

# ENGLISH OVERVIEW FOR KS2



2018 – 2019

Mars Class		Year 3
Whole Class Reading Texts		
Fantastic Mr Fox – Roald Dahl Way Home – Libby Hathorn	The Dancing Bear- Michael Morpurgo The Lion, the Witch and the Wardrobe- C.S. Lewis	Peter Pan- J.M Barrie The Golden Compass – Philip Pullman
Autumn	Spring	Summer
<p><b>NARRATIVE 1</b>  <b>Class text / stimulus:</b> The Day the Crayons Quit - Oliver Jeffers  <b>Model Text:</b> The Day the Crayons Quit – Teacher adapted version  <b>Genre &amp; Plot Structure:</b> Conflict and Resolution story  <b>Focus / Outcome (Hot Task):</b> Children will write their own conflict and resolution story e.g. The Day the Clothes Quit</p> <p><b>POETRY</b>  <b>Class text / stimulus:</b> The Magic Box – Kit Wright  <b>Model Text:</b> The Magic Box – Kit Wright  <b>Genre &amp; Plot Structure:</b> Poetry  <b>Focus / Outcome (HT):</b> Children will write their own Magic Box poem</p> <p><b>NARRATIVE 2</b>  <b>Class text / stimulus:</b> One of Enid Blyton Adventure series stories e.g. The Island of Adventure, The Sea of Adventure, The Castle of Adventure  <b>Model Text:</b> Adventure at Sandy Cove – Pie Corbett  <b>Genre &amp; Plot Structure:</b> Adventure Story / Finding Tale</p>	<p><b>NARRATIVE 3</b>  <b>Class text / stimulus:</b> Grandpa's Teeth – Rod Clement  <b>Model Text:</b> Teacher written / adapted version of Grandpa's Teeth or similar story  <b>Genre &amp; Plot Structure:</b> Mystery story/ Losing Tale  <b>Focus / Outcome (Hot Task):</b> To write a losing tale.</p> <p><b>NON-FICTION 2/ NON-FICTION 3</b>  <b>Class text / stimulus:</b> Grandpa's Teeth – Rod Clement  <b>Non-fiction 1 Model Text:</b> Teacher written advert for a new set of teeth  <b>Genre &amp; Plot Structure:</b> Persuasion (advertising)  <b>Focus / Outcome (Hot Task):</b> To write a persuasive radio advert for a new set of teeth for a particular person/creature.</p> <p><b>Non-fiction 2 Model Text:</b> Teacher written letter from one of the characters persuading Grandpa that they are not guilty of stealing his teeth  <b>Genre &amp; Plot Structure:</b> Persuasion  <b>Focus / Outcome (Hot Task):</b> Letter to Grandpa to persuade him that he does not need his teeth.</p>	<p><b>DRAMA FOR WRITING (1 week as part of Narrative 1)/ NARRATIVE 4</b>  <b>Class text / stimulus:</b> The Lion, the Witch and the Wardrobe – C S Lewis  <b>Genre &amp; Plot Structure:</b> Creating setting for a portal story – focus on vocabulary generation to be used elsewhere in writing  <b>Focus / Outcome (Hot Task):</b> Generate vocabulary that can be used to create strong settings in a portal story. Short burst creative writing opportunities.</p> <p><b>Fiction Model Text:</b> Setting description of The Lion, the Witch and the Wardrobe  <b>Genre &amp; Plot Structure:</b> Portal Story – focus on setting  <b>Focus / Outcome (Hot Task):</b> To write a fantasy story opening and build up focused on their setting</p> <p><b>NON-FICTION 4</b>  <b>Class text / stimulus:</b> The Lion, the Witch and the Wardrobe – C S Lewis, The Land of Never Believe – Norman Messenger  <b>Model Text:</b> Genre &amp; Plot Structure: Teacher written report about an imaginary world  <b>Focus / Outcome (Hot Task):</b> To write a report about an imaginary world/land</p>

