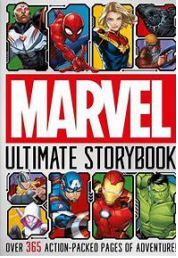




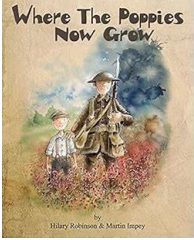
Term	Text	Writing outcome	Reading objectives	Writing objectives
Autumn 1	<p>Marvel the Ultimate storybook</p> 	<p>Purpose - to entertain</p> <p>To write own comic strip</p>	<p>I can listen attentively to and discuss a wider range of longer, more challenging fiction books</p> <p>I can express my views about what I have read, give my preferences and justify them by referring to the text.</p> <p>I can identify and discuss some themes and conventions in age-appropriate texts.</p> <p>I can ask myself questions to further improve my understanding of texts that I am reading independently.</p> <p>I can make correct inferences from my independent reading supported by reference to the text.</p> <p>I can identify words and phrases that intrigue me and explain how it affects me as a reader.</p> <p><i>I can draw on my knowledge of other books that I have read to compare &amp; contrast</i></p>	<p>I can use what I have read to discuss, plan and describe my own writing, including key organisational and language features, structure, vocabulary and grammar.</p> <p>I can plan my writing by selecting the most relevant information, key vocabulary and suitable ideas drawn from discussion and notes.</p> <p>I can describe characters and show how they interact.</p> <p>I can use examples of ambitious vocabulary-verbs, adjectives, nouns and adverbs for effect.</p> <p>I can use a variety of co-ordinating conjunctions (FANBOYS)</p> <p><i>I can begin to use onomatopoeia</i></p>
Autumn 1	Little people big dreams	<p>Purpose - to inform</p> <p>To write a biography of a person of interest</p>	<p>I can listen attentively to and discuss a wider range of longer, more challenging non-fiction books</p> <p>I can express my views about what I have read, give my preferences</p>	<p>I can use what I have read to discuss, plan and describe my own writing, including key organisational and language</p>

			<p>and justify them by referring to the text.</p> <p>I can select and read books for different purposes.</p> <p>I can identify and discuss some themes and conventions in age-appropriate texts, eg. use of headings and sub headings.</p> <p>I can ask myself questions to further improve my understanding of texts that I am reading independently.</p> <p>I can identify the main ideas in paragraphs and summarise the main ideas in one or two sentences using key vocabulary from the text.</p> <p>I can identify questions that I want to know before reading a text and then answer them using the specific features of non-fiction texts.</p> <p>I can scan to locate key information in a text.</p> <p><i>I can summarise the main ideas in one or more paragraphs &amp; summarise them in a series of sentences using key vocabulary from the text</i></p>	<p>features, structure, vocabulary and grammar.</p> <p>I can plan my writing by selecting the most relevant information, key vocabulary and suitable ideas drawn from discussion and notes.</p> <p>I can compose and say a range of simple, compound and complex sentences out loud before writing them down; making sure I include new vocabulary.</p> <p>I can use paragraphs to organise ideas, sequence information logically and organise them around a theme.</p> <p>I can use paragraphs to logically organise non-fiction writing using an engaging main heading, relevant sub-headings, clear introduction and conclusion.</p> <p>I can use examples of ambitious vocabulary-verbs, adjectives, nouns and adverbs for effect.</p> <p>I can use a variety of co-ordinating conjunctions (FANBOYS)</p> <p>I can choose &amp; correctly use nouns &amp; pronouns that link ideas, make my writing clear &amp; avoid repetition.</p>
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				I can use brackets, dashes or commas to indicate parenthesis
Autumn 1	<p>The Day the Crayons Quit by Drew Daywalt and Oliver Jeffers</p>	<p>Purpose - inform</p> <p>To write contrasting letters to show different levels of formality.</p>	<p>I can listen attentively to and discuss a wider range of longer, more challenging fiction, poetry, plays, non-fiction and reference books</p> <p>I can express my views about what I have read, give my preferences and justify them by referring to the text.</p> <p>I can ask myself questions to further improve my understanding of texts that I am reading independently.</p> <p>I can identify the main ideas in paragraphs and summarise the main ideas in one or two sentences using key vocabulary from the text.</p> <p>I can make correct inferences from my independent reading supported by reference to the text.</p> <p>I can compare texts based on different criteria</p>	<p>I can use what I have read to discuss, plan and describe my own writing, including key organisational and language features, structure, vocabulary and grammar.</p> <p>I can plan my writing by selecting the most relevant information, key vocabulary and suitable ideas drawn from discussion and notes.</p> <p>I can compose and say a range of simple, compound and complex sentences out loud before writing them down; making sure I include new vocabulary.</p> <p>I can use paragraphs to organise ideas, sequence information logically and organise them around a theme.</p> <p>I can use examples of ambitious vocabulary-verbs, adjectives, nouns and adverbs for effect.</p> <p>I can write different types of sentences using a wide range of subordinating conjunctions, at the beginning &amp; within sentences</p>




