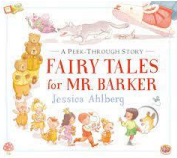
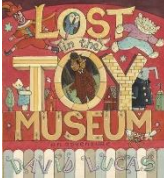

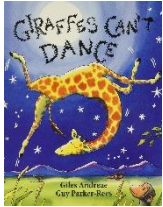
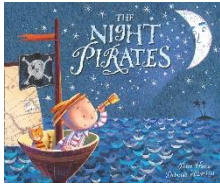
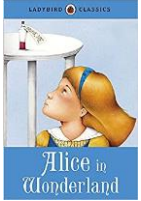

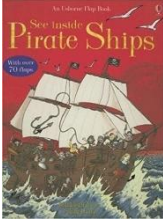
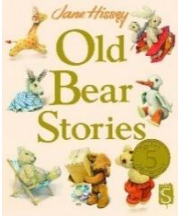
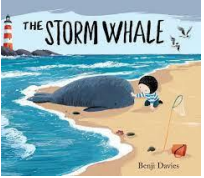
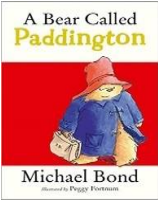
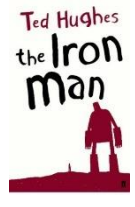
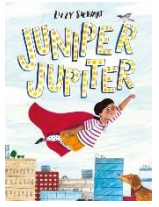
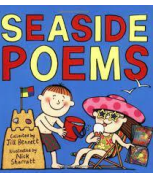

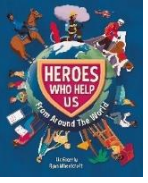
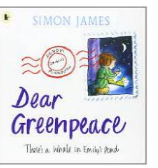
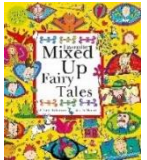

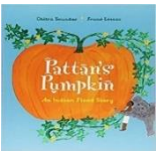





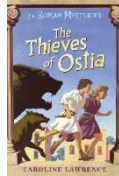
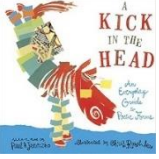
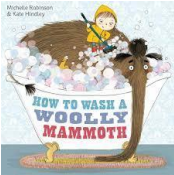


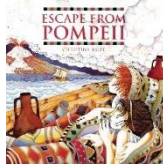
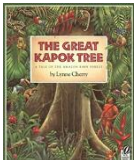
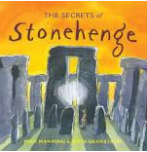

# Year 1

Term	Autumn	Spring	Summer
Topic	Oxford	Toys	Pirates
Unit 1	<p><b>Book:</b> Rapunzel, Little Red Riding Hood, Fairy Tales for Mr Barker</p> <p><b>Text focus:</b> Fairy tales</p> <p><b>Independent writes:</b> Captions, sentences about holidays</p> <p><b>Consolidation write:</b> Recount sentences about holidays</p> <p><b>Focused skills:</b> letter formation, use of phonics for sounding out</p> 	<p><b>Book:</b> Lost in the Toy Museum</p> <p><b>Purpose:</b> Information</p> <p><b>Independent writes:</b> Fact boxes</p> <p><b>Consolidation write:</b> Rhyming sentences about toys</p> <p><b>Focused skills:</b> adjectives</p> 	<p><b>Book:</b> The Pirates of Scurvy Sands</p> <p><b>Purpose:</b> Narrative</p> <p><b>Independent writes:</b> Writing stories based on the text</p> <p><b>Consolidation write:</b> Writing sentences about the text using time words</p> <p><b>Focused skills:</b> descriptive vocabulary</p> 
Unit 2	<p><b>Book:</b> Giraffes can't dance by Giles Andreae</p> <p><b>Purpose:</b> Rhyme</p> <p><b>Independent writes:</b> Rhyming pairs</p> <p><b>Consolidation write:</b> Captions about giraffes</p> <p><b>Focused skills:</b> recognising and using rhyming pairs</p> 	<p><b>Book:</b> (Visit to the Story/Toy Museum) (short unit)</p> <p><b>Purpose:</b> Recounts</p> <p><b>Independent writes:</b> Recount about their trip</p> <p><b>Focused skills:</b> time words</p>	<p><b>Book:</b> The Night Pirates by Peter Harris</p> <p><b>Purpose:</b> Stories with predictive language</p> <p><b>Independent writes:</b> Using predictive language in their own pirate stories</p> <p><b>Consolidation write:</b> book review</p> <p><b>Focused skills:</b> sentence punctuation and connectives</p> 
Unit 3	<p><b>Book:</b> Ladybird classics: Alice in Wonderland by Lewis Carroll</p> <p><b>Purpose:</b> Narrative writing</p> <p><b>Independent writes:</b> Retelling the story of Alice in Wonderland</p> <p><b>Consolidation write:</b> Captions about characters/events in the story</p> <p><b>Focused skills:</b> Capital letters, full stops, finger spaces</p> 	<p><b>Book:</b> The Gruffalo, Zog, The Snail and the Whale by Julia Donaldson</p> <p><b>Purpose:</b> Stories by the same author</p> <p><b>Independent writes:</b> Book review</p> <p><b>Consolidation write:</b> sentences retelling the stories</p> <p><b>Focused skills:</b> conjunctions (and, because, etc.)</p> 	<p><b>Book:</b> See inside Pirate Ships by Rob Lloyd Jones &amp; Jorg Muhle</p> <p><b>Purpose:</b> Non-chronological reports about pirates</p> <p><b>Independent writes:</b> Information pages about pirates</p> <p><b>Consolidation write:</b> descriptive sentences using adjectives</p> <p><b>Focused skills:</b> using connectives to join sentences</p> 
Unit 4		<p><b>Book:</b> Old Bear Stories by Jane Hissey</p> <p><b>Purpose:</b> Narrative</p> <p><b>Independent writes:</b> Writing their own story about one of the characters</p> <p><b>Consolidation write:</b> fact boxes about the characters</p> <p><b>Focused skills:</b> story language, sentence punctuation</p> 	<p><b>Book:</b> The Storm Whale by Benji Davies</p> <p><b>Purpose:</b> Letters</p> <p><b>Independent writes:</b> to write a letter</p> <p><b>Consolidation write:</b> Information writing about whales</p> <p><b>Focused skills:</b> letter layout</p> 


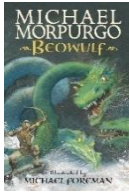

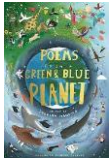

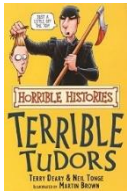
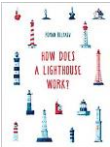
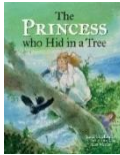
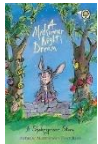
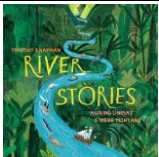
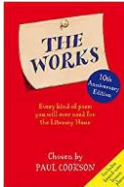
## Year 2

