

<b>Purposes</b> (all must be covered within the year at least once):			
<b>Entertain</b>	<b>Inform</b>	<b>Persuade</b>	<b>Explain Instruct Discuss Advise Describe Review</b>
<p><b>Autumn 1</b></p> <p><b>Stimulus:</b> Gladiator Boy, David Grimstone</p> <p><b>Purposes covered:</b> Entertain, Describe, Explain, Persuade</p> <p><b>Outcomes: (Text type and Audience)</b> All writing forms part of a collection of writing entitled, 'Stepping Back in Time with Gladiator Boy' Diary - character in story Persuasive Letter to character in story Letter of Explanation to character in story Short story for others in Y4</p>	<p><b>Autumn 2</b></p> <p><b>Stimulus:</b> Great City by Harold Monro - poem</p> <p><b>Purposes covered:</b> Describe, Entertain</p> <p><b>Outcomes: (Text type and Audience)</b> Poem based on sunset theme from Great City for parents Short story based on Great City setting for Y5 and Y6</p> <p><b>Stimulus:</b> The Dark, Lemony Snicket</p> <p><b>Purposes covered:</b> Describe, Inform, Persuade,</p> <p><b>Outcomes: (Text type and Audience)</b> Page of Deadly 60 information book telling reader about the creature called the Dark – audience- those interested in dangerous animals Invitation to the basement from the Dark to Laszlo Short story describing what happened when Laszlo went to the basement</p>	<p><b>Spring 1</b></p> <p><b>Stimulus:</b> The Animals of Farthing Wood by Colin Dann</p> <p><b>Purposes covered:</b> Discuss, explain, advise and instruct, entertain, review, persuade</p> <p><b>Outcomes: (Text type and Audience)</b> Balanced argument to assembly of animals Eye-witness recounts for the Daily Bark (animal newspaper) Warning Notice of dangers at river for animals thinking of crossing river Short story – for those who enjoyed the original books Book Review for school newsletter Letter of complaint to Farthing Council about damage to farmer's barn</p>	<p><b>Outcome Suggestions</b> (You do not need to cover all but aim for a balanced coverage)</p> <p><b>Story Aut 1 and 2, Spr1, Poem (compulsory)Aut 2</b></p> <p><b>Play/film script</b></p> <p><b>Letter Aut 1</b></p> <p><b>Invitation Aut 2</b></p> <p><b>Newspaper article Sum 1</b></p> <p><b>Online news article</b></p> <p><b>Eye witness reports Spr 1</b></p> <p><b>Letter of complaint Spr 1</b></p> <p><b>Advert Spr 1</b></p> <p><b>Poster Aut 2</b></p> <p><b>Diary Aut 1</b></p> <p><b>Brochure</b></p> <p><b>Leaflet</b></p> <p><b>TV documentary</b></p> <p><b>Information book Aut 2</b></p> <p><b>Preview</b></p> <p><b>Book Review Spr 1</b></p> <p><b>Live commentary</b></p> <p><b>Audio Description</b></p> <p><b>Instruction manual Sum 1</b></p> <p><b>Diary – Aut 1</b></p> <p><b>Warning Notice Spr 1</b></p> <p><b>Autobiographical recount Aut 2</b> <i>This is not an exhaustive list as there are countless forms of writing – be creative – think about how writing looks in life.</i></p> <p><b>Speaking and Listening Objectives</b> <i>Please tick and date as often as you cover these objectives. Aim for at least 2 per half term.</i></p> <ol style="list-style-type: none"> <li>1. Listen and respond appropriately to adults and their peers – Autumn 1</li> <li>2. Ask relevant questions to extend their understanding and knowledge –Spring 2</li> <li>3. Use relevant strategies to build their vocabulary –Autumn 1</li> <li>4. Articulate and justify answers, arguments and opinions – Summer 1</li> <li>5. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings - Autumn 2</li> <li>6. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments – Summer 2</li> <li>7. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas - Autumn 2</li> <li>8. Speak audibly and fluently with an increasing command of Standard English – Spring 1</li> <li>9. Participate in discussions, presentations, performances, role play, improvisations and debates - Spring 2</li> <li>10. Gain, maintain and monitor the interest of the listener(s) – Spring 1</li> <li>11. Consider and evaluate different viewpoints, attending to and building on the contributions of others – Summer 1</li> <li>12. Select and use appropriate registers for effective communication – Summer 2</li> </ol>
<p><b>Spring 2</b></p> <p><b>Stimulus:</b> The Wolves of Currumpaw by William Grill</p> <p><b>Purposes covered:</b> Describe, explain and inform, persuade</p> <p><b>Outcomes: (Text type and Audience)</b> Autobiographical account from chief wolf for future generations of the wolf pack Wanted poster aimed at wolf-hunters Persuasive Letter to expert wolf-hunter, Seaten.</p>	<p><b>Summer 1</b></p> <p><b>Stimulus:</b> Dinosaurs And All That Rubbish, Michael Foreman</p> <p><b>Purposes covered:</b> Discuss, instruct, entertain, inform, describe</p> <p><b>Outcomes: (Text type and Audience)</b> Discussion text - peers Description – response partner from another class Story from another point of view – Teacher (assessed) Newspaper Article – characters in story Instructions - characters in story</p>	<p><b>Summer 2</b></p> <p><b>Stimulus:</b> Sound Poem – the Sound Collector Film – The Lighthouse</p> <p><b>Purposes covered:</b> Entertain, Inform</p> <p><b>Outcomes: (Text type and Audience)</b> Letter – thanking the villagers Newspaper Article – inform the village of events (teacher – assessed write) Poem – share with response partners for evaluation</p>	