				<p>including when, if, because, although</p> <p><b>I can use a variety of co-ordinating &amp; subordinating conjunctions</b></p>
<p>Autumn 2</p>	<p>The Tear Thief by Carol Ann Duffy and Nicoletta Ceccoli</p> 	<p>Purpose - to entertain</p> <p>Purpose - To write own story about a thief of something abstract, e.g. a feeling</p>	<p>I can listen attentively to and discuss a wider range of longer, more challenging fiction books</p> <p>I can express my views about what I have read, give my preferences and justify them by referring to the text.</p> <p>I can ask myself questions to further improve my understanding of texts that I am reading independently.</p> <p>I can make correct inferences from my independent reading supported by reference to the text.</p> <p>I can identify words and phrases that intrigue me and explain how it affects me as a reader.</p> <p><b>I can draw upon inferences throughout a text and justify my ideas with evidence</b></p>	<p>I can use what I have read to discuss, plan and describe my own writing, including key organisational and language features, structure, vocabulary and grammar.</p> <p>I can plan my writing by selecting the most relevant information, key vocabulary and suitable ideas drawn from discussion and notes.</p> <p>I can compose and say a range of simple, compound and complex sentences out loud before writing them down; making sure I include new vocabulary.</p> <p>I can confidently write a story using appropriate settings, distinguishable characters and a coherent and convincing plot.</p> <p>I can use examples of ambitious vocabulary-verbs, adjectives, nouns and adverbs for effect.</p> <p><b>I can use fronted adverbials of time, place &amp; manner</b></p>

<p>Autumn 2</p>	<p>Where The Poppies Now Grow: Carnegie &amp; Kate Greenaway</p> 	<p>Purpose- to entertain</p> <p>To write a setting description</p>	<p>I can listen attentively to and discuss a wider range of longer, more challenging fiction books</p> <p>I can express my views about what I have read, give my preferences and justify them by referring to the text.</p> <p>I can ask myself questions to further improve my understanding of texts that I am reading independently.</p> <p>I can make correct inferences from my independent reading supported by reference to the text.</p> <p>I can identify words and phrases that intrigue me and explain how it affects me as a reader.</p> <p><b>I can draw upon inferences throughout a text and justify my ideas with evidence</b></p>	<p>I can use what I have read to discuss, plan and describe my own writing, including key organisational and language features, structure, vocabulary and grammar.</p> <p>I can plan my writing by selecting the most relevant information, key vocabulary and suitable ideas drawn from discussion and notes.</p> <p>I can compose and say a range of simple, compound and complex sentences out loud before writing them down; making sure I include new vocabulary.</p> <p>I can use examples of ambitious vocabulary-verbs, adjectives, nouns and adverbs for effect.</p> <p>I can use expanded noun phrases with pre and post modifiers, ie lots of, several</p> <p><b>I can begin to use similes</b></p>
<p>Autumn 2</p>	<p>The Christmasaurus and the Naughty List: 1 By Tom Fletcher</p>	<p>Purpose - to entertain</p> <p>To write a story.</p>	<p>I can listen attentively to and discuss a wider range of longer, more challenging fiction books</p> <p>I can identify the main ideas in paragraphs and summarise the main ideas in one or two sentences using key vocabulary from the text.</p>	<p>I can use what I have read to discuss, plan and describe my own writing, including key organisational and language features, structure, vocabulary and grammar.</p> <p>I can plan my writing by selecting the most relevant</p>

			<p>I can make correct inferences from my independent reading supported by reference to the text.</p> <p>I can identify words and phrases that intrigue me and explain how it affects me as a reader.</p> <p>I can express my personal responses to a text and listen to the views of others.</p> <p><i>I can express my views about a wide range of longer more challenging fiction &amp; use evidence from the text to support them</i></p>	<p>information, key vocabulary and suitable ideas drawn from discussion and notes.</p> <p>I can compose and say a range of simple, compound and complex sentences out loud before writing them down; making sure I include new vocabulary.</p> <p>I can use paragraphs to organise ideas, sequence information logically and organise them around a theme.</p> <p>I can confidently write a story using appropriate settings, distinguishable characters and a coherent and convincing plot.</p> <p>I can use examples of ambitious vocabulary-verbs, adjectives, nouns and adverbs for effect.</p> <p>I can choose &amp; correctly use nouns &amp; pronouns that link ideas, make my writing clear &amp; avoid repetition.</p> <p><i>I can use a thesaurus (not digital) to find alternative words.</i></p>
<p>Spring 1</p>	<p>Inside the Villains by Clotilde Perrin (Gecko Press)</p>	<p>Purpose - To inform</p> <p>To write an explanation text for a familiar fairy tale character</p>	<p>I can listen attentively to and discuss a wider range of longer, more challenging fiction, poetry, plays, non-fiction and reference books.</p>	<p>I can use what I have read to discuss, plan and describe my own writing, including key organisational and language</p>

