

<p><b>CYCLE A: AUTUMN TERM</b></p>	<p><b><u>Rose Blanche &amp; Non-Fiction WWII Reports:</u></b>  <b>Text type:</b> Setting  <b>Purpose &amp; Audience:</b> Inform/ formal  <b>Assessment:</b> Setting Description, Argument  <b>Incidental writing opportunities:</b> Diary from Rose, re-write chapter, monologue, describe the scene  <b>SPG:</b>                  dialogue, active and passive, formal and informal speech including the subjunctive, conjunctions for cause &amp; effect</p>	<p><b><u>Dulce et Decorum est &amp; German in the Woods</u></b>   <b>Text type:</b> Narrative                  Poetry  <b>Purpose &amp; Audience:</b>                  Persuade- formal</p>	<p><b><u>The Piano</u></b>  <b>Text type:</b> Narrative  <b>Purpose &amp; Audience:</b> Entertain  <b>Assessment:</b> Narrative  <b>Incidental writing opportunities:</b>                  Short Narrative  <b>SPG:</b>                  noun phrases, complex sentences                  colon and ellipses for effect, perfect verb                  forms- passage of time</p>		
<p><b>SPRING TERM</b></p>	<p><b><u>Journey To Jo'Burg:</u></b>  <b>Text type:</b> Persuasion &amp; Narrative  <b>Purpose &amp; Audience:</b> Inform/persuade peers on apartheid  <b>Assessment:</b> Persuasion &amp; Writing in character  <b>Incidental writing opportunities:</b> Information text, extend chapter- description settings/ characters  <b>SPG:</b> speech- direct/reported, expanded noun phrases, relative clauses</p>	<p><b><u>Creeping Beauty</u></b>  <b>Text type:</b> Letter &amp; Narrative  <b>Purpose &amp; Audience:</b> Entertain &amp; Inform  <b>Assessment:</b> Letter &amp; Narrative  <b>Incidental writing opportunities:</b> setting description, diary entry, making predictions, poetry in style of Coelho  <b>SPG:</b> Punctuation for parenthesis (brackets, commas, dashes), expanded noun phrases</p>		<p><b>World Book Week: Poem a day- reading &amp; responding</b></p>	<p><b>SATS REVISION &amp; YEAR 5 SPG</b></p>
<p><b>SUMMER TERM</b></p>	<p><b><u>Street Child</u></b>  <b>Text type:</b> Narrative &amp; Non-Chronological report  <b>Purpose &amp; Audience:</b> entertain/inform  <b>Incidental writing opportunities:</b> Summary, letter &amp; setting/character description, narrative &amp; diary  <b>Assessment:</b> Narrative/Non-Chronological Report  <b>SPG:</b> relative pronouns &amp; clauses, adverbs to indicate possibility, commas to clarify meaning, modals</p>	<p><b><u>Titanium</u></b>  <b>Text type:</b> Dialogue &amp; Report  <b>Purpose &amp; Audience:</b> inform  <b>Incidental writing opportunities:</b> police report, monologue, setting description, present tense narrative  <b>Assessment:</b>  <b>SPG:</b> Perfect from of verbs, adverbials, Expanded noun phrases, subordination, dialogue- levels of formality, passive &amp; active, present tense verbs</p>			

<p><b>CYCLE B: AUTUMN TERM</b></p>	<p><b><u>Hidden Figures</u></b>  <b>Text type:</b> Biography  <b>Purpose &amp; Audience:</b> To inform  <b>Assessment:</b> Biography  <b>Incidental writing opportunities:</b> Journal summary, Timeline obituary  <b>SPG:</b> Relative pronouns, relative clauses with omitted relative pronoun, revision of word classes.</p>	<p><b><u>Clockwork</u></b>  <b>Text type:</b> Narrative  <b>Purpose &amp; Audience:</b> To entertain  <b>Assessment:</b> Entertain – suspense narrative  <b>Incidental writing opportunities:</b> Postcard, travel brochure, diary, formal letter.  <b>SPG:</b> modal verbs, adverbs, speech punctuation, use of parenthesis</p>	<p><b>POETRY STUDY: FLANDERS' FIELDS</b></p>	<p><b><u>The Highwayman</u></b>  <b>Text type:</b> Poem  <b>Purpose &amp; Audience:</b> To entertain and inform  <b>Assessment:</b> Police report, Narrative – suspense and tension.  <b>Incidental writing opportunities:</b> Character description (wanted poster) with use of formal language, interview transcripts, diary, police report, argument- court hearing  <b>SPG:</b> complex sentence structures- use of subordinating conjunctions, layout devices for NF, Relative clauses</p>
<p><b>SPRING TERM</b></p>	<p><b><u>The Executioner's Daughter</u></b>  <b>Text type:</b> Narrative  <b>Purpose &amp; Audience:</b> Entertain &amp; Inform  <b>Assessment:</b> Diary entry  <b>Incidental writing opportunities:</b> Dialogue, report  <b>SPG:</b> Dialogue- speech punctuation, characterisation, embedded clauses expanded noun phrases, adverbials</p>	<p><b><u>Watertower</u></b>  <b>Text type:</b> Letter  <b>Purpose &amp; Audience:</b> formal letter-complaint  <b>Assessment:</b> Description, formal letter  <b>Incidental writing opportunities:</b> monologue, description, write the picture, (figurative language)  <b>SPG:</b> fronted adverbials, linking &amp; cohesive devices- present perfect, relative clauses, semi-colons/semi colons, <b>use of subjunctive</b></p>	<p><b><u>SATS REVISION and Y5 SPG</u></b></p>	
<p><b>SUMMER TERM</b></p>	<p><b><u>Francis: Literacy Shed</u></b>  <b>Text type:</b> Narrative &amp; persuasive leaflet  <b>Purpose:</b> Entertain and persuade  <b>Assessment:</b> Dialogue, story openers  <b>Incidental writing opportunitites:</b> diary, letter, police report, settings/ story openings  <b>SPG:</b> complex sentences linking with adverbials  P for effect- story language- Alan Peat</p>	<p><b><u>Macbeth</u></b>  <b>Text type:</b> Shakespeare's Tragedy  <b>Purpose:</b> To entertain, explore Shakespearean language  <b>Assessment:</b> Character description, setting description, persuasive speech/letter.  <b>Incidental writing opportunities:</b> Dialogue, recount, balanced argument (Macbeth's decision making)  <b>SPG:</b> Relative clauses, bullet points and colons to start a list, link ideas across paragraphs, expanded noun phrases, formal speech, consolidation.</p>		