
















Longshaw Junior School

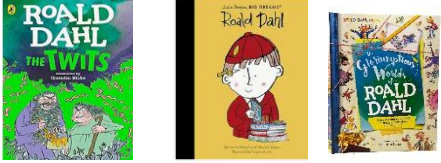


Success for all - Nothing Less!



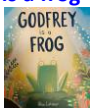
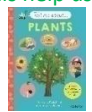

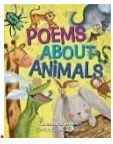






English Long Term Overview






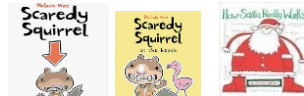

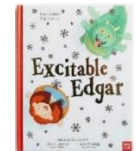
English Long-term Plan Year 3

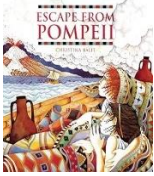
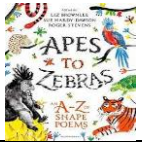
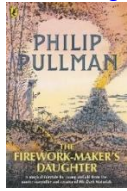
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	
Autumn Core texts	Hats		Stoneage												
	<p>You must bring a hat – Philip & Hindley</p>  <p>Variety of hats</p> <p>Page from You Choose – Goodhart & Sharratt</p> <p>Page from Here we are – Jeffers</p> 		<p>I want my hat back – Klassen</p> 	<p>The Friendly Mammoth - Terreros-Martin</p>   <p>Life In The Stone Age: Discover the Stone Age! (DK Readers Level 2) – Lock</p> <p>Find out Stone-Age - DK</p>  			<p>How to wash a Woolly Mammoth Robinson & Hindley</p>  <p>Other text to share with pupils</p> <p>Mammoth – Kemp & Beer</p> 	Light and dark						Poetry - Rosen	
		<p>Orion and the dark – Yarlett</p>  <p>Youtube clip of the book being read aloud</p> <p>Trailer of Orion and the dark</p> <p>https://youtu.be/cScAQ2O26Y4?si=M8dLcyHUMA9DSlp</p> <p>https://youtu.be/sTy_p0vxcxQ?si=eRHFL9FxfH6ii5b</p> <p>(everything that he is afraid of)</p> <p>Clips of amazing scenes at night:</p> <p>https://youtu.be/wFkTxnVSoqE?si=1C_W_d9EeXbeOZPA</p> <p>https://youtu.be/CWYKpwIVGso?si=vaPeO0WimVgA5N5H</p> <p>https://youtu.be/QiqGILVIAtg?si=nHGthGTPA0WCKsl</p>						<p>Poetry of Rosen</p>   <p>Don't / Fridge / Telly</p> <p>The Car Trip /Tidy your room</p> <p>Hot Food / Goldfish</p> <p>Mustard Belly</p>							
Writing Outcomes	<p>Share the invitation and discuss what hat you should wear to the party. Everyone designs their own hat. Describe the hat – label with words / a simple sentence using adjectives</p> <p>Thank you letter for Nigel's invitation to the hat party using a colour coded model and scaffold to help the children know what to write.</p>		<p>A speech bubble in role as Bear asking Rabbit why he has taken his hat. Identify and write question sentences.</p>	<p>Narrative</p> <p>Share the story with the pupils until Mansi travels on the back of the mammoth. Discuss how they travelled through the snow. Act out the different verbs to ensure that children understand them. Use images from the text and a story map to help the children tell the story orally. Use appropriate images to help model different sentences that tell the story of them travelling through the snow. Adapt the activity to meet the needs and writing stamina of the pupils</p>	<p>Look at the mammoth and generate sentences to describe it (see PowerPoint) Look at the last page in the picture book to find out more and share different information texts. Discuss how they are structured to help the reader learn more about mammoths. Model how to construct one so that pupils can create their own simple information page about a mammoth that they could give to Mansi. Use sentence stems to help them generate longer sentences.</p>	<p>Instruction for how to wash a woolly mammoth Give oral instructions for washing a dog. Show them the book that shows how to wash a mammoth. Physically wash cuddly toys to help them generate ideas for their writing.</p>	<p>Speech bubble from Orion explaining what he is scared of and why</p> <p>Eg Orion is scared of spider because they can run fast. Use sentence stems and conjunctions to help them extend and structure their sentences.</p>	<p>Monologue in role as Orion who is trying to stand up to the Dark to try to be brave.</p> <p>Read up to this part of the story and go into role as Orion trying to help them extend and structure their sentences.</p>	<p>Narrative of part of the adventure of Orion and the Dark. Children look at the part of the story where they fly over the land and create a story map that captures what they did and what they saw. Watch clips of people flying in helicopters and discuss their emotions as they are looking down at the world. Use Chat GPT to generate extra illustrations to support writing. Pupils put their own ideas into the story of them travelling through the darkness. Pupils could create a map of the journey capturing three things that he sees on the way. To show children how to begin to use adverbial of time to help structure the narrative.</p> <p>Watch part of the film to give them ideas about what Orion and the dark would see on their adventure. Use commas in a list to describe Orion's journey eg. He flew over the houses, playgrounds and fields.</p>		<p>Watch Michael Rosen performing chocolate cake and discuss how he reads his poem aloud. Ask pupils to work in class/groups to perform part of this poem.</p> <p>Give pupils poem such as The Car Trip or Hot Food and to prepare it for reading aloud.</p> <p>Read Don't and also read Don't by Llachlan Young to help them think of other silly ideas for creating a poem telling the other year 3 classes how to behave. Play around with the verbs and nouns to help the children construct their own lines eg. Don't put the class pet in the toaster!</p> <p>Don't flush your granny down the toilet.</p> <p>You could use different contractions if children are able eg. mustn't, shouldn't</p> <p>Use the structure three lines and a refrain eg. Don't Don't Don't Never ...</p> <p>Don't' Verb Noun Noun</p>	<p>A letter from them to Santa explaining how good they have been and asking politely for Christmas presents. Introduce the idea of paragraphs to help organise their sentences.</p>			
	Text knowledge & GPS	<p>Speak in sentences and hold a sentence</p> <p>See simple sentences modelled orally and in writing by the teacher and emulate them.</p> <p>To write sentences that include the subject and the verb. Use capital letter and full stop accurately. Use the adjective to describe the hat eg. My hat is big. My hat is blue.</p> <p>Extend with use of co-ordinating conjunctions if appropriate. eg. My hat is big and blue.</p>		<p>To write different types of sentences eg. a question sentence eg. Have you seen my hat? a statement sentence. Eg That is my hat. a command eg Give me my hat back. To extend with conjunctions, if appropriate</p>	<p>Use past tense verbs to describe how the mammoth travelled through the snow. Focus on the suffix ed.</p> <p>Identify and use co-ordinating conjunction and to join two clauses.</p>	<p>Show pupils how to use heading and subheadings/captions to organise the information.</p> <p>Identify and use co-ordinating conjunction and to join two clauses.</p>	<p>Show pupils how to use instruction layout</p> <p>Use command sentences.</p> <p>Use present tense verbs eg pour, rub, specific noun and adjective eg. snugly towel, soft brush if appropriate</p> <p>Show how to use singular possessive apostrophe eg mammoth's tusks</p>	<p>Use of co-ordinating and subordinating conjunctions to explain exactly why Orion is afraid of each thing</p> <p>He is scared of spiders because.....</p> <p>He is scared of spiders so</p>	<p>Use of co-ordinating and subordinating conjunctions to explain exactly why Orion is not afraid of the Dark.</p> <p>Eg If I am brave....</p> <p>Show a growing understanding of the contracted form Eg. I'm, I'll, You're,</p>	<p>To begin to use adverbials of time to help structure the narrative.</p> <p>Use past tense verbs to describe the actions of Orion and the Dark as they travel around at night time.</p> <p>Begin to identify and write prepositions within a simple sentence to show how Orion travels through the night.</p> <p>Use commas in a list.</p>		<p>To focus on developing performance skills – emphasising key words, changing the volume and speed, projection.</p> <p>Use don't accurately and being to think about other contracted form Eg. don't mustn't, shouldn't</p>	<p>Use appropriate layout of a letter. Begin to understand role of the paragraphs – introduction, heart of the letter, closing paragraph that concludes. Use conjunctions to explain why they deserve presents. Reinforce capitalisation of I</p> <p>Introduce contractions for I'm I've to help them write personally.</p>		


