



Subject	Genre for Text focus	Year Group	Term	Time Allocation
English	Aut 1 – Letter Writing, Diary Entry/Myth/Narrative/Instructional Writing. Aut 2 – Fiction- Traditional Tales/non-chronological report/Descriptive Poetry.	5	Autumn	14 weeks

### Autumn 1

#### NC skills explored in this topic.

##### Spoken language:

- Articulate and justify answers
- Give well-structured descriptions, explanations and narratives
- Use Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Gain, maintain and monitor the interest of the listener(s)
- Consider and evaluate different viewpoints

##### Reading comprehension:

- Draw inferences (characters feelings, thoughts and motives); justify with evidence
- Predict from details stated and implied
- Summarise main ideas, identifying key details
- Identify how language, structure and presentation contribute to meaning
- Evaluate author’s language choice
- Distinguish between fact and opinion
- Participate in discussion about books
- Explain and discuss understanding of reading
- Provide reasoned justifications for views

##### Writing composition:

- Identify the audience and purpose of writing
- Note and develop initial ideas, drawing on reading and research
- Enhance meaning though selecting appropriate grammar and vocabulary
- Describe settings, characters and atmosphere
- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Proof-read for spelling and punctuation errors

Duration	Resource, Genre and purpose	Learning intentions.	
4 Weeks	<p><b>Text:</b> Queen of the Falls</p> <p><b>Resource:</b> Pathways</p> <p><b>Purpose for Writing:</b> To entertain/inform</p>	<p><b>Overview</b> An old Lady with an amazing and brave idea.</p> <p><b>Writing outcome 1</b> To write a letter in the role of Annes Friend in support of her daredevil feat.</p> <p><b>Greater depth writing outcome 1:</b> Write letter from the viewpoint that they think Annie is crazy to do this stunt. Plan and write independently.</p> <p><b>Writing Outcome 2</b> To write a series of diaries about significant events.</p> <p><b>Greater depth writing outcome 2:</b> To write a series of diaries about significant events in Annie Edson Taylor’s life including viewpoints on other characters e.g. Frank Russell or Fred Truesdale</p>	
<p><b>RWI Spelling patterns linked to unit.</b></p> <ul style="list-style-type: none"> <li>• Words with silent letter /b/</li> <li>• Words ending in –ible</li> <li>• Words ending in -able</li> </ul>		<p><b>NC vocabulary linked to unit.</b> Achieve, bruise, curiosity, desperate, disastrous, embarrass, especially, immediately, marvellous, muscle, opportunity, profession, queue, recommend, sacrifice, temperature.</p>	<p><b>Ambitious Vocabulary linked to unit.</b> Restless, fearless, outstretched, visible, cascading, plunge, pounding, hypnotised, survive, survival, adjusted, discombobulation, spectators, remarkable, locomotive, handkerchiefs, barrel, lecture, halls, currents, downriver, shoreline, widow, rapids, waterfall.</p>
Cycle 1, Week 1	<p><b>Viper reading focus (Build vocabulary and predict) (Session 1)</b> Pick up on the vocabulary, person/viewpoint and tenses – who did it, looked like, beautiful and dreadful. Use this to predict the text, the person and the event/setting.</p>		

**Cycle 1,  
Week 2.**

**Skill: To use expanded noun phrases with pre and post modifiers. (Session 1)**

Pupils write a diary entry in role as Danny Macaskill completing his ride on the ridge or create a diary of a daredevil moment in own life.

**Skill: To identify the audience for and purpose of writing (Session 2)**

Explain that through this text and unit of work the first Mastery key is to 'identify the audience for and purpose of writing' which means considering who we are writing to and what for as this affects vocabulary and grammar choices.

**Skill: To organise paragraphs around a theme. (Session 3)**

Describe the scene in the photographs orally to a partner using language from the text and the senses grid.

**Skill: To use first person (Session 3).**

Pupils write two paragraphs to retell the scene from October 24th 1901 focusing in on two areas: the audience being friends or relatives. Which information would they need to feel like they were there too? Ensure clear descriptions of both 'photographs'.

**Viper reading focus (Build Vocabulary and make inferences) (Session 4)**

What can we infer about Annie from her actions? Is she an adventurous person? Does she like exploring? 'She was too proud' – what does this tell us? Why does she not have any money? How does she feel about her father?

**Skill: To use commas to clarify meaning. (Session 5)**

Pupils write sentences about Annie ensuring commas are used correctly to clarify meaning.

