

<b>Term:</b> Autumn 1	<b>Project:</b> Scrumdiddlyumptious!	<b>Book Links:</b> <ul style="list-style-type: none"> <li>- Recipe books</li> <li>- Menus</li> <li>- Advertisements</li> <li>- <i>Charlie and the Chocolate Factory</i>- Roald Dahl</li> </ul>	<b>Visual Literacy:</b> <ul style="list-style-type: none"> <li>- M&amp;S food adverts</li> <li>- Cooking tutorials/demonstration</li> <li>- Food images</li> <li>- <a href="https://www.youtube.com/watch?v=7tOkpntQtBM">https://www.youtube.com/watch?v=7tOkpntQtBM</a> Oliver Twist clip</li> </ul>
<b>New Learning Cycle 1:</b> Short Story	<b>Genre:</b> Fantasy Narrative	<b>Purpose:</b> To entertain	
<b>Toolkit</b>			
<b>Generic Features:</b>		<b>Grammatical/Language Features:</b>	
<ul style="list-style-type: none"> <li>• Narratives and retellings are written in first or third person.</li> <li>• Narratives and retellings are written in past tense, occasionally these are told in the present tense.</li> <li>• Events are sequenced to create chronological plots through the use of adverbials and prepositions.</li> <li>• Descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods...</li> <li>• Narratives use typical characters, settings and events whether imagined or real.</li> <li>• Dialogue begins to be used to convey characters' thoughts and to move the narrative forward.</li> <li>• Language choices help create realistic sounding narratives. e.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policeman instead of man), expressive verbs (e.g. shouted/muttered instead of said etc.)</li> </ul> <p>Common Structure:</p> <ul style="list-style-type: none"> <li>- an opening (beginning)</li> <li>- an complication (mid</li> <li>- a resolution (ending)</li> </ul> <p>Fantasy:</p> <ul style="list-style-type: none"> <li>- Chronological events</li> <li>- Settings are fantasy worlds and fictional place</li> <li>- A focus on setting description and character development (not real, so need to be imagined by a reader)</li> </ul> <p>Adventure:</p> <ul style="list-style-type: none"> <li>- Series of exciting events</li> <li>- A 'hero' character</li> <li>- A 'threat' or villain</li> <li>- Tension waves</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Paragraphing</b> (logical sections such as a setting, character, change in time)</li> <li>• <b>Adverbs/ adverbials</b> to denote shift in time, change of place or the manner in which something is done</li> <li>• <b>Prepositional phrases</b> establishing where and when</li> <li>• <b>Conjunctions</b> to enable causation in the narrative and to express time <ul style="list-style-type: none"> <li>- coordinating 'so'</li> <li>- subordinating 'because' 'after' 'before'</li> </ul> </li> <li>• Conjunctions to provide cohesion and varied sentence structures</li> <li>• <b>Inverted commas</b> to demarcate direct speech (alternative words for said used)</li> <li>• <b>Present perfect</b> forms of verbs can be used within dialogue or a character's thoughts eg. 'What has happened?' 'What have you done?' 'They have forgotten me.'</li> <li>• <b>Expanded noun phrases</b> with pre modifiers and prepositional phrases to create effective descriptions</li> <li>• <b>Figurative language</b>- similes</li> <li>• <b>Nouns and pronouns</b> used effectively to aid cohesion and clarity</li> <li>• <b>Verbs and adverbs</b> to be selected for effect</li> </ul>	
<b>Possible Content for Writing</b>	<b>Hook Ideas</b>	<b>Skills to Review</b>	<b>Skills to teach</b>
<ul style="list-style-type: none"> <li>• Retell story of Mad Hatter's tea party</li> <li>• Retell/edit parts of Charlie and the chocolate factory</li> </ul>	<ul style="list-style-type: none"> <li>• Create a mad-hatter's tea party</li> <li>• <a href="https://www.youtube.com/watch?v=-1mAb2wXsRM">/https://www.youtube.com/watch?v=-1mAb2wXsRM</a></li> <li>• <a href="https://www.youtube.com/watch?v=msvOUUgV6m8">https://www.youtube.com/watch?v=msvOUUgV6m8</a></li> </ul>	<ul style="list-style-type: none"> <li>• Paragraphs</li> <li>• Expanded noun phrases</li> <li>• Commas in lists (adjectives, ideas, events)</li> <li>• Figurative Language- similes</li> </ul>	<ul style="list-style-type: none"> <li>• Varying sentence openers- starting with the simile or a double adjective.</li> <li>• Inverted commas for speech</li> <li>• A/an before vowels and consonants</li> <li>•</li> </ul>

		<ul style="list-style-type: none"><li>• Adverbials of time, place and manner</li><li>• Alternative words for said</li><li>• Using a variety of conjunctions in sentences (coordinating and subordinating).</li><li>• Apostrophes for possession and contraction.</li></ul>	
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**Misconceptions:**

- Overuse of adjectives
- Multiple adjectives similar in meaning
- Basic/ Minimalistic vocabulary
- When using figurative language, children may not build an image beyond the literal meanings of the words, and make comparisons with similar, literal things.  
Eg. The cat's scruffy, matted fur was like a dog's fur; instead of, 'The cat's scruffy, matted fur was like a worn, grimy mop.
- Children may write their inverted commas incorrectly. For example, they may face away from the speech, sit on the line or appear to large.
- Children use too much dialogue and not enough description

