

Autumn 1	7 weeks
Reading – Stone Age Boy • Identify purpose and audience for writing. • Read and sequence the story of Stone Age Boy. • Listening to and discussing a wide range of fiction and non-fiction texts on the stone age era. • Defining and Collecting technical and descriptive language from wider reading on the Stone Age era. E.g. striking flint stones.	1 week
Instructions <u>Lesson Sequence</u> Step One – Read and identify structural features of instruction texts • Headings • Subheadings • Opening statement • Equipment using list layout of bullet points, numbers or alphabets • Method • Summary • Tips/extras Step Two – Read and answer comprehension questions instructional pieces paying attention to language and structure Step Three – Plan own instructional pieces for making fire/making tools/using tools/preparing and using animal skins/ preparing and cooking food. Step Four – Write independent pieces Step Five – -Secretarial editing (correcting 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
Poetry – Visual/Shape poems <u>Lesson Sequence</u> Step One – Identify purpose and audience for writing. -Discuss different forms of poetry: visual, structured, free verse and narrative Step Two – Reading aloud poems. Discuss the poetic device of a calligram/shape poems and what impact this has on the reader. Read a range of calligrams/shape poems. Identify structural features. Identify key language features e.g. onomatopoeia, similes, personification, expanded noun phrase etc Step Three – Plan poem by taking into account structural and language features Step Four – Draft and write by: • Composing and rehearsing sentences orally • Progressively building a varied and rich vocabulary • An increasing range of sentence structures Step Five – Evaluate and edit by: • Proposing changes to grammar and vocabulary to improve consistency. • Assessing the effectiveness of their own and others' writing and suggesting improvements	2 weeks

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| <ul style="list-style-type: none">• Proof-read for spelling and punctuation errors• Read-aloud their own writing to the whole class.• Publish final draft to a high standard. | |
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Autumn 2	6 weeks
Reading – Charlie and Chocolate Factory • Identify purpose and audience for writing. • Plan a cold task. • Plan a hook for the start of this unit. • Read and sequence the story. • Use immersive techniques to discuss the actions of the main characters and justify views using evidence from the text. E.g. role on the wall, conscience alley, hot seating etc. • Can make inferences about characters' actions in the story based upon evidence from the text. • Can identify and discuss characters, speculating how they might behave and giving reasons linked to the text. • Define, collect and magpie descriptive language for characters and settings.	3 Weeks
Recount – letter <u>Lesson sequence</u> Step one - Read a range of letters and identify structural features e.g.: • Address • Date • Greeting • Opening • Main body • Close Step two – Read a number of letters from children from the factory Step three - Plan the content and language features for each paragraph. Step four – write own letters. Apply a range of language features and punctuation including: • Adverbials that express time, place and manner • prepositions • Expanded noun phrases • Similes • Cohesive devices including pronouns and conjunctions • Commas to demarcate subordinate clauses • Extend sentences with a range of co-ordinating and subordinating sentences Step five – Secretarial editing (correcting grammar, punctuation and spelling errors)	3 weeks

Spring 1	6 weeks
Narrative - Text: The Ice Palace • Identify purpose and audience for writing. • Plan a cold task. • Plan a hook for the start of this unit. • Read and sequence the story. • Use immersive techniques to discuss the actions of the main characters and justify views using evidence from the text. • Identify and discuss characters, speculating how they might behave and giving reasons linked to the text. • Children to comment on the author's choice of language to create mood and effective setting and character description. • Visualise and draw settings created by the author. • Do wider reading of cold climates and of similar characters in the book (e.g. wolves) and collect technical and descriptive language.	3 week
Writing - narrative section of a story <u>Lesson Sequence</u> Step One – Features of narrative Step two – read range of setting descriptions and recap on the story Step three – Children to discuss what part of the story they can innovate. Plan what section of the story they would like to re-write by including the content and language features for each paragraph. Step four - Children to create their own setting and character description. Imitate language features and sentence types in the lead up to the end outcome. Children to use inverted commas to show direct speech. Apply a range of language features and punctuation including: • Adverbials of time, place and manner • Prepositions • Expanded noun phrases • Similes • Personification of weather • Cohesive devices including pronouns and conjunctions • Commas to demarcate subordinate clauses. • Extend sentences with a range of co-ordinating and subordinating sentences. • Inverted commas to indicate direct speech Step five - Secretarial editing (correcting 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