<p><b>Focus / Outcome (Hot Task):</b> To write an adventure story with a finding plot</p> <p><b>NON-FICTION 1</b>  <b>Class text / stimulus:</b> Adventure at Sandy Cove – Pie Corbett</p> <p><b>Model Text:</b> Teacher written newspaper article based on the findings from the story Adventure at Sandy Cove</p> <p><b>Genre &amp; Plot Structure:</b></p> <p><b>Focus / Outcome (Hot Task):</b> Children write their own newspaper report linked to their Narrative 2 story</p>	<p><b>POETRY</b>  <b>Class text / stimulus:</b> Video of Sound Collector <a href="http://www.bbc.co.uk/education/clips/zc6qxn">http://www.bbc.co.uk/education/clips/zc6qxn</a></p> <p><b>Model Text:</b> Sound Collector – Roger McGough</p> <p><b>Genre &amp; Plot Structure:</b> Poetry</p> <p><b>Focus / Outcome (HT):</b> To write a poem e.g. the colour collector etc</p>	<p><b>NARRATIVE 5</b>  <b>Class text / stimulus:</b> The Lion, the Witch and the Wardrobe – C S Lewis</p> <p><b>Model text:</b> Elf Road by Pie Corbett</p> <p><b>Genre &amp; Plot Structure:</b> Portal story</p> <p><b>Focus / Outcome (Hot Task):</b> To write a portal story</p>
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<p>=</p> <p><b>Complementary texts Autumn</b></p> <ul style="list-style-type: none"> <li>• Journey–Aaron Becker</li> <li>• Series of Unfortunate Events –Lemony Snicket</li> <li>• Flat Stanley</li> <li>• The Enid Blyton Adventure series</li> <li>• Famous Five stories by Enid Blyton</li> </ul>	<p><b>Complementary texts Spring</b></p> <ul style="list-style-type: none"> <li>• The Thing in the Basement –Michaela Morgan</li> <li>• Who pushed Humpty Dumpty? –David Levinthal</li> </ul>	<p><b>Complementary texts Summer</b></p> <ul style="list-style-type: none"> <li>• POEM: The Door by Miroslav Holub</li> <li>• The Tunnel–Anthony Browne</li> <li>• Leon and the Place Between- Graham Baker Smith</li> <li>• Peter Pan</li> <li>• The Golden Compass–Philip Pullman</li> </ul>
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# Jupiter Class Years 3 & 4

## Whole Class Reading Texts

<p>Flat Stanley – Jeff Brown  The Miraculous journey of Edward Tulane- Kate DiCamillo</p>	<p>The Butterfly Lion - Michael Morpurgo  The Lion, the Witch and the Wardrobe- C.S. Lewis</p>	<p>Peter Pan- J.M Barrie  The Golden Compass – Philip Pullman</p>
<p><b>Autumn</b></p> <p><b>NARRATIVE 1</b>  <b>Class text / stimulus:</b> The Wild Girl – Chris Wormell</p> <p><b>Model Text:</b> The Wild Girl – Teacher adapted version</p> <p><b>Genre &amp; Plot Structure:</b> Overcoming the monster adventure tale</p> <p><b>Focus / Outcome (Hot Task):</b> Chn will write a sequel further adventure of the wild girl.</p> <p><b>NON-FICTION 1</b>  <b>Class text / stimulus:</b> The Wild Girl –Chris Wormell</p>	<p><b>Spring</b></p> <p><b>NARRATIVE 3</b>  <b>Class text / stimulus:</b> Grandpa's Teeth – Rod Clement</p> <p><b>Model Text:</b> Teacher written / adapted version of Grandpa's Teeth or similar story</p> <p><b>Genre &amp; Plot Structure:</b> Mystery story/ Losing Tale</p> <p><b>Focus / Outcome (Hot Task):</b> To write a losing tale.</p> <p><b>NON-FICTION 3</b>  <b>Class text / stimulus:</b> Grandpa's Teeth – Rod Clement</p>	<p><b>Summer</b></p> <p><b>DRAMA FOR WRITING (1 week as part of Narrative 1)/ NARRATIVE 4</b>  <b>Class text / stimulus:</b> The Lion, the Witch and the Wardrobe – C S Lewis</p> <p><b>Genre &amp; Plot Structure:</b> Creating setting for a portal story – focus on vocabulary generation to be used elsewhere in writing</p> <p><b>Focus / Outcome (Hot Task):</b> Generate vocabulary that can be used to create strong settings in a portal story. Short burst creative writing opportunities.</p> <p><b>Fiction Model Text:</b> Setting description of The Lion, the Witch and the Wardrobe</p>

