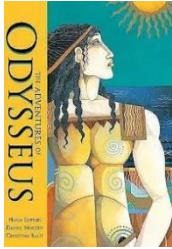
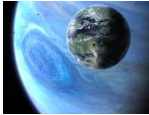

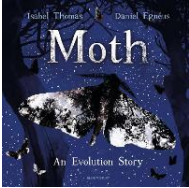
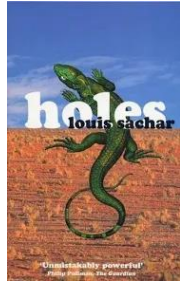
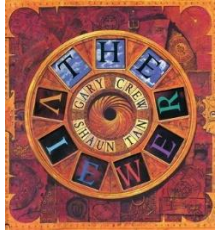

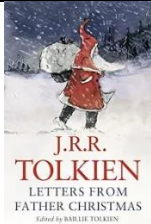


Class 4 (Owls) – Year 5 & 6 – CYCLE A					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>WRITING DRIVERS &amp; OUTCOMES</b>					
<p>Learning journey 1:</p> <p><b>The Adventures of Odysseus</b> - Hugh Lupton / Daniel Morden</p>  <p>Writing outcomes:</p> <ul style="list-style-type: none"> <li>• First person recount as Odysseus</li> <li>• Persuade, inform and entertain through a 'create a weapon' task</li> <li>• Dialogue</li> </ul>	<p>Learning journey 2:</p> <p><b>Pandora Discovered</b> – film (available on Literacy Shed+)</p>  <p><b>The Wonder Garden</b> - Kristjana S Williams / Jenny Broom (alongside as a WAGOLL)</p>  <p>Writing outcomes:</p> <ul style="list-style-type: none"> <li>• Non-chronological report</li> <li>• Create own plant</li> </ul>	<p>Learning journey 1:</p> <p><b>Moth</b> – Isabel Thomas / Daniel Egneus</p>  <p>Writing outcomes:</p> <ul style="list-style-type: none"> <li>• Internal dialogue of the moth</li> <li>• Non-chron report</li> <li>• Narrative</li> <li>• Dialogue (via guided reading text; Darwin's Dragons)</li> </ul>	<p>Learning journey 2:</p> <p><b>Holes</b> – Louis Sachar</p>  <p>Writing outcomes:</p> <ul style="list-style-type: none"> <li>• Formal and informal letters</li> <li>• Non-chron report</li> </ul>	<p>Learning journey 1:</p> <p><b>The Viewer</b> – Shaun Tan / Gary Crew</p>  <p>Writing outcomes:</p> <ul style="list-style-type: none"> <li>• Setting description</li> <li>• Diary</li> <li>• Narrative endings</li> </ul>	<p>Learning journey 2:</p> <p><b>The Dreadful Menace</b> – poem by unknown author. Narrated film available on Literacy Shed+)</p>  <p>Writing outcomes:</p> <ul style="list-style-type: none"> <li>• Create own monster (non-chron report)</li> <li>• Poem</li> </ul>
	<p><i>Possible learning journey 3 in lead up to Christmas:</i></p> <p><b>Letters from Father Christmas</b> – JR Tolkein</p>				



**Writing outcome:**

- Write a letter in the style of the book.

