English Long Term Plan- KS2- Year A

Term	Fiction		Non-fiction		Poetry
Autumn 1	**Core Text:** Stig of the Dump **Purpose**: Writing to entertain **Audience:** Parents **Form:** First person narrative		**Core Text:** Stone Age Boy **Purpose**: Writing to inform **Audience:** Visitors **Form:** Non-chronological report about Stone Age Britain		Cinquain and Riddle
	Y3/4	**Y5/6**	**Y3/4**	**Y5/6**	All
Sentence types:	➢ _ing, _ed ➢ As – ly ➢ - ly	➢ Noun, who/which/where ➢ 3_ed ➢ Name – adjective pair -	➢ As - ly sentences ➢ With a (n) action, more action (non-fiction)	➢ Noun, who/which/where ➢ De: de sentence ➢ Some; others	➢ Poem and poet driven
Grammatical features:	➢ Simple speech structures ➢ Prepositional phrases	➢ Relative clauses ➢ Embedded speech structures ➢ Wide range of adverbials and prepositional phrases	➢ Prepositional phrases ➢ Adverbials ➢ Commas for meaning	➢ Relative clauses ➢ Punctuation for parenthesis ➢ Colons and semi-colons to join mark boundary between independent clauses ➢ Passive and active voice to affect the presentation of information. ➢ Cohesive devices	➢ Commas for meaning ➢ Variety of punctuation dependent on poem and poet
Text Type Toolkit:	➢ Inverted commas for speech ➢ Fronted adverbials to show how/when an event occurs. ➢ Expanded noun phrases to add detail. ➢ Character and setting description.	➢ Detailed descriptions of character, setting and plot. ➢ Balance of speech and narration. ➢ Paragraphing ➢ Relative clauses and subordination. ➢ Nouns and pronouns for clarity.	➢ Paragraphing ➢ Sub-headings ➢ Subordinate clauses ➢ Technical vocabulary ➢ 5 Ws ➢ Introduction, body, summary/conclusion	➢ Relative clauses ➢ Paragraphing independently ➢ Use of technical vocabulary and bracketed information ➢ Use of 5Ws to frame each paragraph and build structure	➢ Stanzas/verses ➢ Poetic intention ➢ Rhyme (or not) ➢ Simile ➢ Metaphor ➢ Personification
Autumn 2	**Core Text:** Sky Song **Purpose**: Writing to entertain **Audience:** Parents **Form:** First person narrative		**Core Text:** Sky Song **Purpose**: Writing to discuss **Audience:** Local MP **Form:** Letter		Classic Narrative Poetry The Highwayman by Kenneth Noyes
	Y3/4	**Y5/6**	**Y3/4**	**Y5/6**	All
Sentence types:	➢ With a (n) action, more action ➢ Ly – ➢ As - ly	➢ Noun, who/which/where ➢ Irony sentences ➢ When; when; when, then	➢ If, if, if, then ➢ BOYS	➢ The more, the more ➢ Imagine 3 examples: ➢ Name – adjective pair	➢ Poem and poet driven

