



WRITING LONG TERM PLAN PROGRESSION DOCUMENT: YEAR FOUR/FIVE

# WRAWBY ST MARY'S C of E PRIMARY SCHOOL

## Our School Vision

At Wrawby St Mary's Primary School, we strive for a full life in mind, body, heart and spirit to plan, prosper and give hope and a future to all. We believe in a journey of education enabling every child to feel love, challenge and excitement as they access skills to build future pioneers and leaders.  
Our school is a beacon of hope and a sign of the kingdom.

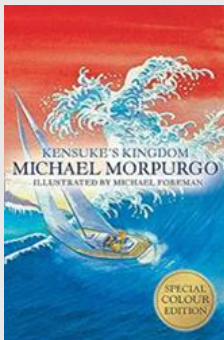
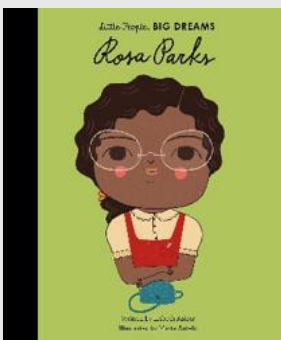
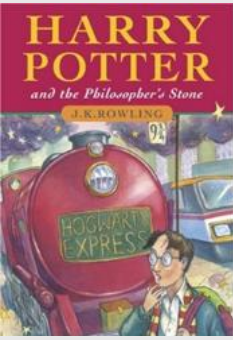
*'Hope does not disappoint us, because God's love has been poured into our hearts through the Holy Spirit that has been given to us.'*

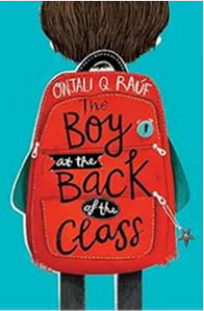
Romans 5:5

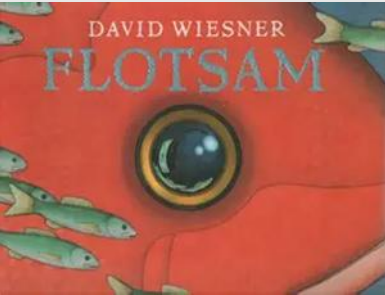
## Our Church School Values

*Our Wrawby Values are Christian values under the overarching universal value of Hope.*

- *Love*
- *Peace*
- *Forgiveness*
- *Kindness*
- *Perseverance*
- *Self-control*

