

Autumn 1		7 weeks
Reading - Dragonsitter Text: Fiction and non-fiction books - Identify purpose and audience for writing. - Listening to and discussing a wide range of fiction and non-fiction texts on the chosen topic. - Use immersive techniques to familiarise children with topic, eg real-life demonstration, role-play, hot seating. - Defining and Collecting technical and descriptive language from wider reading on the topic		1 week
Instructions <u>Lesson sequence</u> Step one - Read and identify structural features from a range of instruction texts. E.g.: - Headings - Subheadings - Opening statement - Equipment using bullet points or numbers - Method - Tips (GD children) Step two -Read and identify language features of instruction texts. E.g. - Adverbs of time: first, next, after - Imperative verbs - Adjectives Step three - Plan writing and orally rehearse before writing. Step four – write on set of instructions based on the chosen topic Step five - Evaluate and edit by: - Assessing effectiveness of their own and others' writing and suggest improvements - Read aloud their own writing to others -Secretarial editing (correcting grammar, punctuation and spelling errors) -Language choice editing- children should be effectively up-levelling word choice and sentence structure.		3 weeks
Reading - Newspapers Reporting on an event Text: Fiction and non-fiction texts - Identify purpose and audience for writing. - Listening to and discussing a wide range of fiction and non-fiction texts - Sequence the events. - Use immersive techniques to familiarise children with the timeline e.g. role play, hot seating. - Define, collect and magpie technical and descriptive language from texts		1 week
Recount - Newspaper <u>Lesson sequence</u> Step one -Identify the structural features of an explanation text: - Title - subheadings - Introduction		2 weeks

- Main body
- Summary-what happened next or something interesting (GD)

-Identify the language features of an explanation text e.g.:

- Conjunctions
- Question sentences
- Adverbs of time: first, next, after
- Adverbs
- Adjectives

Step two - Read and discuss a wide range of explanation texts.

Step three - Plan the explanation text and orally rehearse sentences.

Step four – write explanation text

Step five - Secretarial editing (correct grammar, punctuation and spelling errors). Language choice editing- children should be effectively up-leveiling word choice and sentence structure. Final draft to be published to the best possible standard.

Autumn 2	6 weeks
Reading - Man on the Moon • Identify purpose and audience for writing. • Plan a hook for this unit of work. • Can read aloud, taking into account. ? ! and using correct information • Sequence the story of the Man on the Moon • Use immersive strategies to consolidate knowledge of the plot and explore character thoughts, opinions and feelings e.g. role- play, hot seating, freeze frames etc. • Do wider reading (fiction and non-fiction) on the moon/aliens/space. Show children video of the first ever man on the moon and its significance. • Children to collect and magpie technical vocabulary and descriptive language from wider reading. E.g. expanded noun phrases to describe the moon, verbs, adverbs, similes etc.	1 week
Recount – letter <u>Lesson Sequence</u> Step one - identify the structural features of a letter e.g.: • Sender's address • Date • Greeting • Main body • Closing Step two - Read and discuss a wide range of letters. Step three - Plan what will be written for each paragraph and orally rehearse sentences. Step four – write own letters from Bob. Extend sentences with co-ordinating conjunctions. Step five - Secretarial editing (correct grammar, punctuation and spelling errors). Language choice editing- children should be effectively up- levelling word choice and sentence structure. Final draft to be published to the best possible standard.	2 weeks
Reading – Journey Home • Identify purpose and audience for writing. • Plan a hook for this unit of work. • Read the story with the correct intonation (using phonics where necessary) and take heed of punctuation. • Sequence the story e.g. story maps, comic strips etc. • Discuss and explore the wider issues in the book: climate change, poachers, loss of habitats and extinction. • Use Immersive techniques/character profiles of each character to understand their significance in the book. • Do wider reading (fiction and non-fiction) of the different settings children will encounter: the Arctic, the sea, elephant/Orang- utan/panda habitat. • Collect and magpie descriptive language. E.g. expanded noun phrases, similes, verbs, adverbs. • Describe the different settings by imitating sentence types and language that has been collected.	1 week

Recount - diary <u>Lesson Sequence</u> Step One – Features of a diary entry - Written in the first person - Write in the past tense - Describe characters and settings - Expressing how you are feeling - Using adverbs of time to sequence the journey (first, next, later, after a while, soon) Step Two – Read, define, collect and magpie key vocabulary e.g nouns, adjectives verbs and some prepositions Step Three – Plan own diary pieces – simple sentences Step Four – Write own diary entries Step Five - Secretarial editing (correct grammar, punctuation and spelling errors). -Language choice editing- children should be effectively up- levelling word choice and sentence structure.	2 weeks
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Spring 1	7 weeks
Reading – Billy and the Beast • Identify purpose and audience for writing. • Cold Task • Plan a hook for this unit of work. • Read blurb and make plausible predictions about the text by using a range of clues. • Can read aloud with intonation and take heed of punctuation. • Use retrieval and inference skills to predict and make statements about characters. • Can re-tell and sequence the story. • Use a range of immersive techniques to explore characters and story plot further. • Collect and magpie descriptive language for characters. E.g., expanded noun phrases, similes, verbs, adverbs. • Draw and create their own Beast.	2 week
Short narrative <u>Lesson sequence</u> Step one – What is a narrative? What part of the narrative are we looking at? Step two – recap on the narrative, read a range of other narratives to understand the features. Step Three -Plan story structure especially the problem and solution. Plan what will be written for each paragraph and orally rehearse sentences. Step four – independently write own narrative. Extend sentences with co-ordinating conjunctions. Subordinate sentences with subordinating conjunctions. Step five - Secretarial editing (correct grammar, punctuation and spelling errors). Language choice editing- children should be effectively up- levelling word choice and sentence structure. Final draft to be published to the best possible standard.	3 weeks
Recount from the text Billy and The Pirates <u>Lesson Sequence</u> Step one – what are the features of a recount? Step two -Read a range of recounts and identify structural features of a recount: • Introduction- answering the 5W's • Main body- chronological order of events • Simple summary • Subheadings -Identify language features:	2 weeks

