

Autumn 1	7 weeks
Poetry (Free verse or structured) • Image poems with a focus on similes, metaphors and figurative language. • Identify purpose and audience for writing. • Discuss different forms of poetry: visual, structured, free verse and narrative. • Reading aloud poems. • Identify expanded noun phrases, similes, metaphors and personification. • Drawing and visualising images. • Explore poetic devices e.g. alliteration, rhyming couplets etc. • Discuss language choice and impact on the reader. • Plan structure and content of the poem. • Secretarial editing (grammar, punctuation and spelling). • Language choice editing- children should be effectively up- levelling word choice and sentence structure. • Final draft to be published to the best possible standard. • Children to perform their published poems.	1 Weeks
Reading – Marcy and the Riddle of the Sphinx • Identify purpose and audience for writing. – • Can discuss the text that they have read, explaining key information and giving their opinion about it. – • Sequence and story map the plot. – • Discuss character's motivations, opinions and feelings through immersive activities e.g. hot seating, role play, role on the wall, conscience alley etc. – • Can discuss the historical and cultural setting of Egypt. • Can identify language used to create atmosphere and discuss why this language has been chosen. Look at how the author has utilised the different types of fronted adverbials. • Can magpie and collect language features used to effectively describe the setting or atmosphere: expanded noun phrases, similes, metaphors, personification, adverbial phrases etc. • Read and collect technical language and language features for end outcome from a wide range of resources. E.g. non-fiction books on an Egyptian sphinx, Pharos and Egyptian gods, poems based on the Nile or the desert etc. • Imitate sentence types and language features in the lead up to end outcome. E.g. fronted adverbials	2 weeks
Narrative – Re-write a section of the story from a character's POV focusing on the setting, <u>Lesson Sequence</u> Step One – Identify language features/punctuation for the narrative. See common language for sentence types e.g.: - Fronted adverbials of place, time and manner - Alliteration - Puns/idioms - Expanded noun phrase - Use of pronouns (personal, possessive and demonstrative) for cohesion - Extend sentences with a range of co-ordinating and subordinating conjunctions Step Two – Read and answer comprehension questions based on the Marcy and the Riddle of the Sphinx Step Three – Plan own narrative.	4 weeks

Step Four – Write independent pieces. For greater depth: characters are developed through show not tell techniques, using actions, speech and reactions. Use character speech in writing.

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.

Autumn 2		6 weeks
Reading Newspapers - Identify purpose and audience for writing. - Plan a hook for the start of this unit (related to newspaper articles). - Read a wide range of different newspapers. Define, collect and magpie technical vocabulary e.g. delta, province etc.		2 week
Recount – Newspaper <u>Lesson sequence</u> Step one - Read a wide range of newspapers in particular the Egyptian echo (First News) and identify structural features: - Headline - By-line - Introduction (single sentence challenge) - Body - Short Summary - Sources (direct speech) - Illustration and caption Step two - Do wider reading of chosen topic and collect research. Step three - Choose a topic/news event to report on e.g. the death of King Tut or the robbery of his tomb. Complete a chronological timeline of the chosen event. Step four – write their own newspaper 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

Spring 1	6 weeks
Reading - Michael Rosen's Aesop's Fables. - Identify purpose and audience for writing. - Discuss and define a fable: a short story which teaches a moral and has talking animal characters. Ensure children know what a moral is: give examples. - Listen to, read and discuss a wide range of fables. - Compare and contrast fables to other narratives such as, fairy tales, myths, legends etc. - Read and discuss a range of proverbs which originate from the fables. E.g. Actions speak louder than words, all that glitters is not gold.	2 weeks
Genre: Narrative/Fables Lesson Sequence Step one - Children to identify features of a fable including: - Short and to the point story - Includes a moral lesson - Includes talking animals or in some cases nature e.g. the sun or the wind - Usually a good character who does the right thing and follows the lesson - Usually a foolish\bad character who does the wrong thing and does not listen - The story is usually set outside, in the countryside Step two – to read for understanding and be able to define, collect and magpie descriptive language for the animals/settings. Imitate language features/sentence types in the lead up to the written outcome. Step three - Children to plan their own fable and make sure they have: - A moral - Characters - Plot - Setting Step four - Apply a wide range of language features/punctuation including: - A range of fronted adverbials that express time, place and manner - Expanded noun phrases - Some figurative language including similes, personification and metaphors - Prepositional phrases - Extend sentences using a range of subordinating and co-ordinating conjunctions - Applying a range of devices for cohesion - Applying commas after fronted adverbials and to demarcate subordinate clauses - 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

