

Year A						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Anglo-Saxons	Vikings	Evolution & Inheritance	Bella Italia	Intergalactic	Early Islamic Civilisation
Quality Text (F, N, P)	Beowulf (Descriptive writing, Newspaper Reports, Poetry- Kennings)	The Saga of Bjorn - Narrative Arthur and the Golden Rope (Non-chron reports - Gods) Christmas - performance poetry)	Moth - Topic intro Darwin's Dragons - class text <b>Biography -Mary Anning Diaries - Darwin</b> <b>Moderation tasks</b> <b>Authors' Week - The Fan Brothers</b>	Romeo and Juliet (Playscripts, Persuasive- Food Review) Explanation - Forces	Cosmic (Formal/Informal letters, character description, narratives)	1001 Arabian Nights - Queen Scheherazade  Play - Aladdin
Writing inc Grammar	-using relative clauses -parenthesis -passive voice -colons and semicolons (list) - fronted adverbials - Speech (reported and direct) - Prepositions - Subjunctive form	- commas to clarify meaning -formal language -semi-colons (clauses) -hyphens - paragraphs/subheadings -Speech marks	-passive review -bullet points -Modal verbs - linking paragraphs & cohesive devices - determiners/article	-formal letters -ellipses -colons, brackets -subjunctive form -modals - pronouns - determiners/article	-SPAG review	
Editing	<ul style="list-style-type: none"> <li>- Assessing effectiveness of own and others writing - does it make sense?</li> <li>- Proofreading for SPAG</li> <li>- Consistent use of tense</li> <li>- Subject and verb agreement</li> <li>- Appropriate register</li> <li>- Distinguishing between the language of speech and writing</li> <li>- Performing their own compositions</li> </ul>					

Reading	<p>I have learnt a few poems by heart.</p> <p>I know the difference between fact and opinion.</p> <p>I recommend books I have read to my friends.</p>		I understand books are set out in different ways for different purposes.	<p>I can find and make notes on information from non-fiction.</p> <p>I am able to read aloud and perform poems and plays.</p>		
Objectives taught through guided reading	<ul style="list-style-type: none"> <li>- I am able to make simple summaries of a given number of paragraphs I have read.</li> <li>- I check my understanding of a text through discussion and exploring the meaning of words.</li> <li>- I am beginning to participate in discussions about books I have read by listening to others' ideas.</li> <li>- I am able to explain my views.</li> <li>- I can predict what may happen in a story by thinking about what has happened up to now.</li> <li>- I know author's use words or phrases which will have an impact on a reader.</li> <li>- I can ask questions about what I have read.</li> </ul>					
Assessment opportunity	Newspaper Report Descriptive writing WAG	Narrative Non-chron	Moderation task Diary	Explanation Persuasive	Narrative	Recount?

Year B						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	World War II	World War II	Rainforests	Rainforests	Ancient Greeks	Play-based
Quality Text (F, N, P)	<p>Goodnight Mr Tom</p> <p>Character description</p> <p>Recount</p> <p>Diary entry</p> <p>Informal letter</p>	<p>War poetry</p> <p>Rose Blanche - narrative</p> <p>/additional chapter</p> <p>Descriptive writing - bomb shelter</p>	<p>Journey to the River Sea - Diary entries, non-chron reports, persuasive letter (Palm Oil)</p>	<p>Discussion - Zoos</p> <p>Suspense - Harris Burdick</p> <p>Moderation task</p>	<p>Arachne - Playscripts</p> <p>Poetry</p> <p>SATS</p>	<p>Persuasive letters</p> <p>Recount of camp</p>

		Dicken's Christmas Carol		Newspaper reports (The Great Kapok Tree)		
Writing inc Grammar						
Editing	<ul style="list-style-type: none"> <li>- Assessing effectiveness of own and others writing - does it make sense?</li> <li>- Proofreading for SPAG</li> <li>- Consistent use of tense</li> <li>- Subject and verb agreement</li> <li>- Appropriate register</li> <li>- Distinguishing between the language of speech and writing</li> <li>- Performing their own compositions</li> </ul>					
Reading	I check my understanding of books I have read through discussion and exploring the meaning of words	I am able to identify and discuss themes across a range of writing.		I can debate topics I have read about.	I am able to read aloud and perform poems and plays, and use appropriate intonation, tone and volume to help the audience with their own understanding.	
Objectives taught through guided reading	<ul style="list-style-type: none"> <li>- I can show how words, phrases and structure all contribute to make different meanings in texts I read.</li> <li>- I can see that characters do things they do because of their feelings.</li> <li>- I can make simple comparisons across books I have read.</li> <li>- I am becoming familiar with a range of books.</li> <li>- I read and discuss a range of fiction, poetry, plays, non-fiction and reference books.</li> <li>- I am able to identify key details and ideas in texts by summarising a given number of paragraphs I have read.</li> <li>-</li> </ul>					
Assessment opportunity	Diary entry Recount	Narrative Character description	Diary entry Persuasive letter	Newspaper report Moderation task	Playscripts	