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