

Term One				Term Two		
Class Book: Letters from the Lighthouse				Class Book: Letters from the Lighthouse		
Fiction	Non-fiction	Non-fiction	Poetry	Fiction	Non-fiction	Non-Fiction
Film: Francis from Literacy Shed+ Genre: Entertain: Narrative/story focus on suspense	Genre: Inform: Newspaper report of Francis	Book: Arrival (Shaun Tan) Genre: Inform: Diary as immigrant	Text: War poetry – How to die. Genre: Entertain: Poetry	Text: Letters from the Lighthouse Genre: Entertain: Description of a character (Sukie)	Genre: Inform: Letter written from Olive/Cliff to their mum about their experience.	Film: Pandora Genre: Inform: Information text
Writing Features: Paragraphs to organise ideas Pathetic fallacy Suspense Short sentences Build cohesion between paragraphs (e.g. adverbials: in the meantime, meanwhile, in due course, until then) Figurative language for specific effects and appropriate to the text	Writing Features: Headline Columns Chronological order Facts Captions Reported speech ^{1st}	Writing Features: person Past tense Thoughts and feelings Descriptive language Chronological order Build cohesion between paragraphs (e.g. adverbials: on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence)	Writing Features: Structure – verses Emotive language Figurative language	Writing Features: Expanded noun phrases to convey complicated information concisely Synonyms and antonyms chosen for clarity	Writing Features: Structure of the letter: address, date, Dear..., yours... Paragraphs Past tense Chronological order Build cohesion between paragraphs	Writing Features: Title Subheadings Paragraphs Facts Non-chronological order Technical Vocab Past tense
Skills Progression: Non-negotiables To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.	Skills Progression: Non-negotiables . To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.	Skills Progression: Non-negotiables To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural. To habitually proofread for spelling and punctuation errors	Skills Progression: To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing. To select vocabulary and grammatical structures that reflect what the writing requires.	Skills Progression: Semi-colon, colon and dash to mark the boundary between independent clauses To habitually proofread for spelling and punctuation errors.	Skills Progression: Colon to introduce a list and use of semi-colons within lists To distinguish between the language of speech and writing and to choose the appropriate level of formality.	Skills Progression: To note down and develop initial ideas, drawing on reading and research where necessary. To use further organisation and presentational devices to structure text and to guide the reader.
To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing. To select vocabulary and grammatical structures that reflect what the writing requires.						

Term Three				Term Four		
Class Book: Journey to Jo'burg				Class Book: Nowhere Emporium		
Non-fiction	Non-fiction	Fiction	Poetry	Fiction	Non-fiction	Non-Fiction
Text: Journey to Jo'burg by Beverley Naidoo Genre: Inform: Biography of Nelson Mandela	Genre: Persuade: balanced argument – Terriost or freedom fighter?	Genre: Entertain: Write alternative ending to text.	Text: Witches Chant (Macbeth) <i>William Shakespeare</i> <i>Classic poetry</i> Genre: Entertain: Poetry	Text: Nowhere Emporium Genre: Entertain: Write own chapter about a room they would go.	Genre: Persuade: Advert for the Nowhere Emporium	Genre: Discuss: Newspaper article
Writing Features: Clear structure of events Dates Time conjunctions Quotes Information and facts Passive voice Modal verbs or adverbs to indicate degrees of possibility Build cohesion between paragraphs (e.g. adverbials: on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence) Subjunctive forms (e.g. If I were) in formal writing	Writing Features: Signposts – adding, other side, conclusion etc. Formal sentence starters e.g. many people believe... Impersonal Balanced structure Perfect form of verbs to mark relationships of time and cause	Writing Features: Direct speech Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs Expanded noun phrases to convey complicated information concisely	Writing Features: Rhyming	Writing Features: Figurative language for specific effects and appropriate to the text Build cohesion between paragraphs (e.g. adverbials: in the meantime, meanwhile, in due course, until then) Expanded noun phrases to convey complicated information concisely	Writing Features: Slogan Exaggeration Powers of 3 Rhetorical questions Quotes Statistics Modal verbs or adverbs to indicate degrees of possibility	Writing Features: Headline Orientation and reorientation Emotive language Opinions as facts Clear arguments Active and passive voice Build cohesion between paragraphs (e.g. adverbials: on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence) Perfect form of verbs to mark relationships of time and cause Subjunctive forms (e.g. If I were) in formal writing
Skills Progression: To note down and develop initial ideas, drawing on reading and research where necessary. To habitually proofread for spelling and punctuation errors.	Skills Progression: To note down and develop initial ideas, drawing on reading and research where necessary. Cohesive devices	Skills Progression: Link ideas across paragraphs, using cohesive devices: repetition, adverbials and ellipsis To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	To write effectively for a range of purposes nad audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing. To select vocabulary and grammatical structures that reflect what the writing requires.	Skills Progression: To habitually proofread for spelling and punctuation errors. To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.	Skills Progression: Persuasive language	Skills Progression: To use further organisation and presentational devices to structure text and to guide the reader. To distinguish between the language of speech and writing and to choose the appropriate level of formality.
To write effectively for a range of purposes nad audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing. To select vocabulary and grammatical structures that reflect what the writing requires.						