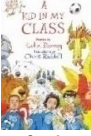
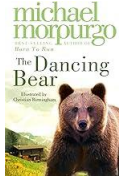
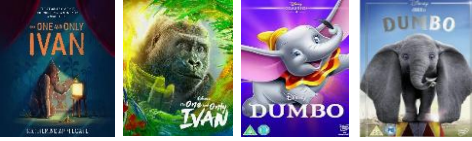
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Spring Core Texts	Author study						Egyptian				
	<p>The Twits – Dahl</p> <p>Roald Dahl – Little People Big Dreams - Sanchez Vegara (to learn about Dahl's life) The Glorimptious Worlds of Mr Dahl – Caldwell (for different ideas about the novel)</p> 						<p>Discovering Tutankhamen's Tomb – Big Cat Collins Howard and the Mummy:– Fern</p> 		<p>Directions through a fairy tale – Douglas</p> 	<p>Egyptian Day with a presenter and artefacts</p>	
Writing Outcomes	<p>A character description of Mr or Mrs Twit that captures how despicable and disgusting he/she is. Read the opening chapters in the story and look at the images in the chapter book that captures the characters. Teach pupils how to describe the character without repeating their name and to use adjectives to bring the character to life. Children will give their drafted version to each other to see if they can draw the character from this. This could then be part of the editing process. Chat GPT could also be used to support this. Create a paragraph about the character and a paragraph describing what the character does.</p>	<p>Setting description. Read the description of the house and garden and discuss how horrible it was for the poor creatures that were trapped there. Ask pupils to draw the setting they want to create in their description. Label appropriately and give them language such as superlatives to help them describe the scene. Play with different ways to start the sentences to help the reader visualise the scene.</p>	<p>To generate dialogue between Mr and Mrs Twit at a pivotal moment in the story. Read an extract from the text and model how to read the dialogue so pupils can see the difference between the narrator and the characters. Act out the scene so that the children could bring it to life. Record this on the i-pad so they can hear what they acted out. Ask pupils to bring the scene to life. Focus on action, dialogue, action.</p>	<p>A third person recount of what happened to the water boy when Tutankhamen's tomb was discovered. Read the Tomb page to get a basic timeline of events. Read Howard and the Mummy and look at the illustrations – add extra detail onto the timeline – actions and reactions. Show them the image of the boy and act out what happened through his eyes. Refer to the timeline/word bank to help them capture the actions. Use an image of what was found for the description at the end of the account. Oral rehearse the recount describing what happened to the boy. .</p>	<p>A vivid factual description of what was found within the tomb. Watch the clip of the findings and look at images from the discovery. Give pupils a word bank to support their writing and ensure that the modelled write has a structure that can underpin the children's independent writing.</p>	<p>Share some of the poems from the anthology that capture the idea of a journey eg. Directions through a fairy tale . Look at the verbs and use of prepositions to construct the poem. Examine how the poem is structured and return to the journey into the pyramid to gather ideas for them creating <i>Directions through a pyramid</i></p>	<p>Recount of the visit to tell someone that missed it. This could take the form of a thank you letter.</p> <p>Timeline the events using the photos that we took. Collect ideas about they felt.</p>				
Text knowledge & GPS	<p>To use expanded noun phrases and verb/adverbs use to describe how Mr or Mrs Twit looked and moved. Use of pronoun and synonyms as a cohesive device.</p>	<p>To use adverbials of place to help structure their writing and describe how horrible the Twits house and garden were.</p>	<p>Be able to identify speech within a text by understanding the role of the inverted comma and other punctuation. Begin to use inverted commas to punctuate direct speech. Begin to convey character through speech. Explore different synonyms for said.</p>	<p>Independent write drawing on the elements of recount writing that have previously been taught. Focusing on cohesion so that the recount has a chronology Adverbials of time Adverbials of manner / place – to capture where/how Commas in list – expanded noun phrases, superlatives</p>	<p>Use prepositional phrases to describe how the objects were found in the tomb. Use expanded noun phrases to vividly describe the contents of the tomb.</p>	<p>Use appropriate verbs and prepositions to capture the poetic journey in the poem.</p>	<p>Use appropriate layout of a letter -understand role of the different paragraphs – introduction, heart of the letter, closing paragraph that concludes Cohesion across the paragraphs Use of effective questions.</p>				