**Skill: To plan a letter (Session 5)**

Consider the features of a letter (prior learning). Create a plan together – ensure that you model writing in note form.

**Skill: To write a letter (Session 5)**

In role as Annie's friend, pupils write a letter in support of her daredevil feat. The letter must explain how proud they are of her. Greater depth: Write letter from the viewpoint that they think Annie is crazy to do this stunt. Write independently.

**Skill: To edit and improve**

Pupils should reflect on the skills throughout the week.

**Cycle 2,  
Week 1**

Have they:

- Engaged the reader through use of description, feelings and opinions?
- Included the 5Ws – who, what, where, when, why and how?
- Used consistent 1st person?
- Written in consistent tense including progressive and perfect forms?

**Viper reading focus (Build vocabulary and infer) (Session 6)**

Read up to paragraph one, page 15 ‘...set the stage for her arrival.’ What are your first impressions of Frank Russell? Consider and evaluate different viewpoints.

**Skill: To use fronted adverbials (Session 7)**

Pupils write a diary entry in role as Danny Macaskill completing his ride on the ridge or create a diary of a daredevil moment in own life.

**Skill: To write in first person. (Session 8)**

Pupils write the 1st person recount. Use adverbials at the start of sentences and use commas correctly. Ensure description, feelings, thoughts and rhetorical questions are used in the writing.

**Skill: To use fronted adverbials to clarify place, time or meaning. (Session 9)**

Pupils write Annie’s recount of the journey along the river. Pupils create a plan independently to apply Mastery keys taught so far (audience/purpose, paragraphs organized around a theme, commas after fronted adverbials).

**Skill: To use relative clauses (Session 10).**

Recap writing a multi-clause sentence with a subordinate clause at the start about Annie Edson Taylor in the style of Goodnight Stories for Rebel Girls. Pupils practise adding commas correctly.

**Cycle 2,  
Week 2**

**Viper reading focus (Build Vocabulary and retrieve) (Session 11)**

Do you think the barrel feat was a success or failure? Why? Discuss with a friend? Justify with evidence. Create a timeline of the key events in the story.

**Skill: To Using expanded noun phrases with pre and post modifiers and ambitious qualifiers (Session 11)**

Give pairs or small groups a copy of the text to discuss and find diary features. Use the Feature keys for diary to support discussion and investigation: Engage reader through use of description, emotions and opinions.

**Skill: To plan a diary entry (Session 12)**

Through shared writing, section the diary text taking the pupils' input from their group work. This will create a planning frame for them to plan own diaries. What does each paragraph tell us? What length are the paragraphs?

**Skill: To write a diary entry (Session 5)**

Teacher may model particular sections or work with a guided group on Mastery keys if needed. Where possible, the writing (or sections of the writing) should be written independently for assessment of Mastery keys.

**Skill: To edit and improve**

Pupils should reflect on the skills throughout the week.

Have they:

- Engaged reader through use of description, emotions and opinions?
- Used adverbs and fronted adverbials? (with doubt in my mind, anxiously, afterwards).
- Used rhetorical sentences to engage reader?
- Used consistent 1st person?
- Written in consistent tense including progressive and perfect forms?
- Included the 5Ws – who, what, where, when, why and how?

**NC skills explored linked to topic.****Reading comprehension:**

- Children analyse the importance of different characters to the development of the story and examine the role of the narrator as storyteller.
- Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- Asking questions to improve their understanding.
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Predicting what might happen from details stated and implied.
- Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas.

**Writing comprehension**

- Differences between oral and written storytelling are explored and used to support the children's own writing and storytelling.
- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.

- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
- Précising longer passages.
- Using a wide range of devices to build cohesion within and across paragraphs.

## Grammar

- Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.
- Using passive verbs to affect the presentation of information in a sentence.
- Using the perfect form of verbs to mark relationships of time and cause.
- Using expanded noun phrases to convey complicated information concisely.