Term	Autumn	Spring	Summer
Topic	Countries and Oceans	Great Fire of London	Heroes
Unit 1	<p><b>Book:</b> Paddington Bear by Michael Bond  <b>Purpose:</b> Narrative  <b>Independent writes:</b> Writing their own Paddington Bear stories  <b>Consolidation write:</b> retelling a Paddington Bear story  <b>Focused skills:</b> Punctuation</p> 	<p><b>Book:</b> Iron Man by Ted Hughes  <b>Purpose:</b> Character description  <b>Independent writes:</b> Character description of their own 'Iron man'  <b>Consolidation write:</b> Recount from Christmas holidays  <b>Focused skills:</b> Sentence length for effect</p> 	<p><b>Book:</b> Juniper Jupiter  <b>Purpose:</b> Narrative  <b>Independent writes:</b> Creating their own superhero narrative  <b>Consolidation write:</b> character description  <b>Focused skills:</b> past/present tense</p> 
Unit 2	<p><b>Book:</b> Seaside Poems by Jill Bennett  <b>Purpose:</b> Poetry  <b>Independent writes:</b> Poem  <b>Consolidation write:</b> Narrative about going to the beach  <b>Focused skills:</b> expanded noun phrases</p> 	<p><b>Book:</b> Float by David Miyarez (wordless picture book)  <b>Purpose:</b> Instructions  <b>Independent writes:</b> Instructions on how to make a paper boat  <b>Consolidation write:</b> character description  <b>Focused skills:</b> time connectives (subordinating conjunctions)</p> 	<p><b>Book:</b> Heroes Who Help Us by Liz Gogerly and Ryan Wheatcroft  <b>Purpose:</b> Information texts  <b>Independent writes:</b> Information page about a hero  <b>Consolidation write:</b> write a letter to a hero from the text  <b>Focused skills:</b> statement/command/question/exclamation, commas to separate in a list</p> 
Unit 3	<p><b>Book:</b> Dear Greenpeace by Simon James  <b>Purpose:</b> Letters  <b>Independent writes:</b> Letter  <b>Consolidation write:</b> Poem about the world  <b>Focused skills:</b> layout of letter</p> 	<p><b>Book:</b> Mixed up Fairy Tales by Hilary Robinson  <b>Purpose:</b> Traditional tales  <b>Independent writes:</b> writing their own traditional tale  <b>Consolidation write:</b> retelling a common fairy-tale from a different perspective  <b>Focused skills:</b> co-ordination conjunctions</p> 	<p><b>Book:</b> Little People, Big Dreams  <b>Purpose:</b> Recounts  <b>Independent writes:</b> Recount of one of the heroes  <b>Consolidation write:</b> Poetry  <b>Focused skills:</b> possessive apostrophe</p> 
Unit 4	<p><b>Book:</b> Pata's Pumpkin by Chitra Soundar  <b>Purpose:</b> Traditional Tale from another culture  <b>Independent writes:</b> A narrative based on traditional tale  <b>Consolidation write:</b> A letter to/from Pata  <b>Focused skills:</b> correct choice and consistent use of present and past tense</p> 	<p><b>Book:</b> (based on Samuel Pepys' diary)  <b>Purpose:</b> Recount  <b>Independent writes:</b> Write a recount of the Great Fire of London  <b>Consolidation write:</b> instructions for making a traditional fire engine (DT link)  <b>Focused skills:</b> consistent tense and verb endings and 1<sup>st</sup> person</p>	<p><b>Book:</b> Matilda by Roald Dahl  <b>Purpose:</b> Narrative  <b>Independent writes:</b> Add their own 'chapter'  <b>Consolidation write:</b> Character description  <b>Focused skills:</b> revision and any needed for moderation</p> 


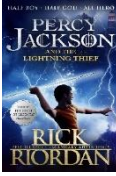


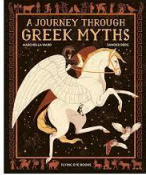

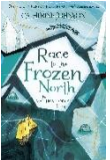
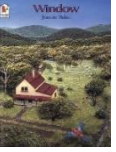
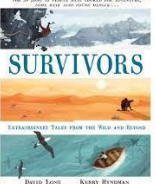
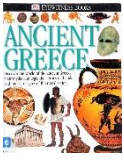
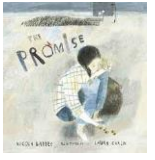
# Year 3

