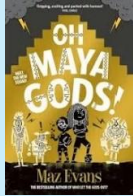
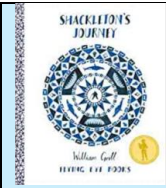


<p><b>Cycle B</b> Autumn 1</p> 	<b>Who were the Mayans?</b>	
<b>Composition: purpose and audience</b>	<b>Recount – diary entry</b>	<b>Non-chronological report</b>
<b>Vocabulary, grammar and punctuation</b>	<p>Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. ‘the farmer’ expanded to: ‘the</p>	<p>Use expanded noun phrases to convey complicated information concisely.</p>
	<p>Write a diary entry for a character from Oh Maya Gods.</p> <p>Understand the purpose of a diary entry and informal voice.</p> <p>Use wider reading and modelled texts to inform planning.</p> <p>Use, explore and develop tier 2 and 3 vocabulary around Mayan civilization.</p> <p>Plan writing by using and adapting a given structure.</p> <p>Draft and write by orally rehearsing sentences first.</p> <p>Edit and improve writing by checking for grammatical errors, spelling mistakes, sense and effectiveness.</p> <p>Record his/her own compositions (green screen), using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>Write a non-chronological report about Mayan civilization.</p> <p>Understand the purpose of non-chronological reports and their key features.</p> <p>Use wider reading and modelled texts to inform planning.</p> <p>Continue to use, explore and develop tier 2 and 3 vocabulary around Mayan civilization.</p> <p>Plan writing by using and adapting a given structure.</p> <p>Draft and write by orally rehearsing sentences first.</p> <p>Edit and improve writing by checking for grammatical errors, spelling mistakes, sense and effectiveness.</p> <p>Perform his/her own compositions to children in another class, using appropriate intonation, volume, and movement so that meaning is clear.</p>

	<p>busy farmer with many fields'</p> <p>Use fronted adverbials followed by commas.</p> <p>Use paragraphs to organise ideas.</p> <p>Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly</p> <p>Use informal language - e.g. the use of question tags: He's your friend, isn't he?,</p> <p>Use brackets to indicate parenthesis.</p>	<p>Use relative clauses beginning with who, which and where</p> <p>Use brackets and commas to indicate parenthesis.</p> <p><b>Year 6 Use semi colons</b></p> <p>Use fronted adverbials followed by commas.</p> <p>Use paragraphs to organise ideas.</p> <p>Link ideas across paragraphs through the use of adverbials such as on the other hand, in contrast, or as a consequence, and ellipsis</p> <p>Use the past perfect form of verbs.</p>
<b>Transcription</b>	<p>Join handwriting accurately and consistently.</p> <p>Write legibly, fluently and with increasing speed.</p> <p>Use the first three or four letters of a word to check its spelling in a dictionary.</p>	<p>Join handwriting accurately and consistently.</p> <p>Write legibly, fluently and with increasing speed.</p> <p>Use the first three or four letters of a word to check its spelling in a dictionary.</p>
<b>Dictation Focus</b>	Sentences with fronted adverbials	Sentences with relative clauses using who, which or where.
Autumn 2	<b>Why are the north and south poles important?</b>	
	<b>Setting description</b>	<b>Biography</b>



**Composition: purpose and audience**

Write a description of the Arctic.

Understand the purpose of a setting description and the impact of figurative language.

Use wider reading and modelled texts to inform planning.

Use, explore and develop tier 2 and 3 vocabulary around The Arctic.

Plan writing by using and adapting a given structure.

Draft and write by orally rehearsing sentences first.

Edit and improve writing by checking for grammatical errors, spelling mistakes, sense and effectiveness.

Present his/her own compositions to the class, using appropriate intonation, volume, and movement so that meaning is clear.

Publish description alongside art learning in exhibition for parents.

Write a biography of Shackleton

Understand the purpose of a biography and the chronological, informative narrative.

Use wider reading and modelled texts to inform planning.