Duration	Resource, Genre and purpose	Learning intentions.	
2 weeks	<p><b>Prometheus and Pandora</b></p> <p><b>Resources</b> – RWI Literacy and Language. Online Resource</p> <p><b>Purpose</b> – To entertain</p>	<p><b>Overview of unit</b> An Myth based in Ancient Greece.</p> <p><b>Writing Outcome</b> <i>To write a new ending for Prometheus and Pandora from Pandora’s point of view, using ideas from the story and other traditional tales.</i></p> <p><b>Greater Depth Writing Outcome</b> To write from the point of view of another character.</p>	
<p><b>RWI Spellings linked to topic.</b></p> <ul style="list-style-type: none"> <li>• Words with silent letter /t/</li> <li>• Words ending in –ibly and -ably</li> </ul>		<p><b>NC vocabulary linked to unit.</b> Aggressive, ancient, appreciate, conscience, determined, curiosity, disastrous, existence, individual, physical, relevant, symbol, sacrifice.</p>	<p><b>Ambitious Vocabulary linked to unit.</b> Gargantuan, potent, appeased, eternity, bestowed, exquisite, distraught.</p>
<p><b>Cycle 1, Week 3</b></p>	<p><b>Viper reading focus (Build vocabulary and retrieve)</b> Look at <b>(File 1:1-1:4)</b> complete grids retrieve information and look at the differences between stories to build ideas for the end goal.</p> <p><b>Skill: To use synonyms focussing on how writers use language for effect.</b></p>		

Cycle 2,  
Week 4.

Share **(File 2:1)** for children to increase their knowledge of and application of synonyms and to examine how writers use language for effect. They also look at the historical context of the story.

**Skill: To identify and use cohesive devices across paragraphs and sentences.**

**(File 3:1)** Look at phrases used within the story and clarify meaning. Then move onto **(File 4:1)** focus on cohesive devices can these be spotted in any of the phrase that we have looked at?

**Skill: To write in first person and develop an awareness of characters voice in the text.**

Explore the characters in the story. Write from the point of view of one of the characters. Refer to **file (5:1-5:2)**. Children to develop their awareness of the narrative voice in a text.

**Skill: To use Using expanded noun phrases with pre and post modifiers and ambitious qualifiers.**

for children to empathise with particular characters; to go from words, to mind pictures to dramatic reconstruction; for children to become familiar with a scenario that could be used and adapted later to contribute to an alternative ending. **Refer to file 6** for examples but link to the story.

**Viper reading focus (Build vocabulary and summarise)**

Refer to **(file 6:5)** and look at the difference between oral transcripts and written transcripts summarising oral transcripts into written. Focus on power words and ambitious vocabulary.

**Skill: To use subordinating conjunctions to add detail to the main clause.**

Using the model from **(files 6:1- 6:2)** look at power words from the Greek myth and begin to build sentences to use their final version of story.

**Skill: To plan an alternative ending to the story.**

Share file **(7)** plan an alternative ending to the story. Thinking about POV.

**Skill: To write an alternative ending to the story.**

Refer to File 8 and develop ideas to write a detailed alternative ending applying the skills obtained throughout the cycle.

**Skill: To edit and improve**

Reflect on independent writing and all the key skills taught within the in the unit.

Have they:

- Written expanded noun phrases to describe and specify?

- Use punctuation correctly – full stops, capital letters?
- Used tense correctly?
- Used cohesive devices across paragraphs?
- Used effective openers and endings?

**NC skills explored linked to unit.**

**Spoken Language**

- Articulate and justify answers, arguments and opinions.
- Give well-structured descriptions, explanations for different purposes.
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- Participate in discussions, presentations.
- Select and use appropriate registers for effective communication.

**Reading comprehension**

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.
- Understand both the texts that they can already read accurately and fluently and those that they listen to by: answering and asking questions.

**Writing composition**

- Plan or say out loud what they are going to write about.
- Write down ideas and/or key words, including new vocabulary.
- Write for different purposes (instructions/explanations).
- Encapsulate what they want to say, sentence by sentence.
- Re-read to check that their writing makes sense.
- Read aloud what they have written with appropriate intonation to make the meaning clear.

**Grammar**

- learn how to use the present and past tenses correctly and consistently, including the progressive form.
- Learn how to use the grammar for Year 5.
- Use and understand the grammatical terminology in English Appendix 2 in discussing their writing (verb, tense, past, present).

<b>Duration</b>	<b>Resource, Genre and purpose</b>	<b>Learning intentions.</b>
2 weeks	<p><b>Write a recipe for Lemon Sherbet.</b></p> <p>RWI Literacy and Language Unit 1</p>	<p><b>Overview</b> Looks at making lemon sherbet and writing instructions linked to it.</p> <p><b>Writing outcome:</b></p>





**Skill: To use modal verbs.**

To state when something is necessary or compulsory. Identify which are used in modal verbs in an extract. Why are so many of them used? What information do they convey? If you remove all the modal verbs, what kind of information are you missing?

**Skill: To plan instructions.**

Decide what you will write instructions for plan using **(file 12:2)**.

**Skill: To write instructions**

Model how children will present their instructions.