Independent Learning Cycle 2	Genre: instructions	Purpose: To instruct/guide	
<b>Toolkit</b>			
<b>Generic Features:</b>		<b>Grammatical/ Language Features</b>	
<ul style="list-style-type: none"> <li>• Structural layout: title, intro, equipment, instructions</li> <li>• Bullet points for you will need</li> <li>• Fronted adverbials: First, then, next, after</li> <li>• Imperative verbs: put, cut, stir</li> <li>• Commas in a list</li> <li>• Conditional clause – if...</li> </ul>		<ul style="list-style-type: none"> <li>• <b>First person</b> e.g. use of <b>pronoun 'I'</b></li> <li>• Written in <b>past tense, including the past progressive</b> form of verbs(-ing) were eating, was hoping, was walking</li> <li>• <b>Apostrophes</b> used for singular possession</li> <li>• Apostrophes to show contracted forms Eg. I couldn't believe my eyes</li> <li>• <b>Sentences</b> are demarcated using <b>full-stops, capital letters and finger spaces.</b></li> <li>• <b>Conjunctions</b> including 'and', 'but', 'or' 'because', 'when', 'if', 'that' are used for coordinating events and showing subordination EG. We went to the park so we could play on the swings</li> <li>• Use of <b>exclamation marks</b> to indicate emotion and form exclamative sentences. How amazing is that!</li> <li>• <b>Question marks</b> can be used to form questions.</li> <li>• <b>Noun phrases</b> to create description</li> <li>• <b>Commas</b> to separate lists (characters, ideas, adjectives)</li> <li>• <b>Verbs</b> should be chosen for effect</li> <li>• <b>Language of chronology</b> is used e.g. then, next, first, afterwards, just before that, at last, meanwhile</li> </ul>	
<b>Possible Content for Writing</b>	<b>Hook Ideas</b>	<b>Skills to Review</b>	<b>Skills to Teach</b>
<ol style="list-style-type: none"> <li>1. Write instructions for a healthy smoothie – links to DT</li> <li>2. Recipe</li> </ol>	<ol style="list-style-type: none"> <li>1. Take the children out on a local walk to a park with the appropriate equipment to collect minibeasts</li> <li>2. School trip to recount (nature centre, insect/bug house)</li> </ol>	<ol style="list-style-type: none"> <li>1. commas in a list</li> <li>2. imperative verbs</li> </ol>	<ol style="list-style-type: none"> <li>1. Time adverbials</li> <li>2. Bullet points</li> <li>3. Structural layout</li> </ol>
<b>Misconceptions:</b> <ul style="list-style-type: none"> <li>- Using language of chronology incorrectly (after that used before another event has taken place)</li> <li>- Writing subordinate clauses as complete sentences</li> </ul>			

<b>Independent Learning Cycle</b> 3	<b>Genre:</b> Recount	<b>Purpose:</b> To inform	
<b>Toolkit</b>			
<b>Generic Features:</b>		<b>Grammatical/ Language Features</b>	
<ul style="list-style-type: none"> <li>• Written in first person.</li> <li>• Written in the past tense.</li> <li>• Events are sequenced in chronological order.</li> <li>• Orientation is used to set the scene e.g. On a sunny Saturday during the summer holidays, I went to the beach.</li> <li>• Reorientation/closing statement is used e.g. I hope I will see the pirates again someday.</li> <li>• Time adverbials and conjunctions</li> <li>• Interesting facts they learnt on the trip.</li> </ul>		<ul style="list-style-type: none"> <li>• <b>First person</b> e.g. use of <b>pronoun 'I'</b></li> <li>• Written in <b>past tense, including the past progressive</b> form of verbs(-ing) were eating, was hoping, was walking</li> <li>• <b>Apostrophes</b> used for singular possession</li> <li>• Apostrophes to show contracted forms Eg. I couldn't believe my eyes</li> <li>• <b>Sentences</b> are demarcated using <b>full-stops, capital letters and finger spaces.</b></li> <li>• <b>Conjunctions</b> including 'and', 'but', 'or' 'because', 'when', 'if', 'that' are used for coordinating events and showing subordination EG. We went to the park so we could play on the swings</li> <li>• Use of <b>exclamation marks</b> to indicate emotion and form exclamative sentences. How amazing is that!</li> <li>• <b>Question marks</b> can be used to form questions.</li> <li>• <b>Noun phrases</b> to create description</li> <li>• <b>Commas</b> to separate lists (characters, ideas, adjectives)</li> <li>• <b>Verbs</b> should be chosen for effect</li> <li>• <b>Language of chronology</b> is used e.g. then, next, first, afterwards, just before that, at last, meanwhile</li> </ul>	
<b>Possible Content for Writing</b>	<b>Hook Ideas</b>	<b>Skills to Review</b>	<b>Skills to Teach</b>
1. Any trip that year group have chosen	Theatre trip to Charlie and the Chocolate factory Cadbury world Smoothie making Create their own recipe	First person Past tense Adjectives	Expanded noun phrases to describe Sequential events Conjunctions for co-ordination .+ + + .+ + +

**Misconceptions:**

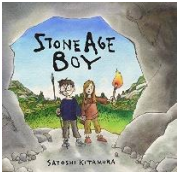
- Using language of chronology incorrectly (after that used before another event has taken place)
- Writing subordinate clauses as complete sentences

**Term:** Autumn 2Narrative  
Setting description**Project:** Tribal Tales**Book Links:**

- Non-fiction texts based around specific subject
- *Stone Age Boy* (Picture Book)- Satoshi Kitamura
- *How to Wash a Woolly Mammoth* (picture book)- Michelle Robinson and Katie Hindley

**Visual Literacy:**

<https://www.bbc.co.uk/programmes/p00dtrcn>  
Day in the life of a 10-year-old in the Stone Age  
<http://www.stoneagetools.co.uk/stone-age-tools-galleries.htm>  
Gallery of Stone Age artefacts  
<https://www.bbc.co.uk/bitesize/topics/z82hsbk/articles/z8bkwmn#zw4j2hv>  
How did Iron Age people live?