<p><b>Model Text:</b> The Day I met the Wild Girl – Teacher written magazine article</p> <p><b>Genre &amp; Plot Structure:</b> Recount</p> <p><b>Focus / Outcome (Hot Task):</b> Chn will write their own magazine recount article about a meeting with a fictional character</p> <p><b>NARRATIVE 2</b>  <b>Class text / stimulus:</b> One of Enid Blyton Adventure series stories e.g. The Island of Adventure, The Sea of Adventure, The Castle of Adventure</p> <p><b>Model Text:</b> Adventure at Sandy Cove – Pie Corbett</p> <p><b>Genre &amp; Plot Structure:</b> Adventure Story / Finding Tale</p> <p><b>Focus / Outcome (Hot Task):</b> To write an adventure story with a finding plot</p> <p><b>NON-FICTION 2</b>  <b>Class text / stimulus:</b> Adventure at Sandy Cove – Pie Corbett</p> <p><b>Model Text:</b> Teacher written newspaper article based on the findings from the story Adventure at Sandy Cove</p> <p><b>Genre &amp; Plot Structure:</b></p> <p><b>Focus / Outcome (Hot Task):</b> Children write their own newspaper report linked to their Narrative 2 story</p> <p><b>POETRY</b>  <b>Focus text:</b> Remembrance by Sue Cowling</p> <p>Throughout this unit, explore and write poetry via short burst writing opportunities, or include as an additional short unit</p>	<p><b>Non-fiction 1 Model Text:</b> Teacher written advert for a new set of teeth</p> <p><b>Genre &amp; Plot Structure:</b> Persuasion (advertising)</p> <p><b>Focus / Outcome (Hot Task):</b> To write a persuasive radio advert for a new set of teeth for a particular person/creature.</p> <p><b>NON-FICTION 4</b>  <b>Non-fiction 2 Model Text:</b> Teacher written letter from one of the characters persuading Grandpa that they are not guilty of stealing his teeth</p> <p><b>Genre &amp; Plot Structure:</b> Persuasion</p> <p><b>Focus / Outcome (Hot Task):</b> Letter to Grandpa to persuade him that he does not need his teeth.</p> <p><b>POETRY</b>  <b>Focus text:</b> Little Red Riding Hood and the Wolf by Roald Dahl</p> <p>Throughout this term, explore and write poetry via short burst writing opportunities, or include as an additional unit</p>	<p><b>Genre &amp; Plot Structure:</b> Portal Story – focus on setting</p> <p><b>Focus / Outcome (Hot Task):</b> To write a fantasy story opening and build up focused on their setting</p> <p><b>NON-FICTION 5</b>  <b>Class text / stimulus:</b> The Lion, the Witch and the Wardrobe – C S Lewis The Land of Never Believe – Norman Messinger</p> <p><b>Model Text:</b> Genre &amp; Plot Structure: Teacher written report about an imaginary world</p> <p><b>Focus / Outcome (Hot Task):</b> To write a report about an imaginary world/land</p> <p><b>NARRATIVE 5</b>  <b>Class text / stimulus:</b> The Lion, the Witch and the Wardrobe – C S Lewis</p> <p><b>Model text:</b> Elf Road by Pie Corbett</p> <p><b>Genre &amp; Plot Structure:</b> Portal story</p> <p><b>Focus / Outcome (Hot Task):</b> To write a portal story</p>
<p><b>Complementary texts Autumn</b></p> <ul style="list-style-type: none"> <li>• Rose Blanche-Ian McEwan</li> <li>• The Gardener-Sarah Steward</li> <li>• A Soldier's Friend-Megan Rix</li> <li>• Stig of the Dump -Clive King</li> <li>• Five children and It –E Nesbit</li> </ul>	<p><b>Complementary texts Spring</b></p> <ul style="list-style-type: none"> <li>• The Thing in the Basement –Michaela Morgan</li> <li>• Who pushed Humpty Dumpty? –David Levinthal</li> </ul>	<p><b>Complementary texts Summer</b></p> <ul style="list-style-type: none"> <li>• POEM: The Door by Miroslav Holub</li> <li>• The Tunnel–Anthony Browne</li> <li>• Leon and the Place Between- Graham Baker Smith</li> </ul>

