

Autumn 1		7 weeks
Reading – Brochures - Identify purpose and audience for writing. - Read and annotate a range of travel brochures. - Identify structural features of a brochure e.g. headings, subheadings, bullet points, pictures, captions, quotes etc. - Identify language features of a persuasive brochure e.g. imperative verbs, metaphors, personification, similes, play on words, catchy slogans, statistics, rhetorical questions and superlatives. - Compare urban and rural settings by using the above language features. - Plan content and language features for each paragraph in the brochure.		2 week
Persuasive Brochure <u>Lesson Sequence</u> Step One – What are the features of a brochure? Step Two – Read and answer comprehension questions travel brochures linked to Urban Manchester topic Step Three – Plan own travel brochure. Step Four – Write independent pieces -For GD: Identify shifts in formality. -Apply comparative language in the introduction. -Use persuasive language features to describe Manchester. -Use persuasive language features to describe features of Manchester. Step Five – Secretarial editing (correcting grammar, punctuation and spelling errors). Language choice editing- children should be effectively up- levelling word choice and sentence structure. Publish final draft in the form of a holiday brochure.		2 weeks
Reading – Extracts from narrative - Identify purpose and audience for writing. - Read and annotate a range of narrative pieces. - Identify structural features of a narrative - Identify language features of a narrative		1 week
Narrative <u>Lesson sequence</u> Step one – what are the features of a narrative Step two – read a range of extracts from a wide range of narratives Step three – plan the retelling of a narrative Step four – write narrative based on writing skills Step five - Secretarial editing (correcting grammar, punctuation and spelling errors). Language choice editing- children should be effectively up- levelling word choice and sentence structure.		2 weeks

Autumn 2	6 weeks
Reading – one thousand and one Arabian nights • Identify purpose and audience for writing. • Plan a hook for the start of this unit. • Read the story of Aladdin with fluency, expression and understanding. • Sequence the story of Aladdin. • Identify themes in the story e.g. power, greed, love, rich vs. poor • Discuss the historical, cultural and religious setting of Aladdin. • Use immersive strategies to deconstruct characters e.g. role-play, role on the wall, hot seating, mental health report etc. • Make conclusions about characters by using evidence from the text. • Do wider reading of the setting for the outcome. E.g. for the desert read poems, non-fiction texts and fiction texts on deserts. • Define, collect and magpie language features to describe the setting/atmosphere/characters that will be used in the end outcome. • Imitate language features and sentence types that will be applied in the end outcome.	2 Weeks
Recount – diary <u>Lesson sequence</u> Step one - Identify features of a diary entry. E.g. • Written in the first person and past tense • Use of a personal tone throughout • Organising paragraphs around a theme Language features: fronted adverbials/adverbials phrases, expanded noun phrases, similes, metaphors, personification, rhetorical questions, relative clauses, modal verbs Punctuation: ellipsis, parentheses, single dash, colon, semi-colon Step two – Read a wide range of diary entries Step three - Plan the content and language features for each paragraph. Step four – write independently own diary entry as a character from the story. 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).	2 weeks
Recount – Letter <u>Lesson sequence</u> Step one -Identify purpose and features of a letter: • Formal/informal register • Address • Date • Greeting • Opening	2 weeks

- Main body (paragraphs organised around a theme)
- Conclusion
- Close

Step two – read a wide range of letters.

Step three - Plan content/language features/punctuation for each paragraph and discuss the impact of this.

Step four – write own letters. Applying a wide range of language features for effect and detail e.g. expanded noun phrases for concision, adverbial and prepositional phrases, similes, personification, metaphors, relative clauses, rhetorical questions, superlatives, modal verbs etc.

-Applying a wide range of punctuation to aid cohesion and for extra detail e.g. parentheses, colons, semi-colons, single dash etc.

Step five - Secretarial editing (correcting grammar, punctuation and spelling errors). Language choice editing- children should be effectively up-leveiling word choice and sentence structure. Publish final draft to the highest standard.

Spring 1	6 weeks
Reading – Highway Man • Identify purpose and audience for writing. • Plan a hook for the start of this unit. • Story map the plot of the film. • Identify key themes of the film. • Do wider reading of soldier's experience of the war. E.g. poems, novels, primary sources etc. • Use immersive techniques to further explore character development. • Collect and magpie descriptive language for settings/atmosphere/character description. • Define and put into context technical vocabulary relating to the war e.g. trench, haversack. • Imitate describing settings and characters of the war using language feature and sentence types.	2 week
Narrative <u>Lesson Sequence</u> Step one - Identify features of a narrative. Step two – read range of different extracts from narrative Step three - Plan content/language features/punctuation for each paragraph and discuss the impact of this. Box up the poem of the Highway Man Step four – Write own narrative based on the poem. Apply a wide range of language features/punctuation including: • Adverbial phrases of place, time and manner • Expanded noun phrases • Relative clauses • Parentheses • Figurative language including similes, metaphors and personification • Colons for list format and extra detail • Semi-colon • Single dash for extra clarity • Devices to aid cohesion including co-ordinating and subordinating conjunctions • Use of the passive voice • Inverted commas to indicate direct speech • Ellipsis for suspense and to indicate character hesitation or thought • Direct speech to move the action forward. • Assess the effectiveness of their own and other's writing. 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.	4 weeks

Spring 2	5 weeks
Reading – Romeo and Juliet • 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 Romeo and Juliet and sequence 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 key character's relationships, motives, opinions and feelings. • 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. • Translate and interpret Shakespearean love quotes. • Imitate language features and sentence types in the lead up to the written outcome by describing settings and key characters.	2 week
Soliloquy <u>Lesson Sequence</u> Step one – what are the features of a soliloquy Step two – read a wide range of soliloquy Step three - Plan content/language features/punctuation for each paragraph and discuss the impact of this. Step four – write own soliloquy. Apply a wide range of language features/punctuation including: adverbial phrases of place, time and manner, relative clauses, parentheses, rhetorical questions, colons for list format and extra detail, semi-colon, single dash for extra clarity, devices to aid cohesion including co-ordinating and subordinating conjunctions, use of the passive voice and ellipsis for suspense and to indicate character hesitation or thought. Apply figurative language including similes, metaphors and personification. 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.	1 weeks
Argument • Children to choose balanced or biased argument on evacuation during WWI.I • Identify purpose and audience for writing. • Plan a hook for the start of this unit relating to evacuation. • Do wider reading of evacuation and the its impact. • Compile argument for and against punishment from wider reading using the PEE (point, evidence and explanation) method. • Read and discuss writing style of a range of balanced and biased arguments.	1 week
Balanced Argument <u>Lesson sequence</u> Step one -Identify structural features of a balanced/biased argument: - Title - Introducing the issue for discussion	1 week

- Main body (for and against arguments)
- Final paragraph including a conclusion or a call to the reader to decide.

Step two - Define and put into context technical vocabulary relating to the topic. Imitate language features/sentence types in the lead up to the written outcome.

Step three - Plan structure and content of balanced/biased argument.

Step four – write own balanced argument. Apply a range of language features/punctuation in writing including: a range of sentence starters, modal verbs/adverbs of possibility, relative clauses, parentheses, rhetorical questions, extend sentences using subordinating and co-ordinating conjunctions, colons for extra detail or list format, semi colons for alternative point of view and single dash.

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.

Summer 1	
	6 weeks
Sats Revision	6 weeks

Summer 2	
	7 weeks
Transition documents	7 weeks