	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					
Summer Core Texts	Plants					Beatrix Potter & Peter Rabbit (the Lake District)												
	<p style="text-align: center;">Original version of Jack and the beanstalk</p>  <p style="text-align: center;">Watch an animation of the story to ensure they know the plot</p> <p style="text-align: center;">Jim and the beanstalk – Briggs / Jack and the jellybean stalk - Mortimer</p> <p style="text-align: center;">Kate and the beanstalk – Osborne & Potter</p>  <p style="text-align: center;">Clip of Jack and the giant slayer</p>					<p style="text-align: center;">Godfrey is a frog – Latimer</p>  <p style="text-align: center;">Tell me about plants – Dodd (would this help us?)</p>  <p style="text-align: center;">PowerPoint – The life cycle of a sunflower</p> <p style="text-align: center;">From Seed to plant – Schuh</p> <p style="text-align: center;">The Amazing life cycle of plants – Barnam</p> 					<p style="text-align: center;">Poems about animals ed. Moses</p>  <p style="text-align: center;">Animal Farewell/ My Dog/ Sad rabbit</p> <p style="text-align: center;">Bunnies on the bus – Ardagh & Mantle</p>  <p style="text-align: center;">Beatrix Potter poetry</p>			<p style="text-align: center;">The tale of Peter Rabbit – Potter</p>  <p style="text-align: center;">Film of Peter Rabbit</p> 			<p style="text-align: center;">Visit to Windermere & The Beatrix Potter Museum or watch clips</p>	
Writing outcomes	 <p style="text-align: center;">Read original version and create a simple story map that captures the essence. Share different versions and use the story map to help plan a new version.</p> <p style="text-align: center;">Change a key component/components eg. the main characters, the type of beanstalk, the item that is stolen.</p> <p style="text-align: center;">Pupils write their own version thinking about making it as exciting as possible.</p>					<p style="text-align: center;">An Explanation text about how plants grow.</p> <p style="text-align: center;">Read Godfrey is a frog and look at the simple explanation at the back. Discuss the features. Show them a more detailed one aimed at older children. Compare the difference. Link back to the growing of a beanstalk and look at different plant life cycles. Use this to create an explanation of the growth of a beanstalk. Show them the images of the growing sunflower, sequence and annotate.</p>					<p style="text-align: center;">Using Poems about animals create own versions eg. Animal Farewell, My dog.</p> <p style="text-align: center;">Read and perform Our rabbit trying to capture the emotion in the poem.</p>		<p style="text-align: center;">Read Bunnies on the bus and write their own version about naughty rabbits on a bus.</p>	<p style="text-align: center;">An adventure narrative about what happens when Peter Rabbit and his friends 'attack' Mr McGregor's garden.</p> <p style="text-align: center;">Read the book and watch the film for the basic plot. Use a map to help them create the plot of their story.</p> <p style="text-align: center;">Include dialogue between Peter and the other rabbits.</p>			<p style="text-align: center;">Tourist information guide to visiting the Lake District – persuasive leaflet</p> <p style="text-align: center;">Read a variety of different tourist brochures – discuss layout, print size and position, organisation of headings, subheadings, captions.</p> <p style="text-align: center;">Discuss the impact of the brochure on the reader.</p> <p style="text-align: center;">Collect information about the Lake District that they might want to share.</p> <p style="text-align: center;">Use of subordinating and co-ordinating conjunctions eg If you want a Extend the range of sentences with more than one clause by using a wider range of conjunctions, subordinate clauses and fronted adverbials</p>	
	Text knowledge & GPS	<p style="text-align: center;">Use fronted adverbials appropriately that signal a change in time, a change in focus or a build up of suspense.</p> <p style="text-align: center;">Avoid repetition of noun and pronoun by exploring different ways to identify characters – he, the boy, the frightened child</p>					<p style="text-align: center;">Focus on the layout of the explanation – cohesion – numbers, arrows, illustrations.</p> <p style="text-align: center;">Technical language – eg fertilisation, germination.</p> <p style="text-align: center;">Adverbials of time</p>					<p style="text-align: center;">Use rhyme and rhythm to create new lines for the Farewell poem.</p> <p style="text-align: center;">Comparative adjectives eg. My dog is cheekier than..</p>		<p style="text-align: center;">Expanded noun phrases</p>	<p style="text-align: center;">Use paragraphs to organise the recount to establish change of setting/characters, or passage of time.</p> <p style="text-align: center;">To consolidate the use of adverbial phrases to support the cohesion of a narrative.</p> <p style="text-align: center;">To punctuate dialogue with growing confidence that is beginning to convey character and move the action on.</p> <p style="text-align: center;">Present perfect form of verbs can be used within dialogue or a character's thoughts, e.g. What has happened to us? What have you done? They have forgotten me...</p>			

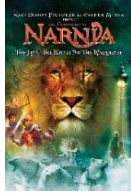
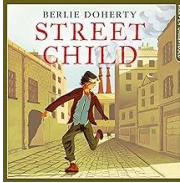

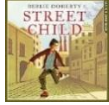
English Long-term Plan Year 4

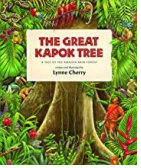

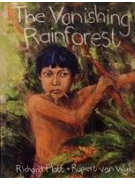

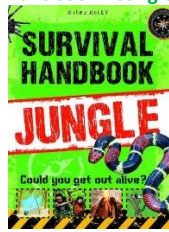

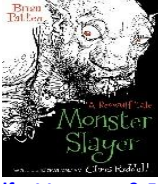
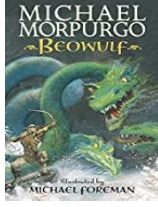
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Autumn Core Text	BACK TO BASICS GRAMMAR WEEK	Bridging Unit Lancashire			Author study – Pullman			Poet study	Genre study				Christmas text			
		<p style="text-align: center;">The Treasure of the Loch Ness Monster - Don Loch Ness Monster – Pearson</p>  <p style="text-align: center;">Real life mysteries – Martineau & Barker</p> <p style="text-align: center;">Extract of film – Water Horse</p> 			<p style="text-align: center;">The pied piper – Browning (original text) & Rackham</p>  <p style="text-align: center;">The Pied Piper – Morpurgo</p> 			<p>The teachers day in bed – Orme</p> <p>Where teachers keep their pets – Cookson</p> <p>Hamster, Hamster – Coelho</p>	<p style="text-align: center;">Until I met Dudley – McGough & Riddell</p>  <p style="text-align: center;">The Snoozotron animation Scaredy squirrel – Watt/ How santa really works – Snow</p>  <p style="text-align: center;">Film extract of sleighs – Elf, Arthur Christmas</p>				<p style="text-align: center;">Christmas advert - Edgar</p>  <p style="text-align: center;">Excitable Edgar</p> 			
Writing Outcomes	Assess the pupils writing and meet their needs through the short activities	<p style="color: green;">Adapted Lancashire planning: A recount for a magazine that captures the sighting of the infamous Loch Ness Monster. Pupils will watch an extract from Water Horse to give them ideas about what the Loch Ness Monster was. Use the page about Nessy from Real Life Mysteries to help them gather ideas about the sighting - complete a time-line to help structure this evidence. To recap the role of paragraphs within this non-fiction writing.</p>			<p>Read the poem and understand its structure, setting, characters and message. Create a vivid description of the rats attacking Hamelin in order to write a description that will terrorise the reader/people of Hamelin. To explore the character of the Pied Piper in order to innovate their own character for the new story. To produce their version of the story with a new character and 'enemy'. Box up the original in order to innovate it. To create their first draft and read it aloud to a group of pupils in order to see how effective it is compared to the original. Give feedback and then use it to edit the writing.</p>			<p>Listen to and discuss first two poems Perform the original poem Hamster Hamster to explore the two parts of the poem. Create own version using the same structure as the original but by changing the class pet.</p>	<p>A Snoozotron explanation Analysis of an explanation page. Pupils orally rehearse how to use a toaster. Share the explanation text from the first page of Until I met Dudley and discuss if it is effective as an explanation. Ask pupils to imagine what the page might look like that explains how the toaster works – orally rehearse this explanation. Give pupils a word bank to help them create an oral explanation. Discuss if this word bank of nouns and verbs helps with the explanation. Show them the next page where Dudley gives the explanation – why is this more effective than the original one eg. numbered paragraphs, labelled diagram, causal conjunctions . Watch the Snoozotron and sequence the images to capture the structure of the explanation. Focus on adverbials and causal conjunctions that link the sequence of events. Use an image of this machine to help children create an explanation of how it functions.</p>	<p>An explanation text of their design for Santa's Sleigh (see PowerPoint of ideas) Introduce the character of Scaredy Squirrel explaining that he is scared of everything. Show the page where he is preparing to go onto the beach and discuss his kit. Look at the layout and the language features. Tell pupils that Scaredy is scared of going to the toughest school in the northwest and needs their help to design a survival kit. Emphasis the original structure. Share Explanation text of a traditional Santa sleigh & watch clips of Elf and Arthur for more modern sleighs. Design and label a deluxe version. Use modelled text to explain how this new sleigh functions.</p>	<p>Dialogue between the girl and the dragon that captures their different personalities, their actions and reactions to the chaos that Edgar has caused.</p>	<p>A letter of apology from Edgar to all the villagers to explain about his exploits and ask for forgiveness.</p>				
	Text knowledge & GPS	<p>Opportunity to revisit the Year 3 learning standards for sentence level and word choice independently. To write cohesively with accurate demarcation using the different sentence types. Use appropriate past verb tenses. Use adverbial phrases to make the writing cohesive. Use appropriate expanded noun phrases for detail.</p>								<p>To utilise the structure of the original poem to capture the two parts of the poem. Use appropriate adjectives to capture the positive and negative versions of the creature.</p>				<p>To use features of an explanation text within their writing - focus on the use of headings, subheadings, paragraphs and labelled diagrams as a cohesive device within the explanation. The first writing outcome will be more scaffolded and explain how the Snoozotron works, whilst the second piece will be more independent as it will be their own idea about a sleigh. Use specific/technical nouns, adjectives, verbs and adverbs to give detail to the explanation. Use co-ordinating and sub-ordinating conjunctions to help the reader follow the sequence of 'events' within the text.</p>		
<p>To show they can use paragraphs to help the reader follow the flow of information. To write in demarcated sentences with accurate use of capital letters and full stops. To use the four different sentence types with accuracy within the journalistic recount using appropriate end marks – command, statement, exclamation and question sentences. To proof-read their writing as an ongoing skill.</p>		<p>Use cohesive devices to create a short narrative eg paragraph cohesion, adverbial phrases for time, place and manner To focus on the use of noun/pronoun/synonym to support cohesion & the use of determiners and articles eg. Pied Piper, he, the magical musician</p>										<p>To include dialogue that conveys character and begins to move the action on within the narrative. To begin to develop the reporting clause to give detail about the character and help move the action on.</p>		<p>Use appropriate layout of a letter - understand role of the different paragraphs – introduction, heart of the letter, closing paragraph that concludes To use different cohesive devices within and across the paragraphs.</p>		

