

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn 1	The Sweep's Boy	The Sweep's Boy	The Sweep's Boy  Narrative	The Sweep's Boy/Child labour in the Victorian era	The Sweep's Boy/Child labour in the Victorian era	The Sweep's Boy	The Sweep's Boy
	Plan and write a story with a very distinct atmosphere – eg. suspense, panic, humour.  Transform for GDS  Independently change the atmosphere of the story with a focus on how language choices, sentence structure and grammar will change in order to change the atmosphere.	Plan and write a story with a very distinct atmosphere – eg. suspense, panic, humour.  Transform for GDS  Independently change the atmosphere of the story with a focus on how language choices, sentence structure and grammar will change in order to change the atmosphere.	Plan and write a story with a very distinct atmosphere – eg. suspense, panic, humour.  Transform for GDS  Independently change the atmosphere of the story with a focus on how language choices, sentence structure and grammar will change in order to change the atmosphere.	Persuasion  Construct an effective persuasive argument using persuasive language techniques to deliberately influence the reader, and to develop a point logically and effectively.  Transform for GDS  Independently adapt the piece of writing for different audiences and in different forms, controlling levels of formality, e.g. a	Persuasion  Construct an effective persuasive argument using persuasive language techniques to deliberately influence the reader, and to develop a point logically and effectively.  Transform for GDS  Independently adapt the piece of writing for different audiences and in different forms, controlling levels of formality, e.g. a	Write a recount in a specific form with a clear audience ensuring formality is appropriate.  Transform for GDS  Independently consider how formality will change when the audience or form is changed e.g recount same event as a formal newspaper article.	Write a recount in a specific form with a clear audience ensuring formality is appropriate.  Transform for GDS  Independently consider how formality will change when the audience or form is changed e.g recount same event as a formal newspaper article.
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				an informal speech with formal features.	an informal speech with formal features.		
Autumn 2	The Highwayman	The Highwayman	The Highwayman	The Highwayman	The Highwayman	The Amazon	The Amazon
Autumn 2	Poetry  Recognise themes in the poem such as love, loss and heroism.  Explore and explain imagery including metaphor and personification. Interpret poems explaining how the poet creates shades of meaning; justify own views and explain underlying themes. Understand terms which describe different kinds of poems, e.g. ballad, sonnet, rap, narrative and identify typical features.	Poetry  Explain the impact of figurative and expressive language including metaphor.  Comment on poem's structures and how these influence meaning. Analyse how messages, moods, feelings and attitudes are conveyed in poetry.	Narrative  Change a play into a narrative. Review the story focussing on dialogue being used to develop characterisation and move action forward.  Transform for GDS  Independently focus on the vocabulary and grammar choices to support characterisation demonstrating assured and conscious control.	Narrative  Change a play into a narrative. Review the story focussing on dialogue being used to develop characterisation and move action forward.  Transform for GDS  Independently focus on the vocabulary and grammar choices to support characterisation demonstrating assured and conscious control.	Narrative  Change a play into a narrative. Review the story focussing on dialogue being used to develop characterisation and move action forward.  Transform for GDS  Independently focus on the vocabulary and grammar choices to support characterisation demonstrating assured and conscious control.	Non-chronological report  Write a report with a distinct form and specific audience, selecting correct vocabulary and grammatical structures that reflect the level of formality required e.g. web page.  Transform for GDS  Independently change the report to include managed shifts of formality, appealing to different/multiple audiences.	Non-chronological report  Write a report with a distinct form and specific audience, selecting correct vocabulary and grammatical structures that reflect the level of formality required e.g. web page.  Transform for GDS  Independently change the report to include managed shifts of formality, appealing to different/multiple audiences.



Spring 1	Kensuke's Kingdom	Kensuke's Kingdom	Kensuke's Kingdom	Kensuke's Kingdom	Kensuke's Kingdom	Kensuke's Kingdom
	Discussion	Discussion	Narrative	Narrative	Recount	Recount
text doc in the	rite a discussion in a specific form with a specific audience e.g. cumentary, article a magazine. Use subjunctive mood establish formality	Write a discussion text in a specific form with a specific audience e.g. documentary, article in a magazine. Use the subjunctive mood to establish formality	Plan and write a non- linear story, arranging paragraphs carefully, using a range of devices to signal the narrative moving backwards and forwards in time.	Plan and write a non- linear story, arranging paragraphs carefully, using a range of devices to signal the narrative moving backwards and forwards in time.	Write a recount in a specific form with a clear audience ensuring formality is appropriate.  Transform for GDS	Write a recount in a specific form with a clear audience ensuring formality is appropriate.  Transform for GDS
	d an authoritative voice.	and an authoritative voice.	Transform for GDS	Transform for GDS	Independently consider how formality will change	Independently consider how formality will change
Ind out the wit ty ne	dependently work to how to combine to discussion text thin another text pe, e.g. within a tewspaper report, demonstrating assured and inscious control of formality.	Independently work out how to combine the discussion text within another text type, e.g. within a newspaper report, demonstrating assured and conscious control of formality.	Independently use a non- linear structure to show control of formality for different shifts of time.	Independently use a non- linear structure to show control of formality for different shifts of time.	when the audience or form is changed e.g recount same event as a formal newspaper article.	when the audience or form is changed e.g recount same event as a formal newspaper article.



