

	Block 1	Block 2	Block 3
Texts			
Poetry Focus	<p>Simile and metaphor</p>	<p>Haiku and renga</p>	<p>Free Verse - personal narrative</p>

Written Outcome	<p><u>The Iron Man:</u></p> <p><i>Main outcome:</i></p> <p>Mystery narrative</p> <p><i>Short writing opportunities:</i></p> <ul style="list-style-type: none"> - Character descriptions - Short news report - Letter of advice - Menu using descriptive devices - Poetry <p><u>Beowulf</u></p> <p><i>Main outcome:</i></p> <p>Write a further adventure for Beowulf.</p> <p><i>Short writing opportunities:</i></p> <ul style="list-style-type: none"> - Descriptive writing - Letters - Diary entries <p><u>Until I Met Dudley</u></p> <p><i>Main outcome:</i></p> <p>Explanation texts - formal and informal</p> <p><i>Short writing opportunities:</i></p> <ul style="list-style-type: none"> - Letter - Short explanatory paragraph 	<p><u>Winter's Child:</u></p> <p><i>Main outcome:</i></p> <p>Fantasy story sequel</p> <p><i>Short writing opportunities:</i></p> <ul style="list-style-type: none"> - Postcard - Dialogue - Setting description as a letter, - Retelling. (entertain) <p><u>The Story of Tutenkhamun:</u></p> <p><i>Main outcome:</i></p> <p>Biography of Howard Carter.</p> <p><i>Short writing opportunities:</i></p> <ul style="list-style-type: none"> - Non-chronological reports) - Instructions - Character descriptions - Diary entry - Newspaper reports - Posters <p><u>Weslandia</u></p> <p><i>Main outcome:</i></p> <p>Non chronological report</p> <p><i>Short writing opportunities:</i></p> <ul style="list-style-type: none"> - Retelling - Character description - Book review 	<p><u>Pride: The Story of Harvey Milk and the Rainbow Flag</u></p> <p><i>Main outcome:</i></p> <p>Newspaper report</p> <p><i>Short writing opportunities:</i></p> <ul style="list-style-type: none"> - Thought bubbles - Speech - Simple leaflet - Mini-biography <p><u>Varmints</u></p> <p><i>Main outcome:</i></p> <p>Explanation</p> <p><i>Short writing opportunities:</i></p> <ul style="list-style-type: none"> - Descriptive comparisons - Retellings - Setting descriptions - Poetry - Character description - Book review <p><u>The Matchbox Diary</u></p> <p><i>Main outcome:</i></p> <p>Biography</p> <p><i>Short writing opportunities:</i></p> <ul style="list-style-type: none"> - Dialogue - Diary entry - Oral dictation - Mini-autobiography - Fact file <p><u>Tar Beach</u></p> <p><i>Main outcome:</i></p> <p>Playscript</p> <p><i>Short writing opportunities:</i></p> <ul style="list-style-type: none"> - Setting descriptions - Formal letters, - Dialogue (as a script)
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<p>Sentence Focus</p>	<p>Add clarity and detail to sentences by adding fronted adverbials.</p> <p>Expand noun phrases by the addition of modifying adjectives, nouns and prepositions.</p> <p>Variety of verb forms used correctly and consistently including the progressive and the present/past perfect forms.</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p>	<p>Expressing time, place and cause using conjunctions or prepositions.</p> <p>Use of the present perfect form of verbs instead of the simple past.</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.</p>	<p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Using conjunctions, adverbs and prepositions to express time and cause.</p> <p>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p>
<p>Text Focus</p>	<p>Create a character, sustain suspense and plot in narrative.</p> <p>Standard English verb inflections.</p> <p>Variety of verb forms used correctly and consistently including the progressive and the present/past perfect forms.</p> <p>Use of paragraphs around a theme.</p> <p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar,</p> <p>In non-narrative material, using simple organisational devices [for example, headings and sub-headings].</p>	<p>Organising paragraphs around a theme. In non-narrative material, using simple organisational devices [for example, headings and subheadings].</p> <p>Paragraphs used to group related ideas In nonnarrative material, using simple organisational devices [for example, headings and subheadings, bullet points].</p> <p>Assessing the effectiveness of their own and others' writing and suggesting improvements.</p>	<p>Retrieve and record information from non-fiction.</p> <p>Development of characters and plot through oral rehearsal.</p> <p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p>
<p>Punctuation Focus</p>	<p>Use and punctuate direct speech (using dialogue to show the relationship between characters).</p> <p>Place apostrophe correctly for regular plurals.</p> <p>Use commas after fronted adverbials.</p>	<p>Use of commas after fronted adverbials and subordinate clauses.</p> <p>Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.</p>	<p>Secure use of apostrophes for possession, including for plural nouns.</p> <p>Use of the colon and brackets within a script. Begin to use dashes for emphasis.</p>

Oracy Focus	<p>Read aloud their own writing to a group or whole class using intonation and controlling tone and volume so that their meaning is clear.</p> <p>Participate in discussions, role plays, improvisations and debate.</p>	<p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>Participating in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	<p>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p>
Cross-Curricular writing links*	Invaders Day Recount	Egypt Newspaper report	Liverpool Brochure

* Worked into Topic books/lessons