- The Enid Blyton Adventure series
- Famous Five stories by Enid Blyton

- Peter Pan
- The Golden Compass–Philip Pullman

# Saturn Class

# Years 4 & 5

## Whole Class Reading Texts

Beowulf  
Street Child- Berlie Doherty

A Long Walk to Water- Linda Sue Park  
Kensuke's Kingdom- Michael Morpurgo

Under the Green- Hillby Laura Sullivan  
Hacker - Malorie Blackma

### Autumn

#### NARRATIVE 1

**Class text / stimulus:** The Wild Girl – Chris Wormell

**Model Text:** The Wild Girl – Teacher adapted version

**Genre & Plot Structure:** Overcoming the monster adventure tale

**Focus / Outcome (Hot Task):** Chn will write a sequel further adventure of the wild girl.

#### NON-FICTION 1

**Class text / stimulus:** The Wild Girl –Chris Wormell

**Model Text:** The Day I met the Wild Girl – Teacher written magazine article

**Genre & Plot Structure:** Recount

**Focus / Outcome (Hot Task):** Chn will write their own magazine recount article about a meeting with a fictional character

#### NARRATIVE 2

**Class text / stimulus:** I Believe in Unicorns by Michael Morpurgo

**Model Text:** Gas Mask by Pie Corbett

**Genre & Plot Structure:** Portal story with a time-slip

**Focus / Outcome (Hot Task):** To write a portal story with a timeslip (back or forwards in time)

#### POETRY

### Spring

#### NARRATIVE 3

**Class text / stimulus:** Beowulf – Michael Morpurgo

**Fiction 3 Model Text:** Beowulf fights the monster or similar teacher written model text

**Genre & Plot Structure:** Myth – Defeat the monster

**Focus:** Action Scene

**Outcome (Hot Task):** To write an action scene e.g for the battle between a hero and a mythical creature (could be Theseus and the Minotaur, Cobbler and the dragon or Beowulf and a creature),

#### NARRATIVE 4

**Class text / stimulus:** Stories such as: Ariadne, Theseus and The Minotaur or Cobbler of Krakow & the Dragon by Pie Corbett

**Fiction 4 Model Text:** Teacher written paragraph describing a mythical hero or beast

**Genre & Plot Structure:** Myth – Defeat the monster

**Focus:** Characterisation

**Outcome (Hot Task):** To write an extract from a myth which develops character

#### NARRATIVE 5

**Class text / stimulus:** The myth of Icarus including Henri Matisse's depictions of the fall of Icarus

**Model Text:** Icarus

**Genre & Plot Structure:** Myth / Warning Story

### Summer

#### NARRATIVE 6

**Class text / stimulus:** The Field Guide/The Seeing Stone (part of The Spiderwick Chronicles) – Holly Black

**Model Text:** Teacher written opening and build up with a focus on setting and character

**Genre & Plot Structure:** Fantasy

**Focus / Outcome (Hot Task):** To write an opening and build up to a fantasy story with a focus on setting and character