Term	Autumn	Spring	Summer
Topic	Rainforests	Stone Age to the Iron Age	Romans
Unit 1	<p><b>Book:</b> <i>The Lion, The Witch and the Wardrobe</i> by C.S. Lewis</p> <p><b>Purpose:</b> Narrative</p> <p><b>Independent writes:</b> Setting description</p> <p><b>Consolidation write:</b> Recount of Summer holidays</p> <p><b>Focused skills:</b> fronted adverbials</p> 	<p><b>Book:</b> <i>The Wild Way Home</i> by Sophie Kirtley</p> <p><b>Purpose:</b> Narrative</p> <p><b>Independent writes:</b> writing their own narrative based on the text</p> <p><b>Consolidation write:</b> setting description</p> <p><b>Focused skills:</b> creating settings, characters and plot</p> 	<p><b>Book:</b> <i>The Thieves of Ostia</i> by Caroline Lawrence</p> <p><b>Purpose:</b> Narrative</p> <p><b>Independent writes:</b> creating dialogue within their narrative</p> <p><b>Consolidation write:</b> character description</p> <p><b>Focused skills:</b> dialogue, speech punctuation</p> 
Unit 2	<p><b>Book:</b> <i>A Kick in the Head: an everyday guide to poetic forms</i> by Paul Janeczko</p> <p><b>Purpose:</b> Poetry</p> <p><b>Independent writes:</b> two different poetry styles</p> <p><b>Consolidation write:</b> rhyming couplets</p> <p><b>Focused skills:</b> reading aloud to whole class</p> 	<p><b>Book:</b> <i>How to Wash your Woolly Mammoth</i> by Michelle Robinson</p> <p><b>Purpose:</b> Instructions</p> <p><b>Independent writes:</b> instructions</p> <p><b>Consolidation write:</b> character description of a woolly mammoth</p> <p><b>Focused skills:</b> fronted adverbials, features of instructions</p> 	<p><b>Book:</b> <i>Ancient Rome</i></p> <p><b>Purpose:</b> Leaflets/brochures</p> <p><b>Independent writes:</b> create their own brochure</p> <p><b>Consolidation write:</b> setting description</p> <p><b>Focused skills:</b> adverbs and prepositions</p> 
Unit 3	<p><b>Book:</b> <i>Unfolding Journeys: Amazon Adventure</i> by Lonely Planet Kids</p> <p><b>Purpose:</b> Information text</p> <p><b>Independent writes:</b> Information text</p> <p><b>Consolidation write:</b> setting description</p> <p><b>Focused skills:</b> headings and sub-headings</p> 	<p><b>Book:</b> <i>Hill End school trip</i> (short unit)</p> <p><b>Purpose:</b> recounts</p> <p><b>Independent writes:</b> Recount of the trip</p> <p><b>Focused skills:</b> past tense/verb endings</p>	<p><b>Book:</b> <i>Escape from Pompeii</i> by Christina Balit</p> <p><b>Purpose:</b> Newspaper reports</p> <p><b>Independent writes:</b> Newspaper report about Pompeii</p> <p><b>Consolidation write:</b> create a leaflet about Pompeii</p> <p><b>Focused skills:</b> features of newspaper reports</p> 
Unit 4	<p><b>Book:</b> <i>The Great Kapok Tree</i> by Lynne Cherry</p> <p><b>Purpose:</b> Persuasive</p> <p><b>Independent writes:</b> Create a persuasive video about deforestation</p> <p><b>Consolidation write:</b> retelling the story</p> <p><b>Focused skills:</b> persuasive language</p> 	<p><b>Book:</b> <i>Secrets of Stonehenge</i> by Mick Manning</p> <p><b>Purpose:</b> Non-fiction</p> <p><b>Independent writes:</b> Non-fiction text about Stonehenge</p> <p><b>Consolidation write:</b> setting description</p> <p><b>Focused skills:</b> use of conjunctions to extend sentences</p> 	<p><b>Book:</b> <i>Werewolf Club Rules</i> by Joseph Coelho</p> <p><b>Purpose:</b> Poetry</p> <p><b>Independent writes:</b> Piece of performance poetry</p> <p><b>Consolidation write:</b> focus on performing poetry and analysing their own and peers' performances</p> <p><b>Focused skills:</b> rhyme, structure</p> 



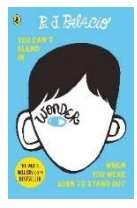
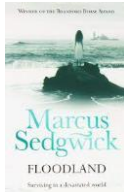
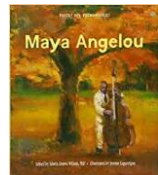
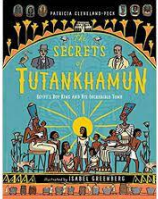
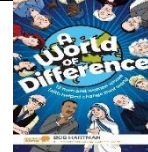
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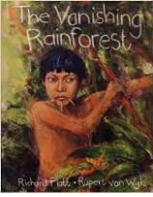