**Skill: To edit and improve**

Reflect on independent writing and all the key skills taught within the unit. **(File 13:3, 13:4, 14:2)**

Have they:

- Used organisational devices?
- Written an introduction with a question?
- Written a method in chronological order?
- Used conjunctions and adverbs to clarify steps?
- Used the correct tense?
- Used modal verbs and prepositions?

**Autumn 2****NC Links to unit****Spoken language:**

- Ask relevant questions
- Build vocabulary
- Give well-structured descriptions, explanations and narratives
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Gain, maintain and monitor the interest of the listener(s)
- Consider and evaluate different viewpoints

**Reading comprehension:**

- Identify and discuss themes and conventions
- Draw inferences (characters' feelings, thoughts and motives); justify with evidence
- Predict from details stated and implied
- Summarise main ideas, identifying key details
- Identify how language, structure and presentation contribute to meaning
- Evaluate authors' language choice
- Participate in discussions about books
- Explain and discuss understanding of reading
- Provide reasoned justifications for views

**Writing composition:**

- Enhance meaning through selecting appropriate grammar and vocabulary
- Describe settings, characters and atmosphere
- Integrate dialogue to convey character and advance the action
- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Use consistent and correct tense

Duration	Resource, Genre and purpose	Learning intentions.	
2 weeks	<p>The Lost Happy Endings</p> <p><b>Resource:</b> Pathways to Write (Narrative)</p> <p><b>Purpose</b> – To entertain.</p>	<p><b>Overview</b> Traditional Tale based in a familiar woodland setting.</p> <p><b>Writing outcome:</b> To write a traditional tale focusing on describing settings, characters and an alternative ending - pupils write the story of a character who mistreats others which leads to their own demise.</p> <p><b>Greater depth writing outcome:</b> To write the traditional tale from a woodland creature's point of view who is also scared by the witch.</p>	
<p><b>RWI spellings patterns linked to unit.</b></p> <ul style="list-style-type: none"> <li>• The /ee/ sound spent /ei/</li> <li>• Words ending in –ant, -ance, and -ancy</li> <li>• The ending in /shus/ spelt -cious</li> </ul>		<p><b>NC vocabulary linked to unit.</b></p> <p>Ancient, accompany, aggressive, community, conscience, environment, familiar, mischievous, neighbour, nuisance, recognise, sufficient, variety.</p>	<p><b>Ambitious vocabulary linked to topic.</b></p> <p>Drifted, skywards, villainous, vicious, hobbled, hysterical, wailing, sorrow, seized, thorniest, hideously, sullen, remains, kindling, spittle, oak, tree, silver, birch, walnut, cinders.</p>
<p><b>Cycle 1, Week 9.</b></p>	<p><b>Viper reading focus (Build vocabulary and predict) (Session 1)</b> Prediction of story, character and setting – Complete a jigsaw of the front cover revealing only one piece at a time.</p> <p><b>Skill: To use expanded noun phrases to convey information concisely. (Session 2/3)</b></p>		

Cycle 2,  
week 10.

Recap all terminology related to noun phrases: determiners, adjectives, nouns, prepositional phrases. Write noun phrases with a partner and evaluate each word class – has the best word choice been made?

**Skill: To use past tense to describe setting, character and atmosphere. (Session 2/3)**

Work in pairs, to take turns to orally create a simple story from their chosen sticks. Pupils write their 100-word stories in the past tense.

**Skill: To use similes, metaphors, and personification (figurative language) to create atmosphere. (Session 4)**

Use feature keys to write a tense atmosphere for the forest setting. Metaphor (scarves of mist) • Simile (ready to pounce like muggers) • Personification (tall ghouls with long arms and twiggy fingers, bushes crouched).

**Skill: To use noun phrases and similes. (Session 5)**

Pupils create own effective similes about the old woman and write a short character description about her using noun phrases and similes. Greater depth: Write Jub's diary of meeting the old woman. How would she describe her? How does she make her feel?

**Viper reading focus (Build vocabulary and make inferences) (Session 6)**

Read the next page in the text starting with 'I'm having this my six-fingered deario'. Investigate the witch's character. Complete a thoughts, feelings, dialogue and actions chart for the witch using this page and previous page.

**Skill: To integrate dialogue to convey character and advance the action. (Session 7/8)**

Pupils write a letter in role as Jub to a cousin to describe what has happened to you and your chance meeting with the witch in the forest. Describe the witch using the characterisation from this lesson. Greater depth: Write in role as the witch (monologue or diary) – ensure characterisation is evident from the witch's voice/viewpoint.