#### NARRATIVE 7

**Class text / stimulus:** The Field Guide/The Seeing Stone (part of The Spiderwick Chronicles) – Holly Black

**Model Text:** The Night Fairy

**Genre & Plot Structure:** Fantasy/Finding Tale

**Focus / Outcome (Hot Task):** To write a Finding Tale recount set in a fantasy world

#### NON-FICTION 2 (short unit)

**Class text / stimulus:** The Field Guide/The Seeing Stone (part of The Spiderwick Chronicles) – Holly Black

**Model Text:** Teacher written persuasive letter to a River Troll

**Genre & Plot Structure:** Persuasion

**Focus / Outcome (Hot Task):** To write a persuasive letter to another of the fantastical creatures

<p><b>Focus text:</b> Remembrance by Sue Cowling</p> <p>Throughout this unit, explore and write poetry via short burst writing opportunities, or include as an additional short unit.</p>	<p><b>Focus / Outcome (Hot Task):</b> To write a myth with the plot structure of a warning story</p> <p><b>POETRY</b></p> <p><b>Focus text:</b> Little Red Riding Hood and the Wolf by Roald Dahl</p> <p>Throughout this term, explore and write poetry via short burst writing opportunities, or include as an additional unit</p>	<p><b>NON-FICTION 3</b></p> <p><b>Class text / stimulus:</b> The Field Guide/The Seeing Stone (part of The Spiderwick Chronicles) – Holly Black</p> <p><b>Model Text:</b> Teacher written discussion – Should Trolls be Slaughtered?</p> <p><b>Genre &amp; Plot Structure:</b> Discussion</p> <p><b>Focus / Outcome (Hot Task):</b> A discussion answering another Should questions related to one of the creatures from the class text</p>
<b>Complementary texts Autumn</b>	<b>Complementary texts Spring</b>	<b>Complementary texts Summer</b>
<ul style="list-style-type: none"> <li>Rose Blanche-Ian McEwan</li> <li>The Gardener-Sarah Steward</li> <li>A Soldier's Friend-Megan Rix</li> <li>Stig of the Dump -Clive King</li> <li>Five children and It –E Nesbit</li> </ul>	<ul style="list-style-type: none"> <li>FATHER by Grahame Baker-Smith</li> <li>Clockworkby Philip Pullman</li> <li>The Snow Spider by Jenny Nimmo</li> </ul>	<ul style="list-style-type: none"> <li>Gregor the Overlanderby Suzanne Collins</li> <li>Under the Green Hill by Laura Sullivan</li> <li>Hacker by Malorie Blackma</li> </ul>