Term	Autumn	Spring	Summer
Topic	Mountains, Rivers & Seas	Anglo Saxons	Tudors
Unit 1	<p><b>Book:</b> <i>To the Edge of the World</i> by Julia Green  <b>Purpose:</b> Narrative  <b>Independent writes:</b> Pausing at a point in the story and continuing in the style of the author  <b>Consolidation write:</b> Setting description  <b>Focused skills:</b> fronted adverbials</p> 	<p><b>Book:</b> <i>Beowulf</i> by Michael Morpurgo  <b>Purpose:</b> Narrative  <b>Independent writes:</b> retelling of the Legend of Beowulf  <b>Consolidation write:</b> recount of their Christmas holidays  <b>Focused skills:</b> use of nouns/pronouns for clarity and cohesion</p> 	<p><b>Book:</b> <i>Diver's daughter</i> by Patrice Lawrence  <b>Purpose:</b> Narrative  <b>Independent writes:</b> Diary entry  <b>Consolidation write:</b> Character description  <b>Focused skills:</b> tenses, features of a diary – informal tone</p> 
Unit 2	<p><b>Book:</b> <i>Poems from a Green and Blue Planet</i> by Sabrina Mahfouz  <b>Purpose:</b> narrative/free verse poetry  <b>Independent writes:</b> a piece of free verse poetry  <b>Consolidation write:</b> pause at a point in a poem and continue in the style  <b>Focused skills:</b> building and using a rich and varied vocabulary</p> 	<p><b>Book:</b> range of NF texts  <b>Purpose:</b> Information texts  <b>Independent writes:</b> Information text about Anglo Saxons  <b>Consolidation write:</b> Descriptive writing about an Anglo-Saxon artefact  <b>Focused skills:</b> headings and subheadings, text organisation</p> 	<p><b>Book:</b> <i>The Terrible Tudors</i> by Terry Deary &amp; Neil Tonge  <b>Purpose:</b> Debate/argument  <b>Independent writes:</b> Persuasive writing – Tudor times were better than modern times – discuss.  <b>Consolidation write:</b> Diary entry of living in Tudor times  <b>Focused skills:</b> persuasive language</p> 
Unit 3	<p><b>Book:</b> <i>How Does a Lighthouse Work</i> by Roman Belyaev  <b>Purpose:</b> explanation text  <b>Independent writes:</b> An explanation text (doesn't need to be a lighthouse!)  <b>Consolidation write:</b> poetry about a lighthouse  <b>Focused skills:</b> organising paragraphs around a theme</p> 	<p><b>Book:</b> <i>The Princess who Hid in a Tree</i> by Jackie Holderness  <b>Purpose:</b> Legends  <b>Independent writes:</b> Write their own legend based around a talent  <b>Consolidation write:</b> Information page about St Frideswide  <b>Focused skills:</b> adverbs</p> 	<p><b>Book:</b> <i>A Midsummer Night's Dream</i> by Andrew Matthews  <b>Purpose:</b> Play scripts  <b>Independent writes:</b> write their own playscript  <b>Consolidation write:</b> persuasive letter to Mrs Tebb  <b>Focused skills:</b> layout of playscript</p> 
Unit 4	<p><b>Book:</b> <i>River Stories</i> by Timothy Knapman  <b>Purpose:</b> Myths and Legends  <b>Independent writes:</b> Using a pictorial stimulus – how was this river created?  <b>Consolidation write:</b> explanation text about rivers  <b>Focused skills:</b> extending sentences using a wide range of conjunctions</p> 	<p><b>Book:</b> <i>The Works</i> by Roger McGough  <b>Purpose:</b> Poetry: Kennings  <b>Independent writes:</b> Write a Kenning  <b>Consolidation write:</b> Narrative on a pictorial stimulus  <b>Focused skills:</b> layout of kenning, poetic form</p> 	<p><b>Purpose:</b> Dialogue (link to previous unit)  <b>Independent writes:</b> write part of their playscript as dialogue  <b>Consolidation write:</b> playscript for 'Horrible Histories' about The Tudors  <b>Focused skills:</b> speech punctuation</p>

