguish between fact and opinion |
| The Boy in the Back of the Class  Onjali Q. Rauf | Information text | **Writing**  Use a wide range of cohesive devices  Reflect understanding of audience and purpose through choice of grammar, vocabulary, and structure  Use perfect form to indicate time/cause. Punctuate bullet points consistently  Use further organisational and presentational devices to structure text  **Reading**  Summarise main ideas identifying key details |
| Animal poems  Sabrina Mahfouz | Poetry | **Writing**  Evaluate how authors use language and consider effect on the reader  Use knowledge of language and structure gained from stories, plays, poetry and non-fiction in their writing  Use further organisational and presentational devices to structure text  Become familiar with figurative language  Evaluate how authors use language and consider effect on the reader  **Reading**  Perform poems to read aloud for an audience (using intonation, tone, volume to convey meaning) |
| Spring 1 | C:\Users\Lysons.D\Local Settings\Temporary Internet Files\Content.Word\0008256942.jpg  The 1000 year old Boy  Ross Welford | Snowdonia National Guide  Roxy Smith  Loch Ness Monster  Charles Fawkes | Balanced Argument  Legend of Loch Ness  Narrative/witness sighting from a boy fishing | **Writing**  Use colons to introduce a list and mark boundaries between clauses  Use further organisational and presentational devices to structure text  Reflect understanding of audience and purpose through choice of grammar, vocabulary, and structure  **Reading**  Retrieve, record and present information  **Writing**  Integrate dialogue to advance action and convey character  Develop characters, settings and atmosphere using language and vocabulary from reading books  Use a wide range of devices to build cohesion across paragraphs  **Reading**  Increase their familiarity with a wide range of books, including myths, legends, and traditional stories  Discuss books and challenge others’ opinion |
| C:\Users\Lysons.D\Local Settings\Temporary Internet Files\Content.Word\0008256942.jpg The 1000 year old Boy  Ross Welford | Recount of the fire | **Writing**  Use the passive voice  Use a wide range of cohesive devices  Reflect understanding of audience and purpose through choice of grammar, vocabulary, and structure  **Reading**  Infer characters feelings, thoughts and motives and justify using evidence  Summarise main ideas identifying key details |
| Spring 2 | C:\Users\Lysons.D\Local Settings\Temporary Internet Files\Content.Word\0008256942.jpg  The 1000 year old Boy  Ross Welford | C:\Users\Lysons.D\Local Settings\Temporary Internet Files\Content.Word\0008256942.jpg  The 1000 year old Boy  Ross Welford | Letter from Jack to Alfie  Informal | **Writing**  Use knowledge of language from stories, plays and poetry to enhance the effectiveness of their writing  Develop characters, settings and atmosphere using language and vocabulary from reading books  Use a wide range of devices to build cohesion across paragraphs  **Reading**  Identify how language, structure and presentation contribute to meaning |
| Roads End  Literacy Shed | Write a narrative from the driver’s point of view | **Writing**  Integrate dialogue to advance action and convey character  Develop characters, settings and atmosphere using language and vocabulary from reading books  Use a wide range of devices to build cohesion across paragraphs  **Reading**  Increase their familiarity with a wide range of books, including myths, legends, and traditional stories  Discuss books and challenge others’ opinion |
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| Diary entry | **Writing**  Choose the appropriate register (formal/informal)  Use a wide range of devices to build cohesion across paragraphs  Develop characters, settings and atmosphere using language and vocabulary from reading books  **Reading**  Apply their growing knowledge of root words, prefixes, and suffixes  Continue to read a wide range of challenging stories  Infer characters feelings, thoughts and motives and justify using evidence |
| Titanium  Literacy Shed |
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| Summer 1 | The Nowhere Emporium  Ross Mckenzie | The Nowhere Emporium  Ross Mckenzie | Fantasy fiction  Story set in an imaginary world | **Writing**  Develop characters, settings and atmosphere using language and vocabulary from reading books  Summarise and present familiar stories in their own words  In fiction, consider how authors develop character and setting  Use a wide range of devices to build cohesion across paragraphs  **Reading**  Continue to read a wide range of challenging stories  Infer characters feelings, thoughts and motives and justify using evidence |
| Rock, Paper, Scissors  Literacy Shed | Use dialogue to advance action and create tension | **Writing**  Develop characters, settings and atmosphere using language and vocabulary from reading books  Integrate dialogue to advance action and convey character  Summarise and present familiar stories in their own words  In fiction, consider how authors develop character and setting  Use a wide range of devices to build cohesion across paragraphs  Develop characters, settings and atmosphere using language and vocabulary from reading books  **Reading**  Continue to read a wide range of challenging stories  Infer characters feelings, thoughts and motives and justify using evidence |
| Pandora  Literacy Shed | Non chronological report | **Writing**  Link ideas across paragraphs using adverbials of time, place, and number or by varying tense  Use a wide range of devices to build cohesion across paragraphs  Integrate dialogue to advance action and convey character  Develop characters, settings and atmosphere using language and vocabulary from reading books  **Reading**  Continue to read a wide range of challenging stories  Infer characters feelings, thoughts and motives and justify using evidence  Make comparisons with and across books |
| Summer 2 | The Nowhere Emporium  Ross Mckenzie | Little Freak  Literacy Shed  Romeo and Juliet  Andrew Mathers    Sonnet  Shakespeare | Descriptive narrative | **Writing**  Use semi- colons in a longer list and mark boundaries between clauses  Integrate dialogue to advance action and convey character  Develop characters, settings and atmosphere using language and vocabulary from reading books  Use a wide range of devices to build cohesion across paragraphs  In fiction, consider how authors develop character and setting  **Reading**  Summarise main ideas identifying key details |
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| Shakespeare | **Writing**  Use knowledge of language from stories, plays and poetry to enhance the effectiveness of their writing  Use knowledge of language and structure gained from stories, plays, poetry and non-fiction in their writing  Note and develop initial ideas drawing on reading  **Reading**  Identify how language, structure and presentation contribute to meaning  Make comparisons with and across books |
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| Poetry | **Writing**  Evaluate how authors use language and consider effect on the reader  Use knowledge of language and structure gained from stories, plays, poetry and non-fiction in their writing  Use further organisational and presentational devices to structure text  **Reading**  Perform poems to read aloud for an audience (using intonation, tone, volume to convey meaning) |
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**Writing Objectives taught throughout:**

Write legibly, fluently and with increasing speed

Choose the writing implement best suited to the task

Use active/passive voice for effect

Select appropriate language and vocabulary to reflect their understanding and purpose

Identify audience and purpose when writing

Propose changes to grammar, punctuation, and vocabulary to enhance meaning/effectiveness

Assess effectiveness of own and others’ writing

Evaluate how authors use language and consider the effect on the reader

**Writing Objectives taught independently and applied to writing:**

Use a wider range of prefixes and suffixes

Spell some words with silent letters

Continue to distinguish between homophones and other words that are often confused

Use dictionaries to check the spelling and meaning of new words

Use morphology and etymology as a strategy for spelling

Use a thesaurus

**Reading Objectives taught throughout:**

**\*All Reading Objectives are covered within Guided Reading lessons and within cross-curricular subjects throughout the curriculum**

Continue to read/ discuss a wide range of challenging stories, poems, plays, non-fiction and reference books, myths, legends and fairy stories

Discuss and explore the meaning of words in context

Use dictionaries and thesauruses to check meaning of new words/language

Identify and discuss themes and conventions

Ask questions to improve their understanding of the text

Recommend books to peers and give reasons

Be exposed to a wide range of books including myths, legends, fairy stories, modern fiction, fiction from literary heritage and books from other cultures