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|  | **Week 1** | **Week 2** | **Week 3** | | **Week 4** | **Week 5** | | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** | **Week 11** | **Week 12** | | **Week 13** | **Week 14** |
| **Autumn 1** | | | | | | | | | **Autumn 2** | | | | | | | |
| **Focus Text** | **Little Red Riding Hood –** traditional tale  Little Red Riding Hood | Abrams & Chronicle Books  **Little Red -** Woollvin  Let's Talk Picture Books: Favorite Little Red Riding Hood Picture ...  **Mixed up Fairy Tales** – Robinson and Sharrat  Mixed Up Fairy Tales: Split-Page Book: Amazon.co.uk: Robinson ... | | | | **Journey (Aaron Becker's Wordless Trilogy): Amazon.co.uk: Aaron ...Journey –** Becker | | **Nadine Dreams of Home –** Ashley | | | **The Boy Who Biked the World –** Humprehys  Image result for the boy who biked the world | | | **How to wash a Woolly Mammoth** – Hindley  Image result for how to wash a woolly mammoth  **Stone Age Boy** – Kitamura  Stone Age Boy: Amazon.co.uk: Satoshi Kitamura, Satoshi Kitamura: Books | | | | |
| **Writing Outcomes** | -Retell story  -Alternative narrative | | | | -Sequel to the story  -Dialogue | | -Letter in role as Nadine  -Non-Chronological report about the UK for a new arrival | | | -Diary entry/travel journal | | | -Instructional writing  -Dialogue between boy and Ugg  -Diary of the boy’s life | | | | |
| **Focus GAPS** | - Daily Spellings  *Revision of previous learning +*  **-Simple paragraphing** (eg group related material into paragraph & story mapping)  **-Adverbials for time**  **-Subordinate clauses**, extending the range of sentences with more than one clause by using a wider range of conjunctions, including *when, if*, *because* and *although*.  -Use the **determiner a or an** accordingly  **-Specific adjective**, **verbs** & **adverbs** including scientific language for explanation text | | | | | | | | | -Daily Spellings  *Revision of previous learning +*  **-Adverbials** for **time** and **cause** *eg. suddenly, silently, eventually, cautiously, timidly.*  -Identify and create **complex sentences** using a range of conjunctions *e.g. when, while, before, after*  -Embed **past tense verbs**  **-Imperative verbs** for instructions  -Introduction of **punctuating direct speech** (dialogue) & synonyms for said  -Use of **pronoun** to ensure cohesion | | | | | | | |
|  | **Week 1** | **Week 2** | **Week 3** | | **Week 4** | **Week 5** | | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** | **Week 11** | **Week 12** | | **Week 13** | **Week 14** |
|  | **Spring 1** | | | | | | | | | **Spring 2** | | | | | | | |
| **Focus Text** | **Ali’s Story** – Glynne  Seeking Refuge: Ali's Story - A Journey from Afghanistan | | | | **The Silence SeekerThe Silence Seeker** – Morley and Pearce  Photographs of by the canal, skatepark and tips. | | | **Image result for my name is not refugeeMy Name is not Refugee** – Milner | | **The Boy who Grew Dragons** – Shepherd  The Boy Who Grew Dragons (The Boy Who Grew Dragons 1) | | | **Wangari Trees of Peace –** Winter  Wangari's Trees Of Peace: A True Story from Africa | | | **Don’t** – Rosen  Image result for don't michael rosen anthology |  |
| **Writing Outcomes** | -A letter from Ali telling his parents that he has arrived safely  -Character study to understand Ali | | | | -Rewrite part of the story where the boy takes the refugee to new places and set it in Manchester (innovating the orginal) | | | -Own narrative about starting a new school | | -Letter from Chipstick to Grandad  -Information text about their own magical plant | | | -Instructions for peace  -Persuasive letter | | | -Rhyming poem |  |
| **Focus GAPS** | Daily Spellings  *Revision of previous learning +*  **-Paragraphing – cohesion** from paragraph to paragraph  -Explore and identify **main and subordinate clauses** in complex sentences.  -Identify and **use inverted commas** to punctuate direct speech  -To use **adjectives, verbs, adverbs** and **preposition** with more appropriacy  **-Adverbials** for time cause and **place** e .g. *Above, Beneath, Within, Outside, Beyond.*  -Use of **figurative language** – *eg. simile, metaphor*  **Apostrophe** for both singular and plural possessive apostrophe | | | | | | | | | Daily Spellings  *Revision of previous learning +*  -To use a **range of conjunctions**, **adverbs** and **prepositions** to show **time, place** and **cause.**  -Explore, identify and create **complex sentences using a range of conjunctions** *e.g. if, although, so.*  -Explore the use of **emotive language**, **hyperbole** and **rhetorical question** in 1st person narrative  -Investigate **‘voice’** in letter writing to ensure appropriacy of language  -Use **perfect form of verbs** using have and has to indicate a completed action | | | | | | |  |
|  | **Week 1** | **Week 2** | **Week 3** | | **Week 4** | **Week 5** | | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** | **Week 11** | **Week 12** | | **Week 13** | **Week 14** |
|  | **Summer 1** | | | | | | | **Summer 2** | | | | | | | | | |
| **Focus Text** | **Hello Lighthouse: Amazon.co.uk: Sophie Blackall: BooksHello Lighthouse** - Blackall | | | **Lights on Cotton Rock** – Litchfield  Lights on Cotton Rock: Amazon.co.uk: David Litchfield: Books | | | | **Marcy and the Riddle of the Sphinx** – Stanton  Marcy and the Riddle of the Sphinx.png | | **Ancient Egypt** – DK  **Image result for dk books ancient egyptMeet the Ancient Egyptians** – Davies  Meet the Ancient Egyptians: Amazon.co.uk: James Davies ... | | **The Legend of Tutankhamun** – Morgan  The Story of Tutankhamun: Amazon.co.uk: Cleveland-Peck, Patricia ...**https://images-eu.bookshop.org/images/9781526360076.jpg?height=500&v=v4-cea855c226bd9248d9f585cab80f0412The Story of Tutankhamun** – Cleveland Peck | | |  | | |
| **Writing Outcomes** | -Diary entry  -Informal letter  -Setting Description | | | -Setting description  -Narrative involving action, dialogue, description | | | | -Adventure story | | -Instructions for mummification  -Non-chronological report about an aspect of Ancient Egypt | | -Diary in role as Carter  -Newspaper article exploring ‘the curse’ | | |  | | |
| **Focus GAPS** | Daily Spellings  *Revision of previous learning +*  **-Paragraphing – cohesion** identifying suitable headings  **-Subordinate clauses**, extending the range of sentences with more than one clause by using a wider range of conjunctions  -Use **figurative language** in poetic writing  -Developing use of **precision** in **adjectives, verbs, adverbs** and **prepositions** in different forms of writing  -To use **dialogue** to show character and move the action on | | | | | | | Daily Spellings  *Revision of previous learning +*  -Explore, identify and create complex sentences using **a range of conjunctions e.g.** *when, if because, although, while, since, until, before, after, so*  -Use the **comma to separate clauses** in complex sentences where the subordinate clause appears first  -Use of the **perfect form of verbs**  -Explore **persuasive elements** of speech – refrain, use of personal pronoun, rhetorical question, imperative verb | | | | | | |  | | |