

5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Queen of the Falls by Chris Van Allsburg</b> <i>Goodnight Stories for Rebel Girls by Elena Favilli or The Boy who Swam with Piranhas by David Almond</i>	<b>The Lost Happy Endings by Carol Ann Duffy</b> <i>Hansel and Gretel by Neil Gaiman</i>	<b>Arthur and the Golden Rope by Joe Todd-Stanton</b> <i>Myths of the Norsemen by Roger Lancelyn Green</i>	<b>The Darkest Dark by Chris Hadfield</b> <i>Cosmic by Frank Cottrell Boyce</i>	<b>The Paperbag Prince by Colin Thompson</b> <i>The Last Wild by Piers Torday</i>	<b>Radiant Child by Javaka Steptoe</b> <i>Life doesn't frighten me - Poem by Maya Angelou</i>
	<b>Outcome</b> Recount: series of diary entries <b>Greater Depth</b> Series of diary entries including her viewpoint on other characters	<b>Outcome</b> Fiction: traditional tale with an alternative ending <b>Greater Depth</b> Tell the traditional tale from the point of view of a woodland creature	<b>Outcome</b> Fiction: write a myth, creating characters and settings <b>Greater Depth</b> Tell the myth from and alternative viewpoint	<b>Outcome</b> Recount: a formal biography of Chris Hadfield <b>Greater Depth</b> Include an extra section in informal first person	<b>Outcome</b> Persuasion/ information: hybrid leaflet about waste management <b>Greater Depth</b> Write an oral presentation for a TV or online broadcast	<b>Outcome</b> Information: text suitable for an art gallery <b>Greater Depth</b> Plan structure and layout of information text
	<b>Word</b>	<b>Word</b>	<b>Word</b>	<b>Word</b>	<b>Word</b>	<b>Word</b>
	<b>Sentence</b>	<b>Sentence</b> Use expanded noun phrases to convey complicated information concisely	<b>Sentence</b> Use expanded noun phrases to convey complicated information concisely  Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun	<b>Sentence</b> Recap: Extend the range of sentences with more than one clause by using a wider range of conjunctions	<b>Sentence</b> Use modal verbs to indicate degrees of possibility	<b>Sentence</b> Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun  Use adverbs to indicate degrees of possibility
	<b>Text</b> <i>Identify the audience for and purpose of writing</i> Organise paragraphs around a theme with a focus on more complex narrative structures	<b>Text</b> <i>Describe settings, characters and atmosphere</i> <i>Integrate dialogue to convey character and advance the action</i>	<b>Text</b> Link ideas across paragraphs using adverbials	<b>Text</b> Link ideas across paragraphs using adverbials and tense choices Recap: Variety of verb forms used correctly and consistently	<b>Text</b> Use devices to build cohesion within a paragraph <i>Choose the appropriate register</i> <i>Enhance meaning through selecting appropriate grammar and vocabulary</i>	<b>Text</b> Use a wider range of devices to build cohesion across paragraphs Link ideas using tense choices
	<b>Punctuation</b> Recap: Use commas after fronted adverbials Use commas to clarify meaning or avoid ambiguity in writing	<b>Punctuation</b> Recap: Use of inverted commas and other punctuation to punctuate direct speech	<b>Punctuation</b> Use commas to clarify meaning or avoid ambiguity in writing	<b>Punctuation</b> Use commas to clarify meaning or avoid ambiguity in writing Use brackets, dashes or commas to indicate parenthesis	<b>Punctuation</b> Use brackets, dashes or commas to indicate parenthesis	<b>Punctuation</b>

*\*Objectives in italics are writing composition objectives*