

Text Types	Theme	Features	Technical Skills	Vocabulary at Expected Standard Y1/Y2, 3, 4 & 5 Spellings
Term 1				
Non-chronological report	Ancient Civilizations : The Mayans	Title, sub-headings, introduction, punctuation (bullet points), facts and figures, present tense, third person, impersonal, formal, labelled diagram	-Punctuation: question and exclamation marks; apostrophes for possession, commas in lists -Embedded clauses with commas, brackets or dashes. -Layout: further organisational devices are used to structure the text.	The Maya civilisation began in 'Mesoamerica'-made up of Mexico and part of Central America. The Mayas built amazing cities like Tikal and Palenque, Had Kings and Queens, Experts at reading the stars, built their cities as a map of the sky, inspired by the creatures of the forest, Adults worked as farmers, warriors, hunters, builders, teachers, Children from noble families could learn subjects, poorer children were only taught their parents' jobs. Trade, transport, Baghdad, evolved over the years, discovered the coco bean, customs, beliefs, rituals, monuments that have survived, discovery of, stepped pyramid, Farming was at the centre of ancient Maya life, made spectacular buildings and objects from jade, had groundbreakingly ideas
Setting Description	Wreck of Zanzibar - Describe journey first trip leaving Bryher	Adjectives Adverbs Alliteration Similes Metaphors Personification Suitable Verbs	Punctuation: question and exclamation marks; apostrophes for possession, commas in lists -Embedded clauses with commas, brackets or dashes. -In narratives, settings, character and atmosphere are described and dialogue is integrated to convey character and advance the action.	What I saw: (any sight leading up to and on the Island of Bryher) For example - Gig, schooner, bay, shoreline, coast, margin, cove, horizon, Scilly Isles, names of Islands/characters What I felt: elements like wind, water, sand etc and words to describe them. Breeze, gale, brisk, chilling, numbing, piercing, bitter, What I smelt: smells from nature or activities on Island, salt water, ocean spray, tatty cake, pasties, crab, seaweed
Story Opening	Wreck of Zanzibar- Trip to Bryher	First Person Text Words Thoughts and Feelings Cliff Hanger	Punctuation: apostrophes for contraction, commas in lists. Speech marks, brackets, dashes, ellipsis -In narratives, settings, character and atmosphere are described and dialogue is integrated to convey character and advance the action. Mix of sentence structures- embedded, relative, subordinate clauses, fronted adverbials,	What I saw: sights on or around Bryher and farms - Gig, schooner, bay, shoreline, coast, margin, cove, horizon, Scilly Isles, chief What I felt: words to characters and their relationships – impulsive, ambitious/ambition , argumentative, passive, thoughtful, openhearted etc What I smelt tatty cake, ocean spray, pasties, crab. Also dialogue tags – questioned, announced, repeated etc. Rescue
Recount	Caterpillar to Butterfly from perspective of a caterpillar	First person Chronological order Feelings of Caterpillar/Butterfly Time Connectives Transformation Vocabulary	Mix of sentence structures- embedded, relative, subordinate clauses, fronted adverbials, Punctuation: question marks and exclamation marks; apostrophes for possession and contraction, commas in lists, brackets or dashes.	Stages in the metamorphosis: egg, larva, pupa, and adult. Within the chrysalis, old body parts of the caterpillar are undergoing a remarkable transformation, emerge. In just 9 to 14 days the transformation from caterpillar to butterfly is complete. Through the chrysalis, the day before the adult emerges, you can see the orange and black wings of the Monarch butterfly inside. flying insects, large scaly wings. 3 body parts, a pair of antennae. The three body parts are the head, thorax (the chest), and abdomen (the tail end). The butterfly's body is covered by tiny sensory hairs.
Term 2				

