

| Year/Term  | Suggested texts  | Purpose   | Focus   | Writing Outcomes   | English Language opportunities   | Cross-Curricular Writing Opportunities  |
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| 4 Autumn 1 | <p><i>Dilemmas</i><br/><i>Lost or Stolen</i><br/><i>(Anthology)</i></p> <p><i>Assembly stories</i></p> <p><i>The Tunnel</i> (picture book)<br/>(4 weeks)</p> | <p>To discuss/compare conflicting options.</p> <p>To describe</p> <p>To entertain</p> | <p>Moral dilemmas</p> <p>Character description</p> <p>Story structure</p> | <p>Character description</p> <p>Interaction between two characters (dialogue)</p> <p>Plan and write a dilemma story.</p> | <p>Expanded noun phrases</p> <p>Adverbials of manner (e.g. with an unsteady hand...)</p> <p>Speech punctuation</p> <p>Imagery for emotions</p>   |   |
|            | <p>Non-Chronological Reports<br/>(2 weeks)</p> <p><i>The Digestive System</i> (science)</p>  | <p>To inform</p>  |   | <p>Give a short presentation on healthy eating</p> <p>A child-friendly leaflet on healthy eating/magazine article</p>    | <p>Layout</p> <p>Headings and sub-headings</p> <p>Technical vocab</p> <p>Topic sentences</p> <p>Subordination (If you do not follow a healthy diet, then...)</p> <p>Conjunctions of time (Before eating a healthy meal, consider...)</p> | <p>Science – the Digestive System</p> <p>Computing – powerpoint presentations</p> |

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| <p>4 Autumn 2</p> | <p><i>Poetry – Free verse poems (1 week)</i></p> <p><i>Bonfire at Night (Enid Blyton)</i></p> <p><i>The Squirrels Who Squabbled</i></p> | <p>To entertain</p> <p>To describe</p>            |  | <p>Autumn based free verse poem</p>  | <p>Expanded noun phrases with imagery</p> <p>Figurative language (onomatopoeia, personification, similes, metaphors, alliteration)</p> <p>Powerful verbs</p>  |  |
|                   | <p>Playscripts (3 weeks)</p> <p><i>The Fly and the Fool (anthology)</i></p> <p><i>The Witches</i></p>                                   | <p>To use narrative voice</p> <p>To entertain</p> | <p>Setting the scene – lighting, props, scenery, sound effects</p> <p>Layout</p> <p>Stage directions</p> | <p>Conversation in the style of a playscript.</p> <p>Playscript of Pingu</p> | <p>Dialogue</p> <p>Range of punctuation</p> <p>Tense</p> <p>Subheadings</p>   |  |
|                   | <p>Instructions (2 weeks)</p> <p><i>How to Make Chocolate</i></p> <p><i>How to Make Bread (DT)</i></p>                                  | <p>To instruct</p>                                |  | <p>How to make bread</p> <p>How to make chocolate</p>                        | <p>Expanded noun phrases</p> <p>Imperative verbs</p> <p>Adverbials of time, manner and place</p> <p>Conjunctions of time (Before putting in the oven, ensure that...)</p> <p>Pronouns for clarity</p> | <p>The Aztecs</p> <p>Science – Changing States</p> <p>How to make bread (DT)</p> |

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| <p>4 Spring 1</p> | <p>Newspapers<br/>(4 weeks)</p> <p><i>Tutankhamun's Tomb</i></p> <p><i>The Egyptian Echo</i></p> <p><i>The Egyptian News</i></p> <p><i>First News</i></p> | <p>To inform</p> <p>To recount</p> |                                     | <p>Diary entry (Tut's Tomb? Howard Carter?)</p> <p>Description of artefacts from the tomb using expanded noun phrases</p> <p>Interview with Howard Carter</p> <p>News report on the discovery of Tut's Tomb/The Curse</p> | <p>Structure</p> <p>Layout</p> <p>Formal language</p> <p>Direct/indirect speech</p> <p>Expanded noun phrases (a gold crown encrusted with sapphires...)</p> <p>Past/present tense</p> <p>Present perfect (I have always dreamt of discovering...)</p> | <p>Egyptians</p>                                 |
|                   | <p>Persuasive Texts<br/>(2 weeks)</p>   | <p>To persuade</p>                 | <p>Persuasive language features</p> | <p>Persuade to continue funding to explore Egypt</p> <p>Letter to Head to go on a trip to Museum of Birmingham/get Prof McGinty in again</p> <p>Come to Egypt</p>   | <p>Formal/informal language styles</p> <p>Fronted adverbials with commas</p> <p>Past and present perfect tense</p> <p>Rhetorical questions</p> <p>Cause and effect conjunctions</p>   | <p>Egyptians</p> <p>Professor McGinty visit?</p> |

