

Text Types	Theme	Features	Technical Skills	Vocabulary at Expected Standard Y1/Y2, 3, 4 & 5 Spellings
<b><u>Term 1</u></b>				
<p><b><u>Narrative - Dialogue</u></b></p> <p>The Lion, the Witch and the Wardrobe C S Lewis</p>	<p>Dialogue between Aslan and the White Witch <b>OR</b> Description- Entering a fantasy world Aslan's or White Witch biography</p>	<p>Character, New speaker, new line Punctuated inside inverted commas, Adverbs in brackets, Action in, italics/bold/different colour setting, verbs instead of said</p>	<p>Capital letters and full stops, question marks, conjunctions, inverted commas, and apostrophes for contraction,</p>	<p>Lion, which, wardrobe, enormous, properly, Aslan, inquisitive, questioning, angry, dispute, wretched, deserving, inciting, pity, sorrowful, batty, spiteful, malicious, sulk, dominion, trooped, parcels, glimpse, stags, inquisitive, mischief, selfish, wicked, absurd, solemn, quiver, ponder, rigid, puncture, amazed, shocked, horror, disbelief, astonished, curiosity, miracle, magic, strange, delight, wonder, surprise, adventure, conflict, solution, happy, evil, bold, cheeky, rude, brave, courageous, daring, adventurous, delicate, intelligent, savage, forgetful, generous, nimble, mentally. Gormless, devour.</p>
<p><b><u>Diary</u></b></p> <p>There's a boy in the girl's bathroom Louis Sachar</p>	<p>From different character's point of view</p>	<p>First Person Time Connectives Personal Feelings Chronological order Past tense</p>	<p>Capital Letters and Full Stops. Extended Sentences, Commas in Lists, Past tense, Question Marks, apostrophes for contraction, Coordination and Subordinating Conjunctions,</p>	<p>Carla, Bradley, Jeff, friends, Lori, Melinda, bully, school, bathroom, animals, party, counsellor, teacher, spit, basketball, nice, stars, lunch, geography, Claudia, mum, Ronnie, zoo, homework, Mrs. Ebbel, Firstly, Secondly, Early in the morning, After That, Later, As Soon as, Moments Later, Feelings: Bored, Frustrated, Fed up, Sheer Joy, exhilarated, disaster,</p>
<p><b><u>Play script</u></b></p> <p>There's a boy in the girl's bathroom Louis Sachar</p>	<p>Between Carla and Bradley or different characters</p>	<p>Scene number &amp; title Setting description Character name-followed by a colon Stage directions in brackets Speech without inverted commas Present tense</p>	<p>Layout Verbs Adverbs</p>	<p>Carla, Bradley, Jeff, friends, Lori, Melinda, bully, school, bathroom, animals, party, counsellor, teacher, spit, basketball, nice, stars, lunch, geography, Claudia, mum, Ronnie, zoo, homework, Mrs. Ebbel,, hostile, emotions, feelings, elaborate, crafty, mean, timid, kind, scared, intelligent, quiet, lonely, friendly, intimidating, frightened, worried, strong, caring, thoughtful, nervous, bewildered, deportment, haughty, idle, pallid lips, characters, drama, Stage directions.</p>

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<p><b>Magazine Article</b></p> <p>There's a boy in the girl's bathroom Louis Sachar</p>	<p>Why schools need counsellors</p>	<p>Headline, Subheadings, Quotations/Comments, Language: informal, exaggeration, bias simple vocabulary, simple sentences, Pictures, Captions, Use of Colour, Use of Fonts</p>	<p>Ideas are organised into paragraphs. Past/present tense are correct</p> <p>Punctuation: inverted commas and a comma after the reported clause in speech; commas after fronted adverbials, question marks, exclamation marks, apostrophes for possession and contraction, commas in lists, brackets or dashes, Mix of sentence structures.</p> <p>Build cohesion within and across paragraphs, reported and direct Speech.</p>	<p>Brian, Dan, Robbie, Russell, Doug, Curtis, Andy, Bartholomew, Betty, Bradley, Carla, Claudia, Colleen, Jeff, Judy, Lori, Melinda, Mr Chalkers, Ms Chalkers, Ms Ebbel, Ronnie, toys, bathroom, Louis Sacher, believe, problem, enemies, friends, counsellor, argument, fight, Jeff, Bradley, dilemma, star student, birthday, arithmetic, basketball, black eye boy, school council, vote, rights, fairness, persuade.</p>