Continue to use, explore and develop tier 2 and 3 vocabulary around The Arctic and Shackleton's expeditions.

Plan writing by using and adapting a given structure.

Draft and write by orally rehearsing sentences first.

Edit and improve writing by checking for grammatical errors, spelling mistakes, sense and effectiveness.

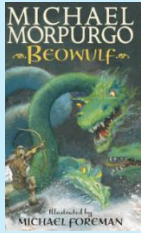
Record his/her own compositions to send to another school, using appropriate intonation, volume, and movement so that meaning is clear.

**Vocabulary, grammar and punctuation**

Use expanded noun phrases.

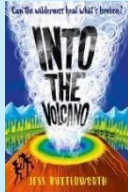
Use fronted adverbials followed by commas.

	<p>Use figurative language to build effective description.</p> <ul style="list-style-type: none"> <li>• Personification</li> <li>• Similes</li> <li>• Metaphors</li> <li>• Onomatopoeia</li> </ul> <p>Use prepositional phrases to add precision and detail to description.</p> <p>Organise ideas into paragraphs.</p> <p>Link ideas across paragraphs using adverbials of place e.g. nearby</p> <p>Use dashes for parenthesis.</p> <p><b>Year 6 – use semi colons</b></p>	<p>Use relative clauses beginning with who, where, that and when.</p> <p>Choose between brackets, dashes and commas to indicate parenthesis.</p> <p>Organise ideas into paragraphs.</p> <p>Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly</p> <p>Make the appropriate choice of pronoun or noun, within and across sentences, to aid cohesion and avoid repetition.</p> <p>Link ideas across paragraphs using adverbials of time eg. Later, rarely, never, soon, now.</p> <p><b>Year 6 – use colons</b></p>
<b>Transcription</b>	<p>Join handwriting accurately and consistently.</p> <p>Write legibly, fluently and with increasing speed.</p> <p>Use the first three or four letters of a word to check its spelling in a dictionary.</p>	<p>Join handwriting accurately and consistently.</p> <p>Write legibly, fluently and with increasing speed.</p> <p>Use the first three or four letters of a word to check its spelling in a dictionary.</p>
<b>Dictation Focus</b>	Sentences to include prepositional phrases.	Sentences to include parenthesis.
Spring 1	<b>Were the Vikings really vicious?</b>	



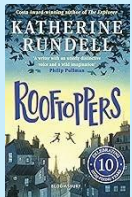
	<b>Viking narrative</b>	<b>Viking poems</b>
<b>Composition: purpose and audience</b>	<p>Write a 'portal' narrative, travelling back to the time of the Vikings</p> <p>Explore other 'portal' stories eg Stone Age Boy, Angel and the Box of Time, The Lion, The Witch and The Wardrobe, The Box of Delights, building up a bank of storytelling words and phrases.</p> <p>Use, explore and develop tier 2 and 3 vocabulary around The Vikings.</p> <p>Plan writing by using and adapting a given structure.</p> <p>Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</p> <p>Draft and write by orally rehearsing sentences first.</p> <p>Edit and improve writing by checking for grammatical errors, spelling mistakes, sense and effectiveness.</p> <p>Present his/her own compositions to the class, using appropriate intonation, volume, and</p>	<p>Write a narrative poem set in Viking times.</p> <p>Explore other narrative poetry including The Lady of Shallot.</p> <p>Use, explore and develop tier 2 and 3 vocabulary found in the narrative poems.</p> <p>Plan poem by using and adapting a given structure.</p> <p>Draft and write by orally rehearsing sentences first.</p> <p>Edit and improve writing by checking for grammatical errors, spelling mistakes, sense and effectiveness.</p> <p>Present his/her own compositions to the school at 'open mic' afternoon, using appropriate intonation, volume, and movement so that meaning is clear.</p>

