English Long Term Plan- KS2- Year B

Term	Fiction		Non-fiction		Poetry
Autumn 1	**Core Text:** Room 13- Robert Swindells **Purpose**: Writing to entertain **Audience:** Parents **Form:** First person narrative - horror		**Core Text:** Room 13- Robert Swindells **Purpose**: Writing to persuade **Audience:** To be shared on social media **Form:** Advert/ brochure for the Crow's Nest Hotel		**The Highwayman** **Purpose:** To entertain **Audience:** **Form:** Classic narrative poetry
	Y3/4	**Y5/6**	**Y3/4**	**Y5/6**	All (poem dependent)
Sentence types:	➢ _ing, _ed	➢ Noun, who/which/where	➢ As -ly sentences ➢ With a (n) action, more action	➢ Noun, who/which/where ➢ De: de sentence	➢ This is that ➢ Description, which +simile ➢ List sentence
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 ➢ Relative clauses ➢ List sentence ➢ Adverbials
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:** Egyptian Cinderella **Purpose**: Writing to entertain **Audience:** Parents **Form:** Narrative - traditional		**Core Text:** Howard Carter Archives **Purpose**: Writing to inform **Audience:** Shared on Classdojo **Form:** Newspaper report - journalism		**Concrete Poetry** **Purpose:** To entertain **Audience:** **Form:** Shape Poems
	Y3/4	**Y5/6**	**Y3/4**	**Y5/6**	All (poem dependent)

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Sentence types:	➢ With a (n) action, more action ➢ Verb, person	➢ 2 pair sentences ➢ O. (I.)- Outside. (Inside)	• As -ly sentences • 2A, 2A	➢ Noun, who/which/where ➢ Name – adjective pair – sentences ➢ When; when; when, then	➢ This is that ➢ Description, which +simile ➢ List sentence
Grammatical features:	➢ Prepositional phrases ➢ Simple speech structures ➢ Adverbials ➢ cohesion	➢ Relative clauses ➢ Embedded speech structures ➢ Brackets, commas and dashes.	➢ 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. ➢ Cohesive devices	➢ Commas for meaning ➢ Relative clauses ➢ List sentence ➢ Adverbials
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.	➢ Headlines ➢ 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
Spring 1	**Core Text:** Secrets of a Sun King **Purpose**: Writing to Entertain **Audience:** Uploaded to Twitter to share with Emma Carroll **Form:** Portal story		**Core Text:** Escape from Pompeii **Purpose**: To inform and entertain **Audience:** KS1 **Form:** Diary		**Concrete Poetry** **Purpose:** To entertain **Audience:** **Form:** Shape Poems
	Y3/4	**Y5/6**	**Y3/4**	**Y5/6**	All (poem dependent)
Sentence types:	➢ As -ly sentences ➢ Double - ly ➢ Emtion, comma	➢ Two pairs sentences ➢ The more, the more ➢ 3_ ed (adj.)	➢ If, if, if, then ➢ 2A, 2A ➢ Ing_ ed	➢ 3 bad – dash, question? ➢ Outside (Inside) ➢ 'Irony' sentences	➢ This is that ➢ Description, which +simile ➢ List sentence
Grammatical features:	➢ Simple speech structures ➢ Adverbials ➢ Fronted adverbials	➢ Relative clauses ➢ Embedded speech structures	➢ Prepositional phrases ➢ Expanded noun phrases ➢ Use of subordination with appropriate conjunctions	➢ Relative clauses ➢ Question tags ➢ Ellipsis ➢ Brackets for parenthesis	➢ Commas for meaning ➢ Relative clauses ➢ List sentence ➢ Adverbials