New Learning Cycle 1: Short Story	Purpose: To entertain	Audience: KS1 children	
Toolkit			
Generic Features:		Grammatical/Language Features:	
<ul style="list-style-type: none"> <li>Narratives and retellings are written in first or third person.</li> <li>Narratives and retellings are written in past tense; occasionally these are told in the present tense.</li> <li>Events are sequenced to create chronological plots through the use of adverbials and prepositions.</li> <li>Descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods...</li> <li>Narratives use typical characters, settings and events whether imagined or real.</li> <li>Dialogue begins to be used to convey characters' thoughts and to move the narrative forward.</li> <li>Language choices help create realistic sounding narratives. e.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policeman instead of man), expressive verbs (e.g. shouted/muttered instead of said etc.)</li> </ul> <p>Historical:</p> <ul style="list-style-type: none"> <li>A historical setting with aspects of adventure and mystery</li> <li>Fictionalised account of real events or additional, fictional detail to things that really happened</li> </ul>		<ul style="list-style-type: none"> <li><b>Paragraphing</b> (logical sections such as a setting, character, change in time)</li> <li><b>Adverbs/ adverbials</b> to denote shift in time, change of place or the manner in which something is done</li> <li><b>Prepositional phrases</b> establishing where and when</li> <li><b>Conjunctions</b> to enable causation in the narrative and to express time <ul style="list-style-type: none"> <li>- coordinating 'so'</li> <li>- subordinating 'because' 'after' 'before'</li> </ul> </li> <li>Conjunctions to provide cohesion and varied sentence structures</li> <li><b>Expanded noun phrases</b> with pre modifiers and prepositional phrases to create effective descriptions</li> <li><b>Figurative language</b>- similes</li> <li><b>Nouns and pronouns</b> used effectively to aid cohesion and clarity</li> <li><b>Verbs and adverbs</b> to be selected for effect</li> </ul>	
Possible Content for Writing	Hook Ideas	Skills to Review	Skills to Teach
<ul style="list-style-type: none"> <li>Historical adventure about a character going back in time to the stone age</li> </ul>	<ul style="list-style-type: none"> <li>Stone Age Boy (Picture Book)- Satoshi Kitamura</li> </ul> 	<ul style="list-style-type: none"> <li>Sentence demarcation and correct punctuation.</li> <li>Expanded noun phrases (pre-modifiers and prepositional phrases)</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Multiclaue sentences- coordinating conjunctions to join sentences (when, if, because, although).</li> <li>Subordinate clauses (including terminology)</li> <li>Figurative Language- Similes</li> <li>Adverbials of time/place and manner.</li> <li>Introduce paragraphing (change with time, place or event)</li> <li>Using alternative verbs for 'said'</li> <li>Apostrophes for singular possession (should be revision from KS1).</li> </ul>
<p>Misconceptions:</p> <ul style="list-style-type: none"> <li>When using figurative language, children may not build an image beyond the literal meanings of the words, and make comparisons with similar, literal things. Eg. The mammoth's scruffy, matted fur was like a mammoth's fur; instead of, 'The mammoth's scruffy, matted fur was like a worn, grimy mop.</li> <li>Over-listing adjectives in an expanded noun phrase</li> </ul>			

<b>New Learning Cycle 2: Setting Description</b>	<b>Genre: Setting Description</b>	<b>Purpose: To entertain</b>	
<b>Toolkit:</b>			
<b>Generic Features:</b>		<b>Grammatical/ Language Features:</b>	
<ul style="list-style-type: none"> <li>• Narratives and retellings are written in first or third person.</li> <li>• Narratives and retellings are written in past tense, occasionally these are told in the present tense.</li> <li>• Events are sequenced to create chronological plots through the use of adverbials and prepositions.</li> <li>• <b>Descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods...</b></li> <li>• Narratives use typical characters, settings and events whether imagined or real.</li> <li>• Dialogue begins to be used to convey characters' thoughts and to move the narrative forward.</li> <li>• Language choices help create realistic sounding narratives. e.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policeman instead of man), expressive verbs (e.g. shouted/muttered instead of said etc.)</li> </ul>		<ul style="list-style-type: none"> <li>• Written in the <b>present tense</b> (can include <b>present perfect</b>- have/has- people have said)</li> <li>• <b>Paragraphing</b> (logical sections such as a setting, character, change in time)</li> <li>• <b>Prepositional phrases</b> establishing where and when</li> <li>• <b>Conjunctions</b> to enable causation in the narrative and to express time - coordinating 'so' - subordinating 'because' 'after' 'before'</li> <li>• Conjunctions to provide cohesion and varied sentence structures</li> <li>• <b>Expanded noun phrases</b> with pre modifiers and prepositional phrases to create effective descriptions</li> <li>• <b>Figurative language</b>- similes and alliteration</li> <li>• <b>Nouns and pronouns</b> used effectively to aid cohesion and clarity</li> <li>• <b>Verbs and adverbs</b> to be selected for effect</li> </ul>	
<b>Possible Content for Writing</b>	<b>Hook Ideas</b>	<b>Skills to Review</b>	<b>Skills to teach</b>
<ul style="list-style-type: none"> <li>• A setting description of a scene from iron age.</li> <li>• Scene from stone age boy</li> </ul>	<ul style="list-style-type: none"> <li>• NOW PRESS PLAY-</li> <li>• Picture books or animated versions of depicting stone age</li> <li>• Stone age hook day</li> </ul>	<ul style="list-style-type: none"> <li>• Use of simple and complex sentences</li> <li>• Paragraphs</li> <li>• Expanded noun phrases</li> <li>• Figurative Language- similes/alliteration</li> </ul>	<ul style="list-style-type: none"> <li>• Prepositional phrases (on the roof of the palace.... Under the dark sky....)</li> <li>• Effective word choice and using synonyms.</li> </ul>
<b>Misconceptions:</b> <ul style="list-style-type: none"> <li>- Children writing incomplete sentences (full stops in the wrong place) will usually be missing the verb from their sentence. Sentences must contain a subject (something/someone) and a verb (doing/being word)</li> <li>- Overuse of adjectives in expanded noun phrases</li> </ul>			

