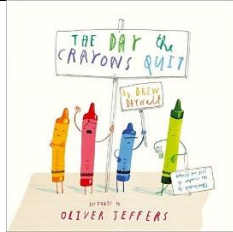
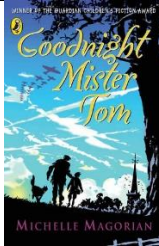
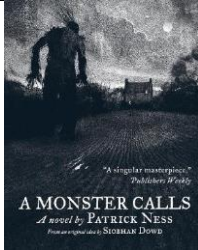
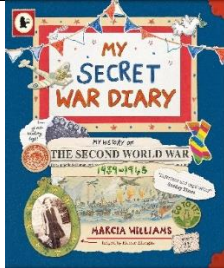

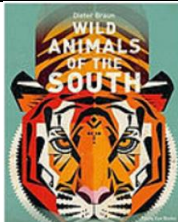
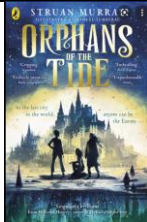
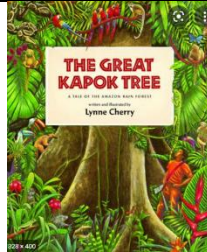


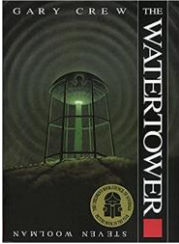
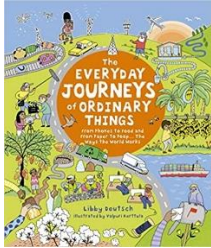
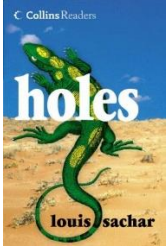


Term	Autumn 1			Autumn 2	
Topic	WW2				
Key Text	<div></div> <div>The Day the Crayons Quit Oliver Jeffers</div>	<div></div> <div>Goodnight Mr Tom Michelle Magorian</div>	<div></div> <div>A Monster Calls Patrick Ness</div>	<div></div> <div>My Secret War Diary Marcia Williams</div>	
Independent, purposeful writing outcome	Outcome: persuasive letter to user of cutlery	Outcome: Narrative – focus on character description	Outcome: Narrative chapter 1 of a suspense story.	Outcome: diary entry WW2	
Key grammar and punctuation skills	Use or subordinating conjunctions to extend ideas Use of coordinating conjunctions link ideas Use of direct address – levels of formality Parenthesis to give extra information- brackets, dashes and commas Apostrophes for contraction	Expand before and after the noun (using prepositions) Use of speech to convey character and advance action Use of accurate speech punctuation Effective vocabulary choices	In narratives, describe settings, characters and atmosphere. Integrate dialogue in narratives to convey character and advance the action Use semi-colons and colons Subjunctive Relative clauses to give extra detail Fronted adverbials (of manner) Choice of vocabulary for effect	Adverbials to give detail A range of sentence types Dashes Managing different levels of formality (use of chatty style within a diary) Use paragraphs to organise ideas Use pronouns and synonyms to build cohesion and avoid repetition use of the first person in a diary entry	

Term	Spring 1		Spring 2	
Topic	Biomes		Migration	
Key Text	<div></div> <div>Wild Animals of the south Dieter Braun Darwin's dragons Lindsay Galvin</div>	<div></div> <div>Orphans of the Tide Struan Murray</div>	<div></div> <div>The Great Kapok Tree Lynne Cherry</div>	<div></div> <div>The Journey Francesca Sanna</div>
Independent, purposeful writing outcome	Outcome: Information text about an animal	Outcome: Narrative description	Outcome: Persuasive text	Outcome: Narrative sequel with flashbacks
Key grammar and punctuation skills	Use paragraphs to organise ideas Use pronouns and synonyms to build cohesion and avoid repetition In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points). Commas to separate clauses and aid clarity for the reader Use of subordinate clauses to extend ideas	In narratives, describe settings, characters and atmosphere. Integrate dialogue in narratives to convey character and advance the action Adverbials of time and place to add detail	Direct address Use paragraphs to organise ideas Subordinating conjunctions to give extra details Modal verbs for persuade the reader	In narratives, describe settings, characters and atmosphere Integrate dialogue in narratives to convey character and advance the action Use paragraphs to organise idea Subordinating conjunctions to extend ideas Adverbials of time and place to give detail

Term	Summer 1		Summer 2	
Topic	Migration		Performance and Enterprise	
Key Text	 <p>No Ballet Shoes in Syria Catherine Bruton</p>	 <p>The Water Tower Gary Crew</p>	 <p>The Everyday Journeys of Ordinary Things by Libby Deutsch and Valpuri Kerttula,</p>	 <p>Holes Louis Sachar</p>
Independent, purposeful writing outcome	Newspaper report	Narrative character and setting description	Explanation text	Narrative
Key grammar and punctuation skills	Use paragraphs to organise ideas In non-narrative writing, use simple devices to structure the writing and support the reader - headlines, subheading, captions etc. Adverbials of time and place to give the reader detail	In narratives, describe settings, characters and atmosphere Integrate dialogue in narratives to convey character and advance the action Use paragraphs to organise ideas Use of semi colon Use of conjunctions to link (coordinating) and extend (subordinating) ideas Use of commas to separate clauses	Expanded noun phrases to convey complicated information precisely Relative clauses to give further detail Adverbials of time Brackets used to add additional information Use of the passive voice In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points). Colon to introduce list	In narratives, describe settings, characters and atmosphere Integrate dialogue in narratives to convey character and advance the action Use paragraphs to organise ideas Adverbials of time and place to give detail Subjunctive
Skills to be taught throughout year				
Spell correctly words that have been previously taught, including: common exception words from KS1; Year 3/4 statutory words; previously taught homophones Use and spell correctly many words from the year 5 / year 6 spelling list Make good attempts at, and check the spelling of, some uncommon or more ambitious vocabulary Maintain legibility in joined handwriting when writing at speed Proofread for spelling, punctuation and grammatical errors (e.g. subject/verb agreements, tense use) Edit writing to meet the purpose/desired impact for reader				
Opportunities for GDS				
Where children do not need particular features modelling, they will be given the opportunity to write independently. This will be planned where appropriate. - 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 (e.g. literary language, characterisation, structure) - distinguish between the language of speech and writing and choose the appropriate register - exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this - use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity				