

	Autumn term		Spring term		Summer term	
Book focus	Other e.g. Picture book / play / short story	Chapter book	Chapter book	Other e.g. Picture book / play / short story	Chapter book	Chapter book
Suggested outcomes	<i>Nowhere Emporium</i> Ross Mackenzie	<i>Secrets of a Sun King</i> Emma Carroll	<i>High-Rise Mystery</i> Sharna Jackson	<i>Beowulf</i> Michael Morpurgo	<i>Journey</i> Aaron Becker	<i>Escape Room</i> Christopher Edge
Narrative focus	Flotsam Description (1 week)	Secrets of a Sun King (2 weeks) Narrative	Modern fiction (3 weeks)	Traditional Tales - legends (quests) (3 weeks)	Book: Journey Setting description/narrative (2 weeks)	Escape Room (3 weeks)
Suggested outcomes	Children will produce descriptive writing inspired by Flotsam, using rich figurative language such as similes, metaphors and personification. Grammar focus will include expanded noun phrases and relative clauses to add detail and complexity. The unit will encourage vivid imagery and precise vocabulary to capture the mysterious world of the story.	Write a continuation of the story with descriptive phrases of the setting from when the characters arrive in Egypt. Write in first person as the character Lily. Include expanded noun phrases and introduce dialogue to move on the story.	Develop skills of building up atmosphere in writing e.g. passages building up tension; show not tell. Focus on cliffhanger, apostrophes for contractions and ellipses ending. Focus on shared writing and redrafting. Children begin to work on writing in the style of a specific author (informal tone). Link to High-Rise Mystery in book focus.	Children will write an alternative traditional tale with a quest theme, loosely based on Beowulf. The unit will focus on creating powerful openings to hook the reader, using fronted adverbials for variety, and applying subordination to extend ideas. Paragraph links will be emphasised to ensure cohesion and flow throughout the narrative, while drawing on the heroic tone and dramatic tension found in legends.	Children will write a setting description or short narrative inspired by Journey by Aaron Becker. They will make predictions based on what they have read and imagine where the girl might travel next. Writing will include prepositional phrases to show position and movement, figurative language for vivid imagery, and expanded noun phrases to add detail and richness.	Reading focus to introduce book predictions, work around the VIPERS, character descriptions leading to writing an alternative way to escape? Dialogue is used to move the action, pace and cohesion. A range of language choices and adverbials. Secure use of paragraphing.
Non-fiction focus	Report- Rivers (3 weeks)	Recount- Newspaper Reports (3 weeks)	Persuasion Informal – London leaflets (3 Weeks)	Play scripts Macbeth William Shakespeare (2 weeks)	Biographies of a king or queen (3 weeks)	Persuasion Formal letters (3 weeks)
Brief	Children will write a non-chronological report inspired by the topic of Rivers from around the world. The report will focus on the use of fronted adverbials, expanded noun phrases, relative clauses and parenthesis. The topic will follow a non-chronological structure, with children writing about different aspects of the rivers on different days. From an introduction, through main paragraphs and ending with a conclusion. Children will draw on their learning from geography lessons and their fieldwork visit.	Children will write a newspaper report on the discovery of Tutankhamun's tomb, adopting the style and tone of reports from the 1920s. The writing will include fronted adverbials and parenthesis to add detail and historical context. The report will follow a chronological structure, beginning with the moment of discovery, moving through key events and reactions, and concluding with the significance of the find. Children will draw on their learning from history lessons about Ancient Egypt and Howard Carter's expedition	Children will create persuasive writing in the form of informal London leaflets, showing how language can be adapted for different audiences and purposes. The unit will explore features of persuasion, including the use of colons for lists, bullet points, and semi-colons to separate linked clauses. Relative clauses will be incorporated to add detail and sophistication..	Children will write play scripts based on William Shakespeare's Macbeth, demonstrating how dialogue is structured within a script. The unit will link to visual literacy and culminate in a performance outcome. Grammar focus will include prepositional phrases, expanded noun phrases, and a range of punctuation to convey meaning and stage directions.	Children will write a biography of a chosen monarch, such as King Charles III, Elizabeth II, Henry VIII or Elizabeth I, drawing on history lessons and independent research. The writing will include topic sentences to organise ideas, apostrophes for possession, parenthesis for additional detail, and relative clauses to add complexity. Builds on understanding of non-fiction texts from autumn/spring terms	Children will write formal persuasive letters, demonstrating how language can be adapted for different audiences and purposes. The unit will focus on writing in a formal tone, using colons for lists, bullet points, and semi-colons to separate related clauses. Grammar objectives include fronted adverbials and subordination to create cohesion and sophistication.

<p>Poetry</p>	<p>Structure – cinquains (1 week) Children will write a cinquain inspired by 'Black History Month' and specific influential historical black figures. The poem will focus on the word classes associated with the text and appropriate adventurous vocabulary to describe. The children will identify and research a chosen figure and then use what they find to craft their cinquains and then perform them to the class.</p>	<p>Oracy opportunities – rehearse poems learnt by heart (1 week) Children will rehearse and perform poems learnt by heart, focusing on intonation, tone and volume to convey meaning to an audience. The unit will develop fluency and expression, encouraging children to adapt delivery for purpose and audience.</p>	<p>Oracy opportunities – rehearse poems learnt by heart (1 week) The unit will emphasise expressive delivery, including intonation, tone, pace and gesture, to engage an audience. Children will annotate scripts to show emphasis and pauses, applying punctuation for effect. They will rehearse collaboratively, considering staging and voice projection, and may record their performance for Newfield Park's ParkCast Live.</p>
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