|                                                                                                                                   | Autumn Term 1                                                      |                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                |                                                                                                                                                                                                                  | Autumn Term 2                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                         |                                                                                            |                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| Text                                                                                                                              | Kensuke’s Kingdom<br>by Michael Murpurgo<br>(7 weeks)              |                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                |                                                                                                                               |                                                                                                                                                                                                    | Little People, Big Dreams: Rosa Parks<br>by Maria Isabel Sanchez Vegara<br>(2 weeks)                                                                                                                                                                                    |                                                                                                                                                                      | Harry Potter and the Philosopher’s Stone<br>by JK Rowling<br>(5 weeks)                     |                                                                                                 |
|                                                                                                                                   | Genre: Contemporary Fiction                                        |                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                | Genre: Non-Fiction - Biography                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                       | Genre: Contemporary Fiction                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                         |                                                                                            |                                                                                                 |
| Book themes, links to school<br>Christian values, DEI coverage,<br>Golden threads (e.g., Black<br>history, women in history)      | Survival & Adventure<br>Friendship<br>Forgiveness<br>Family & Loss |                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                | Courage, overcoming challenges, Perseverance, Inspiration<br><br>Friendship and loyalty, courage and bravery, love and sacrifice                                                                                 |                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                         |                                                                                            |                                                                                                 |
| Cross-curricular links                                                                                                            | Geography – climate change and extreme weather                     |                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                | Black History Month                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                       | Anti-bullying Week                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                         |                                                                                            |                                                                                                 |
| Main outcome                                                                                                                      | Non-Fiction - Instructions<br>How to survive on a desert island    |                                                                                                                                                                                                                                                            | Narrative – rewrite for meaning<br>Focus in on Michael’s feelings of<br>despair                                                                                                                                | Narrative – change of perspective<br>Re-writing the story from<br>Kensuke’s perspective                                                                                                                          |                                                                                                                                                                                                                                                                                       | Non-Fiction - Biography<br>Rosa Parks                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                         | Non-Fiction - Diary Entry<br>Diary entry as Harry reflecting on his<br>living arrangements | Non-Fiction - Newspaper Report<br>Report from the staff and visitors<br>about the escaped snake |
| Retrieval Writing (previously<br>known as short burst writing)                                                                    | Setting description                                                |                                                                                                                                                                                                                                                            | Character description                                                                                                                                                                                          | Setting description                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                       | Fact sheet                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                         | Character description                                                                      | Interviews and quotes                                                                           |
| Audience/ Form<br>Fiction<br>Non-fiction                                                                                          | Non-Fiction<br>Instructional text                                  |                                                                                                                                                                                                                                                            | Narrative<br>Inspired by the book                                                                                                                                                                              | Narrative<br>Change of perspective from the<br>book                                                                                                                                                              |                                                                                                                                                                                                                                                                                       | Biography                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                         | Non-Fiction<br>Diary entry as Harry Potter                                                 | Non-Fiction<br>Newspaper Report                                                                 |
| Purpose                                                                                                                           | To inform                                                          |                                                                                                                                                                                                                                                            | To entertain                                                                                                                                                                                                   | To entertain                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                       | To inform                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                         | To inform/entertain                                                                        | To inform                                                                                       |
| Grammar and Spelling coverage:<br><br>*Indicates coverage and retrieval<br>from previous units<br>groups/previous taught lessons. | Spelling                                                           | <ul style="list-style-type: none"><li>Double consonant when<br/>adding a suffix</li><li>Suffix -ly*</li></ul>                                                                                                                                              | <ul style="list-style-type: none"><li>ou</li><li>h (‘k’) *</li><li>-gue</li></ul>                                                                                                                              | <ul style="list-style-type: none"><li>Y for i*</li><li>Prefix: mis</li></ul>                                                                                                                                     | <ul style="list-style-type: none"><li>Suffix: -tion*</li><li>Suffixes: -able, -ible</li></ul>                                                                                                                                                                                         | <ul style="list-style-type: none"><li>Silent letters*</li><li>Homophones*</li></ul>                                                                                                                                                                                     | <ul style="list-style-type: none"><li>Converting nouns or adjectives<br/>into verbs using suffixes (e.g. –<br/>ate; –ise; –ify)</li><li>Verb prefixes (e.g. dis–, de–,<br/>mis–, over– and re–)</li></ul>                                               |                                                                                            |                                                                                                 |
|                                                                                                                                   | Sentences                                                          | <ul style="list-style-type: none"><li>Use interesting <b>verbs</b> when<br/>writing*</li><li>Use <b>adverbs</b> as <b>connectives</b>:<br/>then/next/soon*</li><li>Combine simple, compound<br/>and complex sentences<br/>successfully in a text</li></ul> | <ul style="list-style-type: none"><li>Appropriate choice of<br/><b>pronoun or noun</b> within a<br/>sentence to avoid ambiguity<br/>and repetition</li><li>Ensure correct subject verb<br/>agreement</li></ul> | <ul style="list-style-type: none"><li>Appropriate choice of<br/><b>pronoun or noun</b> within a<br/>sentence to avoid ambiguity<br/>and repetition*</li><li>Ensure correct subject verb<br/>agreement*</li></ul> | <ul style="list-style-type: none"><li><b>Relative clauses</b> beginning with<br/>who, which, where, why, whose,<br/>that, or an omitted relative<br/>pronoun</li><li>Use <b>relative clauses</b> to expand<br/>sentences</li><li>Use relative pronouns<br/>appropriately</li></ul>    | <ul style="list-style-type: none"><li>Fronted adverbials (e.g. Later<br/>that day, I heard the bad news.)</li><li>Use adverbs and adverbials as<br/>connectives to show time: after<br/>five minutes/nearby/secondly</li></ul>                                          | <ul style="list-style-type: none"><li>Indicating degrees of possibility<br/>using modal verbs (e.g. might,<br/>should, will, must) or adverbs<br/>(e.g. perhaps, surely)</li><li>Know what a modal verb is: e.g.<br/>might/should/could/would</li></ul> |                                                                                            |                                                                                                 |
|                                                                                                                                   | Punctuation                                                        | <ul style="list-style-type: none"><li>Capital letters*</li><li>Full stops*</li><li>Commas in lists*</li><li>Colon (before a list) *</li><li>Brackets</li></ul>                                                                                             | <ul style="list-style-type: none"><li>Capital letters*</li><li>Full stops*</li><li>Question marks</li><li>Exclamation marks</li></ul>                                                                          | <ul style="list-style-type: none"><li>Capital letters*</li><li>Full stops*</li><li>Question marks*</li><li>Exclamation marks*</li></ul>                                                                          | <ul style="list-style-type: none"><li>Capital letters*</li><li>Full stops*</li><li>Question marks*</li></ul>                                                                                                                                                                          | <ul style="list-style-type: none"><li>Commas to mark phrases or<br/>clauses &amp; marking off<br/>subordinate clauses and<br/>adverbial phrases</li><li>Use of inverted commas to<br/>punctuate direct speech</li></ul>                                                 | <ul style="list-style-type: none"><li>Capital letters and full stops*</li><li>Commas in lists</li><li>Use of commas to clarify<br/>meaning or avoid ambiguity or<br/>clarify meaning</li></ul>                                                          |                                                                                            |                                                                                                 |
|                                                                                                                                   | Text/<br>genre features                                            | <ul style="list-style-type: none"><li>Introduction to paragraphs as<br/>a way to group related<br/>material*</li><li>Use of imperative verbs*</li></ul>                                                                                                    | <ul style="list-style-type: none"><li>Use of paragraphs to<br/>organise ideas around a<br/>theme</li><li>Understand and write<br/><b>compound</b> and <b>complex<br/>sentences</b></li></ul>                   | <ul style="list-style-type: none"><li>Use of paragraphs to<br/>organise ideas around a<br/>theme*</li><li>Devices to build cohesion<br/>within a paragraph (e.g. then,<br/>after that, this, firstly)</li></ul>  | <ul style="list-style-type: none"><li>Devices to build cohesion within<br/>a paragraph (e.g. then, after<br/>that, this, firstly)</li><li>Linking ideas across paragraphs<br/>using adverbials of time (e.g.<br/>later), place (e.g. nearby) and<br/>number (e.g. secondly)</li></ul> | <ul style="list-style-type: none"><li>Use a range of <b>conjunctions</b> (co-<br/>ordination and subordination).</li><li>Know and use a <b>possessive<br/>pronoun</b>: e.g. my/mine/our/ours<br/>/its/his/her/theirs/yours</li><li>Know what determiners are*</li></ul> | <ul style="list-style-type: none"><li>Use of paragraphs to organise<br/>ideas around a theme*</li><li>Use a range of <b>conjunctions</b> (co-<br/>ordination and subordination)</li><li>Understand and use fronted<br/>adverbials</li></ul>             |                                                                                            |                                                                                                 |