<p><b>Story Setting</b></p> <p>Wreck of the Zanzibar Michael Morpurgo</p>	<p>Describe journey first trip leaving Bryher</p>	<p>Adjectives Adverbs Alliteration Similes Metaphors Personification Suitable Verbs</p>	<p>Punctuation: question and exclamation marks; apostrophes for possession, commas in lists</p> <p>-Embedded clauses with commas, brackets or dashes.</p> <p>-In narratives, settings, character and atmosphere are described and dialogue is integrated to convey character and advance the action.</p> <p>-Spell correctly most words from the year 4/5 spelling list - Joined up handwriting</p>	<p>America, gig, schooner, argument, granny May, seagulls, Billy, Island, seaweed, jellyfish, storm, Bryher, cow, Laura, Tresco, diary milk, turtle, father, mother, wreck, Generallee, quayside, Zanzibar. <b>What I saw:</b> (any sight leading up to and on the <b>Island</b> of Bryher) For example - Gig, schooner, bay, shoreline, coast, margin, cove, horizon, Scilly Isles, names of Islands/characters</p> <p><b>What I felt:</b> elements like wind, water, sand etc and words to describe them. Breeze, gale, brisk, chilling, numbing, piercing, bitter,</p> <p><b>What I smelt:</b> smells from nature or activities on Island, salt water, ocean spray, tatty cake, pasties, crab, seaweed</p>
<p><b>Story opening</b></p> <p>Wreck of the Zanzibar Michael Morpurgo</p>	<p>Trip to Bryher</p>	<p>First Person <b>Text Words</b> Thoughts and Feelings Cliff Hanger</p>	<p>Punctuation: apostrophes for contraction, commas in lists. Speech marks, brackets, dashes, ellipsis</p> <p>-In narratives, settings, character and atmosphere are described and dialogue is integrated to convey character and advance the action.</p> <p>Mix of sentence structures- embedded, relative, subordinate clauses, fronted adverbials, -Spell correctly most words from the year 4/5 spelling list - Joined up handwriting</p>	<p>America, gig, schooner, argument, granny May, seagulls, Billy, Island, seaweed, jellyfish, storm, Bryher, cow, Laura, Tresco, diary milk, turtle, father, mother, wreck, Generallee, quayside, Zanzibar, <b>What I saw:</b> sights on or around Bryher and farms - Gig, schooner, bay, shoreline, coast, margin, cove, horizon, Scilly Isles, <b>chief</b></p> <p><b>What I felt:</b> words to characters and their relationships - impulsive, <b>ambitious/ambition</b>, argumentative, passive, thoughtful, openhearted etc</p> <p><b>What I smelt</b> tatty cake, ocean spray, pasties, crab.</p> <p>Also dialogue tags - questioned, announced, repeated etc. <b>Rescue</b></p>

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<p><b>Speech</b></p> <p>About equality OR</p>	About Equality	For/Against argument, conclusion, impersonal voice, formal tone, conjunctions, modal verbs	<p>Use capital letters, full stops, question marks, commas for lists, selecting language that shows good awareness of the reader,</p> <p>Conjunctions within and across paragraphs,</p> <p>Dashes, contractions, exclamation marks</p> <p>Colons</p> <p>-Spell correctly most words from the year 4/5 spelling list, maintain legibility in joined handwriting.</p>	Claim, believe, argue, suggest, state, debate, and confirm, On the contrary, A major cause, minimal fundamentally, alternatively, in spite of this, after considering, on the other hand, statistics, many would argue, wouldn't you agree that, alternatively, firstly, secondly, thirdly, furthermore, whereas, consequently, even though, However, many would argue, To contradict, Although, research shows that.