**Skill: To plan a traditional tale with an alternative ending. (Session 9/10)**

To plan a traditional tale focusing on describing settings, characters and an alternative ending - pupils write the story of a character who mistreats others which leads to their own demise.

**Skill: To write a traditional tale with an alternative ending. (Session 11/12)**

To write a traditional tale focusing on describing settings, characters and an alternative ending - pupils write the story of a character who mistreats others which leads to their own demise.

**Skill: To edit and improve**

When the stories have been written, reflect on the Mastery keys:

- Have the pupils mastered writing expanded noun phrases with greater precision?
- Are they able to describe settings and characters effectively?
- Can they add dialogue to a story and punctuate it correctly?
- Can they develop characterisation showing what the characters say and do and how they feel?

**NC Skills explored in this topic.**

**Reading Comprehension**

- to develop prediction skills from details stated and implied.
- Identify how word choice and language can contribute to meaning.
- to evaluate how personification is used in descriptions.
- to identify how an author structures books to contribute to meaning
- to draw inferences about a character from their actions and words.
- to justify a point of view by using evidence collected from a text.

**Writing composition**

- to write a longer, more detailed response, justifying my ideas using what I have read.
- to write a powerful description using a range of sentence structures.
- to identify what makes an effective nonchronological report.
- to write a nonchronological report.
- to write in role using inferences made about a character.
- to understand how characters can be conveyed through the use of dialogue.
- to plan a narrative considering how an author has developed a character.
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**Grammar**

- to use a range of sentence structures in my work.
- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms

Duration	Resource, Genre and purpose	Learning intentions.
2 weeks	<p><b>The Explorer by Kathrine Rundell</b></p> <p>Non-Chronological Report.</p>	<p><b>Overview</b></p> <p>From his seat in the tiny aeroplane, Fred watches as the mysteries of the Amazon jungle pass by below him. As the plane</p>

	<p>Resources - <a href="#">EdShed</a></p> <p><b>Purpose</b> – To inform</p>	<p>crashes into the canopy, Fred is suddenly left without a choice.</p> <p><b>Writing outcome:</b> To write a non-chronological report about an Amazonian creature of their choice. They will be encouraged to use a range of DADWAVERS in their work to make writing lively and interesting.</p> <p><b>Greater Depth Writing Outcome</b> As above with technical vocabulary.</p>	
<p><b>RWI spelling patterns explored in this unit.</b></p> <p>The ending in /shus/ spelt –tious Words ending in the /shul/ spelt –cial or -tial</p>	<p><b>NC vocabulary linked to unit.</b></p> <p>Ancient, accompany, aggressive, community, conscience, environment, familiar, mischievous, neighbour, nuisance, recognise, sufficient, variety.</p>	<p><b>Ambitious vocabulary linked to topic.</b></p> <p>Compulsory, supple, reluctantly, stagnant, palpably, sceptically, tenacious, nonchalant, presumptuous, speculative.</p>	
<p><b>Cycle 1, week 11</b></p>	<p><b>Viper reading focus (Build vocabulary and predict) (Lesson 1)</b> Children will begin to make predictions about the four main characters introduced at the beginning of the novel. They will consider what we find out about them and what can be implied by details such as facial expressions, stance, actions and words.</p> <p><b>Skill: To Using expanded noun phrases with pre and post modifiers and ambitious qualifiers to show how language can contribute to meaning. (Lesson 2)</b> Children will look at the use of an author’s language to help to paint vivid pictures in the readers’ minds. They will then use ideas collected to write their own paragraph to describe Fred’s hunger.</p> <p><b>Skill: To understand how personification is used in descriptions. (Lesson 3/4)</b> Children will discuss and evaluate how authors use figurative language including personification and the impact of this on the reader. They will write a short paragraph, which uses personification.</p> <p><b>Skill: To use a range of sentence structures. (Lesson 5)</b> Children will explore a range of ways to open sentences in order to improve their knowledge and use of sentence structures.</p>		

**Cycle 2,  
week 12.**

**Skill: To use a range of sentence structures to write a powerful description. (Lesson 6)**

Children will write a powerful description of the Amazon rainforest, using a range of sentence structures.

**Viper reading focus (Build vocabulary and predict) (Lesson 7)**

Children will consider why the author has included certain plot points in her book and also her use of foreshadowing. They will then make predictions about what some of the foreshadowing may be leading the reader to.

