

Term	Reading	Writing
<p><b>Autumn 1</b></p> <p><b>Hook:</b> <b>Video of</b> <b>Auschwitz</b></p>	<p><b><u>Texts</u></b> Anne Franks' Diary By Anne Frank Letters from the lighthouse by Emma Carroll</p> <p><b><u>Comprehension focuses:</u></b></p> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Inference</li> <li>• Retrieval</li> <li>• Explain</li> <li>• Summary</li> <li>• Prediction</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Background knowledge</li> <li>• Visualise</li> <li>• VIP words</li> <li>• Meaning breakdown and fix</li> <li>• Inference</li> <li>• Predict</li> </ul>	<p><b>Recount 2 weeks</b></p> <ul style="list-style-type: none"> <li>• <i>Outcome:</i> To write a diary recount as Anne, describing her capture and transportation.</li> </ul> <p><u>Grammar focuses:</u></p> <ul style="list-style-type: none"> <li>• Adverbials</li> <li>• Active and passive voice</li> </ul> <p>Alan Peat:</p> <ul style="list-style-type: none"> <li>• O (!).</li> <li>• 3 bad-dash question?</li> <li>• Imagine 3 examples:</li> </ul> <p>EDIT- CUPS</p> <p><b>Historical narrative 3 weeks</b></p> <ul style="list-style-type: none"> <li>• <i>Outcome:</i> To write a historical narrative as a World War II evacuee from declaration to village life.</li> </ul> <p><u>Grammar focuses:</u></p> <ul style="list-style-type: none"> <li>• Adverbs and adverbials</li> <li>• Punctuate direct speech with inverted commas and commas</li> <li>• Relative clauses</li> <li>• Parenthesis</li> </ul> <p>Alan Peat:</p> <ul style="list-style-type: none"> <li>• De:De</li> <li>• Emotion word, comma</li> <li>• Short</li> </ul> <p>EDIT CUPS</p> <p><b>Non chronological reports 2 weeks</b></p> <ul style="list-style-type: none"> <li>• <i>Outcome:</i> To write a non-chronological report on World War II</li> </ul> <p><u>Grammar focuses:</u></p> <ul style="list-style-type: none"> <li>• Headings and subheadings</li> <li>• Conjunctive adverbs</li> <li>• Commas with conjunctive adverbs</li> </ul> <p>Alan Peat:</p> <ul style="list-style-type: none"> <li>• Some; others sentences</li> </ul> <p>EDIT &amp; EVALUATE-CUPS &amp; ARMS</p> <p><b>Narrative character and setting development 1 week</b></p> <ul style="list-style-type: none"> <li>• To write a story opening that describes the setting and main character</li> </ul> <p><u>Grammar focuses:</u></p> <ul style="list-style-type: none"> <li>• Semi-colons</li> <li>• Colons</li> </ul>