# Year 5

Term	Autumn	Spring	Summer
Topic	Journeys	Ancient Greece	Climate Change
Unit 1	<p><b>Book:</b> <i>Brightstorm</i> by Vashti Hardy</p> <p><b>Purpose:</b> Narrative</p> <p><b>Independent writes:</b> pause in the text and continue the narrative</p> <p><b>Consolidation write:</b> Letter</p> <p><b>Focused skills:</b> in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> 	<p><b>Book:</b> <i>Percy Jackson: The Lightning Thief</i> by Rick Riordan</p> <p><b>Purpose:</b> Narrative</p> <p><b>Independent writes:</b> pause in the text and continue the narrative</p> <p><b>Consolidation write:</b> based on the text, building suspense</p> <p><b>Focused skills:</b></p> 	<p><b>Book:</b> <i>Swimming Against the Storm</i> by Jess Butterworth</p> <p><b>Purpose:</b> Narrative</p> <p><b>Independent writes:</b> Write their own narrative based around eco issue</p> <p><b>Consolidation write:</b> rewrite an extract as a playscript to introduce characters</p> <p><b>Focused skills:</b></p> 
Unit 2	<p><b>Book:</b> <i>Spaced Out: space poems</i> chosen by Brian Moses and James Carter</p> <p><b>Purpose:</b> Poetry</p> <p><b>Independent writes:</b> Write a space poem</p> <p><b>Consolidation write:</b> setting description of space</p> <p><b>Focused skills:</b> considered vocabulary choices to engage the reader</p> 	<p><b>Book:</b> <i>Journeys through Greek Myths</i> by Marcella Ward</p> <p><b>Purpose:</b> Myths and Fables</p> <p><b>Independent writes:</b> writing their own Greek myth</p> <p><b>Consolidation write:</b> recount a Greek myth</p> <p><b>Focused skills:</b></p> 	<p><b>Book:</b> (Look at videos and online reports on climate events)</p> <p><b>Purpose:</b> Newspaper reports</p> <p><b>Independent writes:</b> write a newspaper report about climate events</p> <p><b>Consolidation write:</b> non-fiction report about climate change</p> <p><b>Focused skills:</b></p> 
Unit 3	<p><b>Book:</b> <i>Race to the frozen North</i> by Katherine Johnson</p> <p><b>Purpose:</b> Diary</p> <p><b>Independent writes:</b> Diary entry</p> <p><b>Consolidation write:</b> poem set in the South Pole</p> <p><b>Focused skills:</b> consistent and correct use of tense throughout the piece of writing</p> 	<p><b>Book:</b> (based on examples of a range of playscripts and the unit above)</p> <p><b>Purpose:</b> Play scripts</p> <p><b>Independent writes:</b> Writing a Greek myth playscript</p> <p><b>Focused skills:</b></p>	<p><b>Book:</b> <i>Window</i> by Jeannie Baker</p> <p><b>Purpose:</b> Persuasive writing</p> <p><b>Independent writes:</b> 'Make St Margarets Road car-free'</p> <p><b>Consolidation write:</b> adding text to tell the narrative</p> <p><b>Focused skills:</b></p> 
Unit 4	<p><b>Book:</b> <i>Survivors</i> by David Long</p> <p><b>Purpose:</b> short stories/suspense</p> <p><b>Independent writes:</b> Write their own short story building suspense</p> <p><b>Consolidation write:</b> writing a diary entry from an explorer's perspective</p> <p><b>Focused skills:</b> 1<sup>st</sup> person/3<sup>rd</sup> person agreement</p> 	<p><b>Book:</b> <i>DK Ancient Greece</i></p> <p><b>Purpose:</b> Non-fiction</p> <p><b>Independent writes:</b> information text about Ancient Greece</p> <p><b>Consolidation write:</b> Diary entry as a day in the life of an Ancient Grecian</p> <p><b>Focused skills:</b></p> 	<p><b>Book:</b> <i>The Promise</i> by Nicola Davies</p> <p><b>Purpose:</b> Letters</p> <p><b>Independent writes:</b> write a letter from the perspective of a character</p> <p><b>Consolidation write:</b> poem based on the setting changes</p> <p><b>Focused skills:</b></p> 