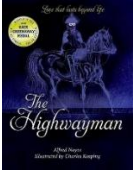


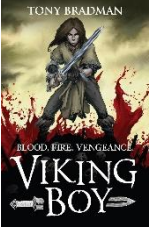
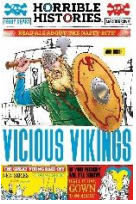
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Spring Core Texts	Volcanoes										
	Escape from Pompeii – Balit 				Smile – McNish PowerPoint of different concrete poems Apes to zebras – Brownlee 		Battle Cry Speeches from Boudicca Winston Churchill		The Firework makers Daughter – Pullman 		
Writing Outcomes	<p>An adventurous survival story based on the text – share whole text with pupils but use individual images to underpin the writing of the story. Role play will be at the heart of this unit.</p> <p>Pupils will work in groups to watch adventure film trailers and generate ideas about what the key elements of an adventure are.</p> <p>Opening paragraph - setting description of the town capturing the busy atmosphere</p> <p>Paragraph 2 – Emotions - description of Tranio’s response to the eruption – character development and reaction.</p> <p>Paragraph 3 - Action – Tranio finds Livia and they run through the streets desperately</p> <p>Paragraph 4 - Dialogue – one of the characters is hurt/falls/wants to give up so the other has to encourage them to continue.</p> <p>Final paragraph – the climax when they reach the port, but do they survive or not?</p>				<p>Smile – Hollie McNish – what do we notice about this poetic animation</p> <p>Exploring Calligrams - eg</p> <p>Holiday memories/Umbrella</p> <p>Show them different concrete poems – structure, shape, colour, how you read them,</p> <p>A concrete poem based on a volcano</p> <p>– gathering what they know about volcanoes with understanding of concrete poetry</p>		<p>A persuasive speech in role as a tribe leader to rally the troops.</p> <p>What are the roles of the different paragraphs in winning over the warriors?</p> <p>Explore the different elements of persuasion – to cajole, to reward, to gain empathy, to bribe, to blackmail.</p> <p>Watch the clip of Boudicca – what strategies does she employ to persuade the men to follow her.</p> <p>Give pupils the opportunity to</p>		<p>Adapted Lancashire planning:</p> <p>An innovated fantasy narrative based on The Fire Work maker’s daughter.</p> <p>Reading objective – prediction from front cover that will feed into a setting description. Focus on characterization and description directly from the text.</p> <p>Pupils discuss the structure and use a boxed-up planning sheet to help them develop their own version of the story.</p> <p>To recap the role of paragraphs within this narrative writing.</p> <p>Recap on the use of different adverbial phrases to give the story cohesion – time, place and manner.</p> <p>Pupils draft their own stories and then develop these through editing towards a published piece. To explicitly teach children how to edit their writing to make it more adventurous.</p>		
Text Knowledge & GPS	<p><i>Use paragraphs to organise the recount to establish change of setting/characters, or passage of time.</i></p> <p><i>To capture the atmosphere of the city of Pompeii before and after the eruption of Vesuvius.</i></p> <p><i>To consolidate the use of adverbial phrases to support the cohesion of a narrative.</i></p> <p><i>To use a variety of verbs and adverbs to bring pace and tension into the narrative.</i></p> <p><i>To punctuate dialogue with growing confidence that is beginning to convey character and move the action on.</i></p>				<p>Explore the role of structure within this form of poetry with a growing understanding.</p> <p>Explore figurative language eg onomatopoeia in the volcano poem</p>		<p>Include features of persuasive writing already taught eg rhetorical question, repetition, exaggerated language</p> <p>To use expanded noun phrases, superlatives and figures of speech to create these vermin. To focus on the paragraphing of the speech – Pronouns we/us/them</p> <p>Repetition / rhetorical questions for impact.</p> <p>Use comparative/superlatives to win over the crowd.</p>		<p>To plan, draft, edit and create an innovated story based on the structure of the original.</p> <p><i>To show they can use paragraphs to help the reader follow the flow of the narrative.</i></p> <p><i>To use adverbial phrases of time, place and manner to give the writing cohesion.</i></p> <p><i>To use expanded noun phrases to describe the setting and character.</i></p>		

