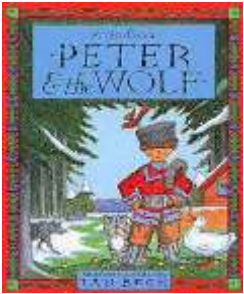
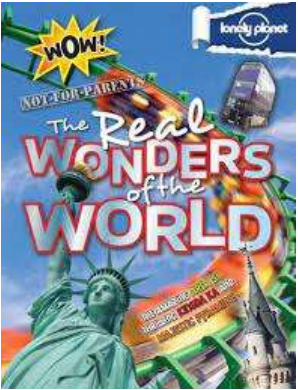



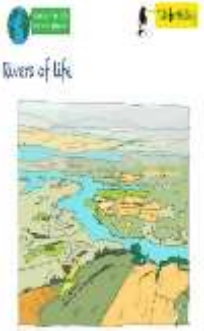


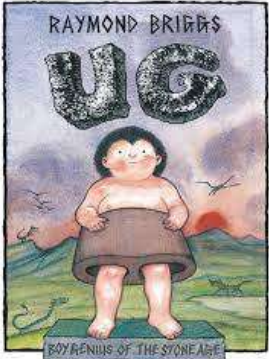
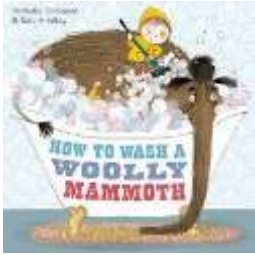
Yearly Overview: 2022 – 2023

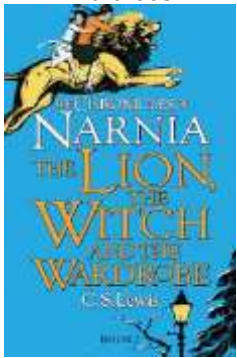
Year 3 and 4

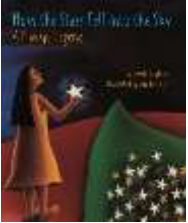

Term	Text	Genre	Writer's Tricks	Grammar – Explicitly Taught	Suggestion for Innovation	Independent Application	Cross-Curricular Links
Autumn 1 (3 weeks)	Peter and the Wolf 	Fiction Traditional warning tale	Setting toolkit: <ul style="list-style-type: none"> •Choose a name that suggests something about the setting •Select the time of day and weather to create a desired effect •Bring the setting to life using carefully chosen verbs and adverbs •Step into the setting and bring it to life using the senses •Bring the setting to life through personification •Show the setting through the character's eyes •Show how a character reacts to the setting 	Paragraphs to indicate time Nouns and pronouns Full speech punctuation Apostrophes for possession (singular)	POV from the Wolf's perspective	Traditional warning tale, different characters and setting following the same plot	
Autumn 1 (3 weeks)	The Real Wonders of the World 	Non-fiction Non-chron. report	Toolkit – non-chronological report <ul style="list-style-type: none"> · Collect and organise ideas developing the three-part structure to plan the writing sequence with: A topic sentence to capture interest and define subject; a reason and/or invitation to read on; more detailed definitions; a range of interesting facts and ideas about the topic in a sequence which builds up information logically; a conclusion leaving an amazing, unexpected and memorable fact to leave the reader thinking.	<ul style="list-style-type: none"> · Headings/ Subheadings; · Capital Letters (places); · Front adverbials (of places); · Commas in a list; · Subordinate conjunctions. 	Harry Potter Studios Tour	Teeth and digestion non-chron. report	Science Animals inc. humans


