|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Class Read | Focused texts | Genres of writing | Objectives covered |
| Autumn 1 | The Boy in the Back of the ClassOnjali Q. Rauf | The Boy in the Back of the ClassOnjali Q. Rauf | Recount | **Writing**Choose the appropriate register (formal/informal)**Reading**Apply their growing knowledge of root words, prefixes and suffixesContinue to read a wide range of challenging storiesInfer characters feelings, thoughts and motives and justify using evidence |
| Persuasive letterInformal | **Writing**Use hyphens to avoid ambiguityUse a wide range of cohesive devicesIn fiction, consider how authors develop character and setting**Reading**Apply their growing knowledge of root words, prefixes and suffixesContinue to read a wide range of challenging storiesEvaluate authors’ use of figurative language  |
| Narrative | **Writing**Summarise main ideas using evidence**Reading**Apply their growing knowledge of root words, prefixes and suffixesContinue to read a wide range of challenging stories |
| Autumn 2 | The Boy in the Back of the ClassOnjali Q. Rauf | SharksNational Geographic | Non-chronological reports | **Writing**Use perfect form to indicate time/cause. Punctuate bullet points consistentlyUse further organisational and presentational devices to structure text**Reading**Distinguish between fact and opinion  |
| The Boy in the Back of the ClassOnjali Q. Rauf  | Information text | **Writing**Use a wide range of cohesive devicesReflect understanding of audience and purpose through choice of grammar, vocabulary, and structureUse perfect form to indicate time/cause. Punctuate bullet points consistentlyUse further organisational and presentational devices to structure text**Reading**Summarise main ideas identifying key details |
|   Animal poemsSabrina Mahfouz | Poetry | **Writing**Evaluate how authors use language and consider effect on the readerUse knowledge of language and structure gained from stories, plays, poetry and non-fiction in their writingUse further organisational and presentational devices to structure textBecome familiar with figurative languageEvaluate 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.jpgThe 1000 year old BoyRoss Welford |  Snowdonia National GuideRoxy Smith Loch Ness Monster Charles Fawkes | Balanced ArgumentLegend of Loch NessNarrative/witness sighting from a boy fishing | **Writing**Use colons to introduce a list and mark boundaries between clausesUse further organisational and presentational devices to structure textReflect 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 characterDevelop characters, settings and atmosphere using language and vocabulary from reading booksUse 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 storiesDiscuss 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 voiceUse a wide range of cohesive devicesReflect understanding of audience and purpose through choice of grammar, vocabulary, and structure**Reading**Infer characters feelings, thoughts and motives and justify using evidenceSummarise main ideas identifying key details |
| Spring 2 | C:\Users\Lysons.D\Local Settings\Temporary Internet Files\Content.Word\0008256942.jpgThe 1000 year old BoyRoss Welford | C:\Users\Lysons.D\Local Settings\Temporary Internet Files\Content.Word\0008256942.jpgThe 1000 year old BoyRoss Welford | Letter from Jack to AlfieInformal | **Writing**Use knowledge of language from stories, plays and poetry to enhance the effectiveness of their writingDevelop characters, settings and atmosphere using language and vocabulary from reading booksUse 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 characterDevelop characters, settings and atmosphere using language and vocabulary from reading booksUse 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 storiesDiscuss books and challenge others’ opinion |
|
| Diary entry | **Writing**Choose the appropriate register (formal/informal)Use a wide range of devices to build cohesion across paragraphsDevelop characters, settings and atmosphere using language and vocabulary from reading books**Reading**Apply their growing knowledge of root words, prefixes, and suffixesContinue to read a wide range of challenging storiesInfer characters feelings, thoughts and motives and justify using evidence |
| TitaniumLiteracy Shed |
|
|
|
|
|
| Summer 1 | The Nowhere Emporium Ross Mckenzie | The Nowhere EmporiumRoss Mckenzie | Fantasy fictionStory set in an imaginary world | **Writing**Develop characters, settings and atmosphere using language and vocabulary from reading booksSummarise and present familiar stories in their own wordsIn fiction, consider how authors develop character and settingUse a wide range of devices to build cohesion across paragraphs**Reading**Continue to read a wide range of challenging storiesInfer 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 booksIntegrate dialogue to advance action and convey characterSummarise and present familiar stories in their own wordsIn fiction, consider how authors develop character and settingUse a wide range of devices to build cohesion across paragraphsDevelop characters, settings and atmosphere using language and vocabulary from reading books**Reading**Continue to read a wide range of challenging storiesInfer characters feelings, thoughts and motives and justify using evidence |
| PandoraLiteracy Shed | Non chronological report | **Writing**Link ideas across paragraphs using adverbials of time, place, and number or by varying tenseUse a wide range of devices to build cohesion across paragraphsIntegrate dialogue to advance action and convey characterDevelop characters, settings and atmosphere using language and vocabulary from reading books**Reading**Continue to read a wide range of challenging storiesInfer characters feelings, thoughts and motives and justify using evidenceMake comparisons with and across books |
| Summer 2 | The Nowhere EmporiumRoss Mckenzie |  Little FreakLiteracy ShedRomeo and JulietAndrew MathersSonnetShakespeare | Descriptive narrative | **Writing**Use semi- colons in a longer list and mark boundaries between clausesIntegrate dialogue to advance action and convey characterDevelop characters, settings and atmosphere using language and vocabulary from reading booksUse a wide range of devices to build cohesion across paragraphsIn fiction, consider how authors develop character and setting**Reading**Summarise main ideas identifying key details |
|
|
|
| Shakespeare | **Writing**Use knowledge of language from stories, plays and poetry to enhance the effectiveness of their writingUse knowledge of language and structure gained from stories, plays, poetry and non-fiction in their writingNote and develop initial ideas drawing on reading**Reading**Identify how language, structure and presentation contribute to meaningMake comparisons with and across books |
|
|
|
| Poetry | **Writing**Evaluate how authors use language and consider effect on the readerUse knowledge of language and structure gained from stories, plays, poetry and non-fiction in their writingUse further organisational and presentational devices to structure text**Reading**Perform poems to read aloud for an audience (using intonation, tone, volume to convey meaning) |
|
|
|

**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