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Summer Core Texts	Fairy tales							Animals in their habitats				
	<p style="text-align: center; color: blue;">Lost Happy Endings – Duffy</p> 					<p style="text-align: center; color: red;"><u>School poetry unit (stand-alone)</u> A kid in my class – Rooney</p>  <p style="text-align: center; color: red;">Variety of other poems eg. A million billion miles from home – McGough Please Mrs Butler – Ahlberg</p>		<p style="text-align: center; color: blue;">The Dancing Bear – Murpurgo</p>  <p style="text-align: center; color: red;">OR</p> <p style="text-align: center; color: blue;">The one and only Ivan – Applegate / Film: The one and only Ivan / Dumbo</p> 				
Writing Outcomes	To create a narrative setting that captures the atmosphere of magic! To introduce Jub and her world to the reader .	Figurative language poem based on the Happy endings flying into the night sky	Dialogue between Jub and the witch and the mugging scene focusing on characterisation through role play and writing	Character description of the witch that disturbs the reader A new narrative ending for one of the fairy stories once the ending has been lost. Look at the original happy endings and then twist them. Create one with the pupils and then use that as a structure for writing with them.		Performance of Please Mrs Butler List poem Couplet poem Instruction poem Poems based on the Rooney Book with different structures	Narrative – emotive scene between the main character and the animal / between the animals at a pivotal point in the story eg. Dumbo being split from his mother. Include dialogue that conveys the characters and moves the action on.		Persuasive argument / discursive text about animals in captivity			
	Text Knowledge & GPS	To use expanded noun phrases and superlatives . To use prepositional phrases to help the reader imagine Jub's movement through the forest	Use figurative language, comparatives & superlatives Use expanded noun phrases & verb phrases to describe the happy endings (like fireworks)	To write dialogue that is beginning to convey the character and move the action on . Growing accuracy with use of inverted commas, reporting clause and appropriate use of synonyms for said.	Use the appropriate features of a diary eg. 1st person, past tenses (past progressive)	Focus on helping pupils develop their clause work using the plot that the class has developed as a starting point.	Widen pupils understanding of different features of poetry eg. stanzas, lines, couplet, rhyme, rhythm Use a variety of different poetic structures to underpin the writing of poetry. Use a varied and rich vocabulary with growing precision to create the different types of poetry.	Within this unit of work give pupils the opportunity to use their Year 4 narrative writing skills: To write sentences coherently with accurate demarcation . Use co-ordinating and subordinating conjunctions . Use a range cohesive devices eg. paragraphs, past tense, fronted adverbials, pronouns, determiners .		Within this unit of work give pupils the opportunity to use their Year 4 writing non-fiction persuasive skills: To write sentences coherently with accurate demarcation . Use co-ordinating (eg. causal) and subordinating conjunctions to give explanations in detail. Use a range cohesive devices eg. paragraphs, present tense, fronted adverbials, pronouns, determiners, articles.		

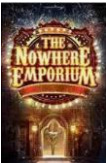
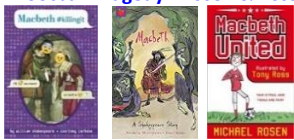

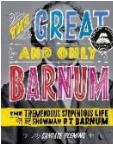
English Long-term Plan Year 5

	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 Core texts	Link to Scandinavia							Victorians																																		
	<p style="text-align: center;">The Lion, the Witch and the Wardrobe – Lewis</p>  <p style="text-align: center;">Film version of <i>The Lion, the witch and the wardrobe</i></p>							<p style="text-align: center;">Snow Poetry PowerPoint of images of snow Snow and Snow – Hughes</p> <p style="text-align: center;">Street Child – Doherty</p> 							<p style="text-align: center;">Stone Girl Bone Girl – Anholt/ Mary Anning – Little People Big Dreams – Sanche Vegara</p>  <p style="text-align: center;">Information about Dr Barnardo:</p>  <p style="text-align: center;"> https://youtu.be/2e4m6gwVbWs?si=WZrfHc89WZtavFYx https://victorianchildren.org/famous-victorians/dr-barnardo-1845-1905 </p>							<p style="text-align: center;">Variety of Christmas decorations</p> <p style="text-align: center;">Christmas Ikea advert where the ornaments come to life</p>																				
Writing Outcomes	<p>Narrative of Lucy meeting a fantastical creature after she steps through the wardrobe which captures the atmospheric setting description, characterization of Lucy and the strange creature and their interaction and dialogue Unpick the opening chapters of the novel so that the children are secure about the order of events, atmosphere and characterization. Short activities: A vivid setting description that captures the atmosphere of stepping through the wardrobe into Narnia. A character description of Mr Tumnus that captures his complex character. This will then be adapted to become a new scene between Lucy and another mythical character.</p>							<p>Non-chronological page about a gnome, dryad or centaur Research the mythical creature and make notes. Using the structure of the modelled text about Mr Tumnus as a starting point, pupils will create their own non-chronological report that will give the reader interesting and engaging information about their chosen creature using technical and descriptive language. This could be extended into a warning information text if their creature may be complex or give advice about how to handle it. More able writers could start to play with formality if appropriate.</p>							<p>Children listen to the poem being read aloud and discuss how the stanzas work eg masculine/ feminine imagery Children read aloud changing voice. Discuss use of personification. Pupils emulate the poem.</p>							<p>Historic narrative creating a new chapter for the book where Jim escapes from the workhouse. Read to the Carpet beating chapter and create a time line of the events so that the children could orally retell the sequence of events in an exciting way. <i>Use ChatGPT to help generate supplementary actions (and images) that could be included to make the narrative more dangerous and exciting for the reader to read.</i> Possible short writing tasks that feed into the children's narrative. Dialogue scene with the school master in the barracks. Write in role as a character from the text – eg his mother. More able pupils will be encouraged to write in an appropriate dialect to match the character. Character development & action escape scene Incorporate strategies for building suspense. Pupils story map what could happen in the next part of the story and use this plot plan to collect cohesive devices (eg adverbials of time/place/manner) or character's actions / emotions. Use this to draft out narrative and then return to this to read aloud, proof-read and edit to make more suspenseful or action filled.</p>							<p>Biography of Dr Barnardo in the style of the last two pages from Little People Big Dreams Look at features of a biography. Use timelines to help organise information and add key language to help structure and plan their independent write.</p>							<p>Persuasive speech - thanks/ complaint in role as a Christmas decoration telling you how it feels after its year in the bag, what happened last Christmas and what it wants from this Christmas. Children perform in role.</p>						
	Text knowledge & GPS	<p><i>Opportunity to consolidate all the end of lower KS 2 standards. Use a range cohesive devices eg. paragraphs, fronted adverbials, subordinating & co-ordinating conjunctions, pronouns, determiners, correct tense. Sentences will be accurately punctuated with a growing confidence with the use of the comma for demarcation of parts of the sentence – fronted adverbials Simple dialogue will be accurately punctuated. Revisit word classes</i></p>							<p><i>To use different cohesive devices to help the reader follow their narrative writing.</i> <i>To use nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</i> <i>Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases to bring the setting and action to life.</i> <i>To begin to use relative clauses to embed extra information about the characters</i> <i>Eg. The frightened boy, who was running for his life, skidded behind the workhouse gate.</i></p>							<p><i>To use a variety of adverbial phrases for time, place and manner appropriate for the text type.</i> <i>To use parenthesis of brackets to add extra information.</i> <i>Identify and write appositives (embedded and at the end of the main clause) as parenthesis</i></p>							<p><i>To use all the skills taught over the half term to write using the voice of their ornament. Could be used as an assessed piece.</i></p>																			
<p><i>To describe the atmosphere within the setting to paint a vivid picture for the reader.</i> <i>Link ideas across paragraphs using a range of adverbial phrases – time, place and manner.</i> <i>To develop character through description, action and reaction. Use expanded noun phrases to describe the two contrasting characters.</i> <i>To revisit the elements of writing dialogue.</i></p>							<p><i>To understand and use the features of a non-chronological report that will make the writing cohesive for the reader to follow eg. structure, present tense, technical language, Identify and write an introductory paragraph and concluding paragraph to organise information. Doesn't need relative pronoun who, which, that, whose, whom Identify and begin to use colons to organise information in the text</i></p>							<p><i>To use appropriate personification and figures of speech to capture the different tones of each stanza.</i></p>																												