			<ul style="list-style-type: none"> Sections may have one or more paragraphs, to mark new information. Use a more sophisticated range of generalisers and connectives. Use correct punctuation: commas to mark clauses in sentences, commas for lists, colons and bullets for lists where appropriate. Use mostly present tense, 3rd person in formal style for an unknown audience. Collect and use specialised and technical vocabulary linked to the topic; Use complex sentences to combine information clearly and precisely, and vary sentence style and length to keep the reader interested. 				
Autumn 2 (4 weeks)	Marshmallow Literacy Shed Video 	Fiction Suspense	<p>Suspense Toolkit: Let the threat get closer and closer.</p> <p>Show the character's feelings by reactions, e.g. she froze.</p> <p>Include short punchy sentences for drama.</p> <p>Use rhetorical questions to make the reader worried – Who had turned out the light?</p> <p>Use empty words to hide the threat – something, somebody, it, a silhouette.</p> <p>Select powerful verbs – crept, grabbed, smothered.</p>	<p>Subordinate clauses to add detail and context, including comma use</p> <p>Conjunctions (subordinating)</p> <p>Commas if subordinate clause at beginning</p> <p>Review – fronted adverbials</p>	Changed the character, the monster, the items picked up	Suspense story based on the jewellery box video	

			Use dramatic connectives – in an instant, without warning, out of the blue.				
Autumn 2 (1 week)	The Cataract at Lodore By Robert Southey	Poetry Descriptive	Poetry Toolkit: - Collect interesting descriptive words, adjectives - Constant use of descriptive language by adults - Collect banks of adjectives, verbs, powerful words and similes - Watch poetry being performed	Commas in a list Suffixes Onomatopoeia Rhythm and rhyme	Write about a moving body of water (calm)		Geography Rivers
Term	Text	Genre	Writer's Tricks	Grammar – Explicitly Taught	Suggestion for Innovation	Independent Application	Cross-Curricular Links
Spring 1 (3 weeks)	Amazon River (T4W extract) from Rivers of Life 	Non-fiction Explanation text	Explanation Toolkit · Use a topic sentence to let the reader know what each paragraph is about. (The Amazon Rivers is located in South America). · Keep your reader hooked with interesting facts. (Amazingly, more than 1,100 tributaries ...) · Sound like an expert by providing detail or definitions. (smaller rivers or streams that join another river...) · Use sentence signposts to add information (Additionally, ...) and to keep the reader engaged (Amazingly, ...) · Use generalisers to sum up. (all, more than, largest etc...) · Use the present tense to inform the reader. (All rivers follow a similar journey).	Past and present tense Fronted adverbials Commas in a list Parenthesis	River Trent explanation text		Geography Rivers

			<ul style="list-style-type: none"> End with an amazing or unexpected fact to leave the reader thinking. (Did you know, it is a) 				
Spring 1 (3 weeks)	UG: Boy Genius of the Stone Age 	Fiction Persuasive writing	Persuasive toolkit: Boastful language (magnificent, exciting, wonderful, marvellous, superb, unique, enchanting, thrilling, unbeatable), Informal language, Questions (rhetorical), Bossy verbs, Personal appeal, Short sentences, Language specific to audience and purpose.	Subordinating conjunctions Relative clauses to add further detail, including comma use Positive adjectives Rhetorical questions Noun phrase to add detail and description	Persuasive letter for Ug to return to the Stone Age	Persuasive letter to Mrs Hallsworth to let Ug stay	History Stone Age to the Iron Age
Spring 2 (3 Weeks)	How to wash a woolly mammoth 	Non-fiction instructions	Instruction toolkit: - an interesting title to grab reader's attention; -extended range of connectives -short clear sentences -imperative language -precise nouns and verbs -sparing use of adverbs and adjectives for brevity and precision -varied sentence order and openings for emphasis and effect e.g. Carefully, place them on the board before ..., -diagrams etc. alongside text to clarify meaning -Include introductions to interest or hook the reader e.g. These simple directions will help you to... Have you ever wondered how to...? Have you ever been bored by...Well this game will give you hours of fun...	Bullet points to list items Imperative verbs	How to train a sabre tooth tiger	Write a set of instructions to make a nightlight	DT Nightlights Science Electricity