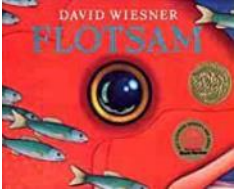



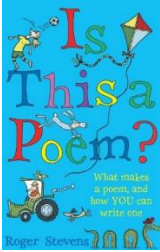
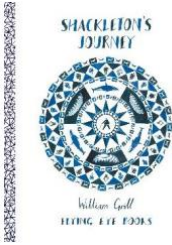
			<p>I can accurately re-tell a wide range of fairy stories, myths and legends and provide detail which is interesting and appropriate.</p> <p>I can identify and discuss some themes and conventions in age-appropriate texts, eg. use of headings and sub headings.</p> <p>I can scan to locate key information in a text.</p> <p>I can identify techniques that have been used to have an impact on the reader and explain how effective this is.</p>	<p>features, structure, vocabulary and grammar.</p> <p>I can plan my writing by selecting the most relevant information, key vocabulary and suitable ideas drawn from discussion and notes.</p> <p>I can use paragraphs to logically organise non-fiction writing using an engaging main heading, relevant sub-headings, clear introduction and conclusion.</p> <p>I can read back my own writing and assess it against success criteria; checking and improving grammar, vocabulary and use of pronouns as I go.</p> <p>I can maintain a level of formality across a whole text, using further organisational and presentational devices to structure text and to guide the reader, including using questions for headings, bullet points and diagrams.</p>
<p>Spring 1</p>	<p>The True Story of the 3 Little Pigs by Eugene Trivizas &amp; Helen Oxenbury</p>	<p>Purpose - To entertain</p> <p>To write a diary entry in character</p>	<p>I can listen attentively to and discuss a wider range of longer, more challenging fiction, poetry, plays, non-fiction and reference books</p>	<p>I can plan my writing by selecting the most relevant information, key vocabulary and suitable ideas drawn from discussion and notes.</p>

			<p>I can express my views about what I have read, give my preferences and justify them by referring to the text.</p> <p>I can accurately re-tell a wide range of fairy stories, myths and legends and provide detail which is interesting and appropriate.</p> <p>I can ask myself questions to further improve my understanding of texts that I am reading independently.</p> <p>I can infer using my experience of similar texts to predict what might happen next.</p> <p>I can identify words and phrases that intrigue me and explain how it affects me as a reader.</p> <p>I can identify techniques that have been used to have an impact on the reader and explain how effective this is.</p>	<p>I can compose and say a range of simple, compound and complex sentences out loud before writing them down; making sure I include new vocabulary.</p> <p>I can read back my own writing and assess it against success criteria; checking and improving grammar, vocabulary and use of pronouns as I go.</p> <p>I can choose and correctly use nouns or pronouns that link ideas, make my writing clear and avoid repetition.</p> <p>I can beginning to use some indirect speech in my writing, eg He told me that...</p> <p>I can use a thesaurus to find alternative words.</p>
<p>Spring 2</p>	<p>Kensuke's Kingdom by Michael Morpurgo</p>	<p>Purpose - To entertain</p> <p>To write a description of a setting</p>	<p>I can listen attentively to and discuss a wider range of longer, more challenging fiction, poetry, plays, non-fiction and reference books</p> <p>I can express my views about what I have read, give my preferences and justify them by referring to the text.</p>	<p>I can plan my writing by selecting the most relevant information, key vocabulary and suitable ideas drawn from discussion and notes.</p> <p>I can compose and say a range of simple, compound and complex sentences out loud before writing them down;</p>


			<p>I can identify and discuss some themes and conventions in age-appropriate texts.</p> <p>I can identify words and phrases that intrigue me and explain how it affects me as a reader.</p> <p>I can identify techniques that have been used to have an impact on the reader and explain how effective this is.</p>	<p>making sure I include new vocabulary.</p> <p>I can read back my own writing and assess it against success criteria; checking and improving grammar, vocabulary and use of pronouns as I go.</p> <p>I can use a variety of co-ordinating conjunction (FANBOYS).</p> <p>I can use fronted adverbials and can use a comma after them.</p> <p>I can begin to use an -ing clause to start a sentence, eg. Running happily down the road..</p> <p>I can propose appropriate changes to vocabulary and grammar to clarify meaning in my own and others' writing.</p>
<p>Spring 2</p>	<p>The Lost words by Robert McFarlane and Jackie Morris</p>	<p>Purpose - to entertain</p> <p>To write a poem about something in the natural world</p>	<p>I can listen attentively to and discuss a wider range of longer, more challenging fiction, poetry, plays, non-fiction and reference books</p> <p>I can express my views about what I have read, give my preferences and justify them by referring to the text.</p> <p>I can identify and name some different forms of poetry and</p>	<p>I can use what I have read to discuss, plan and describe my own writing, including key organisational and language features, structure, vocabulary and grammar.</p> <p>I can plan my writing by selecting the most relevant information, key vocabulary and suitable ideas drawn from discussion and notes.</p>