Spring 2	5 weeks
Reading – Anthony and Cleopatra • Identify purpose and audience for writing. • Plan a hook for the start of this unit. • Research William Shakespeare, his historical setting and other famous plays he has written. • Read the play of Anthony and Ceopatra and re-tell the story. • Identify key themes of the play and compare to other plays the children have studied in previous years. • Identify features of a play script. • Explore Shakespearean English and translate into modern English and vice versa. • Use immersive techniques e.g. role on the wall, hot seating • Use intonation, expression, body language and action to perform a section of the play. • Collect and magpie language features/vocabulary, which will be used to describe characters and the setting.	2 week
Persuasive Letter <u>Lesson Sequence</u> Step one - Read a range of letters and identify structural features including: • Formal/informal register • Address • Date • Greeting • Opening • Main body (paragraphs organised around a theme) • Close Step two - read letters and imitate language features/sentence types in the build up to the written outcome. Formulate persuasive arguments using the PEE (point, evidence and explanation) method. Step three - Plan the content and language features for each paragraph. Step four - Apply a range of language features/punctuation in writing including: • Adverbial phrases of place, time and manner • Expanded noun phrases • Figurative language including similes, metaphors and personification • Modal verbs/adverbs of possibility • Relative clauses • Devices to aid cohesion including pronouns and subordinating and co-ordinating conjunctions • Commas, brackets and dashes to indicate parenthesis • Colon for more detail Step five - Assess the effectiveness of their own and other's writing. Secretarial editing: Proof-read for spelling and punctuation 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.	3 weeks

Summer 1		6 weeks
Reading - Explanation - non-fiction books • Identify purpose and audience for writing. • Plan a hook for the start of this unit. • Do wider reading (fiction and non-fiction) • Gather and organise research on chosen topic e.g. How earthquakes are caused. • Define, collect and magpie technical and descriptive language from texts		2 week
Explanation <u>Lesson sequence</u> Step one - Identify the structural features of an explanation text: • Title • subheadings • Introduction • Main body • Summary-what happened next or something interesting (GD) • Extra information Step two - Read and discuss a wide range of explanation texts. Imitate sentence types for explanation text in the lead up to the written outcome. Step three - Plan structure and language features for explanation text. Step four - Apply a range of language features/punctuation in the explanation text including: • A range of fronted adverbials that express time, place and manner • Extend sentences using co-ordinating and subordinating conjunctions • Expanded noun phrases • Pronouns for cohesion • Question marks and exclamation marks for varied sentence types • Commas to subordinate clauses • Colons in a list 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 - Street Child • Identify purpose and audience for writing. • Plan a hook for the start of this unit. • Read and sequence the story. • Use immersive techniques to consolidate and explore plot and character development further. E.g. Role on the wall, conscious alley. • Do wider reading on the 'Victorian era' Children's life • Children to draw and describe their own 'Victorian child'. • Define, collect and magpie descriptive language for the setting/characters. • Imitate sentence types and language features in the lead up to the written outcome. • Children to apply language features to describe the different settings.	3 week
Narrative – short story <u>Lesson sequence</u> Step one – what are the features of a short story? Step two – Recap on the story of street child Step three -Plan a short story including the content and language features for each paragraph. Step four – Write their own short stories. Apply a range of language features/punctuation in writing including: • A range of fronted adverbials that express time, place and manner • Extend sentences using co-ordinating and subordinating conjunctions • Expanded noun phrases • Cohesive devices including pronouns and conjunctions. • Figurative language including similes, metaphors and personification of weather • Question marks and exclamation points for varied sentence types. • Prepositional language • Applying commas after fronted adverbials and to demarcate subordinate clauses • 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