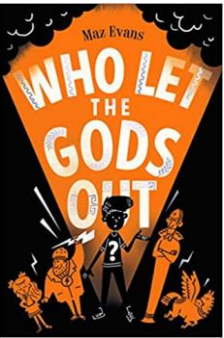
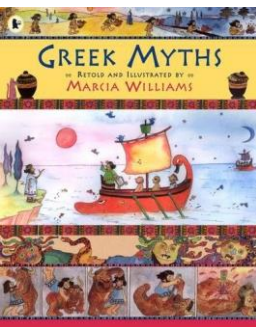


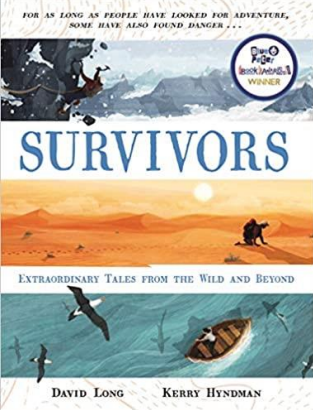
## Autumn 1

Book	Purpose / Genre	SPaG focuses	What the children will produce
	<p>To entertain</p> <ul style="list-style-type: none"> <li>• Setting description</li> <li>• Narrative</li> </ul>	<p>Expanded noun phrases            Co-ordinating and subordinating conjunctions            Subordinate clauses            Fronted adverbials            Direct speech            Apostrophes - possession and omission            Paragraphs</p>	<p>A setting description from a part of the book.</p> <p>To rewrite a chapter with an alternative focus</p>

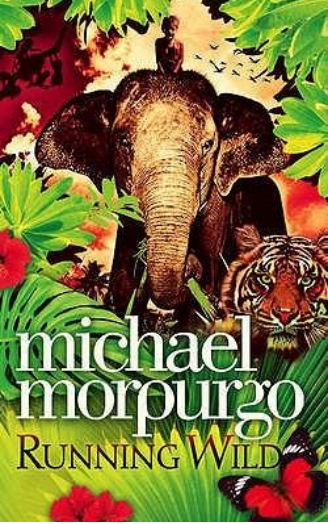
## Autumn 2

Book	Purpose / Genre	SPaG focuses	What the children will write
	<p>To entertain</p> <ul style="list-style-type: none"> <li>• Comic strip</li> </ul> <p>Writing to inform</p> <ul style="list-style-type: none"> <li>• explanation text</li> </ul>	<p>Onomatopoeia            Dialogue            Captions            Description (quality)</p> <p>Time conjunctions            Past tense (in this unit as it is historical)            Technical vocabulary            Cause and effect conjunctions            Headings/Sub-headings</p>	<p>To write their own comic strips based upon a myth from the book/familiar with in topic.</p> <p>To write an explanation text all about the Greeks, focusing on their religious beliefs.</p>

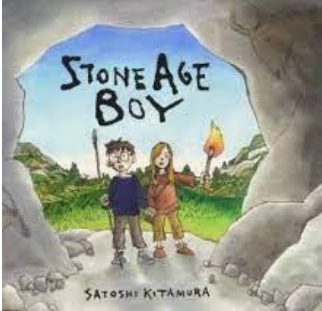
# Spring 1

Book	Purpose/ Genre	SPaG focuses	What the children will produce
	<p>To entertain</p> <ul style="list-style-type: none"> <li>Poetry</li> </ul> <p>To inform</p> <ul style="list-style-type: none"> <li>Survival guide</li> </ul>	<p>Alliteration            Figurative language            Imagery            Repetition            Rhyme            Simile</p> <p>Imperative verbs            Personal pronouns            Persuasive techniques</p>	<p>To write a poem which conveys a feeling e.g. fear of the ocean linking to one of the stories.</p> <p>To create a survival guide for a biome.</p>


# Spring 2

Book	Purpose/ Genre	SPaG focuses	What the children will produce
	<p>To persuade</p> <ul style="list-style-type: none"> <li>Letter/speech</li> </ul> <p>To inform</p> <ul style="list-style-type: none"> <li>Information leaflet</li> </ul>	<p>Emotive language            Modal/Imperative verbs            Rhetorical questions            Repetition</p> <p>Bullet points            Headings/sub-headings            Commas to separate items in a list            Topic vocabulary</p>	<p>To write a persuasive letter to the Indonesian President to persuade him to help find Will.</p> <p>Chn to produce an information leaflet all about the Mayans</p>

## Summer 1

	<p>To entertain</p> <ul style="list-style-type: none"> <li>Narrative</li> </ul> <p>To inform</p> <ul style="list-style-type: none"> <li>Non-chronological report</li> </ul>	<p>Expanded noun phrases Co-ordinating and subordinating conjunctions Subordinate clauses Fronted adverbials Direct speech Paragraphs</p> <p>Headings Paragraphs Factual language Third person Formal tone</p>	<p>Children to write their own versions of stone age boy.</p> <p>To write a non-chronological report on the stone age/iron age (decision based upon learning completed in topic)</p>
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## Summer 2

	<p>To inform</p> <ul style="list-style-type: none"> <li>Instructions</li> </ul> <ul style="list-style-type: none"> <li>Newspaper report</li> </ul>	<p>Sub headings Imperative verbs Adverbs (how the action should be done) Chronological order and adverbs of time. Formal tone</p> <p>Direct and reported speech Third person Past tense Formal, reporting language Headline techniques - play on words, alliteration etc.</p>	<p>Chn to write instructions on how to do something related to the iron age e.g. how to build a hill fort.</p> <p>To write an article about the mammoth found in the bath of somebody's house.</p>
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Punctuation will be taught/consolidated in each piece. Explicit lessons to be added where needed?