|                                                                                                                                           | Spring Term 1                                                                                    |                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                            | Spring Term 2                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Text                                                                                                                                      | <b>Ramadan Moon</b><br>by Na'ima B. Robert and Shirin Adl<br><b>(6 weeks)</b>                    |                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                            | <b>The Boy at The Back of The Class</b><br>by Onjali Rauf<br><b>(6-7 weeks)</b>                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                  |
|                                                                                                                                           |               |                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                  |
|                                                                                                                                           | <b>Genre: Fiction – Stories from other Cultures</b>                                              |                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                            | <b>Genre: Contemporary Fiction</b>                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                  |
| Book themes, links to school<br>Christian values, DEI coverage                                                                            | Spiritual significance of the lunar cycle<br>Community & Unity<br><b>Self-control</b><br>Fasting |                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                            | Friendship<br>Acceptance<br><b>Kindness</b><br>Compassion & Empathy                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                  |
| Cross-curricular links                                                                                                                    | Science – Earth and Space                                                                        |                                                                                                                                                                                                                                                                                                          | RE – Ramadan (Islam)                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                  |
| Main outcome                                                                                                                              | <b>Non-Fiction - Biography</b><br>Neil Armstrong                                                 |                                                                                                                                                                                                                                                                                                          | <b>Non-Chronological Report</b><br>The Planets                                                                                                                                                                                                                                                                                             | <b>Narrative – Flashback Writing</b><br>Write a flashback based on the animation: <b>The Piano</b>                                                                                                                                                                                                                                                                               | <b>Narrative – change the ending</b><br>Re-write the end, what if Ahmet had to leave suddenly? How would the class react?                                                                                                                                                                                                                                                        |
| Other outcomes<br>(Short Bursts/revisit writes)                                                                                           | Fact Sheets<br>Research                                                                          |                                                                                                                                                                                                                                                                                                          | Fact Sheets<br>Research                                                                                                                                                                                                                                                                                                                    | Setting and character descriptions<br>Control changes of tenses                                                                                                                                                                                                                                                                                                                  | Character description                                                                                                                                                                                                                                                                                                                                                            |
| Audience/ Form<br>Fiction<br>Non-fiction                                                                                                  | <b>Non-Fiction</b><br>Biography                                                                  |                                                                                                                                                                                                                                                                                                          | <b>Non-Fiction</b><br>Non chronological report                                                                                                                                                                                                                                                                                             | <b>Narrative</b><br>Flashback writing                                                                                                                                                                                                                                                                                                                                            | <b>Narrative</b><br>An alternate ending inspired by the book                                                                                                                                                                                                                                                                                                                     |
