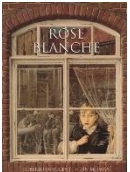
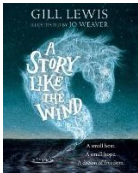

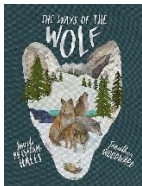




	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Texts	 <p><i>Rose Blanche</i> – Ian McEwan and Roberto Innocenti</p>	 <p><i>A Story like the Wind</i> – Gill Lewis</p>	 <p><i>The Origin of Species</i> – Sabina Radeva</p>	 <p><i>The Ways of the Wolf</i> – Smriti Halls</p>	 <p><i>Shackleton's Journey</i> – William Grill</p>	 <p><i>Paradise Sands</i> – Levi Pinfold <i>Hansel &amp; Gretel</i> – Neil Gaiman</p>
Writing Outcome And Writing Purpose	<p><b>Recount:</b> Diary. <b>Purpose:</b> To recount.</p> <p><b>Recount:</b> Bravery Speech Award. <b>Purpose:</b> To recount &amp; inform (hybrid).</p>	<p><b>Narrative:</b> Flashback narrative. <b>Purpose:</b> To narrate.</p> <p><b>Recount:</b> Newspaper report. <b>Purpose:</b> To recount.</p>	<p><b>Narrative:</b> Discovery narrative. <b>Purpose:</b> To narrate</p> <p><b>Explanation:</b> Adaptation. <b>Purpose:</b> To explain.</p>	<p><b>Narrative:</b> Documentary narrative. <b>Purpose:</b> To narrate.</p> <p><b>Discussion:</b> Balanced argument. <b>Purpose:</b> To discuss.</p>	<p><b>Narrative:</b> Endurance narrative <b>Purpose:</b> To narrate</p> <p><b>Recount:</b> Biography. <b>Purpose:</b> To recount.</p>	<p><b>Narrative:</b> Dual narrative. <b>Purpose:</b> To narrate.</p> <p><b>Persuasion:</b> Letter. <b>Purpose:</b> To persuade.</p>
Poetry		<p><b>Performance</b> Misinformation Age (Karl Nova)</p>		<p><b>Imagery/Language Play</b> Classic Narrative The Lady of Shalott - Alfred Lord Tennyson</p>		<p><b>Shape/Structure/Form</b> Free verse / Poet Study - Benjamin Zephaniah</p> <ul style="list-style-type: none"> <li>• We Refugees</li> <li>• Body Talk</li> <li>• Clever Trevor</li> </ul>
Grammar: Word	<p><b>Build on previous year &amp; focus on:</b> Understand how words are related by meaning as synonyms and antonyms The difference between the vocabulary of informal speech and vocabulary appropriate to formal speech and writing - formal and informal vocabulary choices</p>	<p><b>Build on previous units &amp; focus on:</b> Understand how words are related by meaning as synonyms and antonyms  The difference between the vocabulary of informal speech and vocabulary appropriate to formal speech and writing - informality of direct quote</p>	<p><b>Build on previous units &amp; focus on:</b> Understand how words are related by meaning as synonyms and antonyms  The difference between the vocabulary of informal speech and vocabulary appropriate to formal speech and writing</p>	<p><b>Build on previous units &amp; focus on:</b> Understand how words are related by meaning as synonyms and antonyms  The difference between the vocabulary of informal speech and vocabulary appropriate to formal speech and writing - technical vocabulary and</p>	<p><b>Build on previous units &amp; focus on:</b> Understand how words are related by meaning as synonyms and antonyms The difference between the vocabulary of informal speech and vocabulary appropriate to formal speech and writing - formal tone</p>	<p><b>Build on previous units &amp; focus on:</b> Understand how words are related by meaning as synonyms and antonyms The difference between the vocabulary of informal speech and vocabulary appropriate to formal speech and writing - formal tone</p>

		contrasting with formality of vocabulary choices		precise use of nouns, verbs and adjectives to add to formal tone		
<b>Grammar: Sentence</b>	<b>Build on previous year &amp; focus on:</b> The difference between structures typical of informal speech and structures appropriate to formal - use of question tags in informal speech	<b>Build on previous units &amp; focus on:</b> The difference between structures typical of informal speech and structures appropriate to formal	<b>Build on previous units &amp; focus on:</b> The difference between structures typical of informal speech and structures appropriate to formal	<b>Build on previous units &amp; focus on:</b> Use of the passive to affect the presentation of information in a sentence The use of question tags in informal speech	<b>Build on previous units &amp; focus on:</b> Use of the passive to affect the presentation of information in a sentence	<b>Build on previous units &amp; focus on:</b> The difference between structures typical of informal speech and structures appropriate to formal speech in writing - the use of the subjunctive form in some very formal speech and writing Wish - if I were...
<b>Grammar: Text</b>	<b>Build on previous year &amp; focus on:</b> Linking ideas within and across paragraphs using a wider range of cohesive devices - adverbials	<b>Build on previous units &amp; focus on:</b> Linking ideas within and across paragraphs using a wider range of cohesive devices - repetition and ellipsis Use headings, sub-headings, columns and captions to structure information	<b>Build on previous units &amp; focus on:</b> Linking ideas within and across paragraphs using a wider range of cohesive devices Use headings and sub-headings to structure information	<b>Build on previous units &amp; focus on:</b> Linking ideas within and across paragraphs using a wider range of cohesive devices e.g. the use of conjunctions, adverbials, pronouns and synonyms Use of headings, sub-headings and bullets to structure texts	<b>Build on previous units &amp; focus on:</b> Linking ideas within and across paragraphs using a wider range of cohesive devices - adverbials Use headings and sub-headings to structure text	<b>Build on previous units &amp; focus on:</b> Linking ideas within and across paragraphs using a wider range of cohesive devices - pronouns
<b>Grammar: Punctuation</b>	<b>Build on previous year &amp; focus on:</b> Colons to introduce a list and semi-colons for more elaborate lists Use commas, brackets and dashes for parenthesis Semi-colon to separate two main clauses	<b>Build on previous units &amp; focus on:</b> Use dashes, brackets and semi-colons to punctuate sentences precisely to enhance meaning Use range of punctuation taught at KS2 (speech punctuation)	<b>Build on previous units &amp; focus on:</b> Use dashes, brackets and semi-colons to punctuate sentences precisely to enhance meaning Use range of punctuation taught at KS2 (speech punctuation)	<b>Build on previous units &amp; focus on:</b> Colons to introduce a list and semi-colons for more elaborate lists Use commas to punctuate relative clauses Speech punctuation Use the semi-colon as the boundary between independent clauses Punctuation of bullet points Hyphens used to avoid ambiguity	<b>Build on previous units &amp; focus on:</b> Use commas to clarify meaning and avoid ambiguity: Used as a break in a sentence, after a fronted adverbial, separate items in a list and parenthesis Using semi-colons as boundaries between independent clauses	<b>Build on previous units &amp; focus on:</b> Use the semi-colon as the boundary between independent clauses Hyphens are used to clarify meaning and avoid ambiguity
<b>Terminology for Pupils</b>	Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points					