

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5
Text type (name and genre)	Explore! The Most Dangerous Journeys of All Time		I Like This Poem		Curriculum writing week
Writing outcome	To write a training manual for a would be explorer		To write a poem based on the structure 'The Jabberwocky.'		Balanced argument – should the government invest money in space exploration?
SPAG outcomes	To use a range of punctuation correctly.	Recognise vocabulary structures that are appropriate for formal speech and writing. Use commas to clarify meaning or avoid ambiguity in writing.	Quality adjectives to add good description to the writing.	To use a range of punctuation correctly.	Active and passive voice. Using a range of subordinating conjunctions.
Tier 2 vocabulary	Hauling, inspired, treacherous, threatened, ambitious, desperate, endurance, convert, pioneering, stench.		Lean, quest, desolate, scorched, dismayed, disclosed, beware, foamed, demeanour, swish		(refer to topic vocabulary)
Speaking and listening opportunities	Consider and evaluate different viewpoints, attending to and building on the contributions of others.		Participation in discussions, presentations, performances, role play, improvisations and debates. Gain, maintain and monitor the interest of the listener.		Participate in whole class discussion about space exploration. Be able to articulate their ideas with reasons why. Listen attentively to the opinion of others.
TAF reading outcomes	Explain and discuss their understanding of what they have read, drawing reasoned inferences and justifying these with evidence.		Read aloud with confidence and fluency including intonation that shows understanding. Explore how writers use language for comic and dramatic effects.		Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction

			and reference books or textbooks.
TAF writing outcomes	Use a full range of punctuation taught in lower KS2 mostly correctly. Some evidence of selecting vocabulary and grammatical structures that reflect what the writing requires. Write for a range of purposes and audiences.	Write for a range of purposes and audiences. Some evidence of selecting vocabulary and grammatical structures that reflect what the writing requires.	Use a full range of punctuation taught in lower KS2 mostly correctly. Some evidence of selecting vocabulary and grammatical structures that reflect what the writing requires. Write for a range of purposes and audiences.