| Purpose                                                                                                                                   | To inform                                                                                        |                                                                                                                                                                                                                                                                                                          | To .... entertain                                                                                                                                                                                                                                                                                                                          | To ....                                                                                                                                                                                                                                                                                                                                                                          | To ...                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Grammar and Spelling coverage:</b><br><br><i>*Indicates coverage and retrieval from previous units groups/previous taught lessons.</i> | Spelling                                                                                         | <ul style="list-style-type: none"> <li>○ Suffix: -ture</li> <li>○ Suffix: -ly*</li> <li>○ ous</li> </ul>                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>○ ch ('sh')</li> <li>○ qu and que</li> <li>○ y for i*</li> </ul>                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>○ Suffix: -ssion</li> <li>○ Suffixes: -ably, -ibly</li> </ul>                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>○ Silent letters</li> <li>○ Prefix: dis</li> </ul>                                                                                                                                                                                                                                                                                        |
|                                                                                                                                           | Sentences                                                                                        | <ul style="list-style-type: none"> <li>○ <b>Relative clauses</b> beginning with <i>who, which, where, why, whose, that, or an omitted relative pronoun</i>*</li> <li>○ Use <b>relative clauses</b> to expand sentences*</li> <li>○ Use relative pronouns appropriately*</li> <li>○</li> </ul>            | <ul style="list-style-type: none"> <li>○ Indicating degrees of possibility using modal verbs (e.g. <i>might, should, will, must</i>) or adverbs (e.g. <i>perhaps, surely</i>) *</li> <li>○ Know what a <b>modal verb</b> is: <i>might/should/could/would/can/may/must/shall</i>*</li> </ul>                                                | <ul style="list-style-type: none"> <li>○ Starting a sentence with a simile</li> <li>○ -ed and –ing clause starters</li> <li>○ Indicating degrees of possibility using modal verbs (e.g. <i>might, should, will, must</i>) or adverbs (e.g. <i>perhaps, surely</i>) *</li> <li>○ Know what a <b>modal verb</b> is: <i>might/should/could/would/can/may/must/shall</i>*</li> </ul> | <ul style="list-style-type: none"> <li>○ Starting a sentence with a simile</li> <li>○ -ed and –ing clause starters</li> <li>○ Indicating degrees of possibility using modal verbs (e.g. <i>might, should, will, must</i>) or adverbs (e.g. <i>perhaps, surely</i>) *</li> <li>○ Know what a <b>modal verb</b> is: <i>might/should/could/would/can/may/must/shall</i>*</li> </ul> |
|                                                                                                                                           | Punctuation                                                                                      | <ul style="list-style-type: none"> <li>○ Capital letters*</li> <li>○ Full stops*</li> <li>○ Question marks*</li> </ul>                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>○ Capital letters and full stops*</li> <li>○ Question marks*</li> <li>○ Commas in lists*</li> <li>○ Colon to start a list*</li> <li>○ Apostrophes to mark singular and plural possession (e.g. <i>the girl's name, the boys' boots</i>)</li> </ul>                                                  | <ul style="list-style-type: none"> <li>○ Capital letters and full stops*</li> <li>○ Question marks*</li> <li>○ Apostrophes to mark singular and plural possession (e.g. <i>the girl's name, the boys' boots</i>) *</li> <li>○ Brackets</li> <li>○ Ellipses</li> </ul>                                                                                                            | <ul style="list-style-type: none"> <li>○ Capital letters and full stops*</li> <li>○ Question marks*</li> <li>○ Apostrophes to mark singular and plural possession (e.g. <i>the girl's name, the boys' boots</i>) *</li> <li>○ Brackets*</li> <li>○ Ellipses*</li> </ul>                                                                                                          |
|                                                                                                                                           | Text/genre features                                                                              | <ul style="list-style-type: none"> <li>○ Devices to build cohesion within a paragraph (e.g. <i>then, after that, this, firstly</i>) *</li> <li>○ Linking ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>) *</li> </ul> | <ul style="list-style-type: none"> <li>○ Understand and use <b>fronted adverbials</b></li> <li>○ Understand, and recognise <b>adverbial phrases and clauses</b></li> <li>○ Use <b>adverbs</b> to express frequency</li> <li>○ Use of <b>paragraphs</b> to organise ideas around a theme*</li> <li>○ Understand what a clause is</li> </ul> | <ul style="list-style-type: none"> <li>○ Understand and use what a subordinate clause</li> <li>○ Understand what a clause is*</li> <li>○ Understand and use fronted adverbial*s</li> <li>○ Understand, and recognise adverbial phrases and clauses*</li> <li>○ Controlled use of alternate past and present tense</li> </ul>                                                     | <ul style="list-style-type: none"> <li>○ Understand and use what a subordinate clause</li> <li>○ Understand what a clause is*</li> <li>○ Understand and use fronted adverbial*s</li> <li>○ Understand, and recognise adverbial phrases and clauses*</li> </ul>                                                                                                                   |

