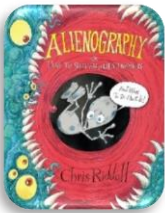
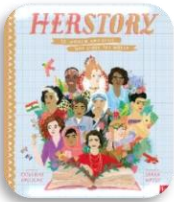
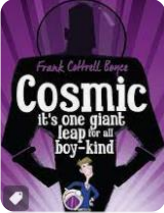
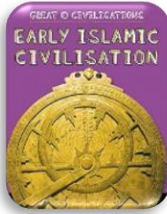
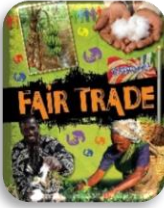


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Autumn 1 (7wks)	Autumn 2 (7 wks)	Spring 1 (5.5 wks)	Spring 2 (6 wks)	Summer 1 (6wks)	Summer 2 (6.5wks)
Writing outcome 1: (2 weeks) Outcome: Non-chronological report (aliens) Text:  Stimuli: Texts and videos with aliens (Paul/ET/Flubber) Subject link: Science: Earth and Space Experience/visit/trip: Jodrell Bank NASA etc Articles around sightings of aliens	Writing outcomes 1: Outcome: Biography (Katherine Johnson) Text:  Stimuli: Film: Hidden Figures Subject link: Science: Earth and Space Experience/visit/trip: Virtual tours NASA etc Jodrell Bank	Writing outcomes: (3 weeks) Outcome: Diary/Recount Text:  Stimuli: Video Experience/visit/trip: Role play/drama	Writing outcomes 1: Outcome: Non-chronological report Text: TBC Stimuli: History topic, photographs and accounts Subject link: History: The Tudors Experience/trips/visits: Tudor workshop	Writing outcomes 1: Outcome: Adventure Story (Dilemma) Text:  Stimuli: Pictures of jungles, other fictional adventure stories Experience/visit/trip: Role play/drama	Writing outcomes 1: Outcome: Speech (ethos member application) Text: N/A Stimuli: Ethos Subject link: RE: Christianity PSHE: Community Link Experience/visit/trip: Ethos group interview
Focus teaching: Oracy – Orally rehearse the content of the report in pairs and then as a class R: To write a report about an imaginary alien. A: Other pupils (class book of aliens) F: Organisational structures. features for cohesion, fronted adverbials (time, manner and frequency) including comma, subordinating conjunction,	Focus teaching: Oracy – Questions agreed in pairs then hot seating of Katherine and people who knew her R: To write about the life and achievements of Katherine Johnson. A: Biography class collection for Year 6 pupils F: Introduction which answers who, what, when, where and why.	Focus teaching: Oracy – In pairs or small groups pupils to have a conversation with the diarist e.g. a telephone call or face-to-face meeting R: To write a diary entry from the point of view of a young person who discovers he has extraordinary powers. A: The writer of the diary F:	Focus teaching: Oracy – Drama activity portraying aspects of life in Tudor times. This can be done in small groups and acted out for the class. Or pupils interview key people from Tudor times R: to inform audience about what life was like in Tudor times. A: Children in parallel class F: Organisational features, well organised statements of	Focus teaching: Oracy – Drama activity about frightening situations or group task creating phrases and words to describe fear. R: To write a story about children who face a frightening situation. A: other children in the class F: describe setting, characters and atmosphere, figurative language, adverbials, short sentences	Focus teaching: Oracy – In pairs draw up arguments then rehearse a conversation in which the applicant tries to convince the RE lead. R: To write a letter persuading the RE leaders to allow him/ her to become a member of the Ethos team. A: Head teacher, RE lead and vicar F: Modal verbs, adverbs of possibility and degree,