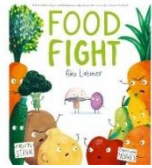
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Spring Core Texts	Rainforest link						Anglo Saxon link				
	<p>The Great Kapok Tree – Cherry</p>  <p>(use the map from the front of the book) Information about different animals to feed into their page</p> 	<p>The Vanishing Rainforest – Platt The Rainforest Book -Milner</p> 	<p>Opening scenes from The Explorer – Rundell</p>  <p>Clips of the children surviving in the Rainforest Survival handbook – Jungle – Green</p>  <p>Bear Grylls Survival programme</p>	<p>Courage is a poem – anthology Eg You're never too Mucha</p>  <p>If I had wings – Corbett</p>	<p>A Monster Slayer – Patten</p>  <p>Beowulf – Murpurgo & Foreman (to compare with the text above)</p> 						
Writing Outcomes	<p>Innovate their own version of the story by changing the characters etc. Rewrite the narrative for a new page in the picture book that focusing on atmosphere, characterisation and dialogue. (persuasive characters) This will include a setting description that evokes the scene for the reader including prepositional phrases. Use role play to explore the impact of what the animals say to the tree cutter to make him change his mind drawing on persuasive techniques to change his opinion. Story board their own version and use to plan.</p>	<p>Discursive text about whether the Rainforest should be saved or not. Pupils will have the opportunity to take part in a discussion about the issue and be given different sentence stems and persuasive structures to help them present their arguments. These will then be embedded within the learning journey through focused grammar and punctuation sessions. This will teach the pupils how the writer can present and control both sides of the argument and how to use evidence to support opinion.</p>	<p>A survival page for Fred to stay alive in the Amazon Jungle. Pupils will discuss what information the children would need to enable them to survive in the jungle. They will gather this from different sources and work in pairs to think about how this could be shared on the page with a child reader eg. use of headings, subheadings, short, focused facts that can be quickly read in order to be followed.</p>	<p>Read poems from the anthology. Use them as models eg. <i>You're never too....</i> <i>If I had wings ...</i></p>	<p>An overcoming the monster story: Read different traditional stories eg Gelert to understand how the oral story tradition has developed . Setting description to capture the atmosphere of Grendal's swamp A vivid description of Grendal Dialogue between Grendal & Beowulf that captures character and moves the action on. Interaction between the two characters (a fight scene) A kenning poem about Beowulf's sword eg. a throat slitter, life taker</p>						
Text knowledge & GPS	<p><i>Adverbial phrases appropriate to the text</i> <i>Focus on development of verb and adverb use to capture the different characters.</i> <i>To revisit their understanding of the four different sentence types and the impact.</i> <i>To use parenthesis of commas within a narrative</i></p>	<p><i>To use the appropriate structure of a discursive text to give both sides of the argument eg. paragraphs that focus on one key point, present tense, conjunctions that show a contrast - because, although, whereas, in contrast, as a result, causal conjunctions</i></p> <p><i>To use modal verbs or adverbials of possibility to persuade the reader to agree with their opinion.</i></p>	<p><i>To use an appropriate structure for a survival guide to impart the knowledge eg. Headings and subheadings, bullet points, present tense verbs, technical language (specific nouns, verbs and adjectives for the context) modal verbs to give advice.</i> <i>To use parenthesis of dashes to add extra information</i></p>	<p><i>To use figurative language to explore more complex ideas through poetry.</i></p>	<p><i>Link ideas across paragraphs using a range of adverbial phrases – time, place and manner.</i> <i>To describe the atmosphere within the setting to paint a vivid picture for the reader.</i> <i>To develop character through description, action and reaction.</i> <i>To integrate dialogue into the narrative that captures the character and advances the action.</i> <i>To identify and write relative clauses (embedded and at the end of the main clause) as parenthesis using a relative pronoun</i></p>						

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12		
Summer Core Texts	<p>The Highwayman – Noyes</p>  <p>Extract Renegade Nell Adam Ant - Inside the villains – Perrin</p> 				<p>Inside Out</p>  <p>Inside Out the essential guide – DK</p> <p>Different types of letters eg. Love letter/letter of complaint The Jolly Postman – Ahberg Dragon Post – Yarlett The Day the crayons quit – Daywalt</p>		<p>The Viking Boy – Bradman</p> 			<p>Trip to Yorvic & Dig Information books/booklets about Vikings that they might find there Horrible Histories – Deary</p> 				
	Writing Outcomes	<p>Language analysis to ensure pupils have a good understanding of the archaic language. Diary writing: Analysis of characters eg tone of voice and language used. Some children wrote in role as Tim whilst others wrote as Bess. To show pupils how different forms of parenthesis will be appropriate for different parts of the diary due to their different functions.</p>	<p>A monologue in role as The Highwayman Inside The Highwayman Read the giant and witch's speech and analyse characterisation – his speech capturing his character</p>	<p>A fact file/explanation for the Highwayman showing his strengths and weaknesses based on the page from Inside the villains</p>	<p>Letter of advice from one of the emotions to Riley eg supportive, accusing, advisory Read a variety of different types of letter in order to understand different audiences and purposes. To explore tone and register appropriacy and teach level of formality. Unpick the features of an informal letter. Use research about a specific emotion that Riley felt and then capture this in role for their own letter.</p>	<p>To unpick the first chapter to ensure that pupils understand about the Viking culture and beliefs. A narrative description of the boy leaving the village that includes a build up of tension when he is captured as a slave To include dialogue that conveys the character and moves the action on.</p>	<p>A kenning about the different characters within the story Blackout poetry that captures the terror of the Valkyrees.</p>	<p>An emotive recount of the Viking visit for the deputy who was desperate to go but couldn't. This would include their personal responses to the trip and their detailed</p>						
Text knowledge & GPS	<p>Use appropriate features of a diary with growing accuracy to ensure cohesion eg paragraphed with an awareness of chronology and cause and effect, use of a variety of adverbials of time, manner and place that give the writing flow, emotive language and response. To use different forms of parenthesis eg. brackets.</p>	<p>Begin to use commas to clarify meaning or avoid ambiguity Control different length sentences. Use a variety of punctuation appropriately as in the model eg use of parenthesis.</p>	<p>Use appropriate layout of a letter - understand role of the different paragraphs – introduction, heart of the letter, closing paragraph that concludes Cohesion within the paragraphs Identify and write appositives (embedded and at the end of the main clause) as parenthesis Doesn't need relative pronoun who, which, that, whose, whom Use of modal verb to explore possibility</p>	<p>To develop aspects of narrative writing eg. Setting description – expanded noun phrases for desc, verbs and adverbs to capture atmosphere and character action and reaction. To use different length sentences and multi-clause sentences with a growing accuracy. To move the reporting clause within dialogue and extend it where appropriate in order to capture character and move the action on. To punctuate this with growing accuracy.</p>	<p>To show care in language choice to create a kenning or to find appropriate language in the blackout poetry. To use a variety of expanded noun phrases, adjectives, and adverbs to create vivid pictures within the poetry.</p>	<p>To write descriptively about the trip using expanded noun phrases, superlatives etc to ensure that the reader is aware of the different aspects of the trip and the writer's attitude towards the day. Use adverbial phrases within paragraphs to ensure sentence to sentence cohesion so the reader can follow the information with ease. To use different length sentences to have specific impact on the reader.</p>								

