Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Time Tunnel	**Go with the Flow**	**Switched on**	**Space Explorers**	**The Great, The Bold and The Brave**	**Holiday Show**
Focus Text: Goodnight Mr Tom	Focus Texts: Why water's worth it (NF) and Flotsam (picture book)	Focus Text: The demon headmaster	Focus Text: Cosmic (Frank Cottrell Boyce) and Gravity (Jason Chin)	Focus Text: The adventures of Odysseus	Focus Texts: Journey (picture book) and The boy who flew
Week 1-2 **Diary entries** ➢ Relative clauses beginning with who, which, where, when, whose, that ➢ use expanded noun phrases to convey complicated information concisely **Week 3-5** **Stories** ➢ Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] ➢ Devices to build cohesion within a paragraph [then, after that, this, firstly] **Week 6-7** **Recounts (children to dress up as evacuees for a day)** ➢ Brackets to indicate parenthesis ➢ Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]	**Week 1-3** **Information text (why water's worth it)** ➢ Dashes to indicate parenthesis ➢ Use of the passive (verbs) to affect the presentation of information in a sentence. **Week 4-5 - Flotsam** **Descriptive writing** ➢ Verb prefixes [dis–, de–, mis–] ➢ The difference between vocabulary typical of **informal speech** and vocabulary appropriate for formal speech and writing **Week 6-7** **Book reviews** ➢ Layout devices [for example, headings, sub-headings, columns, bullet points, or tables, to structure text] ➢ Punctuation of bullet points to list information	**Week 1-3** **Instructions** ➢ use the perfect form of verbs to mark relationships of time and cause ➢ Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] **Week 4-6** **Letters** ➢ Commas to indicate parenthesis ➢ The difference between vocabulary typical of informal speech and vocabulary appropriate for **formal speech** and writing	**Week 1-3** **Poetry** ➢ Draft and write by composing and rehearsing sentence orally **Week 4-6** **Recounts** ➢ Use of the colon to introduce a list and use of semi-colons within lists ➢ How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]	**Week 1-3** **Stories** ➢ Verb prefixes [over– and re–] ➢ Linking ideas across paragraphs using adverbials of time [later], place [nearby] and number [secondly] or tense choices [he had seen her before], the use of adverbials [other hand, in contrast or as a consequence] and ellipsis. **Week 4 – 6** **Scripts (link to a Greek or Roman play)** ➢ Use of commas to clarify meaning or avoid ambiguity	**Week 1-3** **Information texts** ➢ How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover] **SECOND TIME THIS IS COVERED AS FIRST TIME WAS BEFORE SATS** **Week 4-6** **Newspaper reports** ➢ Indicating degrees of possibility using adverbs [perhaps, surely] or modal verbs [might, should, will, must] ➢ use commas to clarify meaning or avoid ambiguity in writing