|                                                                                                                             |                                                                                           | Summer Term 1                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                | Summer Term 2                                                                                                                                                                                                                                                                                                                  |  |                                                                                                                                                                                                                                                                                                                                  |
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| Text                                                                                                                        | Flotsam<br>by David Wiesner<br>(5 weeks)                                                  |                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                             | The Last Bear<br>by Hannah Gold<br>(6-7 weeks)                                                                                                                                                                                                                                                                                 |  |                                                                                                                                                                                                                                               |
|                                                                                                                             | Genre: Picture book                                                                       |                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                | Genre: Contemporary Fiction                                                                                                                                                                                                                                                                                                    |  |                                                                                                                                                                                                                                                                                                                                  |
| Book themes, links to school<br>Christian values, DEI coverage                                                              |                                                                                           | Exploration & Discovery<br>Interconnectedness<br>Time & Change<br>Environmental awareness                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                | Environmental conservation<br>Bond between humans and wildlife<br>Personal growth<br>Resilience                                                                                                                                                                                                                                |  |                                                                                                                                                                                                                                                                                                                                  |
| Cross-curricular links                                                                                                      |                                                                                           |                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                |  |                                                                                                                                                                                                                                                                                                                                  |
| Main outcome                                                                                                                | Non-Fiction – Persuasive Text<br>Persuade the local supermarket to reduce use of plastics |                                                                                                                                                                                                                                                                                                                                | Poetry<br>Explore different type of poetry around the topic of rivers, both water and lava rivers                                                                                                                                                                                                                                              | Non-Fiction – Discussion Text<br>Should world leaders prioritise Arctic conservation?                                                                                                                                                                                                                                          |  | Narrative – change the ending<br>Rewrite the ending of the story with a twist — April chooses to stay longer on the island.                                                                                                                                                                                                      |
| Other outcomes<br>(Short Bursts/revisit writes)                                                                             | Fact sheets                                                                               |                                                                                                                                                                                                                                                                                                                                | Setting description<br>Effect of vocabulary choices                                                                                                                                                                                                                                                                                            | Fact sheets<br>Instructions                                                                                                                                                                                                                                                                                                    |  | Setting description<br>Dialogue to advance the action                                                                                                                                                                                                                                                                            |
| Audience/ Form<br>Fiction<br>Non-fiction                                                                                    | Non-Fiction<br>Persuasive letter                                                          |                                                                                                                                                                                                                                                                                                                                | Poetry Unit<br>Inspired by The River, written by Valerie Bloom                                                                                                                                                                                                                                                                                 | Non-Fiction<br>Discussion text                                                                                                                                                                                                                                                                                                 |  | Narrative<br>An alternate ending inspired by the book                                                                                                                                                                                                                                                                            |
| Purpose                                                                                                                     | To inform                                                                                 |                                                                                                                                                                                                                                                                                                                                | To .... entertain                                                                                                                                                                                                                                                                                                                              | To ....                                                                                                                                                                                                                                                                                                                        |  | To ...                                                                                                                                                                                                                                                                                                                           |
| Grammar and Spelling coverage:<br><br>*Indicates coverage and retrieval from previous units groups/previous taught lessons. | Spelling                                                                                  | <ul style="list-style-type: none"><li>Suffix: -sure*, ‘ly*</li><li>Ou/ous</li></ul>                                                                                                                                                                                                                                            | <ul style="list-style-type: none"><li>ch (‘sh’ or ‘k’)</li><li>sc</li></ul>                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"><li>Possessive apostrophes</li><li>Suffixes: -ably, -ibly with prefixes</li></ul>                                                                                                                                                                                                            |  | <ul style="list-style-type: none"><li>Silent letters*</li><li>le for ‘ee’</li></ul>                                                                                                                                                                                                                                              |
|                                                                                                                             | Sentences                                                                                 | <ul style="list-style-type: none"><li>Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely) *</li><li>Know what a <b>modal verb</b> is: might/should/could/would/can/may/must/shall*</li></ul>                                                                | <ul style="list-style-type: none"><li>Ensure correct subject verb agreement*</li><li><b>Converting nouns or adjectives into verbs using suffixes</b> (e.g. –ate; –ise; –ify) *</li><li><b>Verb prefixes</b> (e.g. dis–, de–, mis–, over– and re–) *</li><li>Starting a sentence with a simile*</li><li>-ed and –ing clause starters*</li></ul> | <ul style="list-style-type: none"><li>Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely) *</li><li>Know what a <b>modal verb</b> is: might/should/could/would/can/may/must/shall*</li></ul>                                                                |  | <ul style="list-style-type: none"><li>Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely) *</li><li>Know what a <b>modal verb</b> is: might/should/could/would/can/may/must/shall*</li></ul>                                                                  |
|                                                                                                                             | Punctuation                                                                               | <ul style="list-style-type: none"><li>Capital letters and full stops*</li><li>Question marks*</li><li>Commas in lists*</li><li>Colon to start a list*</li><li>Apostrophes to mark singular and plural possession (e.g. the girl’s name, the boys’ boots) *</li></ul>                                                           | <ul style="list-style-type: none"><li>Capital letters*</li><li>Full stops*</li><li>Question marks*</li><li>Ellipses*</li></ul>                                                                                                                                                                                                                 | <ul style="list-style-type: none"><li>Capital letters*</li><li>Full stops*</li><li>Question marks*</li><li>Commas in lists*</li><li>Colon to start a list*</li></ul>                                                                                                                                                           |  | <ul style="list-style-type: none"><li>Question marks*</li><li>Brackets, dashes or commas to indicate parenthesis (word or phrase inserted as an explanation or afterthought into a passage which is grammatically complete without it, in writing usually marked off by brackets, dashes, or commas)</li><li>Ellipses*</li></ul> |
|                                                                                                                             | Text/genre features                                                                       | <ul style="list-style-type: none"><li>Understand and use <b>fronted adverbials</b>*</li><li>Understand, and recognise <b>adverbial phrases and clauses</b>*</li><li>Use <b>adverbs</b> to express frequency*</li><li>Use of <b>paragraphs</b> to organise ideas around a theme*</li><li>Understand what a clause is*</li></ul> | <ul style="list-style-type: none"><li>Use of <b>paragraphs</b> to organise ideas around a theme*</li><li>Stanzas in poetry*</li><li>Know what determiners are*</li></ul>                                                                                                                                                                       | <ul style="list-style-type: none"><li>Understand and use <b>fronted adverbials</b>*</li><li>Understand, and recognise <b>adverbial phrases and clauses</b>*</li><li>Use <b>adverbs</b> to express frequency*</li><li>Use of <b>paragraphs</b> to organise ideas around a theme*</li><li>Understand what a clause is*</li></ul> |  | <ul style="list-style-type: none"><li>Understand and use what a subordinate clause</li><li>Understand what a clause is*</li><li>Understand and use fronted adverbial*s</li><li>Understand, and recognise adverbial phrases and clauses*</li></ul>                                                                                |