English Long-term Plan Year 6

	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 Core texts	Novel as a Theme Nowhere Emporium- Mackenzie 							Identity Poetry Mask & Reverse Selfie – two short films Mask –Rooney (to read and discuss with the pupils) Russian Doll – Rooney Ugly Pretty – Shoaib The British – Zephaniah		Macbeth – Shakespeare (original text for key scenes) Macbeth (A Shakespeare Story) – Matthews/ Macbeth #Killingit – Carbone Macbeth United: A Football Tragedy - Rosen & Ross 			Watch a clip of Jamie Oliver, Nigella Lawson to hear their voice How to cook children – Howard & Stimson  Read the Yorkshire witch and the French witch out loud to the children. Look at how they introduce themselves and then how their recipes reflect themselves. Eg a sadistic witch, granny witch			
	Brief recap about features of a diary	Brief recap of features of a discursive text					The Great and Only Barnum: The Tremendous, Stupendous Life of Showman P. T. Barnum – Fleming & Fenwick 	Other poetry that could be shared to explore the theme (see PowerPoint) Body Talk – Zephaniah								
Writing Outcomes	Diary of Daniel from chapter 1 to chapter 5	A discussion about whether Lucien Silver was good or evil	Narrative innovation of part of the story: Setting description of their shop & character development Meeting between shop owner and protagonist including dialogue to convey character and move the action on				An information hybrid - a magazine page	A short biography of Barnum Focus on purpose and audience and the cohesive elements that allow the reader to follow the flow of information.	Poetry in the style of those studied (see PowerPoint) <ul style="list-style-type: none"> • Watch film clips of Mask/ Reverse Selfie – discuss their themes. Share the poem The mask – Rooney • Russian Doll –connect this poem with the ideas generated yesterday. Discuss & deconstruct. GPS focus on colons and hyphens. Produce a personal poem using the same form • Share Ugly Pretty • Share The British – collect evidence about it being an instruction poem and discuss why Zephaniah has chosen this form. Create a class poem about the class 		Atmospheric setting description of the heath introducing the three witches to Macbeth and Banquo.	Dialogue between Macbeth and Lady Macbeth that captures character and moves the action on. Read the scene from the play and watch the animation. Create role on the wall for the two characters to ensure that they have captured their personalities. Pupils improvise the scene. Teacher models it focusing on accurate punctuation and language choice.	Narrative retelling of the ghost of Banquo scene with dialogue. Focus on capturing atmosphere	Instruction in role as a witch writing a recipe for cooking a child!		
	Text knowledge & GPS	Opportunity to consolidate the end of lower KS 2 standards. To write sentences coherently with accurate demarcation Use co-ordinating and subordinating conjunctions. Use a range cohesive devices eg. paragraphs, fronted adverbials, subordinating & co-ordinating conjunctions, pronouns, determiners , correct tense. If appropriate revisit parenthesis with commas.					Use the appropriate layout of an information text Use past tense verbs to ensure reader follows the information. Use causal conjunctions as cohesive devices.	To revisit the structure of a biography eg opening paragraph that encapsulates their life, chronological order, key dates and events, concluding paragraph	Identify and use colons and hyphens to replicate the poem Russian Doll. Use features of instruction writing in the style of The British – appropriate verbs to capture how the class is 'created'.						Structure of instruction text Informal/formal language to match the character Colloquialism – to capture the nationality Identify and use colons to introduce a list Identify and use semi-colons to mark the boundary between independent clauses if appropriate for the pupils Specific noun, verb and adverb	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
Spring Core Texts	Link to WW II									Science – the heart			
	<p>Letters from a Lighthouse – Carroll</p> <p>Winston Churchill: Illustrated Biography for Children: Inspiring Tales of a True Hero, Twice Prime Minister – Damon Churchill – His finest Hours – MacDonald Little People Big Dreams – eg Dahl – Vegara</p> 					<p>My Secret War Diary of Flossie Albright – Williams / Anne Frank's Diary – the graphic adaptation</p> 		<p>Historical Text</p> <p>Rose Blanche – McEwan & Innocenti</p> 		<p>Information texts about the heart and circulation system</p> <p>My Amazing Body Machine – Dr Robert Winston /Ultimate Bodypedia: An Amazing Inside-out Tour of the Human Body</p>  <p>Example of GD writing from Moderation Writing Test Autumn 2024 Child C</p>			<p>Poetry about emotions linked to the heart!</p> <p>My heart is a poem</p>  <p>Touched by joy – Bloom</p>
Writing outcomes	<p>Biography of Hitler Analyse and annotate the back page of a number of Little People Big dreams to collect ideas about the language = create and populate a time-line with some of these phrases and words. Read simple biographies of Church to generate ideas about a heroic biography – achievements celebrated. Read a biography about someone that isn't as lauded to discuss how different people viewed them. Both can be drawn upon when studying Hitler who achieved much but to the detriment of the world. Collect research – time-line it and plan using post-it notes. Focus teaching on cohesion within and across paragraphs.</p>					<p>An imagined diary in role as Olive or Cliff about their evacuation from London to Devon. Read a couple of different diaries to remind children of their purpose, organisation and emotion. Collect any phrases or language that help the diary be cohesive and add to display. Use the text Letters from a lighthouse and timeline the key events leading up to the evacuation. Roleplay the different characters responses to being sent away. Add to a role on the wall so children really understand the characters. Share two versions of a model and ask which one is the most impactful and captures the child. Plan, draft and read aloud. Edit to make it more emotional etc.</p>		<p>Narrative to capture atmosphere and build tension. A description of the boy being thrown into the van and Rose following behind to the concentration camp</p>	<p>Dialogue between Rose and the children to capture character and emotion in their first scene</p>	<p>Narrative retelling of the story from the barbed wire's perspective</p>	<p>Explanation in role as blood cell describing the process of their job. Children decide on the formality of the character of the cell explaining the process. Informal voice would allow parenthesis use for asides whereas more formal voice would facilitate more technical language or scientific reference and show control needed for GD writers.</p>		<p>Read, discuss and perform poems eg Your epic self Touched by Joy and discuss personification. Produce a personification poem in the style of the children's example Personification poetry about an emotion</p>
Text knowledge & GPS	<p>To review the structure of a biography from the autumn term To avoid repetition by using pronouns or synonyms eg. Hitler..... he... the dictator.</p> <p>To connect ideas and clauses with appropriate conjunctions that help the reader understand the cause and effect of events eg . As a result of losing the war, Hitler became a strong patriot as Germany had suffered greatly. Consequently, he knew the power that war could give him in the future.</p>					<p>Use the appropriate voice for the character speaking – eg. discuss how Olive or Cliff would speak and then how this would be written down– informal with contractions. GD pupils might make it sound more like it was being written in 1939!</p> <p>Explore the use of conditional sentences using the subordinating conjunction if in order to persuade eg. If I'd kept an eye on Suki, we might not have lost her.</p>		<p>To ensure tense consistency so that the storytelling is clear and logical Eg. She crept forward and held her breath. (in the past) To use adverbials (to indicate time, place, manner, or cause) To avoid repetition by using pronouns or synonyms eg. Rose she... the curious child To use prepositional phrases to give precise detail about the noun/verb Eg She hid <u>behind the gnarled tree</u>. Conjunctions used to create subordination Use of the passive voice (including the agentless passive) Eg The children had been imprisoned. More able writers: Use of commas to clarify meaning or avoid ambiguity</p>	<p>To accurately punctuate dialogue. To create dialogue that conveys character on and to develop the reporting clause so they advance the plot. To use ellipsis to create suspense or indicate an unfinished thought. Eg. "What do you mean... I don't understand.... "</p>	<p>To repeat key words or phrases to reinforce the themes or ideas eg The wind wailed. The wind howled. The wind screamed through the trees</p>	<p>To connect ideas and clauses with appropriate conjunctions, including causal conjunctions eg as a result, leading to, consequently, so, because, as a result, due to, as a consequence To use relative clauses to add extra detail about the noun within the sentence. Identify and use brackets as parenthesis in order to add extra information into the blood cells report.</p>		<p>To identify and use of different figures of speech in poetry eg. simile, metaphor, personification and onomatopoeia</p>