<p><b>Letter -</b></p> <p>I am Malala Letter to Barack Obama</p>	Letter to Malala/ Barack Obama	<p>Your address (on right hand side)</p> <p>Date under address</p> <p>Dear .....</p> <p>Informal chatty friendly style</p> <p>Ask questions</p> <p>End with Yours Sincerely</p>	<p>Ideas are organised into paragraphs.</p> <p>Past/present tense are correct</p> <p>Punctuation: commas in lists</p> <p>Exclamation Marks</p> <p>Simple organisational devices are used in non-fiction</p>	Pakistan Mingora, Muslim, Malala, September, Ziauddin, propaganda, Taliban, School bus, reckon, amazing, brilliant, out of this world, exhilarating, enthusiastic, Kushal, Campaign, protest, activists, girls right, symbol of peace, terrorism, education, including, in particular, express, gratitude, enlightening, experience, immense, pleasure, contemporary, unique, style, vivid, accident(ally), actual(ly), address, answer, appear, arrive believe, busy/business, calendar, certain, complete, consider continue, decide, describe, different, difficult, disappear, early, enough, experience, extreme, favourite, question, recent
<p><b>Political Manifesto</b></p> <p>I am Malala Letter to Barack Obama</p>	My vision of the world	<p>A picture of yourself</p> <p>Information about you</p> <p>Information about your political party</p> <p>Your key issues &amp; ideas</p> <p>A summary of your election purpose</p> <p>Information to where/how to vote</p> <p>Catchy motto/statement</p> <p>For/Against argument</p> <p>Impersonal voice Formal tone</p>	<p>-Use capital letters, full stops, question marks, commas for lists</p> <p>-Write effectively for a range of purposes and audiences, selecting language for debating and persuasion.</p> <p>-Conjunctions within and across paragraphs contractions, exclamation marks, colons.</p> <p>-Spell correctly most words from the year 4/5 spelling list</p>	Pakistan Mingora, Muslim, Malala, September, Ziauddin, propaganda, Taliban, School bus, reckon, amazing, brilliant, out of this world, exhilarating, enthusiastic, Kushal, Campaign, protest, activists, girls right, symbol of peace, terrorism, education, law, debating, Claim, believe, argue, suggest, state, debate, and confirm, On the contrary, in spite of this, after considering, on the other hand, statistics, many would argue, wouldn't you agree that, alternatively, firstly, secondly, thirdly, furthermore, whereas, consequently, even though, However, many would argue, X Committee says, the figures show, To contradict, Although, research shows that.

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<b><u>Term 2</u></b>				
<p><b>Description</b></p> <p>Non-Fiction Texts Atlases</p> <p>Lots Mark Martin</p> <p>An atlas of imaginary places Mia Cassany</p>	<p><b>Descriptive &amp; Fantasy Writing</b></p> <p><b>OR Descriptive settings-unit from writing course</b></p>	<p>Title, Introduction, Subheading, Adjectives, Adverbs, correct tense, Third person, technical vocabulary, causal conjunctions, impersonal tone, diagrams with labels, passive/formal voice,</p>	<p>Capital Letters and Full Stops, Extended Sentences, Commas in Lists, Coordination and Subordinating Conjunctions, Apostrophe for possession and contraction, Simple organisational devices are used in non-fiction</p> <p>A mix of sentence structures- - embedded, relative, subordinate clauses, fronted adverbials,</p> <p>-Punctuation: question marks and exclamation marks; commas in lists, brackets or dashes</p> <p>-Build cohesion within and across paragraphs</p> <p>Layout: further organisational devices are used to structure the text</p> <p>-Vocabulary to enhance meaning</p>	<p>Northern hemisphere, Southern hemisphere. Tropics, equator, daylight at different times across the world, axis, earth rotates, time zones, Earth's axis impacts seasons, latitude and longitude, hot and cold climates etc</p>