• Adjectives/expanded noun phrase • Adverb • Simple adverbials of time (next, later etc.) • Apply question marks and exclamation marks where appropriate and for effect • Written in the first person • Written in the past tense Step Three - Plan recount including journey to the destination, activities at the destination and the journey back to school. Step four - Orally rehearse sentences. Write own recount. Extend sentences with co-ordinating conjunctions. Extend sentences with subordinating conjunctions. Use a range of punctuation including question marks, exclamation marks and apostrophes. Step five - Secretarial editing (correct grammar, punctuation and spelling errors). Language choice editing- children should be effectively up-leveilling word choice and sentence structure. Final draft to be published to the best possible standard.	
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Spring 2	5 weeks
Reading – As You Like It • Identify purpose and audience for writing. • Cold Task • Plan a hook for this unit of work. • Read the story with the correct intonation and take heed of punctuation. • Sequence the story e.g. story maps, comic strips etc. • Discuss and do some research on William Shakespeare and the historical setting. • Translate simple Shakespearean English to modern English. • Use immersive techniques to further explore the plot and delve deeper into character traits e.g. freeze frames, whoosh! Etc. • Visualise the forest of Arden or tempest through techniques such as drawing or painting. • Collect and magpie descriptive language of forests through wider reading e.g. poems, fictional and non-fictional texts on storms. • Imitate sentence types and language features that will be used in the end outcome. E.g.: - Expanded noun phrases - Similes	1 weeks

- verbs - adverbs	
Setting description <u>Lesson sequence</u> Step one – what is a setting description? Step two – recap of As You Like It Step three - Plan what will be written for each paragraph and orally rehearse sentences. Step four – write own setting description. Extend sentences with co-ordinating conjunctions. Extend sentences with subordinating conjunctions (when, if, that, because). Use a range of punctuation including question marks, exclamation marks and apostrophes. Step five - Secretarial editing (correct GPS errors). Language choice editing- children should be effectively up- levelling word choice and sentence structure. Final draft to be published to the best possible standard.	2 weeks
Poetry Sound collector related to sounds associated with the seasons. Text: Sound Collector -Identify purpose and audience for writing. -Discuss the different forms of poetry e.g., visual/shape poems, structured and free verse. -Read aloud the Sound Collector by Roger McGough and discuss its meaning. -Perform poetry through drama. -Discuss what poetic devices have been used in the poem. -Collect sounds related to the different seasons. -Describe sounds using a range of language features: • Expanded noun phrase • Onomatopoeia • Simile • Adverb -Apply a range of punctuation e.g., commas in a descriptive list and exclamation mark for effect. -Draft and write by: • Composing and rehearsing sentences orally • Progressively building a varied and rich vocabulary -Evaluate and edit by: • Proposing changes to grammar and vocabulary to improve consistency • Proof-read for spelling and punctuation errors -Read-aloud their own writing to the whole class.	2 weeks

Summer 1		6 weeks
Reading- Biographies and information books on famous figures - Identify purpose and audience for writing. Plan a hook for this unit of work - Cold Task - Discuss the difference between an autobiography and biography.		2 week
Information – Biographies <u>Lesson Sequence</u> Step one - Read a range of biographies and identify features: - Introduction/opening statement - Significant events ordered chronologically - Closing statement - Subheadings to organise paragraphs - Written in formal English - Written in the past tense - Inclusion of dates - Use of conjunctions, especially time. - Pictures and captions Step two- Wider reading of chosen famous figure and research significant events. Define, collect and magpie technical and descriptive language of the chosen figure. Step three -Plan what will be written for each paragraph and orally rehearse sentences. Step four – Write own biography on influential figure. Extend sentences with co-ordinating conjunctions. Extend sentences with subordinating conjunctions. Use a range of punctuation including question marks, exclamation marks and apostrophes. Step five - Secretarial editing (correct grammar, punctuation and spelling errors). Language choice editing- children should be effectively up-levelling word choice and sentence structure. Final draft to be published to the best possible standard.		4 weeks

Summer 2		7 weeks
Narrative - Text: Tell Me a Dragon/ George and the Dragon. Traditional stories on Dragons. - Identify purpose and audience for writing. - Cold Task. - Plan a hook for this unit of work. - Can read aloud with intonation and take heed of punctuation. - Can make plausible predictions about the text by using a range of clues.		2 week

• Can re-tell and sequence the story. • Use a range of immersive techniques to explore characters and story plot further.	
Narrative <u>Lesson Sequence</u> Step one - Identify features of a narrative: - Setting - Characters - Problem - Solution - Ending Step two - wider reading of dragons and collect technical and descriptive language to describe dragons and their setting. Draw and label parts of a dragon. Magpie and imitate language features in the lead up to describing the dragon by using: - Adjectives/expanded noun phrases - Adverbs - Similes - Powerful verbs - Sentence starters Step three Plan the plot for children's own stories using a story map. Plan what will be written for each paragraph and orally rehearse sentences. Step four -Extend sentences with co-ordinating conjunctions. Extend sentences with subordinating conjunctions. Use a range of punctuation including question marks, exclamation marks and apostrophes. Step five - Secretarial editing (correct grammar, punctuation and spelling errors). Language choice editing- children should be effectively up- levelling word choice and sentence structure. Final draft to be published to the best possible standard.	5 weeks