<p><b>Term:</b> Spring 1</p> <p>Non-chronological report</p> <p>Letter in role</p>	<p><b>Project:</b> Tremors</p>	<p><b>Book Links:</b></p> <ul style="list-style-type: none"> <li>- <i>Escape from Pompei</i> (picture book) – Christina Balit</li> <li>- <i>Earth Shattering</i> Events by Sophie Williams</li> <li>- <i>The Pebble in my Pocket: A History of Our Earth</i> by Meridith Hooper</li> <li>- <i>Survivors</i>- David Long (as appropriate)</li> </ul>	<p><b>Visual Literacy:</b></p> <p><a href="https://www.youtube.com/watch?v=dY_3ggKg0Bc">https://www.youtube.com/watch?v=dY_3ggKg0Bc</a> A Day in Pompeii</p> <p><a href="https://www.onceuponapicture.co.uk/">https://www.onceuponapicture.co.uk/</a></p>
<p><b>New Learning Cycle 1:</b> Non-Chronological Report (formal)</p>	<p><b>Genre:</b> Report</p>	<p><b>Purpose:</b> To inform</p>	
<p><b>Toolkit</b></p>			
<p><b>Generic Features:</b></p> <ul style="list-style-type: none"> <li>• A logical structure (absence of chronology) where information is grouped together, moving from general to more specific detail and elaboration. A generic structure would include: <ul style="list-style-type: none"> <li>- An opening statement/ paragraph- generally introduces/classifies the subject.</li> <li>- Paragraphs detailing various aspects of the chosen subject. Aspects could include: housing, clothing, diet, tools/weapons etc...</li> <li>- Photographs and diagrams to help summarise information</li> </ul> </li> <li>• Reports are usually written in present tense unless based on something historical</li> <li>• Formal style of writing</li> <li>• Technical vocabulary/ tier 3 words used where appropriate</li> </ul>		<p><b>Grammatical/Language Features:</b></p> <ul style="list-style-type: none"> <li>• Written in the <b>third person</b> and in the <b>present/past tense (past if historical subject)</b></li> <li>• <b>Questions</b> can be used to form titles and are denoted with a question mark</li> <li>• Use of <b>conjunctions</b> to aid cohesion, including causal conjunctions (so, because...)</li> <li>• <b>Nouns and pronouns</b> are used appropriately, creating cohesion</li> <li>• <b>Paragraphs</b> are used to collate related information. Content is organised logically.</li> <li>• <b>Layout devices</b>, such as headings and subheadings are used to help organise paragraphs</li> <li>• <b>Formal</b> style/language</li> <li>• <b>Adjectives</b> are used to briefly and effectively describe the subject providing further detail to enhance meaning. Adjectives should be used for precision and are often used when describing appearance.</li> <li>• <b>Adjectives to compare and contrast</b> can be used to develop description further (bigger/biggest, smaller/smallest)</li> </ul>	
<p><b>Possible Content for Writing</b></p> <ul style="list-style-type: none"> <li>• Non-chronological report about a specific volcano or Earthquake- can incorporate geography knowledge.</li> </ul>	<p><b>Hook Ideas</b></p> <ul style="list-style-type: none"> <li>• Visual Literacy- see links</li> <li>• Newspaper reports/clips about eruptions/earthquakes etc.</li> <li>• Independent research</li> <li>• Drama/Role play- use IT to record a mini documentary about chosen topic for report.</li> </ul>	<p><b>Skills to Review</b></p> <ul style="list-style-type: none"> <li>• Causal conjunctions (so, because)</li> <li>• Questions/ statements</li> <li>• Simple past/present tense</li> <li>• Paragraphs</li> <li>• Adverbials of time place and manner</li> <li>• Using a variety of conjunctions in sentences</li> </ul>	<p><b>Skills to Teach</b></p> <ul style="list-style-type: none"> <li>• Prefixes if relevant</li> <li>• Headings and subheadings and all other organisational devices of a non-chronological report</li> <li>• Comparing/ contrasting adjectives</li> <li>• Choosing nouns/pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>• Formal writing and presentation of facts.</li> </ul>



		(coordinating and subordinating).	
<b>Misconceptions:</b> <ul style="list-style-type: none"> <li>- Children may have limited/no experience of formal writing at this stage. Lots of comparison will be needed along with a clear idea of audience and purpose. Children may still use informal writing features such as contractions and exclamation marks.</li> <li>- Children will often start discussing specific details in their opening paragraph. This paragraph needs to remain general and outline what the focus subject is; specific details about the subject should be within a paragraph under a subheading.</li> </ul>			
<b>New Learning Cycle 2:</b> Informal letter (in role)	<b>Genre:</b> Recount/ Reflect	<b>Purpose:</b> To inform/ To entertain	
<b>Toolkit</b>			
<b>Generic Features:</b>		<b>Grammatical/Language Features:</b>	
<ul style="list-style-type: none"> <li>• An opening statement that sums up the content of the letter.</li> <li>• Strategically organised information describes what has been happening at Pompeii from the perspective of the writer.</li> <li>• A closing statement repeats and reinforces the viewpoint. (There is no doubt that...)</li> </ul> <p>Letter:</p> <ul style="list-style-type: none"> <li>- Address, date, greeting, body and close</li> <li>- Could include comments/ reviews from</li> </ul>		<ul style="list-style-type: none"> <li>• Written in the <b>first person</b> and <b>past tense</b></li> <li>• <b>Paragraphing</b> (logical sections such as a setting, character, change in time)</li> <li>• <b>Adverbs/ adverbials</b> to denote shift in time, change of place or the manner in which something is done</li> <li>• <b>Prepositional phrases</b> establishing where and when</li> <li>• <b>Conjunctions</b> to enable causation in the narrative and to express time <ul style="list-style-type: none"> <li>- coordinating 'so'</li> <li>- subordinating 'because' 'after' 'before'</li> </ul> </li> <li>• Conjunctions to provide cohesion and varied sentence structures</li> <li>• <b>Present perfect</b> forms of verbs can be used within a character's thoughts eg. 'What has happened?' 'What have you done?' 'They have forgotten me.'</li> <li>• <b>Expanded noun phrases</b> with pre modifiers and prepositional phrases to create effective descriptions</li> <li>• Written in the <b>present tense</b> (can include <b>present perfect</b>- have/has and <b>present continuous</b>- e.g I am writing to you from...)</li> <li>• <b>Cohesion</b> created through the use on <b>nouns and pronouns</b></li> <li>• Logical <b>adverbials, prepositions and conjunctions</b> to aid cohesion and structure writing</li> <li>• Make <b>informal vocabulary</b> choices</li> </ul>	
<b>Possible Content for Writing</b>	<b>Hook Ideas</b>	<b>Skills to Review</b>	<b>Skills to Teach</b>
<ul style="list-style-type: none"> <li>• Write a letter from a citizen of Pompeii describing the build up to Vesuvius erupting.</li> <li>• Write a letter from someone from a nearby town describing what has happened in Pompeii.</li> </ul>	<ul style="list-style-type: none"> <li>• 'Escape from Pompeii' (picture book) – Christina Balit</li> <li>• Storytelling- Survival Story from <i>Survivors</i>: David Long (<b>as appropriate for context</b>)</li> </ul>	<ul style="list-style-type: none"> <li>• Present tense (simple and continuous)</li> <li>• Persuasive noun phrases</li> <li>• Paragraphs</li> <li>• Expanded noun phrases</li> <li>• Using a variety of conjunctions in sentences (coordinating and subordinating).</li> </ul>	<ul style="list-style-type: none"> <li>• Layout of a letter</li> <li>• Present perfect tense</li> </ul>