<p><b>Newspaper Report</b></p> <p>SPACE- Extracts related to Moon Landing</p>	<p><b>Moon Landing</b></p> <p><b>OR -Astronaut's Diary-optional</b></p>	<p>Name of newspaper, headline with rhyme, pun or alliteration, sub-headline, introduction (what, when, where, why, who), picture with caption, main events, third person, past tense, direct reported speech, formal language, five Ws.</p>	<p>Ideas are organised into paragraphs. Past/present tense are correct</p> <p>Punctuation: inverted commas and a comma after the reported clause in speech; commas after fronted adverbials, question marks, exclamation marks, apostrophes for possession and contraction, commas in lists, brackets or dashes, joined and legible handwriting, simple organisational devices are used in non-fiction, Mix of sentence structures.</p> <p>Build cohesion within and across paragraphs, reported and direct Speech.</p>	<p>Expert, mission, NASA, astronaut, lunar surface, launch, Apollo, lander, historic, experienced. American astronauts Neil Armstrong, first humans ever, remarkable achievement, years of preparation and training, footprints, place American flag, one step for man, one giant leap for mankind. <b>Courageous, return, re-enter,</b></p> <p><b>Public:</b> Shocked, inspired, in awe, disbelief, pleased, 'over the moon', moment in history, in history books forever, glued to their television, President's statement issued from the Whitehouse, <b>admiration,</b></p>
<p><b>Information Leaflet</b></p> <p>Native American Indians- Aborigines</p>	<p><b>On NAI /Aborigines beliefs</b></p>	<p>Catchy title, sub-headings, Direct quotes, persuasive language, powerful adjectives, alliteration, exaggeration</p>	<p>-Use capital letters, full stops, question marks, commas for lists</p> <p>Coordination and Subordinating Conjunctions, adjectives</p> <p>- Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time ) within and across paragraphs</p> <p>-Punctuation: dashes, apostrophe for possession, exclamation marks, colons.</p> <p>-Vocabulary to enhance meaning</p>	<p>Algonquin, weaving, basket, horse, canoe, deer, teepee, antelope, bison, Apache, Backfoot, Adobe, blackfoot, cherokee, Cheyenne, Maise, tribe, wigwam, Blackhawk, Chiefs.</p>

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<p><b>Balanced Argument</b></p> <p>Native American Indians-Aborigines</p>	<p>Balanced Argument- finders/ keepers</p>	<p>For/Against argument, conclusion, impersonal voice, formal tone, conjunctions, modal verbs</p>	<p>Use capital letters, full stops, question marks, commas for lists, write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader, conjunctions within and across paragraphs, dashes, contractions, exclamation marks, colons.</p>	<p>Algonquain, weaving, basket, horse, canoe, deer, teepee, antelope, bison, Apache, Backfoot, Adobe, blackfoot, cherokee, Cheyanne, Maise, tribe, wigwam, Blackhawk, Chiefs, claim, believe, argue, suggest, state, debate, <b>and</b> confirm, On the contrary, A major cause, minimal fundamentally, alternatively, in spite of this, <b>after</b> considering, on the <b>other</b> hand, statistics, <b>many would</b> argue, <b>wouldn't</b> you agree that, alternatively, firstly, secondly, thirdly, furthermore, whereas, consequently, <b>even though</b>, however, <b>many would</b> argue, <b>although</b>, research <b>shows</b> that.</p>
<p><b>Letter of Complaint</b></p> <p>Native American Indians-Aborigines</p>	<p>Letter of Complaint/ Empathy- Australian National Sorry Day</p>	<p>Address, date, Dear, Yours sincerely, yours faithfully Introduce purpose of letter List of complaints Demand and Threat Past Tense</p>	<p>Mix of sentence structures- embedded, relative, subordinate clauses, fronted adverbials,</p> <p>Punctuation: question marks and exclamation marks; apostrophes for possession and contraction, commas in lists, brackets or dashes.</p> <p>Build cohesion within and across paragraphs</p> <p>-Layout: further organisational devices are used to structure the text.</p>	<p>I am writing to complain, inform, insist, raise my concerns, Firstly, secondly, furthermore, moreover, subsequently, lack of empathy, poor provision, no prospects, taken advantage of, vulnerable, nowhere to go, fair/equal, standard conditions, conditioning, compensate, review, threat, World Human Rights, <b>improve</b>.</p>