	<p>movement so that meaning is clear.</p> <p>Publish stories as a book online.</p>	
<b>Vocabulary, grammar and punctuation</b>	<p>Use figurative language to describe and develop the story setting and atmosphere.</p> <ul style="list-style-type: none"> <li>• Personification</li> <li>• Metaphor/simile</li> <li>• Onomatopoeia</li> </ul> <p>Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases to describe the characters.</p> <p>Use direct speech to develop character and move the narrative on.</p> <ul style="list-style-type: none"> <li>• Use inverted commas around the words spoken.</li> <li>• Use a comma after the reporting clause.</li> <li>• Include punctuation before closing the speech marks.</li> <li>• Start speech with capital letter.</li> <li>• Start new line for a new speaker.</li> </ul> <p>Organise writing into paragraphs.</p> <p>Link ideas across paragraphs using adverbials of time e.g. later or place e.g. nearby, and number e.g. secondly, Use fronted adverbials followed by commas.</p>	<p>Consider range of features in narrative poem</p> <ul style="list-style-type: none"> <li>• rhyme</li> <li>• structure</li> <li>• archaic language</li> <li>• hyperbole</li> <li>• Symbolism</li> <li>• personification</li> <li>• pathetic fallacy</li> </ul> <p>Organise ideas into verses.</p> <p>Understand how words are related by meaning as synonyms and antonyms e.g. big, large, little and be able to make deliberate choices considering the audience.</p> <p>Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken</p> <p>Use of subjunctive forms such as 'If I were' or 'Were they to come' to help create very formal, archaic feel of poem.</p>


	Indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will, must.	
<b>Transcription</b>	Join handwriting accurately and consistently.  Write legibly, fluently and with increasing speed.  Use the first three or four letters of a word to check its spelling in a dictionary.	Join handwriting accurately and consistently.  Write legibly, fluently and with increasing speed.  Use the first three or four letters of a word to check its spelling in a dictionary.
<b>Dictation Focus</b>	Sentences with direct speech.	Sentences with subjunctive forms.
Spring 2 	<b>What makes our Earth angry?</b> <b>Explanation text- Earthquakes</b>	<b>Newspaper report</b>
<b>Composition: purpose and audience</b>	Write an explanation text about earthquakes.  Understand the purpose of an explanation text and its key features.  Use wider reading and modelled texts to inform planning.  Use, explore and develop tier 2 and 3 vocabulary around earthquakes.  Plan writing by using and adapting a given structure.	Write a newspaper report about an earthquake.  Understand the purpose of a newspaper report and its key features.  Use wider reading and modelled texts to inform planning.  Continue to use, explore and develop tier 2 and 3 vocabulary around earthquakes.

	<p>Draft and write by orally rehearsing sentences first.</p> <p>Edit and improve writing by checking for grammatical errors, spelling mistakes, sense and effectiveness.</p> <p>Present his/her own text via Teams to a class of children in another school, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>Plan writing by using and adapting a given structure. Draft and write by orally rehearsing sentences first. Edit and improve writing by checking for grammatical errors, spelling mistakes, sense and effectiveness.</p> <p>Present his/her own compositions to the class, using appropriate intonation, volume, and movement so that meaning is clear.</p> <p>Publish reports in a class newspaper.</p>
<b>Vocabulary, grammar and punctuation</b>	<p>Use headings, subheadings, bullet points, tables and labelled diagrams to organise and share information clearly and concisely.</p> <p>Use relative clauses.</p> <p>Use expanded noun phrases to convey complicated information concisely.</p> <p>Use formal language.</p> <p>Link ideas across paragraphs using adverbials of time, place, number, and tense choice.</p> <p>Y6: Use colons</p> <p>Use a range of conjunctions and adverbials and expand and link ideas.</p>	<p>Use direct and reported speech.</p> <p>Use formal language.</p> <p>Use relative clauses.</p> <p>Use active and passive voice.</p> <p>Use expanded noun phrases to convey complicated information concisely.</p> <p>Use devices to build cohesion within a paragraph eg. Then, after, that, this, firstly.</p> <p>Link ideas across paragraphs using adverbials of time, place, number, and tense choice.</p> <p>Y6: Use colons</p>
<b>Transcription</b>	Join handwriting accurately and consistently.	Join handwriting accurately and consistently.