	<ul style="list-style-type: none"><li>• Volcano eruption video (A day in Pompeii- see links)</li><li>• Drama/role play- children act as reported and deliver a 'televised' report- use of IT, cameras etc.</li></ul>		
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**Misconceptions:**

- Inconsistency in formality and tense
- Letter not structured correctly
- Incorrect paragraphing

<b>Term:</b> Spring 2  <b>Advert Recount</b>	<b>Project:</b> Urban Pioneers	<b>Book Links:</b> <i>The Street Beneath my Feet</i> - Charlotte Guillian <i>Explorers: Amazing Tales of the World's Greatest Adventures</i> - Nellie Huang <i>Ocean Meets Sky</i> - Eric Fan <i>The Big Book of the UK</i> - Imogen Russell Williams Any other books on the local area	<b>Visual Literacy:</b> <a href="https://www.youtube.com/watch?v=ABridyavqki&amp;t=1s">https://www.youtube.com/watch?v=ABridyavqki&amp;t=1s</a> The world in 2050  <a href="https://www.youtube.com/watch?v=Gj6V-xZgtIQ">https://www.youtube.com/watch?v=Gj6V-xZgtIQ</a> Taking Flight
<b>New learning cycle:</b> Advert	<b>Genre:</b> Persuasive text (advert)	<b>Purpose:</b> To persuade	
<b>Generic features:</b>		<b>Grammatical/ Language Features</b>	
<ul style="list-style-type: none"> <li>An opening statement that sums up the viewpoint being presented.</li> <li>Strategically organised information presents and then elaborates on the desired viewpoint</li> <li>A closing statement repeats and reinforces the viewpoint. (There is no doubt that...)</li> </ul> Advert: <ul style="list-style-type: none"> <li>The aim is to SELL</li> <li>Could include comments/ reviews from other sources (given as evidence of point)</li> </ul> Positive/ emotive vocabulary choices		<ul style="list-style-type: none"> <li>Written in the <b>present tense</b> (can include <b>present perfect</b>- have/has- people have said)</li> <li>Use of <b>second person</b> when appealing to a reader (you, your)</li> <li><b>Cohesion</b> created through the use on nouns and pronouns</li> <li>Logical <b>adverbials, prepositions and conjunctions</b> to aid cohesion and structure writing</li> <li>Make <b>formal and informal vocabulary</b> choices</li> <li><b>Rhetorical questions</b></li> <li>Persuasive <b>noun phrases</b></li> <li><b>Repetition</b> may be used to strengthen the point of view.</li> <li><b>Layout devices</b>, such as headings and subheadings can be used to help organise paragraphs</li> </ul>	
<b>Possible Content for Writing</b>	<b>Hook Ideas</b>	<b>Skills to Review</b>	<b>Skills to Teach</b>
Children create an advert for their local area/school/Birmingham city centre	<ul style="list-style-type: none"> <li>Visits to local area or to Birmingham city centre</li> <li>Visit Birmingham videos (YouTube)</li> <li>Visits from local experts to support with content</li> <li>'Travel guide' role play</li> </ul>	<ul style="list-style-type: none"> <li>Questions</li> <li>Present and present perfect tense</li> <li>Expanded noun phrases- careful choice of vocabulary to sound persuasive</li> <li>Subordinate clauses (including terminology)</li> <li>Headings/subheadings if appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Rhetorical questions</li> <li>Persuasive adverbials (range of sentence openers- 'an intelligent person such as yourself, surely...')</li> <li>Repetition for effect</li> </ul>
<b>Misconceptions:</b> <ul style="list-style-type: none"> <li>Confusing present perfect tense (he has/they have) with simple past participle of 'have' (he had/ they had)</li> <li>Multiple, similar meaning adjectives in an expanded noun phrase creating writing that is ineffective (a tasty, delicious, mouth-watering chocolate bar)</li> <li>Ending rhetorical questions with a full-stop.</li> </ul>			