<p><b>Narrative</b></p> <p>The Highway Man &amp; Haikus &amp; Cinquains</p>	<p>Short Story about star crossed lovers Or Play Script (Willow pattern story)</p>	<p>Robin Hood Words Beginning Middle (Problem) End (Solution) Speech</p>	<p>Ideas are organised into paragraphs. Past/present tense are correct Punctuation: commas in lists, inverted commas and a comma after the reported clause in speech; commas after fronted adverbials Question marks Exclamation Marks Expanded noun phrases add detail Varied and rich vocabulary Joined and legible handwriting In narrative, settings, character &amp; plots are created Writing demonstrates a mix of sentence structures, including subordinate clauses</p>	<p>Although they lived in <b>the</b> ..., Due to the fact <b>he</b> lived in..., In order to ..., After a long day..., To help them..., Wearing ..., As they journeyed <b>through</b>..., On their journey..., Whilst travelling..., just as they got to their destination..., Upon their <b>arrival</b>...hero, companions, allies, associates, collaborators, partners, hike, amble, march, stride, strut, stagger, stalk, stomp, advance, stroll, traipse, tread, stagger, saunter, tramp, plod. The Highwayman: black-eyed, breeches, clattered, cobbles, galleon, ghosts, highwayman, inn, killed, king George, love, marching, musket, ostler, pistol, plaiting, rapier, ribbon, riding, shot, shrieked, stable, stirrups, Tim, Tlot-Tlot, torrent, troops. <b>accident(ally)</b> , <b>actual(ly)</b> ,appear, arrive ,believe, century ,certain consider, enough, experience , extreme, famous, favourite heard , heart, height , imagine , important ,occasion(ally) , often ordinary, particular , peculiar, perhaps, popular , probably recent , reign, special, strength , suppose , surprise, therefore though/although thought , though, various</p>

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<b>Term 3</b>				
<p><b>Magazine article</b></p> <p>If the World was a village</p>	<p>On fairness and Equality</p>	<p>Name of magazine, headline with rhyme, pun or alliteration, sub-headline, introduction (what, when, where, why, who), picture with caption, main events, third person, past tense, direct reported speech, formal language, Persuasive Words/phrases</p>	<p>Ideas are organised into paragraphs.            Past/present tense are correct            Punctuation: inverted commas and a comma after the reported clause in speech; commas after fronted adverbials            apostrophes for possession and contraction, commas in lists            Mix of sentence structures- embedded, relative, subordinate clauses.            Question marks            Exclamation Marks            Expanded noun phrases add detail            Joined and legible handwriting            Simple organisational devices are used in non-fiction</p>	<p>Fairness, equality, understanding, disability, judgement, stereotype, race, culture, gender, legislation, discrimination, religion, age, diversity. This incident, reports, suggest, amazingly, all over the country, evidence, crowds witnessed, the unusual event, witnesses report, strange happenings, was quoted as, saying, experts believe, while, <b>who</b>, when, where, but, why, although, if, because, how, as, after, <b>before</b>, so, that, since, however, later on, after some time, finally, at the start, in no time at all, within minutes, before long, that morning, that evening, the next <b>day</b>, yesterday, following, in the future, alongside, described, commented, complained, promised, relieved, replied, responded, told, stated, insider, unfortunately.</p>