		<ul style="list-style-type: none"> <li>• Dashes</li> </ul> <p>Alan Peat:</p> <ul style="list-style-type: none"> <li>• If, if, if, then</li> <li>• The more, the more</li> </ul> <p>EDIT- CUPS</p>
<p><b>Autumn 2</b></p>	<p><b><u>Texts</u></b>  Range of non-fiction texts about WWII  If all the world were by Joseph Coelho  Coming Home by Michael Morpurgo</p> <p><b><u>Comprehension focuses:</u></b></p> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Explain</li> <li>• Retrieval</li> <li>• Inference</li> <li>• Summary</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• Background knowledge</li> <li>• Visualise</li> <li>• VIP words</li> <li>• Meaning breakdown and fix</li> <li>• Inference</li> <li>• Predict</li> </ul>	<p><b>Persuasion 2 weeks</b></p> <ul style="list-style-type: none"> <li>• <i>Outcome:</i> To write and perform a political speech persuading the British public to evacuate their children.</li> </ul> <p><u>Grammar focuses:</u></p> <ul style="list-style-type: none"> <li>• Persuasive adverbs, adverbials, conjunctions</li> <li>• AFOREST strategy for persuasion including repetition for effect</li> <li>• Active voice</li> <li>• Formal language</li> </ul> <p>Alan Peat</p> <ul style="list-style-type: none"> <li>• Many questions</li> <li>• All the W's</li> </ul> <p>EDIT &amp; EVALUATE-CUPS &amp; ARMS</p> <p><b>Chronological reports 2 weeks</b></p> <ul style="list-style-type: none"> <li>• <i>Outcome:</i> To write a biography for Adolf Hitler.</li> </ul> <p><u>Grammar focuses:</u></p> <ul style="list-style-type: none"> <li>• Colons, semi-colons</li> <li>• Coordinating and subordinating conjunctions and clauses</li> <li>• Relative clauses</li> <li>• Bullet points</li> <li>• Formal language</li> <li>• Headings and subheadings</li> </ul> <p>Alan Peat</p> <ul style="list-style-type: none"> <li>• B.O.Y.S</li> <li>• Noun, which, whom, where</li> </ul> <p>EDIT- CUPS</p> <p><b>Repetitive and Figurative Poetry 2 weeks</b></p> <ul style="list-style-type: none"> <li>• <i>Outcome 1:</i> To write a repetitive poem.</li> <li>• <i>Outcome 2:</i> To write a figurative poem using the subjunctive.</li> </ul> <p><u>Grammar focuses:</u></p> <ul style="list-style-type: none"> <li>• Adjectives</li> <li>• Subjunctive</li> </ul> <p>Alan Peat</p>

		<ul style="list-style-type: none"> <li>• Personification of weather</li> </ul> <p>EDIT- CUPS</p> <ul style="list-style-type: none"> <li>• <i>Outcome 3:</i> To write a narrative poem.</li> </ul> <p><u>Grammar focuses:</u></p> <ul style="list-style-type: none"> <li>• MORERAPS to teach poetic devices</li> <li>• Figurative language- Similes, metaphors and personification</li> </ul> <p>Alan Peat</p> <ul style="list-style-type: none"> <li>• Similes</li> <li>• Personifications of weather</li> </ul> <p>EDIT- CUPS</p> <p><b>Narrative Poetry 1 week</b></p> <ul style="list-style-type: none"> <li>• <i>Outcome:</i> To write a narrative poem based on ‘Coming Home’ as a class.</li> </ul> <p><u>Grammar focuses:</u></p> <ul style="list-style-type: none"> <li>• Adjectives</li> <li>• Extended noun phrases</li> <li>• Abstract nouns-feelings</li> <li>• Figurative language- Similes, metaphors and personification</li> </ul> <p>Alan Peat</p> <ul style="list-style-type: none"> <li>• Personification of weather</li> <li>• Similes</li> </ul>
<p><b>Spring 1</b></p>	<p><u>Text</u> Skellig by David Almond</p> <p><b><u>Comprehension focuses:</u></b></p> <ul style="list-style-type: none"> <li>• Prediction</li> <li>• Vocabulary</li> <li>• Inference</li> <li>• Summary</li> <li>• Retrieval</li> <li>• Explain</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>• VIP words</li> <li>• Meaning breakdown and fix</li> <li>• Inference</li> <li>• Predict</li> <li>• Visualise</li> </ul>	<p><b>Recount 2 weeks</b></p> <ul style="list-style-type: none"> <li>• <i>Outcome:</i> To write an email to Leaky and Coot in the character of Michael.</li> </ul> <p><u>Grammar focuses:</u></p> <ul style="list-style-type: none"> <li>• Model verbs</li> <li>• Question tags</li> </ul> <p>Alan Peat</p> <ul style="list-style-type: none"> <li>• Irony</li> <li>• Ad, same ad</li> <li>• The more, the more.</li> </ul> <p>EDIT CUPS</p> <p><b>Fantasy Narrative 4 weeks</b></p> <ul style="list-style-type: none"> <li>• <i>Outcome:</i> To write a fantasy narrative, innovated from the story of Skellig, developing a character through speech.</li> </ul> <p><u>Grammar focuses:</u></p> <ul style="list-style-type: none"> <li>• Punctuate direct speech with inverted commas and commas</li> <li>• Reported clauses</li> <li>• Colons</li> </ul>