<b>New Learning Cycle 1:</b> Recount/Diary Entry	<b>Genre:</b> Recount (based on a personal experience)	<b>Purpose:</b> To reflect/recount	
<b>Toolkit:</b>			
<b>Generic Features:</b>		<b>Grammatical/ Language Features:</b>	
<ul style="list-style-type: none"> <li>Retellings are written in first person</li> <li>Retellings are written in past tense</li> <li>Orientation such as scene-setting or establishing context (I went to the park...)</li> <li>Events are sequenced to create chronological plots through the use of adverbials and prepositions.</li> <li>Some additional detail about each event. (He was surprised to see me.)</li> <li>Descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods...</li> <li>The subject of the recount/retelling is usually an individual, group of people or a significant event</li> <li>Reorientation- a closing statement (I hope I can go again next week)</li> <li>Simple organisational devices may be used such as a date, a summary and a close/sign off</li> </ul>		<ul style="list-style-type: none"> <li>Written in the <b>first person</b> and <b>past tense</b></li> <li><b>Paragraphing</b> (logical sections such as a setting, character, change in time)</li> <li><b>Adverbs/ adverbials</b> to denote shift in time, change of place or the manner in which something is done</li> <li><b>Prepositional phrases</b> establishing where and when</li> <li><b>Conjunctions</b> to enable causation in the narrative and to express time <ul style="list-style-type: none"> <li>- coordinating 'so'</li> <li>- subordinating 'because' 'after' 'before'</li> </ul> </li> <li>Conjunctions to provide cohesion and varied sentence structures</li> <li><b>Inverted commas</b> to demarcate direct speech if needed (alternative words for said used)</li> <li><b>Expanded noun phrases</b> with pre modifiers and prepositional phrases to create effective descriptions</li> <li><b>Figurative language</b>- similes</li> <li><b>Nouns and pronouns</b> used effectively to aid cohesion and clarity</li> <li><b>Verbs and adverbs</b> to be selected for effect</li> </ul>	
<b>Possible Content for Writing</b>	<b>Hook Ideas</b>	<b>Skills to Review</b>	<b>Skills to Teach</b>
<ul style="list-style-type: none"> <li>Children write a diary recounting an experience of a city visit</li> <li>Children write a diary entry, in role, as a character based on a book, extract or visual stimulus (see visual literacy links)</li> </ul>	<ul style="list-style-type: none"> <li>Take the children on a visit to the city centre. Go sight-seeing and experience the culture</li> <li>Use of storytelling and images to present a city, and what it is like, to the children. Children to infer from images and record key senses through story. (Link with Geography)</li> <li>Bring in a suitcase of objects from a city (souvenirs). Where has the suitcase owner been?</li> <li>City experience day- Imitate a flight to a city (drama/role play) and give the children various experiences- try specific cuisines, learn words in a different language, take photos etc.</li> </ul>	<ul style="list-style-type: none"> <li>Past tense</li> <li>First person- I, me, we, us, our</li> <li>Paragraphs</li> <li>Coordinating conjunctions (and, but, or)</li> <li>Orientation phrase- scene setting/context (Today, I...)</li> <li>Expanded noun phrases</li> <li>Inverted commas to demarcate speech if needed.</li> <li>Using a variety of conjunctions in sentences (coordinating and subordinating).</li> <li>Apostrophes for possession and contraction.</li> </ul>	<ul style="list-style-type: none"> <li>Adverbials of time, place and manner to sequence the recount. (At the beginning of the day.... After we ate lunch....)</li> </ul>

**Misconceptions:**

- Children writing incomplete sentences (full stops in the wrong place) will usually be missing the verb from their sentence. Sentences must contain a subject (something/someone) and a verb (doing/being word)
- Writing adverbial phrases as full sentences.
- Switching from first person to third person

<b>Term:</b> Summer 1	<b>Project:</b> Gods and Mortals	<b>Book Links:</b> <ul style="list-style-type: none"> <li>- <i>Beasts of Olympus</i>- Lucy Coats (novel)</li> <li>- <i>Heroes in Training</i> (novel series)</li> <li>- <i>Avoid entering the Ancient Greek Olympics</i> (non-fiction)</li> <li>- <i>The Kings of Ancient Greece</i>- Adam Bushnell (modern retellings)</li> </ul>	<b>Visual Literacy:</b> <a href="https://www.youtube.com/watch?v=DLePx0dH2Tc">https://www.youtube.com/watch?v=DLePx0dH2Tc</a> Perseus and Medusa <a href="https://www.youtube.com/watch?v=B3X2PmN-Bjw">https://www.youtube.com/watch?v=B3X2PmN-Bjw</a> Hercules Vs the Hydra <a href="https://www.literacyshed.com/the-myths-and-legends-shed.html">https://www.literacyshed.com/the-myths-and-legends-shed.html</a>
<b>New Learning Cycle 1: Character description</b>	<b>Genre:</b> Narrative	<b>Purpose:</b> To entertain	
<b>Toolkit:</b>			
<b>Generic Features:</b>		<b>Grammatical/ Language Features:</b>	
<ul style="list-style-type: none"> <li>• Narratives and retellings are written in first or third person.</li> <li>• Narratives and retellings are written in past tense, occasionally these are told in the present tense.</li> <li>• Events are sequenced to create chronological plots through the use of adverbials and prepositions.</li> <li>• <b>Descriptions, including those of characters, are developed through the use of adverbials, e.g. in the deep dark woods...</b></li> <li>• Narratives use typical characters, settings and events whether imagined or real.</li> <li>• Dialogue begins to be used to convey characters' thoughts and to move the narrative forward.</li> <li>• Language choices help create realistic sounding narratives. e.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policeman instead of man), expressive verbs (e.g. shouted/muttered instead of said etc.)</li> </ul>		<ul style="list-style-type: none"> <li>• Written in the <b>present tense</b> (can include <b>present perfect</b>- have/has- people have said)</li> <li>• <b>Paragraphing</b> (logical sections such as a setting, character, change in time)</li> <li>• <b>Prepositional phrases</b> establishing where and when</li> <li>• <b>Conjunctions</b> to enable causation in the narrative and to express time - coordinating 'so' - subordinating 'because' 'after' 'before'</li> <li>• Conjunctions to provide cohesion and varied sentence structures</li> <li>• <b>Expanded noun phrases</b> with pre modifiers and prepositional phrases to create effective descriptions</li> <li>• <b>Figurative language</b>- similes and alliteration</li> <li>• <b>Nouns and pronouns</b> used effectively to aid cohesion and clarity</li> <li>• <b>Verbs and adverbs</b> to be selected for effect</li> </ul>	
<b>Possible Content for Writing</b>	<b>Hook Ideas</b>	<b>Skills to Review</b>	<b>Skills to teach</b>
<ul style="list-style-type: none"> <li>• A character description of a Greek God</li> </ul>	<ul style="list-style-type: none"> <li>• NOW PRESS PLAY- Ancient Greeks</li> <li>• Picture books or animated versions of depicting Greek myths (there are loads!)</li> <li>• Ancient Greeks hook day</li> </ul>	<ul style="list-style-type: none"> <li>• Use of simple and complex sentences</li> <li>• Paragraphs</li> <li>• Expanded noun phrases</li> <li>• Figurative Language- similes/alliteration</li> </ul>	<ul style="list-style-type: none"> <li>• Prepositional phrases (on the roof of the palace.... Under the dark sky....)</li> <li>• Effective word choice and using synonyms.</li> </ul>
<b>Misconceptions:</b>			
<ul style="list-style-type: none"> <li>- Children writing incomplete sentences (full stops in the wrong place) will usually be missing the verb from their sentence. Sentences must contain a subject (something/someone) and a verb (doing/being word)</li> <li>- Overuse of adjectives in expanded noun phrases</li> </ul>			