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technical language, expanded noun phrases T: formal, informative, factual, engaging End of Year 4 points. GD – Accurate use of Y4 punctuation Good understanding of features of a non-chronological report applied consistently	Time adverbials (fronted optional) and punctuation, paragraphing, factual writing, note taking/summarising, subordination, cohesion (spelling homophones), apostrophes for possession. (spelling – homophones) Use nouns or pronouns to avoid repetition, quotations T: formal, factual, chronological, third person, past tense GDS: engaging tone to the report Conscious control of grammar e.g accurate use of subordinate clause Freedom of structure Clear understanding of wider impact and key achievements	Emotive language, thoughts and feelings, sentence structure/ conjunctions T: informal, personal, emotive, reflective, descriptive, 1st person, present tense for emotions. **reflective/emotive diary from a scene from the video GDS: Understanding of the features of a diary consistently upheld. Good use of figurative language Reflective/ thoughtful tone and style with the character of the diarist evident. Not a simple recount	fact, causal conjunctions, technical vocabulary, adverbials apostrophes for possession, relative clauses, parenthesis, conjunctive adverbs, commas for lists, passive verbs. T: formal, third person, informative, non-chronological and descriptive GDS: We;-structured account with effective use of headings which match the content. Other features used well including bullet points, Under each heading well developed paragraphs. Choice of language which reflects the task, formal tone maintained.	for effect, multiclaue sentences, prepositions, nouns and pronouns for cohesion T: Informal, descriptive characterisation depending on child) Describe part of the crash and then what Max sees (Children could do different perspectives from different children.) GDS: Evidence of the effective use of SEAT for dialogue which moves on action and develops character Dialogue correctly punctuated Build up of suspense Good characterisation	personal pronouns, repetition, multiclaue sentences, alliteration, persuasive techniques and vocabulary , direct address T: formal, persuasive Oracy: Question and answer session GD: Good range of persuasive techniques used effectively and formality/ tone retained throughout. Good range of features and accurate punctuation. Range of sentence structures evident.
Writing outcome 2: (3 weeks) Outcome: Sci-fi story writing (Dialogue) Text:  Stimuli: Extracts from the story. Space pictures/videos	Writing outcomes 2: Outcome: Non-chronological report Text:  Stimuli: Videos, pictures, non-fiction books, artefacts Subject link:	Writing outcomes 2: Outcome: Persuasive letter Text:  Stimuli: Geography topic on Fairtrade. Subject link:	Writing outcomes 2: Outcome: Biography Text: TBC Henry VIII Stimuli: Subject link: Experience/trips/visits:	Writing outcomes 2: Outcome: Diary Text:  Stimuli: Pictures of jungles, other fictional adventure stories	Writing outcomes 2: Outcome: Non-chronological report Text:  Stimuli: History topic, photographs and accounts Subject link:

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Subject link: Science: Earth and Space Experience/visit/trip: Jodrell Bank NASA etc Drama/role play	History: Early Islamic civilisations (focus on the mosque.) Experience/visit/trip: Museum artefacts. Visit from Imam/trip to Mosque	Geography: Food around the world Experience/trips/visits: Preparation for speech later on within topic. Supermarket diaries/collection.		Experience/visit/trip: Role play/drama	<i>Local history – the industrial revolution</i> <i>Experience/trips/visits:</i> <i>MOSI – Workshop / Bolton museum</i>
Focus teaching: Oracy – drama activity based on the story with a focus on the dialogue. R: To write a sci-fi story. A: Young adults F: dilemma, powerful adjectives, verbs and adverbs, dialogue (inverted commas), emotions and feelings to convey character. Vivid vocabulary, possessive apostrophes, use noun phrases to add detail T: suspenseful, mix of formal and informal Oracy – Role play GDS: SEAT for dialogue Dialogue which is correctly punctuated Build-up of suspense Characterisation End of Year 4 points.	Focus teaching: Oracy – Questions and answers rehearsed in groups. Mock interviews with residents. R: to write about the ancient city of Baghdad and describe what life was like for the inhabitants. A: Children in parallel class F: Technical language, relative clauses, parenthesis, adverbials of frequency / time, expanded noun phrases for detail, conjunctive adverbs / subordinating conjunctions. Topic sentences (for cohesion) T: formal, third person, informative, non-chronological and descriptive, factual GDS: Factual and informative tone maintained. Good selection of information. Effective use of headings, bullet points etc. content matches headings Well-developed paragraphs	Focus teaching: Oracy – In pairs agree arguments which would be used. Practise using these arguments and present to the class. R: To inform fellow pupils about the importance of supporting Fairtrade. A: Year 6 pupils F: Facts and statistics, persuasive techniques (flattery, repetition), rhetorical questions, modal verbs, adverbials, include an opening to hook the reader, comparative language, parenthesis, subordinating conjunctions, degree of possibility T: factual, persuasive, Formal GDS: causal conjunctions, formality, language which reflects persuasion, a good range of persuasive techniques	Focus teaching: Oracy – Pupils to work in pairs to decide on key questions they would like to ask about Tudor times. Hot seating of Henry and other key figures using questions. R: To write about the life and impact of Henry VIII. Was he a good King or not? How will history remember him? A: Year 4 children F: Impact of individual on society, multiclaue sentences, parenthesis, adverbials, third person, introduction which answers who, what, where, when and why, causal conjunctions, relative clauses, commas to clarify meaning or avoid ambiguity T: chronological GD: Effectively write a - One-sided argument discussing one view either ‘Henry VIII was a good king despite his faults’ or ‘History is right to judge that Henry VIII was a bad king’	Focus teaching: Oracy – Drama work role-playing the diarist in conversation with people of their choice Diary - R: To write a diary entry from the perspective of Fred to entertain and provoke emotion. A: The writer of the diary (Fred) F: emotive language, figurative language (show not tell for feelings), short sentences for effect. Rhetorical questions, personal pronouns, apostrophe for omission and possession, character established, time adverbials, describe the important events that have taken place T: informal, personal, emotive, reflective, descriptive, 1st person, present tense for emotions. **reflective/emotive diary from a scene in the book after the crash – fear they will never see family again etc GD: Pupils to write in character, two diary entries	Focus teaching: Oracy – Drama work role-playing people who worked at the mills. Hot seat the mill owner and other people including the workers and children. R: To write a report on what life was like for people who worked in Cotton Mills. A: parallel class F: organisational features, technical vocabulary, adverbials, relative clauses, parenthesis, conjunctive adverbs, commas for lists, tone of report, punctuation T: formal and informal at times, third person, informative, non-chronological, clear and precise <i>**different to instructions</i> GDS: Factual and informative tone maintained. Good selection of information. Effective use of headings, bullet points etc. Content matches headings Well-developed paragraphs

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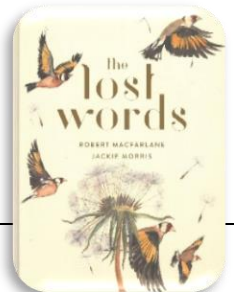
				– 1) before set off on the adventure 2) The night of the plane crash All features of a diary are effectively used and the emotions and feelings of Fred are shown	
Writing outcome 3: (2 weeks) Outcome: Persuasive letter Text:  Stimuli: the story and non-fiction books about astronauts. Videos/pictures and articles about Nasa. Subject link: Science: Earth and space	Writing outcome 3: Outcome: Informal Letter home Text: Stimuli: Christmas advert (Christmas Eve football match WW2) Subject link: Christmas History: Experience/visit/trip:	N/a	N/A		Writing outcomes 3 Outcome: Diary Text:  Stimuli: Non-fiction books about Victorian workshops, real photographs and articles. Subject link: History: The Victorians Experience/trips/visits: Victorian workshop (Tatton Park) Hot- seating. Drama/role play
Focus teaching: Oracy – Orally rehearse the arguments which might be used, role-play a conversation and discuss as a class R: To write a letter to persuade a young person to journey to Mars. A: children	Focus teaching: Oracy – Orally rehearse the contents of the letter. Role-play some of the events e.g. the conversation between the soldiers, the conversation afterwards R: To write a letter to family members informing them of how they spent their Christmas eve	N/a			Focus teaching: Oracy:. In pairs discussion of what Charlie would want to ask Grandad about. Either role play the conversation or Hot seat Charlie R: To write a diary entry as Charlie explaining his thoughts and feelings the