<p><b>Letter of Complaint</b></p>	<p>Complaint to Nike about their use of sweat shop workers</p>	<p>Address, date, Dear, Yours sincerely, yours faithfully            Introduce purpose of letter            List of complaints            Demand and Threat            Past Tense</p>	<p>Use capital letters, full stops, question marks, commas for lists, write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader, build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs, dashes, contractions, question marks and exclamation marks; apostrophes for possession and contraction, commas in lists, brackets, hyphens, colons. Spell correctly most words from the year 4/5 spelling list, maintain legibility in joined handwriting. Mix of sentence structures- embedded, relative, subordinate clauses, fronted adverbials, structure of text.</p>	<p>I am writing to complain, inform, insist, raise my concerns, Firstly, secondly, furthermore, moreover, subsequently, <b>Problem:</b> poor working conditions, low pay, exploitation, shocking abuse, neglect, health and safety, lack of supervision, poor provision, no prospects, no break or access to clean facilities, no sick or holiday pay, workers underage, disability or elderly taken advantage of, vulnerable, nowhere to go <b>Demand:</b> fair/equal pay, standard conditions, air conditioning, compensate, review <b>Threat:</b> contact press, Stacey Dooley, Health Board, World Human Rights Centre. <b>Improve</b>, entitlement, human rights, readers should know the truth, rights have been denied, withholding the truth, corrupt, immoral, irresponsible and dishonest,</p>
<p><b>Balanced Argument</b></p> <p>Kick Mitch Johnson</p>	<p>Do sweat shops help the poor?</p>	<p>For/Against argument, conclusion, impersonal voice, formal tone, conjunctions, modal verbs</p>	<p>Use capital letters, full stops, question marks, commas for lists, write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader, conjunctions within and across paragraphs, dashes, contractions, exclamation marks, colons.</p>	<p>entitlement, human rights, readers should know the truth, rights have been denied, withholding the truth, corrupt, immoral, irresponsible and dishonest, claim, believe, argue, suggest, state, debate, <b>and</b> confirm, On the contrary, A major cause, minimal fundamentally, alternatively, in spite of this, <b>after</b> considering, on the <b>other</b> hand, statistics, <b>many</b> would argue, <b>wouldn't</b> you agree that, alternatively, firstly, secondly, thirdly, furthermore, whereas, consequently, <b>even though</b>, however, <b>many would</b> argue, <b>although</b>, research shows that.</p>

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<p><b><u>Narrative- Dialogue</u></b></p> <p>The Island Armin Greder</p> <p>The Arrival Sean Tan</p>	<p>What characters are thinking or saying.</p>	<p>Character, New speaker, new line Inverted commas, Punctuated inside inverted commas, Adverbs in brackets, Action in, italics/bold/different colour, setting, verbs instead of said Informal language</p>	<p>Capital letters and full stops, colon, question marks, conjunctions, inverted commas, commas for lists and apostrophes for contraction, simple organisational devices are used in non-fiction.</p> <p>Select language that shows good awareness of the reader, select vocabulary that reflect what the writing requires, use verb tenses consistently and correctly throughout their writing.</p>	<p>Annoyance, carnage, death, fisherman, priest, sanctuary, savage, island, visitors, brutal, heart-broken, isolated, religious, self-centred, unfair, vicious, violent, chaos, clash, invade, sing, slaughter, could, would, should, surely, certainly, cruelly, honestly, maliciously, quickly, surprisingly, truthful, unexpectedly, undoubtedly. Verbs instead of said: cried, snapped, stated, retorted, offered, replied, whispered, accused, challenged, agreed</p>
<p><b><u>Information Leaflet</u></b></p> <p>The Island Armin Greder</p> <p>The Arrival Sean Tan</p>	<p>A manual to help travellers get around, buy food, deal with all the machines and other details of day-to-day life?</p>	<p>Alliterative, powerful adjectives, Catchy Name, Slogan, Rhetorical Question, Bargain, Exaggeration, Persuasive words/phrases</p>	<p>Use capital letters, full stops, question marks, commas for lists Coordination and Subordinating Conjunctions, alliteration, adjectives</p> <p>-Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader</p> <p>- Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time ) within and across paragraphs</p> <p>-Punctuation: dashes, apostrophe for possession, exclamation marks, colons.