<b>New Learning Cycle 2: Myth</b>		<b>Genre:</b> Narrative/ Retelling of an Ancient Greek Myth		<b>Purpose:</b> To retell/ To entertain	
<b>Toolkit</b>					
<b>Generic Features:</b>			<b>Grammatical/Language Features:</b>		
<ul style="list-style-type: none"> <li>Narratives and retellings are written in first or third person.</li> <li>Narratives and retellings are written in past tense, occasionally these are told in the present tense.</li> <li>Events are sequenced to create chronological plots through the use of adverbials and prepositions.</li> <li>Descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods...</li> <li>Narratives use typical characters, settings and events whether imagined or real.</li> <li>Dialogue begins to be used to convey characters' thoughts and to move the narrative forward.</li> <li>Language choices help create realistic sounding narratives. e.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policeman instead of man), expressive verbs (e.g. shouted/muttered instead of said etc.)</li> </ul> <p>Myth:</p> <ul style="list-style-type: none"> <li>Plot is often based around a long, dangerous journey, a quest or a series of trials for the hero</li> <li>Characters often behave in superhuman ways</li> <li>Vivid descriptions of characters and settings</li> <li>Rich vocabulary evoking power and splendour</li> <li>Little dialogue</li> </ul>			<ul style="list-style-type: none"> <li><b>Paragraphing</b> (logical sections such as a setting, character, change in time)</li> <li><b>Adverbs/ adverbials</b> to denote shift in time, change of place or the manner in which something is done</li> <li><b>Prepositional phrases</b> establishing where and when</li> <li><b>Conjunctions</b> to enable causation in the narrative and to express time <ul style="list-style-type: none"> <li>- coordinating 'so'</li> <li>- subordinating 'because' 'after' 'before'</li> </ul> </li> <li>Conjunctions to provide cohesion and varied sentence structures</li> <li><b>Inverted commas</b> to demarcate direct speech (alternative words for said used)</li> <li><b>Present perfect</b> forms of verbs can be used within dialogue or a character's thoughts eg. 'What has happened?' 'What have you done?' 'They have forgotten me.'</li> <li><b>Expanded noun phrases</b> with pre modifiers and prepositional phrases to create effective descriptions</li> <li><b>Figurative language</b></li> <li><b>Nouns and pronouns</b> used effectively to aid cohesion and clarity</li> <li><b>Verbs and adverbs</b> to be selected for effect</li> </ul>		
<b>Possible Content for Writing</b>		<b>Hook Ideas</b>		<b>Skills to Review</b>	
<ul style="list-style-type: none"> <li>Children retell the story of an Ancient Greek myth in their own words (GD children may want to create their own with a hero, monster, trial and battle)</li> </ul>		<ul style="list-style-type: none"> <li>Visual Literacy- see links</li> <li>Drama- Retell the story in a sequence of freeze frames</li> <li>Comic strip (storyboard)- sequence most important events</li> </ul>		<ul style="list-style-type: none"> <li>Expanded noun phrases</li> <li>Paragraphs</li> <li>Inverted commas</li> <li>Past tense</li> <li>Verbs and adverbs for effect</li> <li>Using a variety of conjunctions in sentences (coordinating and subordinating).</li> </ul>	
				<b>Skills to Teach</b>	
				<ul style="list-style-type: none"> <li>Mixing sentence length for effect (long to build up, short for action)</li> </ul>	

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**Misconceptions:**

- Understanding that all clauses have subjects and verbs. Subordinate clauses have a subject and verb, too, but they are dependent/ reliant on the main clause to make sense. Subordinate clauses begin with a subordinate conjunction.
- Incorrect comma placement after a fronted adverbial: 'Between, the sea and the sky...' instead of 'Between the sea and the sky, ...'
- Comma Overuse: When subordinate clauses appear at the beginning of a sentence, a comma is used to separate. When a subordinate clause precedes a main clause, no comma is required.