**Skill: To identify features of a non-Chronological report (Lesson 8)**

Children will compare two non-chronological reports about Machu Picchu, identifying features of this genre and also how to write them effectively.

**Skill: To plan a non-chronological report about an Amazonian creature of their choice. (Lesson 9)**

Children will take notes about a rainforest animal of their choice. They will learn how to take clear and concise notes to use these in a subsequent lesson to write a non-chronological report about an Amazonian creature of their choice.

**Skill: To write a non-chronological report about an Amazonian creature of their choice. (Lesson 10)**

Children will use notes taken in Lesson 9 to write a non-chronological report about an Amazonian creature of their choice. They will be encouraged to use a range of DADWAVERS in their work to make writing lively and interesting.

**Skill: To edit and improve**

Reflect on independent writing and all the key skills taught within the unit. Have they:

- Used expanded noun phrases?
- Used personification?
- Organised information correctly?
- Used a range of sentence structures?

**NC skills explored in this topic.**

**Reading Comprehension**

- Discussion about observational or descriptive poems, their purpose and characteristics.
- To develop an awareness of how poets use language to recreate real or imagined experiences.
- To explore personification in poetry.

- To deepen my understanding of the poem through increasing familiarity with the text.
- To understand characters are driven by feelings and emotions.
- To see an alternative viewpoint.

### Writing composition

- To write a descriptive, non-rhyming poem about a place of their choice.
- To write a short story to include imagery and personification.

### Grammar

To increase knowledge of and application of synonyms and to examine how writers use language for effect.

Duration	Resource, Genre and purpose	Learning intentions.
2 weeks	<p><b>The Dreadful Menace</b>  <a href="#">EdShed</a></p> <p><b>Optional – Last Night I saw a city breathing.</b>  <b>RWI Language and Literacy</b></p> <p>(Descriptive Poetry)  <b>Purpose – To entertain</b></p>	<p><b>Overview:</b>            Descriptive poem about the winter mountain.</p> <p><b>Writing Outcome:</b>            To creative a descriptive poem about their own Dreadful menace.</p> <p><b>Greater Depth</b>            To creative a descriptive poem about their own Dreadful menace, using a range of poetic techniques and ambitious vocabulary.</p>
<p><b>RWI spelling patterns linked to topic.</b></p> <p>Words ending in -ence</p>	<p><b>NC vocabulary linked to unit.</b></p> <p>Ancient, accompany, aggressive, community, conscience, environment, familiar, mischievous, neighbour, nuisance, recognise, sufficient, variety.</p>	<p><b>Ambitious vocabulary linked to topic.</b></p> <p>Terror, Thunderous, Pale Crags, Dusk, Peak, Piercing, Pallid, Shrill, Obscurity, Booming, Raw, Clutched, Frosted Precipice, Laced Ridge Monolith, Barren, Peril.</p>
<p><b>Cycle 1, week 13.</b></p>	<p><b>Viper reading focus (Build vocabulary and explain) (Lesson 1)</b>            To read, understand discuss and evaluate language. Children to produce and initial response to the poem.</p> <p><b>Skill: To understand and identify personification.</b>            Children produce a piece of personified prose. To select appropriate vocabulary and devices (personification) to enhance meaning.</p>	



**Cycle 2,  
week 14.**

**Skill: To use and understand symbolism as figurative language.**

Children write an internal monologue featuring symbolism.

**Skill: To understand and use metaphors and similes as a method of figurative language.**

Children create, rehearse and perform a simple verse using metaphors and similes.

**Skill: To understand and use hyperbole and exaggeration as a method of figurative language.**

Children to create an extreme weather warning.

**Skill: To use synonyms and examine how writers use language for effect.**

Use synonyms to be descriptive, creative and expressive.

**Viper reading focus (Build vocabulary and summarise)**

To read aloud and to perform, showing understanding through intonation, tone and volume **Children to perform Lady Winter poem.**

**Skill: To build an image using poetic techniques.**

To be able to select devices to create an effective narrative descriptive opening. Children create an opening for their poem.

**Skill: To plan a descriptive poem.**

To plan a poem using writing as a model for their own. Children produce plan and produce first drafts of their Dreadful Menace poems.

**Skill: To write a descriptive poem.**

To write a poem using writing as a model for their own. Children to read each other's and make relevant changes if required.

**Skill: To edit and improve**

Reflect on independent writing and all the key skills taught within the in the unit.

Have they used:

- Personification?
- Symbolism?
- Similes and Metaphors?
- Synonyms?
- The correct layout?