</p>	<p>Annoyance, carnage, death, fisherman, priest, sanctuary, savage, island, visitors, brutal, heart-broken, isolated, religious, self-centred, unfair, vicious, violent, chaos, clash, invade, sing, slaughter, could, would, should, surely, certainly, cruelly, honestly, maliciously, quickly, surprisingly, truthful, unexpectedly, undoubtedly. Firstly, secondly, thirdly, furthermore, why not? Why miss out? Don't be left out. Don't you think that...? Isn't it time to...? What would you like? Have you ever thought about...? Why not...? Need a...? Fancy...?</p>
<p><b><u>Letter</u></b></p> <p>The Island Armin Greder</p> <p>The Arrival Sean Tan</p>	<p>Letter to family- What does the traveller write on the origami bird? What does his daughter reply?</p>	<p>Address, date, Dear, Yours sincerely, yours faithfully Introduce purpose of letter List of complaints Demand and Threat Past Tense Ask questions End with Yours Sincerely</p>	<p>Ideas are organised into paragraphs. Build cohesion within and across paragraphs. Past/present tense are correct Punctuation: commas in lists Exclamation Marks</p> <p>Simple organisational devices are used in non-fiction, Mix of sentence structures- embedded, relative, subordinate clauses, fronted adverbials, question marks and exclamation marks; apostrophes for possession and contraction, commas in lists, brackets or dashes.</p> <p>-Layout: further organisational devices are used to structure the text.</p>	<p>Annoyance, carnage, death, fisherman, priest, sanctuary, savage, island, visitors, brutal, heart-broken, isolated, religious, self-centred, unfair, vicious, violent, chaos, clash, invade, sing, slaughter, could, would, should, surely, certainly, cruelly, honestly, maliciously, quickly, surprisingly, truthful, unexpectedly, undoubtedly. Address, date, Dear, Yours sincerely, yours faithfully.</p>

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<p><b>Recount</b></p> <p>Harry Potter Extracts</p>	<p>Recount of Trip to Harry Potter world</p>	<p>First Person, Time Connectives, Personal Feelings, Chronological order, Past tense</p>	<p>Capital Letters and Full Stops. Extended Sentences, Commas in Lists, Past tense, Question Marks, Coordination and Subordinating Conjunctions, A mix of sentence structures</p> <p>Spell correctly most words from the year 4/5 spelling list</p>	<p>Got on the bus ready for an exciting journey, looked forward to, fastened seat belts, took register, arrived, collected tickets, London talk, traffic, road signs, information boards, souvenir gifts as we left, packed lunch description, after that, next, later, in the afternoon, After lunch, played, fresh air, gift shop, tour bus, returned to bus, did you know that...?</p> <p>Harry Potter, J.K. Rowling, Ronald, Weasley, Hermione, Granger, Hogwarts, witchcraft, wizardry, Voldemort, Albus, Dumbledore, scar, Hagrid, Hippogriff, dark arts</p>
<p><b>Poetry</b></p> <p>Mercy, Story Telling by Edgar Guest, Good Books by Edgar Guest, Reading Aloud by Amy LV, Magic by Shel Silverstein, ick by Shel Silverstein</p> <p>I Opened a Book by Julie Donaldson</p>	<p>Various poetry focus</p>	<p>Pattern structure of a magic poem</p> <p>Short sentences, Repetition, Adjectives</p> <p>Figurative language, Alliteration, onomatopoeia, similes, idioms, metaphors, Verses, stances</p>	<p>Powerful verbs and adjectives, repetition and word play, rhyme pattern and sound, couplets, verse, capital letter, commas, onomatopoeia, similes, commas for lists and apostrophes for contraction, sensitivity, personal experiences, exciting ideas. Simple organisational devices used. Select vocabulary that reflect what the writing requires consistently and correctly throughout their writing.</p> <p>Spell correctly most words from the year 4/5 spelling list</p>	<p><b>Areas in poetry:</b> Adjectives, Couplets, Prose, Assonance, Onomatopoeia, Repetition, Syllables, Rhyme, Verbs, Alliteration, Chorus, Oxymoron, Similes</p>