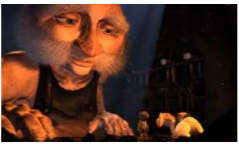

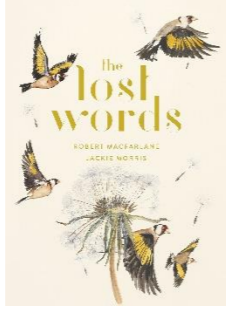
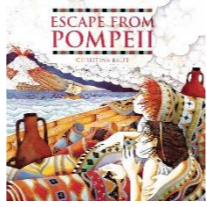

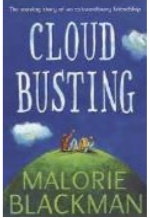
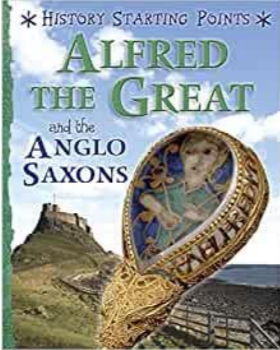


Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Text: Beowulf (Rob Lloyd Jones)</p>  <p>Final outcome: to write a descriptive narrative focussing on an alternative character</p> <ul style="list-style-type: none"> To plan by discussing writing similar to the writing outcome-diary features To identify and use simple past (consolidation) To sequence events to build a varied and rich vocabulary and sentence structure To plan by organising ideas in written form To draft and write by using non-narrative material of simple organisational devices. To use noun phrases modified by the addition of adjectives, nouns and prepositions Express time, place and cause using co-ordinating and subordinating conjunctions (consolidation) To use fronted adverbials of time, place and manner To plan writing similar to final unit outcome (narrative) <p>CST: Human Dignity</p>	<p>Text: Tiny Crusader (animated film – Literacy Shed)</p>  <p>Outcome 1: To write a plot narrative</p> <ul style="list-style-type: none"> To predict and infer using evidence To identify and apply features of a narrative To use fronted adverbials of time, place and manner and adverbial phrases To use third person pronouns To identify and use FANBOY conjunctions To identify and use expanded noun phrases To identify and use prepositional phrases To use language to infer actions (show not tell) To sequence events to build a varied and rich vocabulary and sentence structure To apply and understand present perfect tense To organise paragraphs around a theme 	<p>Text: Call me Lion (Camilla Chester)</p>  <p>Outcome 1: Diary in role as a character from a fiction text</p> <ul style="list-style-type: none"> To identify and use main clauses To identify and apply possessive pronouns To identify and use rhetorical and emotive language To sequence events to build a rich vocabulary and varied sentence structure To use language to infer actions (show not tell) To consider and understand character perspectives (first person pronouns, past tense, To use comparative and superlative adjectives. To plan, write and edit writing similar to unit outcome. (diary in role) 	<p>Text: Wreck of Zanzibar (Michael Morpurgo)</p>  <p>Outcome: Newspaper report about the wreck of Zanzibar</p> <ul style="list-style-type: none"> To identify and use non-Fiction features (newspaper article) To predict and infer using evidence from a text To identify and apply possessive pronouns To identify and use embedded clauses (fiction) To plan writing based around a similar theme of unit outcome (eye-witness account) To understand and use technical vocabulary To identify and use direct and reported speech To record spoken language To understand and apply the past perfect continuous tense To use past tense (recount) To plan, write and edit writing similar to unit outcome <p>CST: Preferential options for the poor</p> <p>SoS: Understanding having to leave home</p>	<p>Text: The Firework-Maker's Daughter (Phillip Pullman)</p>  <p>Outcome: To write a persuasive letters in the style of a character from a fiction text</p> <ul style="list-style-type: none"> To predict and infer using evidence from the text To identify and compare the features of a text (instructions and information text) To apply features of explanation text (causal conjunctions) To identify the purpose, audience and form of a text (persuasive writing) To identify and apply persuasive features (facts, opinions, repetition, alliteration, statistics, rule of three) To identify and use rhetorical and emotive language To explore language and structure of a text (argument) To explore perspectives To sequence events to build a rich vocabulary and varied sentence structure To plan writing in the style of the unit outcome (persuasive letter) 	<p>Text: How to train your dragon (Cressida Cowell)</p>  <p>Outcome: To write a balanced argument</p> <ul style="list-style-type: none"> To plan and compose writing in the style of the unit outcome (balanced argument) To identify and use subordinating conjunctions To identify and use comparative and superlative To understand and apply prepositional phrases To identify and apply features of a text (balanced argument) To compare and contrast texts To plan, compose and edit writing based on unit outcome (balanced argument) <p>CST: Stewardship</p>

Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2
<p>Text :A variety of non-chronological and information text about Anglo Saxons</p>  <p>Outcome: Non-fiction - non-chronological report</p> <ul style="list-style-type: none"> To use and identify co-ordinating conjunctions To use a variety of sentence structures, including compound sentences Compound sentences (FANBOY conjunctions). To understand the structure of a non-chronological report To use organisational features of a non-fiction text: heading, subheadings. To organise paragraphs around a theme To select and organise relevant information to plan non-narrative writing. 	<p>Poetry Text: The lost words Robert MacFarlane & Jackie Morris</p>  <p>Outcome: To write a poem using figurative language</p> <ul style="list-style-type: none"> To identify and apply figurative poetic features and figurative language (similes, metaphors, personification, alliteration) To consider word choices and evaluate vocabulary and imagery To understand and apply possessive apostrophes To plan, compose and edit writing based on the outcome (poem) <p>CST: Stewardship</p>	<p>Text: Escape form Pompeii</p>  <p>Outcome 1: To write an explanation text.</p> <ul style="list-style-type: none"> To identify and use features of a letter , including technical vocabulary To identify and use causal conjunctions To sequence and structure events to build a rich vocabulary and varied sentence structure To use language to infer actions To understand and apply possessive apostrophes To organise paragraphs around a theme To plan, compose and edit writing based on the outcome (Letter) <p>CST: Human Dignity Preferential options for the poor</p> <p>SoS: Understanding having to leave an unsafe place</p>	<p>Text:</p> <p>Outcome: To write a non-fiction report about Italy</p> <ul style="list-style-type: none"> To identify and use sentences of three To identify and use embedded clauses (commas) To organise facts and paragraphs around a theme To collect and summarise around a theme To apply grammatical features of a non-fiction text (headings, sub-headings, puns, paragraphs) To plan and compose writing similar to outcome 	<p>Text: The Lighthouse – Animated Film (literacy shed)</p>  <p>Outcome: To write a narrative retelling</p> <ul style="list-style-type: none"> To make predictions and inferences based on evidence To identify and use apostrophes for contractions To apply embedded clauses To use fronted adverbials of time, place and manner To identify features of a text (narrative retelling) To plan and compose writing similar to unit outcome 	<p>Text: Cloud Busting Malorie Blackman</p>  <p>Outcome: To write a narrative poem</p> <ul style="list-style-type: none"> To plan, compose and edit writing in the style of unit outcome (narrative poem) <p>What curriculum objectives are missing?</p> <ul style="list-style-type: none"> Specific determiners <ul style="list-style-type: none"> Prepositions and prepositional phrases. Imperative verbs Swapping of clauses for effect
					

Continual Curriculum Coverage:

- Discussing writing similar to that they are planning to write to understand and learn from its structure, vocabulary and grammar.
- To evaluate the effectiveness of our own and others work.
- Use the first two letters of a word to check the spelling in a dictionary (during editing process)
- Proof reading for punctuation and spelling.

NB: Year 4 have a set of core texts for guided reading (See reading overview). Other texts are also read to the class throughout the year. Some of these are parallel texts to writing text drivers in order to enrich and deepen discussions and writing.