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| <p>4 Spring 2</p> | <p>Stories from a different culture (3 weeks)</p> <p><i>Sugar Cane Juice by Pratina Mitchell</i></p> <p><i>A Jar of Pickles and a Pinch of Justice</i></p> <p><i>Gregory Cool by Caroline Binch</i></p> | <p>To describe</p> <p>To inform</p>    | <p>Character</p> <p>Cultural settings</p> <p>Structure</p> <p>Openings and closings</p> <p>Suspense</p> | <p>Character description of Hamid</p> <p>Setting description of Pakistan</p> <p>Additional event?</p> <p>Build-up, climax and resolution of story</p> | <p>Cultural language</p> <p>Create a character, setting and plot</p> <p>Fronted adverbials with a comma</p> <p>Expanded noun phrases</p> <p>Wider range of conjunctions (subordinate and coordinating)</p> <p>Past and present perfect tense</p> <p>Speech punctuation</p> | <p>Mountains</p> |
|                   | <p>Poetry – personification (2 weeks)</p> <p><i>Literacy Shed – Sochi Olympics</i></p> <p><i>The Dreadful Menace</i></p>  | <p>To entertain</p> <p>To describe</p> |   | <p>Free verse poem linked to natural phenomena (mountains, oceans)</p>  | <p>Expanded noun phrases with imagery</p> <p>Figurative language (onomatopoeia, personification, similes, metaphors, alliteration)</p> <p>Powerful verbs</p>   | <p>Mountains</p> |

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| 4 Summer 1 | <p>Adventure Stories<br/>(3 weeks)</p> <p><i>Escape from Pompeii</i></p>   | <p>To inform</p> <p>To entertain</p> | <p>Action paragraph</p> <p>Characterisation</p> <p>Setting</p> <p>Effective openings and endings</p>  | <p>Setting description</p> <p>Action paragraph</p> <p>Adventure story (historical focus)</p> | <p>Expanded noun phrases</p> <p>Apostrophes for possession</p> <p>Speech punctuation</p> <p>Varied punctuation</p> <p>Varied use of nouns and pronouns</p> <p>Conjunctions for subordination and coordination</p> | Romans |
|            | <p>Explanation text<br/>(3 weeks)</p> <p>How the Voice Works (Anthology)</p> <p><i>Until I Met Dudley</i></p> <p>Link to volcanoes</p> | <p>To explain</p> <p>To inform</p>   | <p>To explain a process or answer a question.</p> <p>Structure: Introduction, followed by sequential explanation, organised into paragraphs</p> | <p>Explanation text – How do we hear?</p> <p>How volcanoes are formed</p>                    | <p>Present tense</p> <p>Conjunctions of time and cause and effect</p> <p>Subheadings</p> <p>Technical language</p>  |        |
| 4 Summer 2 | <p>Fantasy Stories<br/>(3 weeks)</p> <p><i>Leon and the Place Between</i></p>  | To entertain                         | <p>Fantasy setting description</p> <p>Journey of a character</p>  | Meeting the portal for the first time  | <p>Expanded noun phrases</p> <p>Adverbials – time, manner and place</p>   |        |

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|  | <i>Mr Penguin and the Fortress of Secrets (QFR?)</i> |                              | Speech | Setting description of what's beyond the portal<br><br>Fantasy story based on a character going through a portal | Imagery<br><br>Variation in sentence starters<br><br>Punctuation to create suspense (ellipses, full stops)<br><br>Speech punctuation  |        |
|  | Information Texts (2 weeks)<br><br>A Guide to London | To inform<br><br>To persuade |        | Information leaflet on landmarks<br><br>Leaflet to persuade  | Layout<br><br>Structure<br><br>Expanded noun phrases<br><br>Adverbials<br><br>Formal and informal language<br><br>Topic sentences<br><br>Superlatives (the tallest, most amazing) | London |
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