Significant Author	Chapter in the style of Dahl	Nonsense words Exaggeration Similes Metaphors Dahl words/phrases Personality Appearance	Mix of sentence structures- embedded, relative, subordinate clauses, fronted adverbials, Punctuation: question marks and exclamation marks; apostrophes for possession and contraction, commas in lists, brackets or dashes Build cohesion within and across paragraphs	Dahl-esque negative words: grotty, gruesome, disgusting, filthy, grotesque, rotten tomatoes, beetroot red, snorted, trumped, greasy, sneaky, made snide remarks, snapped, grabbed, so large that he/she about to explode, puffy face, beady eyes, stomped, creepy, swollen ankles, beefy Dahl-esque positive words- beaming smile, heart shaped face, blushing, gently, little x, graceful, inquisitive eyes, timid, intelligent eyes, encouraging, witty, bullied person, , poor litter....., lonely, shy, kindness Dahl-esque phrases: Now you and I both know, The wretched child, I am sure that you agree, Mr..... was a dazzling handsome fella, and what did thisdo every Sunday? I ask you, Some people can be terribly....and Mr was one of these people, Mr ... was a twit and now at the grand age of .., he was a bigger... than ever, When this person walked past, you could almost feel....,possessed a rare gift, exceptional abilities, tremendous, decent
Newspaper Report	Moon Landing	Catchy Headline: rhyme/pun/wordplay/alliteration etc), five Ws, subheadings, past tense, third person, direct and reported speech, picture with captions,	Mix of sentence structures- embedded, relative, subordinate clauses, fronted adverbials, Punctuation: question marks and exclamation marks; apostrophes for possession and contraction, commas in lists, brackets or dashes Build cohesion within and across paragraphs Reported and Direct Speech	Expert, mission, NASA, astronaut, lunar surface, launch, Apollo, lander, historic, experienced. American astronauts Neil Armstrong, first humans ever, remarkable achievement, years of preparation and training, footprints, place American flag, one step for man, one giant leap for mankind. Courageous, return, re-enter, Public: Shocked, inspired, in awe, disbelief, pleased, ‘over the moon’, moment in history, in history books forever, glued to their television, President’s statement issued from the Whitehouse, admiration,
Explanation Text	The World Map Identification of equator, N&S hemispheres/ Tropics and time zones	Present tense, technical vocabulary, causal conjunctions, impersonal tone, diagrams with labels, passive/formal voice,	-Mix of sentence structures- embedded, relative, subordinate clauses, fronted adverbials, -Punctuation: question marks and exclamation marks; commas in lists, brackets or dashes -Build cohesion within and across paragraphs- Layout: further organisational devices are used to structure the text	Northern hemisphere, Southern hemisphere. Tropics, equator, daylight at different times across the world, axis, earth rotates, time zones, Earth’s axis impacts seasons, latitude and longitude, hot and cold climates etc
Story-myths and legends	The 12 Labours of Heracles	structure – given labour, travel, defeat beast, retrieve object, return to king, mixture of action and speech, third person	Mix of sentence structures- embedded, relative, subordinate clauses, fronted adverbials, Punctuation: question marks and exclamation marks; apostrophes for possession and contraction, commas in lists, brackets or dashes. Build cohesion within and across paragraphs Reported and Direct Speech -In narratives, settings, character and atmosphere are described and dialogue is integrated to convey character and advance the action.	Beginning: King Eurystheus, Palace, Sat on his throne, Ordered, instructed, insisted, bellowed Verbs: wrestled, tackled, fought, battled, tied, grabbed, pulled, jumped, gasped, trapped, captured, hypnotized, hunted/hunting Fought: beast, monster, creature, god, goddess, dragon, mythical animal, raging bull, venomous 3 headed animal Place: cave, valley, kingdom, forest, dark woods, clouds, mountains. Possible task: retrieve golden eggs, bring back goblet full of water of life, golden feather, silver sword, book of wisdom, gold coins, magic wish box etc

Term 3

<p>Story setting in another country</p>	<p>Short story- Neetu and Sanjay visit Grandpa Chatterji in India</p>	<p>Introduce characters and setting, mixture of action and speech, include hook or something to interest the reader, third person</p>	<p>Mix of sentence structures- embedded, relative, subordinate clauses, fronted adverbials,</p> <p>Punctuation: question marks and exclamation marks; apostrophes for possession and contraction, commas in lists, brackets or dashes.</p> <p>Build cohesion within and across paragraphs</p> <p>Reported and Direct Speech</p> <p>-In narratives, settings, character and atmosphere are described and dialogue is integrated to convey character and advance the action.</p>	<p>Sights: Tiny tempos, crowded marketplace, racks of rainbow (sarees), roaming cows and bulls, heavy traffic, speedy rickshaws, beautiful bangles stall, towers of ladoos and sweet burfi, creamy kulfis, light pink blue, green and lemon coloured buildings, people waving from balconies, historic temples, stray dogs chasing each other playfully</p> <p>Smells: steaming hot bhajis, frying jalebis, animal dung, smell of hot chappatis coming from houses</p> <p>Felt-cool breeze, humid, boiling hot, sweaty, excited, baffled at craziness, surprised, shocked.</p> <p>Frantically, energetically,</p>
<p>Letter of Complaint</p>	<p>Complaint to Nike about their use of sweat shop workers</p>	<p>Address, date, Dear, Yours sincerely, yours faithfully</p> <p>Introduce purpose of letter</p> <p>List of complaints</p> <p>Demand and Threat</p> <p>Past Tense</p>	<p>Mix of sentence structures- embedded, relative, subordinate clauses, fronted adverbials,</p> <p>Punctuation: question marks and exclamation marks; apostrophes for possession and contraction, commas in lists, brackets or dashes.</p> <p>Build cohesion within and across paragraphs</p> <p>-Layout: further organisational devices are used to structure the text.</p>	<p>I am writing to complain, inform, insist, raise my concerns, Firstly, secondly, furthermore, moreover, subsequently, Problem: poor working conditions, low pay, exploitation, shocking abuse, neglect, health and safety, lack of supervision, poor provision, no prospects, no break or access to clean facilities, no sick or holiday pay, workers underage, disability or elderly taken advantage of, vulnerable, nowhere to go Demand: fair/equal pay, standard conditions, air conditioning, compensate, review Threat: contact press, Stacey Dooley, Health Board, World Human Rights Centre.</p> <p>Improve</p>
<p>Book Review</p>	<p>Reviewing why certain texts are known as classics</p>	<p>Information about the book (author, title, pages, date published)</p> <p>Summary</p> <p>Critical assessment: likes/dislikes with reasons.</p> <p>Thoughts and opinions</p> <p>Comparisons</p> <p>Suggestions</p> <p>Why you would recommend/not recommend</p>	<p>Mix of sentence structures- embedded, relative, subordinate clauses, fronted adverbials,</p> <p>Punctuation: question marks and exclamation marks; apostrophes for possession and contraction, brackets or dashes</p>	<p>Liked/Disliked, author, illustrator, genre, similar to, very different, unique, better than, what I would change, If you like fantasy stories, then this is a book for you, For those who enjoy x fiction, it is worth..., classic fiction, This worthy of being remembered as a classic because, I recommend: Cool, exciting, page turner, cliff hanger, on edge, couldn't wait to read, shocked, surprised when..., Don't recommend: confusing, dull, boring, wordy, too many characters, long chapters, irritating characters, unclear plot, unnecessary chapters, couldn't sustain my attention, pointless, don't understand why the character, it just didn't make sense, I questioned why..., not the author's best, a better read would be etc</p>