	<p>Write legibly, fluently and with increasing speed.</p> <p>Use the first three or four letters of a word to check its spelling in a dictionary.</p>	<p>Write legibly, fluently and with increasing speed.</p> <p>Use the first three or four letters of a word to check its spelling in a dictionary.</p>
<b>Dictation Focus</b>	Sentences using 'however', 'despite' and 'although'.	Sentences with reported speech.
<p>Summer 1</p> 	<p>Why is London an important city?</p> <p><b>Letter writing to a pupil in a school in London.</b></p>	<p><b>Narrative</b></p>
<b>Composition: purpose and audience</b>	<p>Write a letter to a pupil in a school in London.</p> <p>Understand the purpose of a letter and its key features.</p> <p>Use wider reading and modelled texts to inform planning.</p> <p>Use, explore and develop tier 2 and 3 vocabulary around London.</p> <p>Plan writing by using and adapting a given structure.</p> <p>Draft and write by orally rehearsing sentences first.</p> <p>Edit and improve writing by checking for grammatical errors, spelling mistakes, sense and effectiveness.</p> <p>Publish by sending letters to pupils in London.</p>	<p>Retell a scene from Rooftoppers from Charle's viewpoint.</p> <p>Use wider reading and modelled texts to inform planning.</p> <p>Use, explore and develop descriptive language – including figurative language, and tier 2 and 3 adjectives, verbs, adverbs and nouns.</p> <p>Plan writing by using and adapting a given structure.</p> <p>Draft and write by orally rehearsing sentences first.</p> <p>Edit and improve writing by checking for grammatical errors, spelling mistakes, sense and effectiveness.</p> <p>Present his/her own compositions, using appropriate intonation,</p>

		<p>volume, and movement so that meaning is clear.</p> <p>Publish by reading stories to another class.</p>
<b>Vocabulary, grammar and punctuation</b>	<p>Use fronted adverbials.</p> <p>Use relative clauses.</p> <p>Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases eg. The teacher expanded to the strict maths teacher with curly hair.</p> <p>Organise ideas into paragraphs.</p> <p>Link ideas across paragraphs using adverbials of time, place, number.</p> <p>Use a range of conjunctions, adverbs and prepositions to expand and link ideas including however, despite and although.</p> <p>Use brackets, dashes or commas to indicate parenthesis.</p> <p>Use commas to clarify meaning or avoid ambiguity.</p>	<p>Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases eg. The teacher expanded to the strict maths teacher with curly hair.</p> <p>Use figurative language including personification and metaphors.</p> <p>Use direct speech.</p> <p>Indicate degrees of possibility using modal verbs eg might, should, will, must.</p> <p>Organise ideas into paragraphs.</p> <p>Link ideas across paragraphs using the repetition of a word or phrase.</p> <p>Link ideas across paragraphs using ellipsis.</p> <p>Build tension and suspense by a short sentence, ellipsis and personification.</p>
<b>Transcription</b>	<p>Join handwriting accurately and consistently.</p> <p>Write legibly, fluently and with increasing speed.</p> <p>Use the first three or four letters of a word to check its spelling in a dictionary.</p>	<p>Join handwriting accurately and consistently.</p> <p>Write legibly, fluently and with increasing speed.</p> <p>Use the first three or four letters of a word to check its spelling in a dictionary.</p>

