

| | WEEK 1 | WEEK 2 | WEEK 3 | WEEK 4 | WEEK 5 | WEEK 6 | WEEK 7 |
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| Text type (name and genre) | Kensuke's Kingdom by Michael Morpurgo (narrative - fiction) | | | | | | Curriculum writing week |
| Writing outcome | To write a description of a character and a setting. | | To continue a story by introducing a new character into it (narrative) | | To write a book review. | | To write a non-chronological report about Space. |
| SPAG outcomes | Relative clauses | Expanded noun phrases Adverbs and adverbials | Includes complex sentences using relative clauses. | Sentences punctuated accurately including use of inverted commas/speech marks and apostrophes to show possession and contracted form. | Verb forms used accurately and appropriate tense choice maintained including use of modal verbs to create cohesion. | Apostrophes for singular and plural possession used mostly correctly. | Cohesion created through organisation of paragraphs in to subjects or linked ideas. |
| Tier 2 vocabulary | Scarcely, deliberately, dumbstruck, inspiration, rigid, disdain, laboriously, swathe, surreptitious, mellifluous | | Translucent, pitifully, exhilarated, cacophony, cavorted, ravenously, animosity, tantalisingly, capitulated, engrossed | | Agility, extraordinary, exhausted, floundered, sullen, reproached, trepidation, incessantly, stoical, obliterate | | (refer to topic vocabulary) |
| Speaking and listening opportunities | Discuss responses to questions with partners and their teams. Discussions around the quality of a text and language choices. | | Evaluating someone else's ideas. Verbally summarising events. Discussion about the review of work and setting targets. | | Whole class discussion about character's viewpoints. Reporting their ideas to the whole class. Description of an object. | | Discussion about Space travel and the cost implications. |
| TAF reading outcomes | Make comparisons within and across texts. | | Participate in discussions about books that are read to them and those they can read for themselves, building on their own and | | Participate in discussions about books that are read to them and those they can read for | | Retrieve and record information |

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| | <p>Explain and discuss their understanding of what they have read, drawing reasoned inferences and justifying these with evidence. Predict what might happen from details stated and implied with increasing complexity.</p> | <p>others' ideas and challenging views courteously. Make comparisons within and across texts. Explain and discuss their understanding of what they have read, drawing reasoned inferences and justifying these with evidence.</p> | <p>themselves, building on their own and others' ideas and challenging views courteously. Make comparisons within and across texts. Explain and discuss their understanding of what they have read, drawing reasoned inferences and justifying these with evidence.</p> | <p>from non-fiction</p> |
| <p>TAF writing outcomes</p> | <p>Use complex structures including the use of relative clauses. Sentences are varied throughout the text. In narratives describe settings, characters and atmosphere. Using a wider range of conjunctions (sub-ordinating and co-ordinating) to join sentences with more than one clause.</p> | <p>Write for a range of purposes and audiences. Some evidence of selecting vocabulary and grammatical structures that reflect what the writing requires. In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.</p> | <p>Write for a range of purposes and audiences. Some evidence of selecting vocabulary and grammatical structures that reflect what the writing requires. Sentence structures are varied throughout text and some simple sentences are used for effect. Sentences punctuated accurately including use of inverted commas/speech marks and apostrophes to show possession and contracted forms.</p> | <p>To write for a range of purposes and audiences.</p> |