

Autumn 1	7 weeks
Reading - Beowulf • Read and answer comprehension questions on Beowulf • Identify purpose and audience for writing. – • Plan a hook for this unit of work – • Place the story in its historical context: Anglo Saxon era – • Read the story (note that it is divided into 3 key episodes) – • Give developed detail in discussion about the text, including personal opinion. • Sequence and story map text and identify key themes e.g. heroism, loyalty, good versus evil. – • Discuss how the author's language choice has impacted the mood or impression of a character in key points of the story e.g. kennings. – • Identify the monsters Beowulf has encountered and what language features the author has used to describe it • Compare and contrast characteristics of key characters in the story e.g. Beowulf and Grendel. Use evidence from the text to support this.	2 weeks
Narrative – character/setting description <u>Lesson sequence</u> Step one -Identify features of a legend e.g.: • Good and evil characters • Are often told chronologically, often in episodes • Usually contain a moral • Focuses on a single main character as they overcome several obstacles. Step two - Do wider reading and collect technical and descriptive vocabulary for settings and character description. Step three – Plan their own setting and character descriptions. Step four - Use sentence types and language features to describe a chosen setting e.g. Grendel's lair. Draw and describe Beowulf and children's own monster that will fit into the story. 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.	2 weeks
Recount - diary entry <u>Lesson sequence</u> Step one - Identify the language features of a diary entry e.g. first person, metaphors, similes and rhetorical questions etc. Step two – Read a wide range of diary entries and discuss the impact/effect of above language features. Step three - Plan the content and language features/punctuation for each paragraph. Step four – write own diary entry linked to story of Beowulf. Include a wide range of language features and punctuation in the diary entry including: • Fronted adverbials of time, place and manner • Expanded noun phrases • Figurative language: metaphors, personification and similes • Extend sentences with co-ordinating and subordinating conjunctions • Relative clauses • Parentheses	3 weeks

- Rhetorical questions

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 – Non-Chronological report – The Alps • Identify audience and purpose for writing and selecting the appropriate form. • Provide a hook for this unit of work • Read and research from a wide range of fictional and non-fiction resources on chosen topic. • Organise research around a theme e.g. architecture, religion. • Define and collect technical vocabulary e.g. runes, thatched house etc.	2 Weeks
Non-Chronological report <u>Lesson sequence</u> Step one – Read and identify structural features of a non-chronological report from a range of reports. Step two - Comments on the impact of organisational and presentational features of a report: headings, subheadings, opening, main body, closing statement, diagrams and glossary/index. Step three - Plan the structure, content and language features for each paragraph in the report. Step four - Write their own non-chronological reports based on chosen topic. Imitate different openers for each paragraph. Imitate sentence types and language features appropriate for the report. Use a range of cohesive devices including adverbials of time, place and number, within and across paragraphs. For G.D: Paragraphs are well-controlled and shape the text, guiding the reader effectively through shifts in time and place, and changes of events or information. Include a glossary of key terms. 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	7 weeks
Reading Illustrated - Norse Myths • Identify purpose and audience for writing. • Plan a cold task. • Plan a hook for the start of this unit. • Read a range of Viking myths and discuss historical and mythical context. • Use immersive techniques to consolidate and explore plot and character development further. • Compare and contrast with other legends and genres e.g. fairy tales	3 week
Viking Myth <u>Lesson Sequence</u> Step One - Identify features of a Viking myth including: • A mythical setting e.g. Asgard • Main characters involving gods • Usually a long and dangerous journey the gods have to embark on • A quest/series of trials or villain that the hero needs to overcome Step two - Wider reading of Viking myths including poems, information texts on Viking gods etc. Step three - Plan own Viking myth, which will include content and language features for each paragraph. Step four – write own viking myth- 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 • Inverted commas to indicate direct speech. • Include dialogue which moves the action forward. Step five - secretarial editing (correcting 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.	4 weeks

Spring 2	5 weeks
Reading – Macbeth • Identify purpose and audience for writing. • Plan a cold task. • 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 Macbeth 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 etc. to explore Macbeth and Lady Macbeth's relationships, motives, opinions and feelings. • Use intonation, expression, body language and action to perform a section of the play. • Define and put into context technical vocabulary e.g. Thane prophecy. • 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 - Imitate language features/sentence types in the build up to the written outcome. 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 - Ice Trap • Identify purpose and audience for writing. • Plan a hook for the start of this unit. • Read and sequence the story of Ice Trap. • Use immersive techniques to further explore character and plot development. • Do wider reading of Sir Ernest Shackleton and expeditions to the Antarctic. • Define and put into context technical vocabulary relating to ships, sailing expeditions and the Antarctic. • Collect and magpie descriptive language/vocabulary, which will be used to describe characters and the setting.	2 week
Recount - Newspaper articles <u>Lesson sequence</u> Step one and two - Read a range of newspaper articles and note structural features including: - Headline - By-line - Introduction - Body - Short Summary - Sources (direct and indirect speech) - Picture and caption Identify language features/punctuation for the newspaper report. Including: - 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 - Relative clauses - Parentheses - Colon for extra detail - Inverted commas for speech - Modal verbs Step three – plan their own newspaper article Step four – write their own newspaper based on the language features above 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- levelling word choice and sentence structure. Final draft to be published to the best possible standard.	4 weeks

Summer 2	7 weeks
Reading - Balanced argument based on tourism and recreation • Identify purpose and audience for writing. • Plan a hook for the start of this unit. • Do wider reading of tourism and the effects of recreational activities. Link this to their geography unit of learning of deserts, Alps and oceans. • Orally debate for/against arguments. • Compile argument for and against fair trading from wider reading. • Read and discuss writing style of a range of balanced arguments.	1 week
Balanced argument <u>Lesson sequence</u> Step one - Identify structural features of a balanced argument: - Title, introducing the issue for discussion, main body (for and against arguments), final paragraph including a conclusion or a call to the reader to decide. Step two – read a wide range of arguments Step three – Plan structure and content of balanced argument. Articulate for/against arguments using the PEE (point, evidence and explanation) method. Imitate language features/sentence types in the lead up to the written outcome. - Step four – write our balanced argument. Apply a range of language features/punctuation in writing including: • A range of sentence starters • Colons for extra detail or list format • Modal verbs/adverbs of possibility • Relative clauses • Parentheses • Rhetorical questions • Extend sentences using subordinating and co-ordinating conjunctions. Step five - Secretarial editing: Proof read for spelling and punctuation 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
Narrative poem - The Lady of Shallot • Identify purpose and audience for writing. • Plan a cold task • Plan a hook for the start of this unit. • Read aloud the poem, taking heed of prosody. • Sequence the events of the poem. • Discuss and identify the poetic devices used and what impact this has on the reader. E.g. rhythm, rhyme, metaphors, personification, similes repetition, alliteration and onomatopoeia. • Use immersive techniques such as hot seating, conscious alley, and role play to further explore character and plot development. Also deepen understanding of alternative character's motivations • Define and put into context technical vocabulary.	4 weeks

- Collect and magpie descriptive language/vocabulary, which will be used to describe characters and the setting.

Writing Poetry

Lesson sequence

Step one - Use above vocabulary and a range of language features.

Step two - Read a range of narrative poems and identify some features. E.g. it must narrate a story.

Step three - Plan an alternative verse for the end where she escapes with Sir Lancelot

Step four- Write a narrative poem from a character's point of view by applying a range of:

- Rhythm, rhyme, expanded noun phrases, metaphors, personification, similes, repetition, alliteration and onomatopoeia.

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-levelling word choice and sentence structure. Final draft to be published to the best possible standard. Orally perform final draft of the poem.