Term Five			Term Six			
Class Book: Can you see me?			Class Book: Holes			
Fiction	Non-fiction	Non-Fiction	Fiction	Non-Fiction	Non-Fiction	Poetry
Text: Alma – Literacy Shed+ Genre: Entertain: Narrative: atmosphere, style and vocabulary – write from a different perspective.	Genre: Inform: Police Report (Recount)	Genre: Discuss: Review of film	Text: Holes Genre: Entertain: Description of characters and setting.	Genre: Diary entry of when the main character is in the desert for a few days.	Genre: Persuasive letter to shut down Camp Green Lake	Text: Goodbye <i>Valerie Bloom within Pie Corbett’s The Works at Key Stage Two</i> OR November Night <i>within Roger McGough’s Sensational</i> Genre: Entertain: Poetry - Cinquain
Writing Features: Build cohesion between paragraphs (e.g. adverbials: in the meantime, meanwhile, in due course, until then) Figurative language for specific effects and appropriate to the text Expanded noun phrases to convey complicated information concisely	Writing Features: Appropriate register for informal and formal writing Past tense Chronological order Use connectives that signal time include vital details Build cohesion between paragraphs (e.g. adverbials: on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence) Perfect form of verbs to mark relationships of time and cause Subjunctive forms (e.g. If I were) in formal writing	Writing Features: Begin with a strong sentence Summary of plot Give opinion Use of powerful adjectives and adverbs to add further detail Key vocabulary Structure	Writing Features: Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs Figurative language for specific effects and appropriate to the text	Writing Features: 1 st person Past tense Thoughts and feelings Descriptive language Chronological order Build cohesion between paragraphs (e.g. adverbials: on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence) Expanded noun phrases to convey complicated information concisely	Writing Features: Persuasive language Modal verbs or adverbs to indicate degrees of possibility Letter structure Paragraphs – each one to have its own point made with arguments to support it Build cohesion between paragraphs (e.g. adverbials: on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence) Subjunctive forms (e.g. If I were) in formal writing	Writing Features: Cinquains are five lines long. 2 syllables in the first line, 4 in the second, 6 in the third, 8 in the fourth line, and 2 in the last line. Do not need to rhyme.
Skills Progression: To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.	Skills Progression: To use further organisation and presentational devices to structure text and to guide the reader. To distinguish between the language of speech and writing and to choose the appropriate level of formality.	Skills Progression: To use further organisation and presentational devices to structure text and to guide the reader.	Skills Progression: Compare how authors develop characters and settings in order to plan own writing To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.	Skills Progression: Non-negotiables To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural. To habitually proofread for spelling and punctuation errors.	Skills Progression: To distinguish between the language of speech and writing and to choose the appropriate level of formality.	Skills Progression:

To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing.

To select vocabulary and grammatical structures that reflect what the writing requires.