	<ul style="list-style-type: none"> <li>• Background knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Semi-colons</li> <li>• Expanded noun phrases</li> <li>• Prepositions and prepositional phrases</li> </ul> <p>Alan Peat:</p> <ul style="list-style-type: none"> <li>• Short sentences for dramatic statement</li> <li>• De:de for use of colon</li> <li>• All the W's for rhetorical questions</li> </ul> <p>EDIT &amp; EVALUATE-CUPS &amp; ARMS</p>
Spring 2	<p><b><u>Texts</u></b> Holes by Louis Sachar</p> <p><b><u>Comprehension focuses:</u></b></p> <ul style="list-style-type: none"> <li>• Vocabulary</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>• VIP words</li> <li>• Meaning breakdown and fix</li> </ul>	<p><b>Recount</b></p> <ul style="list-style-type: none"> <li>• <i>Outcome:</i> To write a formal letter to Stanley's solicitor.</li> </ul> <p><b>Adventure narrative</b></p> <ul style="list-style-type: none"> <li>• <i>Outcome:</i></li> </ul> <p><b>Persuasion</b></p> <ul style="list-style-type: none"> <li>• <i>Outcome:</i></li> </ul> <p><u>Grammar focuses:</u></p> <p><b>Balanced Arguments 2 weeks</b></p> <p><u>Grammar focuses:</u></p> <ul style="list-style-type: none"> <li>• Formal language</li> <li>• Cohesive devices</li> <li>• Colons and semi-colons for independent clauses</li> </ul> <p>EDIT- CUPS</p> <p><b>weeks</b></p> <p><u>Grammar focuses:</u></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p>EDIT- CUPS</p> <p><i>Outcome</i></p> <p><u>Grammar focuses:</u></p>
Summer 1	<p><b><u>Texts</u></b> Bill Bryson's A Short History of Everything. Discover a Savage World by Miles Kelly Range of non-fiction text including encyclopaedias</p> <p><b><u>Comprehension focuses:</u></b></p> <ul style="list-style-type: none"> <li>• Vocabulary</li> </ul>	<p><b>Persuasion</b></p> <ul style="list-style-type: none"> <li>• <i>Outcome:</i></li> </ul> <p><u>Grammar focuses:</u></p> <p><b>Explanation texts</b></p> <ul style="list-style-type: none"> <li>• <i>Outcome</i></li> </ul> <p><u>Grammar focuses:</u></p> <ul style="list-style-type: none"> <li>• Formal language</li> <li>• Bullet points</li> <li>• Headings/Subheadings</li> </ul>

	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• VIP words</li> <li>• Meaning breakdown and fix</li> </ul>	<ul style="list-style-type: none"> <li>• Colons and semi-colons for independent clauses</li> </ul> <p>EDIT &amp; EVALUATE-CUPS &amp; ARMS</p>
<p><b>Summer 2</b></p>	<p><b>Texts</b> Coming to England by Floella Benjamin</p> <p><b>Comprehension focuses:</b></p> <ul style="list-style-type: none"> <li>• Vocabulary</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• VIP words</li> <li>• Meaning breakdown and fix</li> </ul>	<p><b>Narrative</b></p> <ul style="list-style-type: none"> <li>• <i>Outcome:</i></li> </ul> <p><u>Grammar focuses:</u></p> <p><b>Recount</b></p> <ul style="list-style-type: none"> <li>• <i>Outcome:</i></li> </ul> <p><u>Grammar focuses:</u></p> <p><b>Recount</b></p> <ul style="list-style-type: none"> <li>• <i>Outcome:</i></li> </ul> <p><u>Grammar focuses:</u></p> <p><b>Ode Poetry</b></p> <ul style="list-style-type: none"> <li>• <i>Outcome:</i></li> </ul> <p><u>Grammar focuses:</u></p>