			<p>describe their features, eg. ballads, limericks.</p> <p>I can independently use a dictionary to check for the meaning of words encountered in reading.</p> <p>I can identify words and phrases that intrigue me and explain how it affects me as a reader.</p>	<p>I can use expanded noun phrases with pre- and post-modifiers and qualifiers (eg. lots of, several, countless).</p> <p>I can use brackets, dashes or commas to indicate parenthesis.</p> <p>I can use expanded noun phrases, with pre and post modifiers and ambitious qualifiers, to convey precise and detailed information.</p> <p>I can perform my own compositions using appropriate intonation, volume and movement in order to maintain audience attention.</p>
Spring 2		<p>Purpose - To inform</p> <p>Recount about trip</p>	<p>I can identify questions that I want to know before reading a text and then answer them using the specific features of non-fiction texts.</p> <p>I can express my personal responses to a text and listen to the views of others.</p> <p>I can scan to locate key information in a text.</p> <p>I can recognise the main points of a text by skim reading.</p> <p>I can identify and explain subject specific language and how it helps the reader to understand the text.</p>	<p>I can use paragraphs to logically organise non-fiction writing using an engaging main heading, relevant sub-headings, clear introduction and conclusion.</p> <p>I can read back my own writing and assess it against success criteria; checking and improving grammar, vocabulary and use of pronouns as I go.</p> <p>I can choose and correctly use nouns or pronouns that link ideas, make my writing clear and avoid repetition.</p> <p>I can write different types of sentences using a wide range of</p>

			I can explain the difference between fact and opinion.	subordinating conjunctions at the beginning and within my sentences; including when, if, because and although, after, whereas, as long as, as soon as I can propose appropriate changes to vocabulary and grammar to clarify meaning in my own and others' writing.
Summer 1	Flotsam by David Wiesner (Clarion Books / Houghton Mifflin) 	Purpose - to entertain  To write the story from a different viewpoint		Relative clauses Cohesion
Summer 1	Our Tower (Paperback) Joseph Coelho, Richard Johnson 	Purpose - To entertain  To write an alternative story		

<p>Summer 1</p>	<p>Is This a Poem? What makes a poem and how YOU can write one by Roger Stevens (A &amp; C Black)</p> 	<p>Purpose - to entertain</p> <p>To write own poem using structure of one from the selection</p>	<p>I can learn by heart a wide range of age appropriate poems. I can perform poems and playscripts confidently with an awareness of my audience. I can ask relevant questions to improve my understanding of a text.</p>	<p>I can think aloud and record my own ideas, using independent reading and research. I can identify, plan for and write for an intended audience and make the purpose of my writing clear. I can use brackets, dashes or commas to indicate parenthesis. I can perform my own compositions using appropriate intonation, volume and movement in order to maintain audience attention.</p>
<p>Summer 2</p>	<p>Shackleton's Journey by William Grill (Flying Eye)</p> 	<p>Purpose - To inform</p> <p>To write a report about a historical event</p>	<p>I can draw upon inferences throughout a text and justify my ideas with evidence. I can ask myself questions to further improve my understanding of texts that I am reading independently. I can express my views about a wide range of longer, more challenging fiction, poetry, plays and non-fiction and use evidence from the text to support them.</p>	<p>I can use brackets, dashes or commas to indicate parenthesis. I can use colons for lists. I can begin to use hyphens and semi-colons. I can make deliberate choices for grammar and vocabulary in order to enhance or change the meaning of my writing.</p>
<p>Summer 2</p>	<p>Flood by Alvaro F. Villa (Raintree)</p>	<p>Purpose - to entertain</p> <p>To write a story for a wordless book.</p>	<p>I can ask myself questions to further improve my understanding of texts that I am reading independently.</p>	<p>I can draw on ideas from authors and performers in order to create my own characters</p>



			<p>I can summarise the main ideas in one or more paragraphs and summarise them in a series of sentences using key vocabulary from the text.</p> <p>I can express my views about a wide range of longer, more challenging fiction, poetry, plays and non-fiction and use evidence from the text to support them.</p>	<p>and place them in appropriate settings.</p> <p>I can use expanded noun phrases, with pre and post modifiers and ambitious qualifiers, to convey precise and detailed information.</p> <p>I can use relative clauses beginning with who, which, where, when, whose, that.</p>
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