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| Story types already taught in T1+2: Journey Story focusing on descriptive languageNon-Fiction genres already taught in T1+2: non-chronological reports, instruction writing |
| Term | Topic  | Quality Text/ stimulus | Unit and Length | Short burst writing throughout the English unit | End of Unit outcome | Cross Curricular Writing (In Big Write Book)Expectation that one lesson per term in topic/science/RE have a writing focus.  |
| 1 | Road Trip USA | Travel Guides | Poetry1 week | Week 1:**Grammar**: NA**Short Burst**: NA**Outcome**: Free verse peom |  |  | Free verse poemSetting descriptionTravel guide | Recount of WOW Day | Persuasive letter (camp)Written Science Investigation |  |
| Setting Descriptions2 weeks | Week 1:**Grammar**: Plural S**Short Burst**: Apply Plural S**Outcome**: create word mats learn to upscale vocabulary | Week 2:**Grammar**: Plural S**Short Burst**: NA**Outcome:** Setting description |  |
| Non-Chron5 Weeks | Week 1:**Grammar**: Ready to write! (see plan)**Short Burst**: NA**Outcome:** Explore WAGOLLS | Week 2:**Grammar**: Ready to write! (see plan)**Short Burst**: NA**Outcome:** Learn to take notes (modelled) | CAMP WEEKWeek 3:**Grammar**: Pronouns**Short Burst**: Apply pronouns independently**Outcome:** Learn to take notes and convert into prose |
| Week 4:**Grammar**: Pronouns**Short Burst**: Apply pronouns independently**Outcome:** Independent research and note taking | Week 5:**Grammar**: Pronouns**Short Burst**: Apply pronouns independently**Outcome:** Converting notes into high quality prose independently |  |  |  |  |  |
| 3 | I am Warrior | Newspaper ReportsThieves of Ostia |  Non-fictionNewspaper Reports3 Weeks | Grammar:**Sentence Types** | Grammar:**Paragraphs** | Grammar:**Possessive ‘s’** | NewspaperReport – revealing who stole the ring from Flavia’s father. | Science: Explanation:**Conductors and insulators**  | Topic:**Non-chron****Report - Romans** |  |
| **Short Burst:**Fill in missing part of a story. | **Short burst:**WOW day write up | **Short Burst:**Paragraph using possessive s  |
| **Newspaper immersion**Reading (share/enjoy)**CREATE WORD BANK** | **Plan the newspaper report****Using given structure** | **Writing** |
| **Newspaper immersion**Feature spot**CREATE WORD BANK** | **Role Play to gather witness accounts** | **Writing**  |
| **Newspaper immersion**Structure/build success criteria  | **Shared write** | **Writing** **(write up in topic time)** |
| Play scripts2 weeks | **Grammar:** Plural ‘s’ | **Grammar:**Verb inflections |  | Performance(speaking and listening) |
| **Short Burst:**Paragraph using plural s | **Short Burst:**Paragraph using verb inflections |
| Playscript:Feature spot | Line learning strategies |
| Appropriate intonation andTone | Performance practice |
| Voice projection | Performance practice |
| 4 | Leon and the place between | Performance 2 weeks | OFF TIMETABLE |  |  | Science:Explanation text: **How are sounds made** | Topic:Newspaper Report:**Based on performance** |  |
| NarrativeStory writing3 Weeks | **Grammar:**Appropriate choice of pronoun | **Grammar:**Speech | **Grammar:**Speech | Voyage and return story |
| **Short Burst** | **Short Burst** | **Short Burst** |
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| 5 | **Blue Abyss** | Flotsam | Narrative3 weeks | Grammar: Expanded noun phraseWrite: Decorate a picture with expanded noun phrase sentences. | Grammar: SpeechWrite: A conversation between characters (possible link to Varjak Paw) | Grammar: Fronted Adverbials (GD- upscaling)Write: Independent writing about a picture from the book. | Write the narrative to a picture book | **Science:**Explanation text: **How are sounds made** | **Topic:**Explanation text:Layers of the OceanNewspaper- underwater discovery (Shipwreck)  | RE: |
| Non-Fiction 3 weeks | Grammar:ParagraphingWrite: non- chronological report (Blue Abyss) | Grammar:SentencesWrite: A paragraph about a chosen picture (Blue Abyss) with sentence structure differentiated success criteria | Grammar:PunctuationWrite: Re-write a passage adding in missing punctuation through a diary entry | Persuasive Leaflet- Reducing Plastic in the Ocean |
| Poetry 1 week | Grammar:Rhyming sentencesWrite:Rhyming poem |  |  | Limerick Performance poetry |
| 6 | Term 6, Week 1: Assessment Week |
|  | Narrative2 weeksWaiting on choice of book | Grammar:Write: | Grammar:Write: | Grammar:Write: | TBC | **Science:**Water cycle- Scientific information poster | **Topic:**Persuasive LetterConservation letter to save The Great Barrier Reef |  |
| Non-fiction2 weeks | Grammar:Tone- formal and informal writingWrite: paired write – letter to head teacher | Grammar:Editing and proof readingWrite: paragraph with errors for partner to spot |  | Letter to David Attenborough |
| Poetry and Excellence Week2 weeks | ‘Budapest’ABAB rhyming patterns.Write: ABAB verse | Grammar:Punctuation.Write: look at verse from yesterday, use different punctuation to see effect this can have on performance. |  | Our own version of ‘Budapest’ poem |