# Year 6

Term	Autumn	Spring	Summer
Topic	Natural Disasters	Ancient Egypt	Diversity
Unit 1	<p><b>Book:</b> <i>The Tempest</i> - Shakespeare</p> <p><b>Purpose:</b> Playscripts</p> <p><b>Independent writes:</b> Write a persuasive letter to Shakespeare to explain why acting should be open to women and girls</p> <p><b>Focused skills:</b> recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> 	<p><b>Book:</b> <i>The Secrets of a Sun King</i> by Emma Carroll</p> <p><b>Purpose:</b> Narrative</p> <p><b>Independent writes:</b> Pause in text and continue the narrative</p> <p><b>Consolidation writes:</b> Persuasive writing</p> <p><b>Focused skills:</b> using expanded noun phrases to convey complicated information concisely</p> 	<p><b>Book:</b> <i>Wonder</i> by R.J. Palacio</p> <p><b>Purpose:</b> Narrative</p> <p><b>Independent writes:</b> Diary entry</p> <p><b>Consolidation writes:</b> Character description</p> <p><b>Focused skills:</b> in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> 
Unit 2	<p><b>Book:</b> <i>Floodland</i> by Marcus Sedgwick</p> <p><b>Purpose:</b> Narrative</p> <p><b>Independent writes:</b> Pause in text and continue the narrative</p> <p><b>Focused skills:</b> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> 	<p><b>Book:</b> (based on the text above)</p> <p><b>Purpose:</b> Newspaper report re discovery of tomb</p> <p><b>Independent writes:</b> Write a diary entry for the moment that Lillian receives the cursed jar</p> <p><b>Consolidation writes:</b> Change a pivotal moment in the story and rewrite with the consequences</p> <p><b>Focused skills:</b> speech punctuation and formality (GD: to manipulate form)</p>	<p><b>Book:</b> (link to text above)</p> <p><b>Purpose:</b> Stories that raise dilemmas</p> <p><b>Independent writes:</b> Create a character with a physical difference and write a story</p> <p><b>Consolidation writes:</b> Poem about the differences between people</p> <p><b>Focused skills:</b> using semicolons, colons or dashes to mark boundaries between independent clauses</p>
Unit 3	<p><b>Book:</b> <i>Poetry for Young People</i> by Maya Angelou</p> <p><b>Purpose:</b> Poetry</p> <p><b>Independent writes:</b> Write a poem about social justice in the UK</p> <p><b>Consolidation writes:</b> Information text about African American life and Culture</p> <p><b>Focused skills:</b> perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p> 	<p><b>Book:</b> <i>Secrets of Tutankhamun</i> by Patricia Cleveland-Peck</p> <p><b>Purpose:</b> non-chronological report</p> <p><b>Independent writes:</b> Create a double page report about Ancient Egypt</p> <p><b>Consolidation writes:</b> Write a diary entry as one of Howard Carter's team in 1922.</p> <p><b>Focused skills:</b> using passive verbs to affect the presentation of information in a sentence</p> 	<p><b>Book:</b> <i>A World of Difference</i> by Bob Hartman</p> <p><b>Purpose:</b> biographies/auto-biographies</p> <p><b>Independent writes:</b> Choose one of the 12 people and write a detailed biography</p> <p><b>Consolidation writes:</b> non-chron report on one person</p> <p><b>Focused skills:</b> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> 

<p>Unit 4</p>	<p><b>Book:</b> <i>The Vanishing Rainforest</i> by Richard Platt</p>  <p><b>Purpose:</b> Persuasive letter writing</p> <p><b>Independent writes:</b> Write a letter to companies like Starbucks and McDonalds asking them not to sue palm oil in their products</p> <p><b>Consolidation writes:</b> Write a poem based on the rainforest</p> <p><b>Focused skills:</b> using a wide range of devices to build cohesion within and across paragraphs</p>	<p><b>Book:</b></p> <p><b>Purpose:</b> Narrative writing opportunity</p> <p><b>Independent writes:</b> Write their own narrative about a discovery of a tomb</p> <p><b>Consolidation writes:</b> Create an information leaflet about modern day Egypt as a holiday destination</p> <p><b>Focused skills:</b> dialogue to move story on</p>	<p><b>Book:</b> <i>Around the World in 80 Days</i> (text and BBC adaptation)</p>  <p><b>Purpose:</b> Newspaper report</p> <p><b>Independent writes:</b> Write a newspaper report chronicalling the exploration</p> <p><b>Consolidation writes:</b> Create a biography about an explorer of choice</p> <p><b>Focused skills:</b> using relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied (ie omitted) relative pronoun</p>
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