## Neptune Class

## Years 5 & 6

Whole Class Reading Texts		
The Girl of Ink and Stars- Kiran Millwood Hargrave The London Eye Mystery- Siobhan Dowd	When Hitler Stole Pink Rabbit- Judith Kerr Stormbreaker- Anthony Horowitz	The Hobbit J.R.R Tolkien
<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<p><b>NARRATIVE 1</b></p> <p><b>Class text / stimulus:</b> This Morning I Met a Whale –Michael Morpurgo</p> <p><b>Fiction Model Text:</b> Teacher adapted short story – This Morning I Met a Whale.</p> <p><b>Genre &amp; Plot Structure:</b> Meeting Tale</p> <p><b>Focus / Outcome (Hot Task):</b> To write a meeting tale e.g. where the main character learns an important lesson. Could substitute the animal that the character meets and describe the reasons why that (endangered) animal visits.</p> <p><b>NON-FICTION 1</b></p> <p><b>Non-fiction Model Text:</b> Teacher written exemplar –persuasive speech</p>	<p><b>NARRATIVE 2</b></p> <p><b>Class text / stimulus:</b> The Ironwood Tree/The Wrath of Mulgrath (part of The Spiderwick Chronicles) – Holly Black</p> <p><b>Model Text:</b> Teacher written story based on The Spiderwick Chronicles</p> <p><b>Genre &amp; Plot Structure:</b> Adventure/Chasing Plot</p> <p><b>Focus / Outcome (Hot Task):</b> To write their own adventure story with a chasing plot</p> <p><b>NON-FICTION 3</b></p> <p><b>Class text / stimulus:</b> The Spiderwick Chronicles</p> <p><b>Model Text:</b> Teacher written diary entry from Jared's perspective, focusing on the events in the short story in Narrative 1</p>	<p><b>NARRATIVE 4</b></p> <p><b>Class text / stimulus:</b> Storm Breaker – Anthony Horowitz ; Videos about spies e.g. James Bond etc</p> <p><b>Model Text:</b> Kidnapped by Pie Corbett</p> <p><b>Genre &amp; Plot Structure:</b> Adventure; Flashback plot</p> <p><b>Focus / Outcome (Hot Task):</b> To write an adventure story</p> <p><b>NON-FICTION 5</b></p> <p><b>Class text / stimulus:</b> Storm Breaker – Anthony Horowitz</p> <p><b>Model Text:</b> Buy Now! - The Multifunction Mobile Phone Advert – Pie Corbett; Buy Now! – The Multi-purpose Spy Key Ring – Pie Corbett (for Innovation stage)</p> <p><b>Genre &amp; Plot Structure:</b> Persuasion</p>

<p><b>Genre &amp; Plot Structure:</b> Persuasion</p> <p><b>Focus / Outcome (Hot Task):</b> To write a persuasive speech E.g. on why we should care for our environment / endangered animals / recycle etc. Could be based on The Kid President Pep Talk...</p> <p><b>NON-FICTION 2</b> <b>Class text / stimulus:</b> Images of Killer Whales; short films of Killer Whales in the wild.</p> <p><b>Model Text:</b> Killer Whales</p> <p><b>Genre &amp; Plot Structure:</b> Information – Non-chronological report</p> <p><b>Focus / Outcome (Hot Task):</b> To write a detailed information report about an endangered animal.