Spring 2	5 weeks
Reading – Midsummers Night’s Dream • Identify purpose and audience for writing. • Plan a cold task. • Plan a hook for the start of this unit. • Research William Shakespeare and his historical setting. • Read the play of Julius Caesar and re-tell the story. • Identify features of a play script. • Explore Shakespearean English and translate into modern English. • Do wider research/reading of the historical setting and significance of key characters. • Use immersive techniques e.g. role on the wall, hot seating etc. to explore character motives, opinions and feelings. • Use intonation, expression, body language and action to perform a section of the play. •	2 week
A speech/monologue from a main character. <u>Lesson sequence</u> Step one - Discuss the importance of monologues as a writing device for playwrights. Identify features of a monologue: • Written in first person • Use of personal tone • Rhetorical questions • Use of imagery • Use of persuasion if trying to persuade • Paragraphs organised around a theme • Correct and consistent tense Step two - Read a range of monologues/speeches. Step three - Plan the content and language features for each paragraph. Define and put into context technical vocabulary e.g. democracy, republic, senate. Collect and magpie language features/vocabulary, which will be used to describe characters or the setting. Imitate language features/sentence types in the build up to the written outcome. Step four – Write their own monologue/speech. Apply cohesive devices such as co-ordinating, subordinating conjunctions and adverbs that express time, place and cause. Use a range of punctuation including commas to subordinate, question marks, exclamation marks and apostrophes. Step five - Secretarial editing (correcting 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. Perform and read aloud own monologue.	3 weeks

Summer 1	6 weeks
Non-fiction - Non-chronological report - Non-fiction texts on chosen topic • Identify purpose and audience for writing. • Plan a cold task. • Plan a hook for the start of this unit. • Read a range of non-fiction/fiction texts on topic • Summarise the main points from a passage or a text. • Define and collect technical and descriptive vocabulary from wider reading • Research and take notes • Use simple subheadings to organise notes.	2 week
Non-chronological report <u>Lesson Sequence</u> Step one –Identify structural features of a non-chronological report: - Heading and subheadings - Opening (introductory summary of what is to follow) - Main body content (organised with subheadings) - Closing (summary and significance) Identify language features that will be used in the report: - Formal English - Written in third person and present tense - Adverbials of time, place and manner - Expanded noun phrase/ 2A sentence - Co-ordinating and subordinating conjunctions - Rhetorical questions - See Common language for sentence types Step two – read a wide range of non-chronological reports. Imitate sentence types and language features appropriate for the report. Step three - Plan the content and language features for each paragraph. Step four – write their own non chronological reports Step five - Secretarial editing (correcting 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
Reading - Iron Man • Identify purpose and audience for writing. • Plan a cold task. • Plan a hook for the start of this unit. • Read and sequence the story. • Use immersive techniques to delve deeper into the plot and investigate different characters e.g. through role play. • Do wider reading on the Iron Man or similar characters in other texts to collect and magpie descriptive language. • Children to draw and describe their own Iron Man/creature. • Children to apply language features to describe the different settings. • Discuss alternative endings or journey for the characters. • Imitate sentence types and language features in the lead up to the end outcome.	3 week
Narrative <u>Lesson Sequence</u> Step one – what are the features of a narrative? Step two – Recapping of the story Step three - Plan a short story including the content and language features for each paragraph. Step four – write own version of the Iron Man story. Apply a range of language features and punctuation including: • Adverbials of time, place and manner • Prepositions • Expanded noun phrases • Similes • Personification of weather • Cohesive devices including pronouns and conjunctions • Commas to demarcate subordinate clauses • Extend sentences with a range of co-ordinating and subordinating sentences • Inverted commas to indicate direct speech Step five - Secretarial editing (correcting 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