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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 BrownePublisher: 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 viewpointsYear 5Articulate 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 4Draw 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 imaginationYear 5Draw 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 clearYear 5Identify 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 appropriatelyYear 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 |