Spring 2	The Giant's Necklace	The Giant's Necklace	The Giant's Necklace	The Giant's Necklace	The Giant's Necklace		
	Narrative	Narrative	Narrative	Non-fiction (choice)	Non-fiction (choice)		
	Plan and write a story with two narrators to tell the story from different perspectives.  Transform for GDS  Independently change the formality of the two narrators so that they contrast.	Plan and write a story with two narrators to tell the story from different perspectives.  Transform for GDS  Independently change the formality of the two narrators so that they contrast.	Plan and write a story with two narrators to tell the story from different perspectives.  Transform for GDS  Independently change the formality of the two narrators so that they contrast.	Present information or recount information in any way they choose, demonstrating appropriate language choices and structural features.	Present information or recount information in any way they choose, demonstrating appropriate language choices and structural features.		
Summer 1	Goodnight Mr Tom	Goodnight Mr Tom	Goodnight Mr Tom	SATs Week	Goodnight Mr	Goodnight Mr	Goodnight Mr
	Narrative  Plan and write an extended narrative divided into chapters.  Use of description and figurative language to create atmosphere.	Narrative  Plan and write an extended narrative divided into chapters.  Use of description and figurative language to create atmosphere.	Narrative  Plan and write an extended narrative divided into chapters.  Use of description and figurative language to create atmosphere.		Explanation Write an explanation using a range of presentational and organisational devices to structure the text and guide the reader.	Explanation Write an explanation using a range of presentational and organisational devices to structure the text and guide the reader.	Explanation Write an explanation using a range of presentational and organisational devices to structure the text and guide the reader.



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	Transform for GDS	Transform for GDS	Transform for GDS		Transform for GDS	Transform for GDS	Transform for GDS
	Independently include dialogue to	Independently include dialogue to	Independently include dialogue to		Independently incorporate an	Independently incorporate an	Independently incorporate an
	show shifts of	show shifts of	show shifts of		explanation within	explanation within	explanation within
	formality; develop	formality; develop	formality; develop		another text type,	another text type,	another text type,
	character and move	• • • • • • • • • • • • • • • • • • • •	character and move		••		
	the action forward.	character and move the action forward.	the action forward.		demonstrating assured and	demonstrating	demonstrating
	the action forward.	the action forward.	the action forward.			assured and	assured and
					conscious control of	conscious control of	conscious control of
					formality. Experiment	formality. Experiment	formality. Experiment
					with the form, for	with the form, for	with the form, for
					example write	example write	example write
					explanations of real-	explanations of real-	explanations of real-
					life situations that	life situations that	life situations that
					are in process e.g.	are in process e.g.	are in process e.g.
					unfolding events in	unfolding events in	unfolding events in
					world news.	world news.	world news.
Summer 2	Derwent Hill	Derwent Hill	Derwent Hill	Derwent Hill	Narrative	Narrative	
	Non-chronological	Non-chronological	Persuasion	Persuasion	Plan and write a	Plan and write a	
	report	report	Camatuurat	Canatauratan	variety of parodies	variety of parodies	
	Mrita a rapart with a	Mrita a rapart with a	Construct an	Construct an	manipulating	manipulating	
	Write a report with a	Write a report with a	effective persuasive	effective persuasive	characters, setting	characters, setting	
	distinct form and	distinct form and	argument using	argument using	and events to amuse	and events to amuse	
	specific audience	specific audience	persuasive language	persuasive language	the reader.	the reader.	
	(e.g. webpage),	(e.g. webpage),	techniques to	techniques to			
	selecting correct	selecting correct	deliberately influence	deliberately influence			
	vocabulary and	vocabulary and	the reader, and to	the reader, and to	Transform for GDS	Transform for GDS	
	grammatical	grammatical	develop a point	develop a point	Write own story that	Write own story that	
	structures that	structures that	logically and	logically and	they have always	they have always	
	reflect the level of	reflect the level of	effectively.	effectively.	wanted to write!	wanted to write!	
	formality required	formality required.			wanted to write!	wanted to write!	



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