</p> <p><b>POETRY</b> <b>Focus text:</b> Remembrance by Sue Cowling Throughout this unit, explore and write poetry via short burst writing opportunities, or include as an additional short unit.</p>	<p><b>Genre &amp; Plot Structure:</b> Recount (diary)</p> <p><b>Focus / Outcome (Hot Task):</b> To write a diary entry from a personal Perspective</p> <p><b>NON-FICTION 4</b> <b>Class text / stimulus:</b> The Spiderwick Chronicles</p> <p><b>Model Text:</b> Teacher written explanation Why ogres are dangerous</p> <p><b>Genre &amp; Plot Structure:</b> Explanation</p> <p><b>Focus / Outcome (Hot Task):</b> Children will plan and write a 'why' explanation linked to the fantastical beast they write about in their innovated write became extinct e.g. Why kelpies are in danger of becoming extinct</p> <p><b>NARRATIVE 3</b> <b>Class text / stimulus:</b> Skellig – David Almond; A Monster Calls – Patrick Ness</p> <p><b>Model Text:</b> Zelda Claw and the Rain Cat – Pie Corbett</p> <p><b>Genre &amp; Plot Structure:</b> Tale of Fear</p> <p><b>Focus / Outcome (Hot Task):</b> To write a story which contains suspense</p>	<p><b>Focus / Outcome (Hot Task):</b> To write an advert for a gadget that Alex Rider may use.</p> <p><b>NON-FICTION 6</b> <b>Class text / stimulus:</b> Real life gadgets taken apart Edward Heath Robinson illustrations; Video: The Shirt Machine – Jon Davis</p> <p><b>Model Text:</b> Teacher Pleaser – Pie Corbett</p> <p><b>Genre &amp; Plot Structure:</b> Explanation</p> <p><b>Focus / Outcome (Hot Task):</b> To write an explanation text about how something works e.g. Parent Pleaser Mark 2, Teacher Pleaser or about how a gadget designed for Alex Rider works.</p> <p><b>NON-FICTION 7</b> <b>Class text / stimulus:</b> Spy Kids film</p> <p><b>Model Text:</b> Teacher written discussion – Should parents be spies?</p> <p><b>Genre &amp; Plot Structure:</b> Discussion</p> <p><b>Focus / Outcome (Hot Task):</b> To write a discursive text e.g. Should children as young as 12 be allowed to undertake dangerous spy missions</p>
<p><b>Complementary texts Autumn</b></p>	<p><b>Complementary texts Spring</b></p>	<p><b>Complementary texts Summer</b></p>
<ul style="list-style-type: none"> <li>Dinosaurs and all that Rubbish–Michael Foreman</li> <li>The Promise–Nicola Davis</li> <li>One World–Michael Foreman</li> </ul>	<ul style="list-style-type: none"> <li>Gregor the Overlander by Suzanne Collins</li> <li>Under the Green Hill by Laura Sullivan</li> <li>Hacker by Malorie Blackma</li> </ul>	<ul style="list-style-type: none"> <li>Video: Wallace and Gromit's World of Adventures</li> <li>Until I Met Dudley–Roger McGough</li> <li>Dotty Inventions–Roger McGough</li> <li>How ... really work–Alan Snow series</li> </ul>
<p><b>Pluto Class</b> <span style="float: right;"><b>Year 6</b></span></p>		
<p><b>Whole Class Reading Texts</b></p>		
<p>Skellig- David Almond Stormbreaker- Anthony Horowitz</p>	<p>When Hitler Stole Pink Rabbit- Judith Kerr</p>	

