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| school crest - logo | **Year Group: 4/5** | **Term: Autumn** | Image result for literacy |
| **Subject: English** | |

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| **‘King Kong’**  Author: Anthony Browne  Publisher: Picture Corgi | | |
| **Outcome:**  **Fiction**  **Adventure narrative** | **Writing outcome:**  To write an action-packed story ending  **Greater depth writing outcome:**  To write an action-packed story ending, opening with an flashforward from the viewpoint of one of the characters and tell the story from their viewpoint | |
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| **National Curriculum Skills** | | |
| Spoken Language | Reading Comprehension | Writing Composition |
| Y4  Ask relevant questions  • Participate in discussions, presentations, performances, role play, improvisations and debates  • Build vocabulary  • Articulate and justify answers  • Consider and evaluate different viewpoints  Year 5  Articulate and justify answers  • Build vocabulary  • Maintain attention and participate actively in collaborative conversations  • Use spoken language: speculating, hypothesising, imagining and exploring ideas  • Participate in discussions, presentations, performances, role-play, improvisations and debates | Year 4  Draw inferences (characters feelings, thoughts and motives) from their actions  • Use dictionaries to check the meanings of words  • Predict from details stated and implied  • Ask questions to improve understanding of a text  • Discuss words and phrases that capture the reader’s interest and imagination  Year 5  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 | Year 4  • Plan writing by discussing the structure, vocab and grammar of similar writing  • Discuss and record ideas • Compose and rehearse sentences orally • Build an increasing range of sentence structures • In narratives, create settings, characters and plot • Proof-read for spelling and punctuation errors • Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear  Year 5  Identify the audience for and purpose of writing  • Note and develop initial ideas, drawing on reading  • Enhance meaning through 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 |
| **Pathways to Write Keys** | | |
| Gateway keys | Mastery keys | Feature keys |
| Use prepositions, conjunctions and adverbs to express time, place and cause  • Group related ideas into paragraphs  • Use past and present tenses correctly and consistently including the present perfect tense (Y3)  Year 5  Organise paragraphs around a theme Y5  • Use Y4 standard punctuation  • Use adverbs and prepositions to express time, place and cause  • Use devices to build cohesion within a paragraph  • Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases  • Use of inverted commas and other punctuation to punctuate direct speech  • Use consistent and correct tense | * Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases * Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition * Use fronted adverbials • Organise paragraphs around a theme (Use paragraphs to organise and sequence more extended narrative structures) * Use commas after fronted adverbials   Year 5   * Link ideas across paragraphs using adverbials * Use expanded noun phrases to convey complicated information concisely * Integrate dialogue to convey character and advance the action * Commas after fronted adverbials (Y4) * Use fronted adverbials (Y4) | Use small details to describe characters and evoke a response  • Use small details for time, place and mood  • Sequence stories in different stages: introduction, build up, climax, resolution  • Use 1st or 3rd person consistently • Use tenses appropriately  Year 5  • Build excitement and tension  • Combine action, dialogue and description  • Powerful, evocative language for settings and characters  • Powerful and varied verbs for action  • Use paragraphs to vary pace and emphasis  • Develop and keep characters consistent through description  • Use dialogue to move action forward |