			<p>-Conclusions to wrap up and summarise</p> <p>-Use appropriate punctuation: commas for lists, colons and bullets, for points and subpoints, new lines and paragraphs etc. to frame the sequence for readers.</p> <p>-Use a range of add-on and drop-in phrases/clauses to advise and warn e.g. Without spilling it, transfer the powder to...; the next player, who should have taken a card already... ; First climb up the beanstalk, taking care not to...,</p>				
Term	Text	Genre	Writer's Tricks	Grammar – Explicitly Taught	Suggestion for Innovation	Independent Application	Cross-Curricular Links
Summer 1 (3 weeks)	<p>The Lion, the Witch and the Wardrobe</p> 	Fiction Portal story	<ul style="list-style-type: none"> Dialogue toolkit: Tag on what a character is doing while speaking, using a 'stage direction' – "No," he hissed, shaking his head. Use a speech sandwich: A says something plus stage direction, e.g. "Hello," said John, waving to his friend. Then character B replies, "Run for it," squealed Tim. Use only a few exchanges. Use dialogue to suggest how a character feels, thinks or what they are like and to move the action forward. Use quirky expressions e.g. "Crazy cats," she muttered. 	<ul style="list-style-type: none"> Powerful speech verbs Adverbs Rules of direct speech 	When Edmund goes through the wardrobe and meets the White Witch	Go through portal to historical period and meet significant person	History Roman invasion of Britain
Summer 1 (3 weeks)	How the Stars Fell into the sky	Fiction Myths and legends	<p>Characterisation</p> <ul style="list-style-type: none"> Show not tell – describe a character's emotions using senses, e.g. the effect on 	Expanded noun phrases, Conjunctions, Full speech punctuation	Change characters	Own myth/ legend of how something else was made in natural world	

			<p>the character's body – a shiver shot up her spine</p> <ul style="list-style-type: none"> • Give your main character a hobby, interest or special talent: <ul style="list-style-type: none"> - Shiv kept a pet rat called Simon in a cage made of bamboo shoots - an expression for speech, e.g. 'Rats!' she cried - something they love or hate or fear, e.g. Carol had always been afraid of the dark - a distinctive feature, e.g. she wore scarlet jeans - a secret • Know your character's desire, wish or fear, e.g. Gareth had always wanted a pet/ never liked lizards. 				
<p>Summer 1</p>	<p>When Jessie Came Across the Sea</p> 	<p>Fiction Rags to riches</p>	<p>Opening and ending toolkit:</p> <p>Use time – Late one night, ...,</p> <p>weather – Snow fell or place</p> <p>starters – The river teemed with fish plus 'who', 'where', 'when', and 'what' is happening to orientate the reader</p> <ul style="list-style-type: none"> • Start with the name of your 	<p>Speech punctuation Fronted adverbials Apostrophes Pronouns Sentence types</p>	<p>Themselves going to America to start a new life</p>	<p>Roman coming to Britain to start a new life</p>	<p>History Roman invasion of Britain</p>

			<p>character – Bill stared out of the window.</p> <ul style="list-style-type: none"> • Think about how the character feels (or personality – angry) and show this at the start – Bill glared at his teacher. • Use dramatic speech – “How do we escape now?” (Try warnings, worries, dares, secrets.) • Start with questions or exclamations to hook the reader’s interest – “Run!” they yelled. “What is it?” she muttered. • End by showing how the character has changed or what has been learned – a moral 				
<p>Summer 2 (4 weeks)</p>	<p>Pied Piper of Hamelin</p> 	<p>Fiction Warning tale</p>	<p>Action toolkit:</p> <ul style="list-style-type: none"> • ‘Show’ not tell – reveal or hint at a character’s feelings through their actions e.g. trudged, tiptoed, glanced, signed. • Use personification e.g. The bushes seemed like they were holding their breath. 	<p>fronted adverbials, including comma use, nouns and pronouns, apostrophes for possession</p>	<p>Coastal version, seagulls instead of rats, Pied Piper figure with a different name</p>	<p>Own version set somewhere else</p>	

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| | | | <ul style="list-style-type: none">• Use a variety of progressive '-ing' openers to drop the reader straight into the action e.g. leaping out from behind the car,..• Extend the action using an '-ing' clause, e/g/ The trees lined the streets like an army, standing to attention.• Vary sentence length to affect the reader e.g. short, punchy sentences to build tension and pace: The door slammed shut.• Use a wider range of dramatic fronted adverbials to advance the action, e.g. In an instant,..Without warning,..• Show action by describing what happens, e.g. He jumped onto the dragon and grabbed its tongue. | | | | |
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