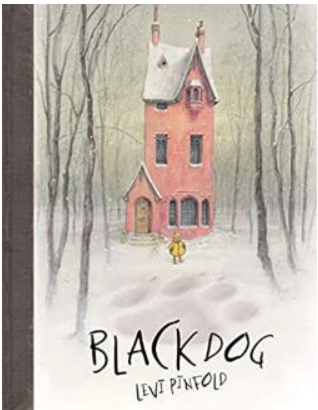

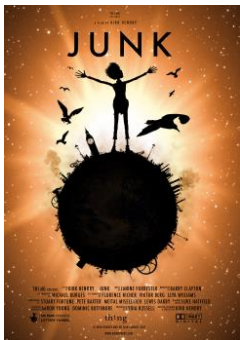



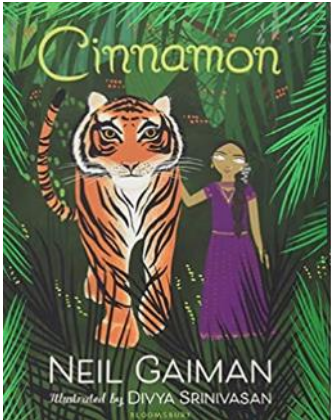
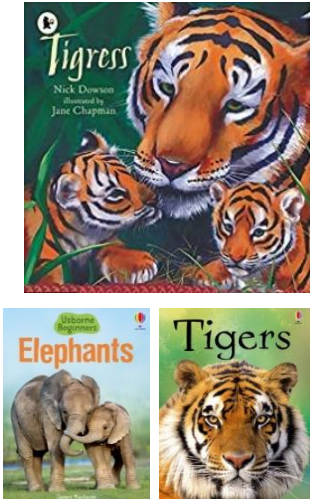
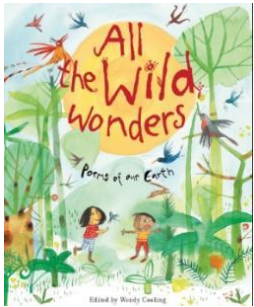

## Laygate Community School Literacy Spine

	Year 4/5	Autumn Term	
	Text	Genres covered	Intended Learning Outcomes
<b>Fiction</b>		<p>Stories set in other cultures</p> <p>‘Night Sky Dragons’ by Mal Peet &amp; Elspeth Graham</p>	<p>Plan and tell own versions of stories.</p> <p>Compose sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p>
		<p>Christmas Text</p> <p>‘Coming Home’ Michael Morpurgo</p>	<p>Use some figurative or expressive language to build detail and evoke mood and atmosphere.</p> <p>Write in role as a character from a story.</p>
<b>Non-Fiction</b>		<p>Explanations</p> <p>‘How did Dragons/Dinosaurs become extinct?’ &amp; Endangered Species</p>	<p>Interest the reader by addressing them directly.</p> <p>Make appropriate vocabulary choices, including technical vocabulary depending on the style and context of the explanation.</p>
<b>Poetry</b>		<p>Performance Poetry</p> <p>‘Puff the Magic Dragon’</p>	<p>To use a poem as a structure for children to write their own lines or verses by adaptation, mimicry or substitution.</p> <p>To select, prepare, read aloud and recite by heart poetry that plays with language or entertains.</p> <p>To explore how a poet uses descriptive and figurative language to create imagery.</p>
<b>Other</b>		<p>Waitrose Advert  <a href="https://vimeo.com/191456680">https://vimeo.com/191456680</a>                      &amp;                      Michael Morpurgo reads ‘Coming Home’  <a href="https://www.youtube.com/watch?v=RslbtKSrrns">https://www.youtube.com/watch?v=RslbtKSrrns</a></p>	<p>Include character descriptions designed to provoke sympathy or dislike in the reader.</p>

## Laygate Community School Literacy Spine

Laygate Community School Literacy Spine			
	Year 4/5	Spring Term	
Text	Genres covered		Intended Learning Outcomes
Fiction		<p><b>‘Black Dog’ by Levi Pinfold</b></p>	<p>Plan complete stories by identifying stages in the telling: introduction – build-up – climax or conflict – resolution.</p> <p>Include descriptive detail to evoke the setting and make it more vivid.</p>
Non-Fiction		<p>Letters &amp; Diaries</p> <p><b>‘Diary of a Young Girl’ by Anne Frank</b>  <b>‘My Secret War Diary’ by Marcia Williams</b></p>	<p>To write a letter/postcard or diary entry in the role of an evacuee which engages the audience and includes relevant details about the experience of children in WW2.</p> <p>Explore and compare texts that recount the same event: evaluate and identify those that are more effective at engaging the reader; those that convey a specific viewpoint and those that present recounts from different perspectives</p>
Poetry		<p>Narrative Poetry/Cautionary Tales</p> <p><b>‘Junk – the Story of Jasper O’Leary’</b></p>	<p>To create poems or new verses following an example of a narrative style.</p>
Other		<p><b>‘Junk’ Animation</b>  <a href="https://www.youtube.com/watch?v=17j9FIXvUjl">https://www.youtube.com/watch?v=17j9FIXvUjl</a></p>	<p>To investigate different versions of the same poem in print or on film.</p>

## Laygate Community School Literacy Spine

	Year 4/5	Summer Term	
	Text	Genres covered	Intended Learning Outcomes
<b>Fiction</b>		<p>Stories set in other cultures</p> <p>'Cinnamon' by Neil Gaiman</p>	<p>Write their own version of a familiar story with a focus on varied and rich vocabulary and a range of sentence structures.</p> <p>Add detail to settings using adjectives and figurative language to evoke time, place and mood.</p> <p>Add character descriptions designed to provoke sympathy or dislike in the reader</p>
<b>Non-Fiction</b>		<p>Non-chronological reports</p> <p>Elephants &amp; Tigers</p> <p>'Empress' by Nick Dowson</p> <p>Usborne Beginners - 'Elephants' and 'Tigers'</p>	<p>Analyse a number of report texts and note their function, form and typical language features, recognising that they are often written in the present tense</p> <p>Write own reports based on notes from several sources, helping the reader to understand what is being described by organising or categorising.</p>
<b>Poetry</b>		<p>Poetry Anthology</p> <p>'All the Wild Wonders – Poems of Our Earth'</p> <p>edited by Wendy Cooling</p>	<p>To use an anthology to explore poems on a similar theme.</p> <p>To read and prepare poems for performance.</p> <p>To write new or extended verses based on a familiar poem.</p>
<b>Other</b>		<p>'What a Wonderful World with David Attenborough'</p> <p><a href="https://www.youtube.com/watch?v=auSo1MyWf8g">https://www.youtube.com/watch?v=auSo1MyWf8g</a></p> <p><a href="https://www.youtube.com/watch?v=qfuw3CZQuwk&amp;ab_channel=MusicRecords">https://www.youtube.com/watch?v=qfuw3CZQuwk&amp;ab_channel=MusicRecords</a></p>	<p>Explore song lyrics and impact on the listener.</p>