

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5
Text type (name and genre)	Darwin and Wallace - Biography		I Like This Poem		Curriculum writing week
Writing outcome	To write a letter to a famous scientist/naturalist		To write a poem based on the structure 'The Jabberwocky.		To write a non-chronological report about the Indus Valley
SPAG outcomes	To note and develop initial ideas, drawing on reading and research where necessary To proof-read for spelling and punctuation errors To use commas to clarify meaning or avoid ambiguity in writing To use brackets, dashes or commas to indicate parenthesis		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.
Tier 2 vocabulary	passionate, obsessed, inconsiderate, inspired, roamed, epic, exquisite, literally, selected		lean, quest, desolate, scorched, dismayed, disclosed, beware, foamed, demeanour, swish		(refer to topic vocabulary)
Speaking and listening opportunities	To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas		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 the Indus Valley. Be able to articulate their thoughts about the civilisation with reasons why. Listen attentively to the opinion of others.
TAF reading outcomes	To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence To provide reasoned justifications for their views.		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	To 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. To 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.