		Use a thesaurus.
<b>Dictation Focus</b>	Sentences using commas to clarify or avoid ambiguity.	Sentences using metaphors.
Summer 2	How has space travel changed?	
	<b>Presentation about benefits of Space Travel.</b>	<b>Narrative</b>
<b>Composition: purpose and audience</b>	<p>Write and deliver a presentation about the benefits and possibilities of Space travel.</p> <p>Understand the purpose of a presentation and its key features.</p> <p>Use wider reading and modelled texts to inform planning.</p> <p>Use, explore and develop tier 2 and 3 vocabulary around Space travel</p> <p>Plan writing by using and adapting a given structure.</p> <p>Draft and write by orally rehearsing sentences first.</p> <p>Edit and improve writing by checking for grammatical errors, spelling mistakes, sense and effectiveness.</p> <p>Present his/her own compositions to parents, using appropriate intonation, volume, and</p>	<p>Write the beginning of a sci-fi narrative using the film clip about Pandora ( <a href="#">The Sci - Fi Shed - THE LITERACY SHED</a>)</p> <p>Use wider reading and modelled texts to inform planning.</p> <p>Use, explore and develop descriptive language linked to space – including figurative language, and tier 2 and 3 adjectives, verbs, adverbs and nouns.</p> <p>Plan writing by using and adapting a given structure.</p> <p>Draft and write by orally rehearsing sentences first.</p> <p>Edit and improve writing by checking for grammatical errors, spelling mistakes, sense and effectiveness.</p> <p>Record story in front of a green screen. Watch finished recordings together as a class.</p>

	<p>movement so that meaning is clear.</p> <p>Publish by giving presentation to parents.</p>	
<b>Vocabulary, grammar and punctuation</b>	<p>Experiment with using a wide range of clause structures, varying their position within the sentence.</p> <p>Indicate degrees of possibility using adverbs e.g. perhaps, surely,</p> <p>Use expanded noun phrases to convey complicated information concisely.</p> <p>Use commas to clarify meaning or avoid ambiguity.</p> <p>Understand the difference between formal and informal language and make appropriate choices for their own presentation.</p> <p>Use active and passive voice for affect.</p> <p>Organise ideas into paragraphs.</p> <p>Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence</p>	<p>Use direct speech.</p> <p>Organise ideas into paragraphs.</p> <p>Link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby, and number e.g. secondly,</p> <p>Link ideas across paragraphs using tense choices eg: he had seen her before.</p> <p>Use fronted adverbials.</p> <p>Use relative clauses (which, where, when)</p> <p>Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases eg. The teacher expanded to the strict maths teacher with curly hair.</p> <p>Use figurative language to develop mood and atmosphere.</p>
<b>Transcription</b>	Join handwriting accurately and consistently.	Join handwriting accurately and consistently.

	Write legibly, fluently and with increasing speed.  Use the first three or four letters of a word to check its spelling in a dictionary.	Write legibly, fluently and with increasing speed.  Use the first three or four letters of a word to check its spelling in a dictionary.
<b>Dictation Focus</b>	Sentences in active and passive voice.	Sentences using onomatopoeia.

<b>Additional Poetry Units to be fitted into longer half terms.</b>	<b>Key Features</b>	<b>Example</b>
<b>Kenning</b> (1 week)	<p>A 'kenning' is a two-word phrase which describes an object, often using a metaphor to do so.</p> <p>Kenning poems are a type of riddle which use kennings to describe something or someone.</p> <p>Each line consists of one kenning. There is no set number of lines in each verse.</p> <p>The kennings should be ordered within the poem with consideration of the impact on the reader</p>	<p>Perfect predator Day dreamer Coat cleaner Rapid runner Mouse chaser Skilled climber</p>
<b>Free verse</b> (1 week)	<ul style="list-style-type: none"> <li>• simile</li> <li>• metaphor</li> <li>• personification</li> <li>• structure of author focus</li> <li>• mood and tone</li> <li>• an awareness of vocabulary choice and poetry from difficult</li> <li>• cultures and periods of time</li> </ul>	<p>The Truth Truth is a mountain which must be bravely climbed Truth is the wind which swirls around the snowy peaks Truth is in the trees which keep me company on my ascent But on the journey, truth couldn't be seen amongst the storm The mountain stood so vast and tall Looking down upon us all The wind cloaks herself in dark at night</p>

		<p>She whips and cries and gave a fright The trees capture innocent passers- by They used their limbs to clutch them tight in the cold and crisp night sky</p>
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