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	Y3/4	Y5/6	Y3/4	Y5/6	
Grammatical features:	➤ Prepositional phrases ➤ Simple speech structures ➤ Adverbials	➤ Relative clauses ➤ Embedded speech structures	➤ Wider conjunctions	➤ Cohesive devices ➤ Relative clauses ➤ Colons	➤ Commas for meaning ➤ Variety of punctuation dependent on poem and poet
Text Type Toolkit	➤ Inverted commas for speech ➤ Fronted adverbials to show how/when an event occurs. ➤ Expanded noun phrases to add detail. ➤ Character and setting description. ➤ Paragraphing ➤	➤ Detailed descriptions of character, setting and plot. ➤ Balance of speech and narration. ➤ Paragraphing effectively and independently ➤ Relative clauses and subordination. ➤ Nouns and pronouns for clarity.	➤ Formal structure ➤ Paragraphing: Introduction, body, conclusion ➤ Present tense ➤ Look at both sides in equal measure ➤	➤ Formality maintained using word choice, consistent tone, structure and cohesion ➤ Modal verbs in conditional phrases ➤ Expansion of points, backed up with evidence ➤ Cohesion between paragraphs and viewpoints	➤ Stanzas/verses ➤ Poetic intention ➤ Rhyme (or not) ➤ Simile ➤ Metaphor ➤ Personification ➤ Poetic intent ➤ Syllable count ➤ Meter ➤ Onomatopoeia
Spring 1	**Core Text:** Boy at the Back of the Classroom **Purpose**: Writing to Entertain **Audience:** **Form:** Narrative to raise awareness of an issue		**Core Text:** Boy at the Back of the Classroom **Purpose**: Writing to inform **Audience:** Members of the community **Form:** An information booklet about refugees		Haiku
	Y3/4	**Y5/6**	**Y3/4**	**Y5/6**	
Sentence types:	With a (n) action, more action	➤ Noun, who/which/where ➤ Irony sentences	2A, 2A sentences	Imagine 3 examples: Tell: show; three examples	➤ Poem and poet driven
Grammatical features:	➤ Prepositional phrases ➤ Simple speech structures ➤ Adverbials	➤ Relative clauses ➤ Embedded speech structures	➤ Description- noun phrases ➤ Expansion after the noun ➤ Pronoun or noun choices	➤ Relative clauses ➤ Use of modal verbs ➤ Adverbials to link across paragraphs	➤ Commas for meaning ➤ Variety of punctuation dependent on poem and poet
Text Type Toolkit	➤ Inverted commas for speech ➤ Fronted adverbials to show how/when an event occurs. ➤ Expanded noun phrases to add detail. ➤ Character and setting description. ➤ Paragraphing	➤ Detailed descriptions of character, setting and plot. ➤ Balance of speech and narration. ➤ Paragraphing effectively and independently ➤ Relative clauses and subordination.	➤ Imperative verbs ➤ Rhetorical questions ➤ Repetition of key phrases and vocabulary ➤ Layout and font features	• Clear point of view • Direct address • Opinion > fact • Repetition • Alliteration • Rhetorical questions • Cohesion between sections • Wider layout devices - structure	➤ Stanzas/verses ➤ Poetic intention ➤ Rhyme (or not) ➤ Simile ➤ Metaphor ➤ Personification ➤ Poetic intent ➤ Syllable count ➤ Meter ➤ Onomatopoeia

		➢ Nouns and pronouns for clarity.			
Spring 2	**Core Text:** Newspaper report at the time **Purpose**: Writing to discuss **Audience:** TBC **Form:** Balanced report about a topical issue		**Core Text:** High Rise Mystery **Purpose**: Writing to inform **Audience:** Local PCSO **Form:** Formal report (detective/ mystery)		Performance Poetry
	Y3/4	**Y5/6**	**Y3/4**	**Y5/6**	
Sentence types:	• As -ly sentences 2A, 2A	➢ Noun, who/which/where ➢ Name – adjective pair – sentences ➢ Some; others	With a (n) action, more action	➢ Noun, who/which/where ➢ Name – adjective pair – sentences	Children learn a range of poetry for a competition in class/school. Poetry should be performed from memory. One poem could be prepared for a class performance to share with parents. Focus on performance of the words rather than movement: • Rhyme • Rhythm • Repetition • Meter • Syllables • Emphasis
Grammatical features:	➢ Prepositional phrases ➢ Adverbials ➢ Commas for meaning ➢ Alliteration ➢ Inverted commas for quotations	➢ Relative clauses ➢ Punctuation for parenthesis ➢ Colons and semi-colons to join mark boundary between independent clauses ➢ Passive and active voice to affect the presentation of information.	➢ Prepositional phrases ➢ Adverbials ➢ Commas for meaning ➢ Punctuation for quotations	➢ Relative clauses ➢ Punctuation for parenthesis. ➢ Commas for meaning. ➢ Colons and semi-colons to join mark boundary between independent clauses ➢ Passive and active voice to affect the presentation of information. ➢ Punctuation for quotations	
Text Type Toolkit	➢ Headlines ➢ Paragraphing ➢ Sub-headings ➢ Subordinate clauses ➢ Technical vocabulary ➢ 5 Ws ➢ Introduction, body, summary/conclusion	➢ Relative clauses ➢ Paragraphing independently ➢ Cohesive devices ➢ Use of technical vocabulary and bracketed information ➢ Use of 5Ws to frame each paragraph and build structure	➢ Formal tone ➢ Clear, concise information, void of opinion ➢ Use of technical vocabulary ➢ Accurate descriptive language	➢ Formal tone ➢ Clear, concise information, void of opinion ➢ Accurate descriptive language ➢ Cohesive devices ➢ Use of technical vocabulary	
Summer 1:	**Core Text:** Literacy Shed animation- Fantasy Shed **Purpose**: Writing to Entertain **Audience:** **Form:** Fantasy narrative		**Core Text:** Interview with an Olympian (or similar) **Purpose**: Writing to inform **Audience:** **Form:** Biography about an Olympian		Performance Poetry