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Summer Core Texts	The Outsider!!!													
	<p>Alma</p> 		<p>Little Freak</p> 		<p>Food Fight – Latimer</p> 			<p>Snow & Snow – Hughes</p> <p>Fight of the year – McGough</p>						
Writing outcome	<p>Narrative version of the Alma – setting that captures atmosphere, build-up of tension Or 1st person narrative through the eyes of Alma, one of the other dolls or even the shop keeper!</p>		<p>An emotive lost poster about the disappearance of Alma – Show pupils the more informal poster that her family might create and show them the more formal announcement from the local police and that she is one of a number of missing children.</p>		<p>Narrative - Dialogue between the father and the son that captures character and moves the action on</p>		<p>Narrative description of an imagined scene from the book where the fruit are battling the vegetables using one of the pages as a stimulus. Focus to create the idea of the setting of the kitchen, the tense atmosphere between both sides and the subsequent action and reaction of all involved!</p>		<p>Narrative of the journey of the mushroom and the grape to visit the Big Cheese to try and resolve the conflict in the kitchen. The story will capture the friendship between them; their dialogue trying to overcome their fears and encourage each other and their journey through the fridge. More able pupils can focus on the register of the characters and develop the Big Cheese into a very specific 'guru' eg wise and all-knowing/ chilled and dude like!</p>		<p>Write in role as the Big Cheese advising them how to resolve the situation Role play of character. Capturing appropriate register of a character and ensuring that the writing maintains this throughout. Cohesive structure of a persuasive speech with appropriate language used. To review and edit the writing with an awareness of the character, audience and intention.</p>		<p>Personification poetry – To create their own personification poem linked to food. To perform their poetry Explore the structure of a poem and use an appropriate structure for their own versions. Use performance skills to bring the poem to life and engage the audience. To review and edit the writing after receiving feedback from the audience. Performs own writing confidently to a group, using intonation and pace. Engages in discussions about writing, referencing effect on audience. Uses appropriate register in group discussion.</p>	
	Text knowledge & GPS	<p>The opportunity to consolidate the end of KS 2 standards for writing. This includes writing for a purpose and audience with keen awareness of the different cohesive devices such as exploring the role of paragraphing, sentence level accuracy and word choice. Pupils must have lots of opportunity to proof-read their writing with precision and edit their work with a growing awareness of the reader. Ensure pupils have the opportunity to use greater depth features if appropriate. This would mean writing with an understanding of different registers and levels of formality appropriate to the text type, purpose and audience.</p>												
<p>Use paragraphs to achieve pace and tension in the writing. To capture atmospheric setting/character description (expanded noun phrases/prepositional phrases for description, verbs and adverbs to capture character movement and reaction) To identify and use conjunctive adverbs to open sentences. To use characterisation throughout the narrative (eg. expanded noun phrases, adverbial phrases) that is cohesive and appropriate. To identify and write relative clauses (embedded and at the end of the main clause) as parenthesis using a relative pronoun Eg Alma, who skipped along the snowy cobbled street, smiled happily.</p>		<p>Write effectively for specific purpose and audience. Chooses vocabulary for effect to describe a character. To include persuasive elements within the poster. GD Manage shifts in formality and tone</p>		<p>To accurately punctuate dialogue. To create dialogue that conveys the character the on and to develop the reporting clause so they advance the plot. To use ellipsis to create suspense or indicate an unfinished thought. Eg. "What do you mean... I don't understand..."</p>		<p>To capture the tense atmosphere of the kitchen. To use appropriate expanded noun phrases to describe this. To use prepositional phrases to give precise detail about the character's actions</p>		<p>To focus on the cohesion across the narrative – through paragraphing, fronted adverbials, colons/semi-colons. To use characterisation throughout the narrative (eg. expanded noun phrases, adverbial phrases) that is cohesive and appropriate for the character. To ensure that the dialogue is accurate and reinforces this. Identify and use semi-colons to mark the boundary between independent clauses</p>		<p>Role play of character. Capturing appropriate register of a character and ensuring that the writing maintains this throughout. Cohesive structure of a persuasive speech with appropriate language used. To review and edit the writing with an awareness of the character, audience and intention.</p>		<p>To identify and use of different figures of speech in poetry eg. simile, metaphor, personification and onomatopoeia</p>		