Curriculum statements – phase 1	Curriculum statements – phase 2	Curriculum statements – phase 3
<p><b>Composition and effect:</b></p> <ul style="list-style-type: none"> <li>5 Note and develop initial ideas, drawing on reading and research where necessary</li> <li>5 Identify audience for, and purpose of, the writing</li> <li>5 Select the appropriate form and use other similar writing as models for their own</li> <li>5 Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>5 Evaluate and edit by assessing the effectiveness of their own and others’ writing</li> <li>5 Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>5 Use expanded noun phrases to convey complicated information concisely</li> <li>5 Use a range of devices to build cohesion within and across paragraphs</li> <li>6 Note and develop initial ideas, drawing on reading and research where necessary</li> <li>6 Identify the audience for and purpose of the writing</li> <li>6 Select the appropriate form and use other similar writing as models for their own</li> <li>6 Evaluate and edit by assessing the effectiveness of their own and others’ writing</li> <li>6 Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>6 Use adverbs, prepositional phrases and expanded noun phrases effectively for qualification and precision</li> </ul> <p><b>Sentence structure:</b></p> <ul style="list-style-type: none"> <li>5 Make deliberate choices of sentence length and structure for impact on the reader</li> <li>5 Fronted prepositional phrases for greater effect</li> <li>5 Throughout the stormy winter ...</li> <li>5 Far beneath the frozen soil ...</li> <li>6 Use a wide range of clause structures, sometimes varying their position within the sentence</li> <li>6 Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse / the window in the greenhouse was broken</li> </ul>	<p><b>Composition and effect:</b></p> <ul style="list-style-type: none"> <li>5 In narratives, describe settings, characters and atmosphere</li> <li>5 Choose the appropriate register for the audience and purpose (formal or informal)</li> <li>5 Viewpoint is established and generally maintained</li> <li>5 Use figurative language such as similes, alliteration, metaphors and personification in poetry</li> <li>6 In narratives, describe settings, characters and atmosphere</li> <li>6 Integrate dialogue to convey character and advance the action</li> <li>6 Use figurative language such as similes, alliteration, metaphors and personification in a range of writing</li> <li>6 Select verb forms for meaning and effect e.g. deliberate change of tense</li> <li>6 Exercise an assured and conscious control over levels of formality, through manipulating grammar and vocabulary to achieve this</li> </ul> <p><b>Sentence structure:</b></p> <p>Choose the appropriate register for the language of speech within writing e.g. colloquial language within dialogue, quotes in reports</p> <p>Use a wide range of clause structures, sometimes varying their position within the sentence</p> <p><b>Text structure and organisation:</b></p> <p>As phase 1</p> <p><b>Transcription:</b></p> <ul style="list-style-type: none"> <li>5 Use further prefixes and suffixes and understand the guidance for adding them e.g. - dis-, ‘de-’, ‘mis-’, ‘over-’ and ‘re-’</li> <li>5 Spell some words with ‘silent’ letters</li> <li>6 Use further prefixes and suffixes and understand the guidance for adding them</li> <li>6 Spell some words with ‘silent’ letters</li> </ul> <p><b>Handwriting:</b></p> <p>Write legibly, fluently and with increasing speed choosing the writing implement that is best suited for a task</p>	<p><b>Composition and effect:</b></p> <ul style="list-style-type: none"> <li>5 Editing sentences by either expanding or reducing for meaning and effect</li> <li>5 Content is balanced e.g. between action/ description/ dialogue, fact and comment</li> <li>6 Select synonyms accurately for effect rather than as an alternative for an original word</li> </ul> <p><b>Sentence structure:</b></p> <p>As phase 1 and 2</p> <p><b>Text structure and organisation:</b></p> <p>Use a wide range of devices to build cohesion within paragraphs</p> <p><b>Transcription:</b></p> <ul style="list-style-type: none"> <li>5 Continue to distinguish between homophones and other words which are often confused</li> <li>6 Continue to distinguish between homophones and other words which are often confused</li> </ul> <p><b>Handwriting:</b></p> <p>As phase 1 and 2</p>

<p>6 Use the structures typical of informal speech e.g. the use of question tags: He's your friend, isn't he?</p> <p>6 Use the structures appropriate for formal speech and writing e.g. subjunctive forms such as If I were or Were they to come</p> <p><b>Text structure and organisation:</b></p> <p>5 Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining</p> <p>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</p> <p>6 Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining, columns, tables</p> <p>6 Draft and write by using a wide range of devices to build cohesion within paragraphs</p> <p>6 Link ideas across paragraphs using a wider range of cohesive devices e.g. repetition of a word or phrase, grammatical connections (tense choice/ adverbials) and ellipsis</p> <p><b>Transcription:</b></p> <p>5 Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</p> <p>5 Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>5 Use a thesaurus</p> <p>6 Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</p> <p>6 Use dictionaries to check the spelling and meaning of words</p> <p>6 Use a thesaurus</p> <p>6 Recognise how words are related by meaning as synonyms and antonyms</p> <p><b>Handwriting:</b></p> <p>5 Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>6 Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>6 Write legibly, fluently and with increasing speed choosing the writing implement that is best suited for a task</p>		
<b>Grammar to be taught</b>	<b>Grammar to be taught</b>	<b>Grammar to be taught</b>
<p>See Hampshire English Team Curriculum Phase Expectations document – phase 1  Saved in staffshare/curriculum23-24/English</p>	<p>See Hampshire English Team Curriculum Phase Expectations – phase 2  Saved in staffshare/curriculum23-24/English</p>	<p>See Hampshire English Team Curriculum Phase Expectations – phase 3  Saved in staffshare/curriculum23-24/English</p>

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