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F: persuasive phrases appropriate to the task, paragraphing, modal verbs, imperative verbs, commas to clarify meaning or ambiguity, multi clause sentence, present perfect tense, superlative language T: formal, persuasive, emotive, polite but clear End of Year 4 points. GDS: very effective use of persuasive techniques including: Superlative language Rhetorical questions Power of three Range of persuasive techniques tone maintained features of a letter	A: Soldiers family members F: Fronted adverbials (conjunctive), relative clauses, closing statement/section, vocabulary and grammar matches the audience T: informal, polite but clear, informative GDS: Correct tone maintained and register of an informal letter maintained. All the features of a letter maintained and characterisation effective.				night before he sells his shoes. A: The writer of the diary (Charlie) F: emotive language, figurative language (show not tell for feelings), short sentences for effect. Rhetorical questions, personal pronouns, apostrophe for omission and possession, character established, fronted adverbials, language matches the diary owner, relative clauses, parenthesis T: informal, personal, emotive, reflective, descriptive, 1st person, present tense for emotions. **reflective/emotive diary from a scene in the book where the character feels emotion (positive/negative) GD: All features of a diary are effectively used and the emotions and feelings of the diarist are shown range of sentences, emotive. Good and correct use of grammar and vocabulary, informal tone throughout,
Accompanying texts: <i>Use for GR/story times/cross curricular reading and writing/classroom library.</i> - Non-fiction texts about Earth and space (school library) - Goosebumps (R.L.Stine).	Accompanying texts: <i>Use for GR/story times/cross curricular reading and writing/classroom library.</i> - Hidden figures (Margot Lee Shetterly) https://kids.nationalgeographic.com/history	Accompanying texts: <i>Use for GR/story times/cross curricular reading and writing/classroom library.</i> - Diary entries - The story of chocolate (Katie Daynes)	Accompanying texts: <i>Use for GR/story times/cross curricular reading and writing/classroom library.</i>	Accompanying texts: <i>Use for GR/story times/cross curricular reading and writing/classroom library.</i> - Non-fiction texts around plant reproduction - Moth (Isobel)	Accompanying texts: <i>Use for GR/story times/cross curricular reading and writing/classroom library.</i> - Other fictional adventure stories. - Non-fiction texts about the jungle

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• War of the worlds (H. G. Wells, Russell Punter & David Miles) • Planetarium (Raman Prinja) • Exploring space (Martin Jenkins) • Space poems • Non-fiction texts about Earth and space (school library) • Planetarium (Raman Prinja) • Exploring space (Martin Jenkins) • First woman in space (Ben Hubbard) • The History of UFOs. (Adam Allsuch Boardman) • Non-fiction texts about Earth and space (school library) • Man on the moon • Planetarium (Raman Prinja) • Exploring space (Martin Jenkins)	• ry/article/katherine-johnson • https://www.bbcgoodfood.com/recipes/ • collection/indian-recipes • Cookery books • Gusto , Hello Fresh • A Single Pebble: A Story of the Silk Road (Book by Bonnie Christensen) • Fatima Al Fihri	• From field to plate (Michael Bright) • Fairtrade Global Economy (Charlie Ogden) • https://www.fairtrade.org.uk/what-is-fairtrade/what-fairtrade-does/		Model text – reproduction of plant	• Non-fiction texts about the jungle • Bear Grylls survival guidebook • http://www.friends.kanemiller.com/bear-grylls-survival-skills.html • http://www.lancsngfl.ac.uk/curriculum/assessment/download/file/KS2%20Exercise%20Pupil%20Scripts%2019.20.pdf
					Poetry unit: Outcome: Free verse poem Experience: Meditation Text:



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					R: To write a poem in free verse about nature/animals. A: Year 5 F: figurative language, expanded noun phrases, punctuation, clear structure, descriptive, rhythmic patterns T: Informal, correct tense
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