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	Y3/4	Y5/6	Y3/4	Y5/6	
Sentence types:	➢ As -ly sentences ➢ Double - ly ➢ Emotion, comma	➢ Two pairs sentences ➢ The more, the more ➢ 3_ ed (adj.)	➢ As -ly sentences ➢ With a (n) action, more action ➢ Verb, person	➢ Noun, who/which/where ➢ De: de sentence ➢ The more, the more	Children write their own, short poems to prepare and perform to the class from memory, building on the previous unit.
Grammatical features:	➢ Simple speech structures ➢ Adverbials ➢ Fronted adverbials	➢ Relative clauses ➢ Embedded speech structures ➢ Wide range of adverbials and prepositional phrases	➢ Prepositional phrases ➢ Adverbials (fronted Y4) ➢ Commas for meaning	➢ Relative clauses ➢ Punctuation for parenthesis ➢ Colons and semi-colons to join mark boundary between independent clauses ➢ Passive and active voice to affect the presentation of information. ➢ Cohesive devices	Focus on performance of the words rather than movement: • Rhyme • Rhythm • Repetition • Meter • Syllables • Emphasis • Succinct and carefully chosen vocabulary
Text Type Toolkit	➢ Inverted commas for speech ➢ Fronted adverbials to show how/when an event occurs. ➢ Expanded noun phrases to add detail. ➢ Character and setting description. ➢ Paragraphing	➢ Detailed descriptions of character, setting and plot. ➢ Balance of speech and narration. ➢ Paragraphing effectively and independently ➢ Relative clauses and subordination. Nouns and pronouns for clarity.	➢ Relative clauses ➢ Paragraphing independently ➢ Use of technical vocabulary and bracketed information ➢ Use of 5Ws to frame each paragraph and build structure	➢ Relative clauses ➢ Paragraphing independently ➢ Use of technical vocabulary and bracketed information ➢ Use of 5Ws to frame each section and build structure	Focus on the poetic intent as a basis for choosing vocabulary and structure e.g. to inform, to entertain or to persuade?
Summer 2:	**Core Text:** Theseus and the Minotaur **Purpose**: Writing to entertain **Audience:** **Form:** Retell/ reinvent		**Core Text: Linked a global, topical issue at the time** **Purpose**: Writing inform/ entertain **Audience:** **Form:** A podcast/ TV broadcast		
	Y3/4	**Y5/6**	**Y3/4**	**Y5/6**	
Sentence types:	➢ _ing, _ed ➢ Emotion, comma Verb, person	➢ 3 bad- (dash) question? ➢ 2 pairs sentences Imagine: three examples	• Double _ly • 2A, 2A • With a(n) action, more action	➢ Noun, who/which/where ➢ De: de sentence ➢ The more, the more derivations	

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Grammatical features:	➢ Simple speech structures ➢ Prepositional phrases to express time and cause ➢ Wider range of conjunctions	➢ Relative clauses ➢ Embedded speech structures ➢ Wide range of adverbials and prepositional phrases ➢ Colons and semi-colons to join mark boundary between independent clauses	➢ Prepositional phrases ➢ Adverbials ➢ Commas for meaning	➢ Relative clauses ➢ Punctuation for parenthesis ➢ Colons and semi-colons to join mark boundary between independent clauses ➢ Passive and active voice to affect the presentation of information. Cohesive devices	
Text Type Toolkit	➢ Inverted commas for speech ➢ Fronted adverbials to show how/when an event occurs. ➢ Expanded noun phrases to add detail. ➢ Character and setting description.	➢ Detailed descriptions of character, setting and plot. ➢ Balance of speech and narration. ➢ Paragraphing ➢ Relative clauses and subordination. ➢ Nouns and pronouns for clarity.	➢ Paragraphing ➢ Sub-headings ➢ Subordinate clauses ➢ Technical vocabulary ➢ 5 Ws ➢ Introduction, body, summary/conclusion	➢ Relative clauses ➢ Paragraphing independently ➢ Use of technical vocabulary and bracketed information ➢ Use of 5Ws to frame each section and build structure	