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| Story types already taught in T1+2: Journey Story focusing on descriptive language  Non-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 | Poetry  1 week | Week 1:  **Grammar**: NA  **Short Burst**: NA  **Outcome**: Free verse peom |  |  | Free verse poem  Setting description  Travel guide | Recount of WOW Day | Persuasive letter (camp)  Written Science Investigation |  |
| Setting Descriptions  2 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-Chron  5 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 WEEK  Week 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 Reports  Thieves of Ostia | Non-fiction  Newspaper  Reports  3 Weeks | Grammar:  **Sentence Types** | Grammar:  **Paragraphs** | Grammar:  **Possessive ‘s’** | Newspaper  Report – 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 scripts  2 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 and  Tone | 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** |  |
| Narrative  Story writing  3 Weeks | **Grammar:**  Appropriate choice of pronoun | **Grammar:**  Speech | **Grammar:**  Speech | Voyage and return story |
| **Short Burst** | **Short Burst** | **Short Burst** |
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| 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. | | |
| 5 | **Blue Abyss** | Flotsam | Narrative  3 weeks | Grammar: Expanded noun phrase  Write: Decorate a picture with expanded noun phrase sentences. | Grammar: Speech  Write: 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 Ocean  Newspaper- underwater discovery (Shipwreck) | RE: |
| Non-Fiction  3 weeks | Grammar:  Paragraphing  Write: non- chronological report (Blue Abyss) | Grammar:  Sentences  Write: A paragraph about a chosen picture (Blue Abyss) with sentence structure differentiated success criteria | Grammar:  Punctuation  Write: Re-write a passage adding in missing punctuation through a diary entry | Persuasive Leaflet- Reducing Plastic in the Ocean |
| Poetry  1 week | Grammar:  Rhyming sentences  Write:  Rhyming poem |  |  | Limerick  Performance poetry |
| 6 | Term 6, Week 1: Assessment Week | | | | | | | | |
|  | Narrative  2 weeks  Waiting on choice of book | Grammar:  Write: | Grammar:  Write: | Grammar:  Write: | TBC | **Science:**  Water cycle- Scientific information poster | **Topic:**  Persuasive Letter  Conservation letter to save The Great Barrier Reef |  |
| Non-fiction  2 weeks | Grammar:  Tone- formal and informal writing  Write: paired write – letter to head teacher | Grammar:  Editing and proof reading  Write: paragraph with errors for partner to spot |  | Letter to David Attenborough |
| Poetry and Excellence Week  2 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 |