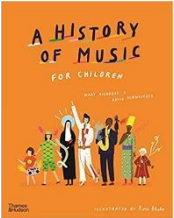
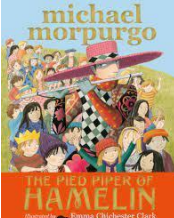
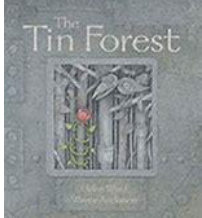


Focus Texts   	Key Vocabulary (specific to unit) pitch, tempo, beat, rhythm, rhyming couplets, orchestra, instrument, percussion, strings, woodwind, brass, conductor, composer, genre, timbre, advert, narrative, simile, metaphor, figurative language, inverted commas, expanded noun phrases		
Written Outcome <i>purpose audience form viewpoint</i>	Reading focus <i>fluency knowledge and understanding of text</i>	Writing focus <i>GaPS and apprentice writing opportunities</i>	Word Study
Reading focus week – A History of Music	Application/revisit of mixed reading skills identified as areas of need from previous assessment		-ear- letter string
Theme writing week: Magazine article or blog about one particular aspect of music To inform Peers Themselves/a journalist	Select and Retrieve <ul style="list-style-type: none"> Read books that are structured in different ways and reading for a range of purposes. Retrieve and record information from non-fiction. Recognise and distinguish between fact and opinion. 	Organise writing into logical chunks and write coherent series of linked sentences. Understand the difference between fact and opinion.	<i>fav' like, support</i>
Narrative (own version of traditional tale based on The Pied Piper) To entertain		Use adverbs and prepositions to express time, place and cause. Use inverted commas and other punctuation to punctuate direct speech correctly.	-ly suffix for adverbs and associated rules /k/ spelt as 'ch' /s/ spelt as 'sc'
Setting Description To entertain	Inference and Language for effect: Visualisation <ul style="list-style-type: none"> Discuss words and phrases that capture the reader's interest and imagination. Identify how language, structure, and presentation contribute to meaning. 	Use noun phrases expanded by modifying adjectives and prepositional phrases. Use figurative language such as similes. Use specific vocabulary choices to replace the generic.	'ord' order, row /u/ sound spelt 'ou'