

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text	Street Child		War Horse		Harry Potter and the Philosopher's Stone	
Non-negotiables	Range of cohesive devices, passive and modal verbs, wide range of punctuation, adverbs, expanded noun phrases		Range of cohesive devices, passive and modal verbs, wide range of punctuation, wide range of clause structures, adverbs, prepositions, and expanded noun phrases		Range of cohesive devices, passive and modal verbs, wide range of punctuation, appropriate level of formality, wide range of clause structures, adverbs, prepositions, and expanded noun phrases	
Curriculum Links: Reading	Ask questions to improve understanding of text Collect words and explain their meaning Retrieve, record and present information Draw inferences Make reasoned justifications for views Predict what might happen from details stated and implied		Ask questions to improve understanding of text Collect words and explain their meaning Retrieve, record and present information Draw inferences Make reasoned justifications for views Predict what might happen from details stated and implied		Ask questions to improve understanding of text Collect words and explain their meaning Retrieve, record and present information Draw inferences Make reasoned justifications for views Predict what might happen from details stated and implied	
Text Organisation	Devices to link paragraphs Events developed in depth within a paragraph		Some shaping of paragraphs may be evident to highlight or prioritise information, provide chronological links, build tension or interject comment or reflection.		Sequencing and structured organisation of paragraphs and / or sections contributes to overall effectiveness of text. Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis	
Composition	Precise word choice creates impact Varied stylistic features Purpose clear and generally maintained		Varying levels of formality are adopted according to purpose and audience, e.g. appropriate use of controlled informality; impersonal constructions; shifts between formal narrative and informal dialogue.		Vocabulary is varied, precise and often ambitious. Established and controlled viewpoint with some development of opinion, attitude, position or stance. Purpose of writing is clear and maintained throughout the text with some effective selection and placing of content to inform / engage the reader.	

Vocabulary, Grammar and Punctuation	Wide range of conjunctions (aid expression) Complex sentences including relative clauses Sentences punctuated accurately Emphasis created through word order Modifiers	Wider range of punctuation may be used to mark boundaries between independent clauses (eg semi colons, colons, dashes) Verb forms are controlled and selected to convey precision of meaning (It would be helpful if you could let me know, as this will enable me to take further action). A wider range of subordinating conjunctions (whilst, until, despite) with possible use of several subordinate clauses to aid economy of expression	Sentence forms are used securely and appropriately throughout and across texts and text types including the difference between structures typical of informal speech and those which are appropriate for formal speech and writing. Use of hyphens to avoid ambiguity A wider range of subordinating conjunctions (whilst, until, despite) with possible use of several subordinate clauses to aid economy of expression
Spoken Language and Listening	give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings select and use appropriate registers for effective communication	give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings select and use appropriate registers for effective communication	give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings select and use appropriate registers for effective communication
Hook for Learning	Victorian Classroom		
Possible Approaches Ideas	<ol style="list-style-type: none"> 1. Zone of relevance, Frayer Model 2. Internet, Practical ICT 3. Zone of relevance, Frayer Model 4. Discussion/ Debate 5. Conscience Ally 6. Hot seating <p>DRAMA</p>	<ol style="list-style-type: none"> 1. Frayer Model 2. Conscience alley 3. Discussion 	<ol style="list-style-type: none"> 1. Hot seating 2. Freeze frames 3. Interviews 4. P4C
Writing Outcomes	<ol style="list-style-type: none"> 1. Character Description – Jim Jarvis 	<ol style="list-style-type: none"> 1. Comparative description (settings) 2. Diary 	<ol style="list-style-type: none"> 1. Character description – Harry 2. Narrative – Diagon Alley

(Genres building up to the final outcome)	<ol style="list-style-type: none"> 2. Non-Chronological report – Class system in Victorian Britain 3. Setting Description – Victorian Workhouse 4. Persuasive Letter – Workhouse Master 5. Diary – Jim’s experience in the workhouse (ups and downs) 6. Letter – From Master 	3. Letter home	<ol style="list-style-type: none"> 3. Newspaper report – Midnight Duel 4. Diary Entry – Mirror of Erised
Extended Final Writing Outcome	Narrative (Adventure) – Jim’s escape from the Workhouse	Narrative (Diary)	Narrative (Alternative Ending)
EGPS (Follow mixed LTO)	See Classroom Secrets – Autumn Term LTP	See Classroom Secrets – Spring Term LTP	See Classroom Secrets – Summer Term LTP
Spelling (follow scheme of work)	See No Nonsense Spelling Scheme – Autumn Term	See No Nonsense Spelling Scheme – Spring Term	See No Nonsense Spelling Scheme – Summer Term