Autumn	Spring	Summer
<p><b>NARRATIVE 1</b>  <b>Class text / stimulus:</b> The Ironwood Tree/The Wrath of Mulgrath (part of The Spiderwick Chronicles) – Holly Black</p> <p><b>Model Text:</b> Teacher written story based on The Spiderwick Chronicles</p> <p><b>Genre &amp; Plot Structure:</b> Adventure/Chasing Plot</p> <p><b>Focus / Outcome (Hot Task):</b> To write their own adventure story with a chasing plot</p> <p><b>NON-FICTION 1</b>  <b>Class text / stimulus:</b> The Spiderwick Chronicles</p> <p><b>Model Text:</b> Teacher written diary entry from Jared's perspective, focusing on the events in the short story in Narrative 1</p> <p><b>Genre &amp; Plot Structure:</b> Recount (diary)</p> <p><b>Focus / Outcome (Hot Task):</b> To write a diary entry from a personal Perspective</p> <p><b>NON-FICTION 2</b>  <b>Class text / stimulus:</b> The Spiderwick Chronicles</p> <p><b>Model Text:</b> Teacher written explanation Why ogres are dangerous</p> <p><b>Genre &amp; Plot Structure:</b> Explanation</p> <p><b>Focus / Outcome (Hot Task):</b> Children will plan and write a 'why' explanation linked to the fantastical beast they write about in their innovated write became extinct e.g. Why kelpies are in danger of becoming extinct</p> <p><b>NARRATIVE 2</b>  <b>Class text / stimulus:</b> Skellig – David Almond; A Monster Calls – Patrick Ness</p> <p><b>Model Text:</b> Zelda Claw and the Rain Cat – Pie Corbett</p> <p><b>Genre &amp; Plot Structure:</b> Tale of Fear</p>	<p><b>NARRATIVE 3</b>  <b>Class text / stimulus:</b> Storm Breaker – Anthony Horowitz ; Videos about spies e.g. James Bond etc</p> <p><b>Model Text:</b> Kidnapped by Pie Corbett</p> <p><b>Genre &amp; Plot Structure:</b> Adventure; Flashback plot</p> <p><b>Focus / Outcome (Hot Task):</b> To write an adventure story</p> <p><b>NON-FICTION 3</b>  <b>Class text / stimulus:</b> Storm Breaker – Anthony Horowitz</p> <p><b>Model Text:</b> Buy Now! - The Multifunction Mobile Phone Advert – Pie Corbett; Buy Now! – The Multi-purpose Spy Key Ring – Pie Corbett (for Innovation stage)</p> <p><b>Genre &amp; Plot Structure:</b> Persuasion</p> <p><b>Focus / Outcome (Hot Task):</b> To write an advert for a gadget that Alex Rider may use.</p> <p><b>NON-FICTION 4</b>  <b>Class text / stimulus:</b> Real life gadgets taken apart Edward Heath Robinson illustrations; Video: The Shirt Machine – Jon Davis</p> <p><b>Model Text:</b> Teacher Pleaser – Pie Corbett</p> <p><b>Genre &amp; Plot Structure:</b> Explanation</p> <p><b>Focus / Outcome (Hot Task):</b> To write an explanation text about how something works e.g. Parent Pleaser Mark 2, Teacher Pleaser or about how a gadget designed for Alex Rider works.</p> <p><b>NON-FICTION 5</b>  <b>Class text / stimulus:</b> Spy Kids film</p> <p><b>Model Text:</b> Teacher written discussion – Should parents be spies?</p> <p><b>Genre &amp; Plot Structure:</b> Discussion</p>	<p><b>INDEPENDENT WRITING OPPORTUNITIES</b>  <b>Class text / stimulus:</b> The Island – Armin Greder; Cogheart – Peter Bunzl</p> <p>Due to transition and summative assessments, during this period children will be given independent writing opportunities using the class readers as a stimulus.</p> <p><b>NARRATIVE</b>  1. Write a scene from the story e.g. an action scene  2. Write an excerpt from the perspective of a particular character  3. Write a portal, time slip story, stimulated by Cogheart, where adventure happens in a new, fantastical world.</p> <p><b>NON-FICTION</b>  1. Non-chronological report about the creatures found on an imaginary island (use The Land of Never Believe by Norman Messenger as a stimulus)  2. Detailed instructions for how to look after a mechanical fox</p> <p><b>POETRY</b>  <b>Class text / stimulus:</b></p> <p><b>Model text:</b> Memories - Pie Corbett</p> <p><b>Genre &amp; Plot Structure:</b> Poetry</p> <p><b>Focus / Outcome (Hot Task):</b> To write a poem e.g. their own Memories poem that captures key memories of primary school</p> <p><b>AUTOBIOGRAPHY</b>  <b>Class text / stimulus:</b></p> <p><b>Model text:</b> This Is Me by Matilda Wormwood Autobiography</p> <p><b>Genre &amp; Plot Structure:</b> Biography/Autobiography</p> <p><b>Focus / Outcome (Hot Task):</b> To write a 'This is Me' autobiography to send to secondary school</p>

<p><b>Focus / Outcome (Hot Task):</b> To write a story which contains suspense</p>	<p><b>Focus / Outcome (Hot Task): To</b> write a discursive text e.g. Should children as young as 12 be allowed to undertake dangerous spy missions?</p>	
<p><b>Complementary texts Autumn</b></p>	<p><b>Complementary texts Spring</b></p>	<p><b>Complementary texts Summer</b></p>
<ul style="list-style-type: none"> <li>• Wild Magic (Cat Weatherill)</li> <li>• The Nightmare Stair (Robert Swindells)</li> <li>• The Midnight Fox (Betsy Byars)</li> <li>• KrindkeKrax (Philip Ridley)</li> </ul>	<ul style="list-style-type: none"> <li>• Video: Wallace and Gromit's World of Adventures</li> <li>• Until I Met Dudley–Roger McGough</li> <li>• Dotty Inventions–Roger McGough</li> <li>• How ... really work–Alan Snow series</li> </ul>	<ul style="list-style-type: none"> <li>• The Arrival – Shaun Tan</li> <li>• River Boy – Tim Bowler</li> <li>• The Hobbit – JRR Tolkien</li> </ul>