<b>Term:</b> Summer 2  Visual poetry Non-Chronological report	<b>Project:</b> Flow	<b>Book Links:</b> <ul style="list-style-type: none"> <li>- Visual Poetry</li> <li>- <i>A River</i>- Marc Martin (picture book)</li> <li>- <i>The Rhythm of the Rain</i> by Grahame Baker-Smith</li> </ul>	<b>Visual Literacy:</b> <a href="https://www.youtube.com/watch?v=kafxnt0kBOk">https://www.youtube.com/watch?v=kafxnt0kBOk</a> Disney elements- water <a href="https://www.youtube.com/watch?v=L4qM1IEhtNQ">https://www.youtube.com/watch?v=L4qM1IEhtNQ</a> Free diving experience <a href="https://www.onceuponapicture.co.uk/">https://www.onceuponapicture.co.uk/</a> Inspiring images
<b>New Learning Cycle 1:</b> Visual Poem	<b>Genre:</b> Poetry	<b>Purpose:</b> To entertain	
<b>Toolkit</b>			
<b>Generic Features:</b>		<b>Grammatical/Language Features:</b>	
<ul style="list-style-type: none"> <li>• Visual Poetry:</li> <li>• Visual poems are based (often exclusively) on visual appearance and/or sound.</li> <li>• The words are presented to create a particular shape, to create an image or to convey a visual message.</li> <li>• Letter shapes may be exaggerated in the design. Meaning may be literal or rely on metaphor.</li> <li>• Calligrams use the shape of the letters, words or whole poem to show the subject of the calligram in a visual way.</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Figurative language</b>- similes</li> <li>• Carefully chosen <b>adjectives and verbs</b>- link to senses</li> <li>• <b>Expanded noun phrases</b> with pre modifiers and prepositional phrases to create effective descriptions</li> <li>• <b>Commas for lists</b></li> </ul>	
<b>Possible Content for Writing</b>	<b>Hook Ideas</b>	<b>Skills to Review</b>	<b>Skills to Teach</b>
Children to create a visual poem about a body of water (river, sea etc). The poem should form the shape of the body of water.  	<ul style="list-style-type: none"> <li>• Children to have a sensory experience involving water (touch, taste, smell, hear, see)</li> <li>• Powerful image of water (see visual literacy links)</li> <li>• 'The River'(picture book)- Marc Martin</li> <li>• Children create a piece of art depicting a body of water- think carefully about colours and textures</li> </ul>	<ul style="list-style-type: none"> <li>• Expanded noun phrases</li> <li>• Emotive Language</li> <li>• Figurative Language- Similes</li> <li>• Commas in lists (adjectives, ideas, events)</li> </ul>	<ul style="list-style-type: none"> <li>• Figurative Language- alliteration/onomatopoeia</li> </ul>
<b>Misconceptions:</b> <ul style="list-style-type: none"> <li>- Many children believe that all poems have to rhyme</li> <li>- Many children believe that each line of a poem must start with a capital letter and end with a comma. These are older conventions and is usually done through choice.</li> </ul>			

<b>Term:</b> Summer 2	<b>Project:</b> Mighty Metals	<b>Book Links:</b> <ul style="list-style-type: none"> <li>- The Tin Forest by Helen Ward</li> <li>- Magnets push, Magnets pull by David A. Adler</li> <li>- The Dragon Machine (Picture Book)</li> </ul>	<b>Visual Literacy:</b> <a href="https://www.youtube.com/watch?v=vGxRUgIFFME">https://www.youtube.com/watch?v=vGxRUgIFFME</a> <a href="https://www.youtube.com/watch?v=2igRcGxlshA">https://www.youtube.com/watch?v=2igRcGxlshA</a> Wallace and Gromit marvellous inventions
<b>New Learning Cycle 2:</b> Non-Chron	<b>Genre: Non-chron</b>	<b>Purpose:</b> To inform	
<b>Toolkit</b>			
<b>Generic Features:</b>		<b>Grammatical/Language Features:</b>	
<ul style="list-style-type: none"> <li>• A logical structure (absence of chronology) where information is grouped together, moving from general to more specific detail and elaboration. A generic structure would include:</li> <li>• An opening statement/ paragraph- generally introduces/classifies the subject.</li> <li>• Paragraphs detailing various aspects of the chosen subject.</li> <li>• Describe parts, functions, qualities</li> <li>• Photographs and diagrams to help summarise information</li> <li>• Reports are usually written in present tense unless based on something historical</li> <li>• Formal style of writing</li> <li>• Technical vocabulary/ tier 3 words used where appropriate</li> </ul>		<ul style="list-style-type: none"> <li>• Layout devices such as <b>heading, subheadings</b>, columns can be used to present information clearly</li> <li>• <b>Paragraphs</b> are used to organise information into logical sections</li> <li>• Written in <b>simple present tense</b> (Hedgehogs wake up again in Spring.)</li> <li>• Cohesion is created, and repetition avoided through the use of <b>nouns and pronouns</b> (many, they)</li> <li>• Questions can be used to form titles and are demarcated with a <b>question mark</b></li> <li>• Use of <b>conjunctions/ prepositions</b> to express time and cause... so, if, because, when, although, after, before</li> <li>• <b>Adverbs</b> to demonstrate time, place, manner (<b>including fronted</b>)</li> </ul>	
<b>Possible Content for Writing</b>	<b>Hook Ideas</b>	<b>Skills to Review</b>	<b>Skills to Teach</b>
<ul style="list-style-type: none"> <li>• Children to write a report on magnets</li> <li>• Forces</li> <li>• Different materials</li> </ul>	<ul style="list-style-type: none"> <li>• Share a picture book (see book links)</li> <li>• Visual Literacy- Wallace and Gromit marvellous inventions (video clips).</li> <li>• Practical: Children to create their own invention in groups using metallic materials (paperclips, foil etc) – could involve parents as a workshop</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Complex sentences</li> <li>• Conjunctions and prepositions expressing time and cause (so, if, because, when, although, after, before)</li> <li>• Simple present tense/present perfect tense</li> <li>• Adverbials (including fronted)</li> <li>• Using a variety of conjunctions in sentences (coordinating and subordinating).</li> </ul>	<ul style="list-style-type: none"> <li>- Simple present tense</li> <li>- Complex sentences</li> </ul>

**Misconceptions:**

- Confusing an explanation with a report. Reports describe what something did or what happened; whereas, explanations discuss **WHY and HOW**
- Understanding that all clauses have subjects and verbs. Subordinate clauses have a subject and verb, too, but they are dependent/ reliant on the main clause to make sense. Subordinate clauses begin with a subordinate conjunction.
- Comma Overuse: When subordinate clauses appear at the beginning of a sentence, a comma is used to separate. When a subordinate clause precedes a main clause, no comma is required.
- Mixing tenses