


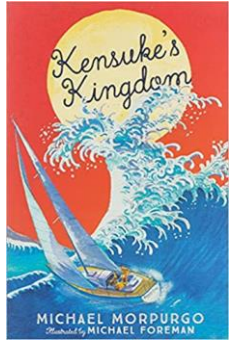
Autumn 1: On our Doorstep	Autumn 2: 7 Wonders of the World	Spring 1: Earth and Space	Spring 2: Ancient Greeks	Summer 1: From Source to Sea	Summer 2: From Source to Sea
Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1
<p>Poetry: Environmental Goodnight Stroud by Pi Corbett/ City Jungle by Pi Corbett/ Take Two by Pi Corbett</p>  <p>Audience: Theme display board Purpose: To entertain Outcome: A poem describing environments</p>	<p>Running Wild by Michael Morpurgo</p>  <p>Audience: Tourists Purpose: To entertain Outcome: Stories written about a disastrous event in Blackmoor <i>(Sight of application: poem)</i></p>	<p>The Land of never Believe by Norman Messenger WAGGOLL: Sea Fever by John Macefield</p>  <p>Purpose: To inform Outcome: Leaflets/information sheets about their own lands Audience: NASA/ Science Museum <i>(Sight of Application: To report on the discovery of a new island)</i></p>	<p>Percy Jackson by Rick Riordan</p>  <p>Audience: Year 5/6 Purpose: To report Outcome: A newspaper report to be displayed and used in the Greek book <i>(Sight of application: Retell next chapter of Percy Jackson)</i></p>	<p>The Huntress: Sea by Sarah Driver (Links to shift in formality)</p>  <p>Purpose: To entertain Outcome: Narrative - Disaster/escape - write from the 1st person with a distinctive voice. Audience: Next teachers <i>(Sight of application: Creating a creature to attack the ship - explain how it attacks)</i></p>	<p>The Huntress: Sea by Sarah Driver (Links to shift in formality)</p>  <p>Purpose: To Persuade: Outcome - A persuasive guide written to convince people to visit the land Audience: Visitors to the class blogs <i>(Sight of Application: To inform?)</i></p>
Key NC Statements	Key NC Statements	Key NC Statements	Key NC Statements	Key NC Statements	Key NC Statements
<p>Year 4: Place Possessive apostrophe accurately in words with regular plurals e.g. boys' and girls' and in words with irregular plurals e.g. children's (recap)</p> <p>Year 4: Use figurative language such as similes and alliteration to build a picture in the reader's head. (recap)</p> <p>Year 4: Use a rich and varied vocabulary. (recap)</p>	<p>Year 4: Use inverted commas and other punctuation to indicate direct speech. (recap)</p> <p>Year 5: Make deliberate choices of sentence length and structure for impact on the reader (new)</p> <p>Year 5: Use expanded noun phrases to convey complicated information concisely (new)</p>	<p>Year 5: Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining (new)</p> <p>Year 5: Produce internally coherent paragraphs in logical sequence e.g. posing rhetorical questions which are answered in the main paragraph with main ideas elaborated by subsequent sentences (new)</p> <p>Year 5: Choose the appropriate register for the audience and purpose (formal or informal) (new)</p>	<p>Year 5: Linking ideas across paragraphs using adverbials of time (later), place (nearby) number (secondly) (new)</p> <p>Year 5: Choose the appropriate register for the language of speech within writing e.g. colloquial language within dialogue, quotes in reports (recap)</p> <p>Year 5: Use modal verbs or adverbs to indicate degrees of possibility (new)</p>	<p>Year 5: Linking ideas across paragraphs through tense choice (he had seen her before) (recap)</p> <p>Year 5: Use brackets, dashes or commas to indicate parenthesis (recap)</p> <p>Year 5: Ensure the consistent and correct use of tense throughout a piece of writing (recap)</p>	<p>Year 5: Use a colon to introduce a list (new)</p> <p>Year 5: Choose the appropriate register for the language of speech within writing e.g. colloquial language within dialogue, quotes in reports (recap)</p> <p>Year 5: Use semi colons, colons or dashes to mark boundaries between independent clauses (new)</p>

Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2
<p>Window by Jeanne Baker</p>  <p>Audience: Attending 150th event / Wilson Homes Purpose: To persuade Outcome: Letters to Wilson homes persuading them not to build on Hogmoor Enclosure</p>	<p>The Tempest by William Shakespeare</p>  <p>Audience: Book to be displayed in the reception area in January Purpose: To entertain Outcome: A sequel of The Tempest telling what happens next to the characters <i>(Sight of Application: Persuasive writing)</i></p>	<p>Poetry: I ASKED THE LITTLE BOY WHO CANNOT SEE by Pi Corbett A Poem to be Spoken Silently... Wings by Pi Corbett</p>  <p>Audience: Other children in class worship Purpose: To entertain Outcome: A poem to be performed in Class workshops <i>(Sight of Application: Narrative based on the ideas in the poem)</i></p>	<p>The Adventures of Odysseus by Hugh Lupton</p>  <p>Purpose: To entertain Outcome: Write a new adventure for Adyssiis. Create their own mythical creature for Adyssiis to face. Audience: Parents <i>(Sight of application: to describe the mythical creatures)</i></p>	<p>The Huntress: Sea by Sarah Driver (Links to shift in formality)</p>  <p>Purpose: To describe Outcome: Kennings poetry Audience: Next teachers</p>	<p>River Story by Meredith Hooper</p>  <p>Purpose: To explain Outcome: Innovate the poetic language to be more scientific- Explanation of journey of a river. Audience: Visitors to the giant River <i>(Sight of Application: To inform about a particular river/part of the river?)</i></p>
Key NC Statements	Key NC Statements	Key NC Statements	Key NC Statements	Key NC Statements	Key NC Statements
<p>Year 4: Produce internally coherent paragraphs in logical sequence e.g. topic sentences. (recap)</p> <p>Year 4: Extend sentences with more than one clause using a range of conjunctions including when, if, because, although. (recap)</p> <p>Year 4: Understand the difference between plural and possessive apostrophes. (recap)</p>	<p>Year 5: Fronted prepositional phrases for greater effect Throughout the stormy winter ... Far beneath the frozen soil ... (new)</p> <p>Year 5: Use brackets, dashes or commas to indicate parenthesis (new)</p> <p>Year 5: Ensure correct subject and verb agreement when using singular and plural (new)</p>	<p>Year 5: Use figurative language such as similes, alliteration, metaphors and personification in poetry (new)</p> <p>Year 5: Use relative clauses beginning with who, which, where, when, whose, that (new)</p> <p>Year 5: Select the appropriate form and use other similar writing as models for their own (new)</p>	<p>Year 5: In narratives, describe settings, characters and atmosphere. (recap)</p> <p>Year 5: Use the perfect form of verbs to mark relationships of time and cause (new)</p> <p>Year 5: Use a wide range of clause structures, sometimes varying their position within the sentence (new)</p>	<p>Year 5: Select the appropriate form and use other similar writing as models for their own</p> <p>Year 5: Choose the appropriate register for the audience and purpose (formal or informal) (recap)</p> <p>Year 5: Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (recap)</p>	<p>Year 5: Content is balanced e.g. between action/ description/ dialogue, fact and comment (new)</p> <p>Year 5: Fronted prepositional phrases for greater effect Throughout the stormy winter ... Far beneath the frozen soil ... (recap)</p> <p>Year 5: Linking ideas across paragraphs using adverbials of time (later), place (nearby) number (secondly) (recap)</p>

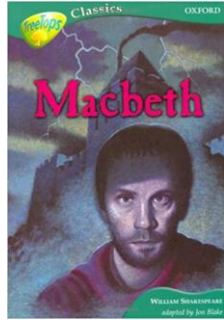
Learning Journey 3	Learning Journey 3	Learning Journey 3	Learning Journey 3	Learning Journey 3	Learning Journey 3
<p>The Majestic Plastic Bag (Digital Media) https://www.youtube.com/watch?v=GLqh9h2ePYw</p>  <p>Audience: Bordon Residents Purpose: To inform Outcome: Documentaries written and filmed about Blackmoor using the journey of a leaf. <i>(Sight of Application: narrative about the plastic bag using the video clip)</i></p>					
Key NC Statements	Key NC Statements	Key NC Statements	Key NC Statements	Key NC Statements	Key NC Statements
<p>Year 4: Use fronted adverbials followed by a comma. (recap)</p> <p>Year 5: Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (new)</p> <p>Year 5: Use commas to clarify meaning or avoid ambiguity in writing (new)</p>					

Guided Reading Texts

Kensuke's Kingdom by Michael Morpurgo



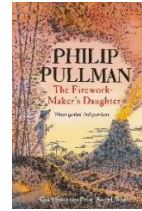
Macbeth (Tree Tops Classics)



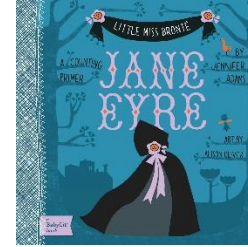
In a Glass Grimely by Adam Gidwitz



The Firework Maker's Daughter by Phillip Pullman



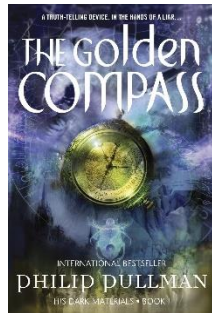
Jane Eyre By Charlotte Bronte



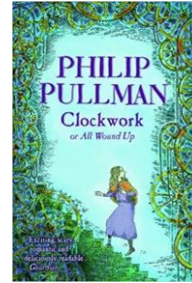
The Wide Window by Lemony Snicket



The Golden Compass by Phillip Pullman



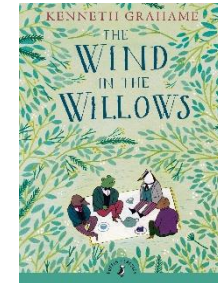
Clockwork by Phillip Pullman



Silas Marner By George Elliot



The Wind in the Willows by Kenneth Grahame



Spring Heeled Jack by Phillip Pullman