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	Y3/4	Y5/6	Y3/4	Y5/6	
		➢ Wide range of adverbials and prepositional phrases	➢ Expressing time, place and cause using conjunctions		
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.	➢ Reported speech ➢ Fronted adverbials to show how/when an event occurred. ➢ Expanded noun phrases to add detail. ➢ Character and setting description. ➢ Paragraphing	➢ Detailed descriptions of character, setting and plot. ➢ Change in formality ➢ Paragraphing effectively and independently ➢ Subordination ➢ Change in font	➢ Stanzas/verses ➢ Poetic intention ➢ Rhyme (or not) ➢ Simile ➢ Metaphor ➢ Personification
Spring 2	**Core Text:** The Iron Man **Purpose**: Writing to Entertain **Audience:** Class Library **Form:** Adventure		**Core Text:** e.g. Teacher-Pleaser Machine (Pie Corbett) **Purpose**: To explain and persuade **Audience:** Pupil Choice **Form:** Explanation - advertisement		**Concrete Poetry** **Purpose:** To entertain **Audience:** **Form:** Shape Poems
	Y3/4	**Y5/6**	**Y3/4**	**Y5/6**	All (poem dependent)
Sentence types:	➢ _ing, _ed ➢ 2A, 2A ➢ Emotion, comma	➢ Emotion – consequence ➢ Tell: show three examples	• Double _ly • 2A, 2A • With a(n) action, more action	➢ Noun, who/which/where ➢ De: de sentence ➢ The more, the more derivations	➢ This is that ➢ Description, which +simile ➢ List sentence
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 ➢ Relative clauses ➢ List sentence ➢ Adverbials
Text Type Toolkit	➢ Inverted commas for speech ➢ Fronted adverbials to show how/when an event occurs. ➢ Expanded noun phrases to add detail.	➢ Detailed descriptions of character, setting and plot. ➢ Balance of speech and narration. ➢ Paragraphing	➢ Paragraphing ➢ Sub-headings ➢ Subordinate clauses ➢ Technical vocabulary ➢ 5 Ws ➢ Introduction, body, summary/conclusion	➢ Relative clauses ➢ Paragraphing independently ➢ Use of technical vocabulary and bracketed information	➢ Stanzas/verses ➢ Poetic intention ➢ Rhyme (or not) ➢ Simile ➢ Metaphor ➢ Personification

	➤ Character and setting description.	➤ Relative clauses and subordination. ➤ Nouns and pronouns for clarity.		➤ Use of 5Ws to frame each section and build structure	
Summer 1:	**Core Text:** The Wheel of Surya- Jamila Gavin **Purpose**: To entertain **Audience:** **Form:** Narrative- retell		**Core Text:** The Water Tower- Gary Crew **Purpose**: To entertain **Audience:** **Form:** Sci-fi – diary entry		
	Y3/4	**Y5/6**	**Y3/4**	**Y5/6**	All (poem dependent)
Sentence types:	➤ _ing, _ed ➤ Emotion, comma ➤ Verb, person	➤ Noun, who/which/where	➤ _ing, _ed ➤ Emotion, comma ➤ Verb, person	➤ 3 bad – dash, question? ➤ Outside (Inside) ➤ 'Irony' sentences	➤ This is that ➤ Description, which +simile ➤ List sentence
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	➤ Prepositional phrases ➤ Expanded noun phrases ➤ Use of subordination with appropriate conjunctions ➤ Expressing time, place and cause using conjunctions	➤ Relative clauses ➤ Embedded speech structures ➤ Wide range of adverbials and prepositional phrases	➤ Commas for meaning ➤ Relative clauses ➤ List sentence ➤ Adverbials
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.	➤ Reported speech ➤ Fronted adverbials to show how/when an event occurred. ➤ Expanded noun phrases to add detail. ➤ Character and setting description. ➤ Paragraphing	➤ Detailed descriptions of character, setting and plot. ➤ Change in formality ➤ Paragraphing effectively and independently ➤ Subordination ➤ Change in font	➤ Stanzas/verses ➤ Poetic intention ➤ Rhyme (or not) ➤ Simile ➤ Metaphor ➤ Personification
	➤	➤			
Summer 2:	**Core Text:** The Arrival by Shaun Tan **Purpose**: Writing to entertain **Audience:** Share on Twitter **Form:** Refugee story		**Core Text:** Holes by Louis Sachar **Purpose**: To inform/ entertain **Audience:** Posted home **Form:** A letter		

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	Y3/4	Y5/6	Y3/4	Y5/6	
Sentence types:	➢ If, if, if, then ➢ 2A, 2A ➢ Ing_ ed	➢ 3 bad – dash, question? ➢ Outside (Inside) ➢ 'Irony' sentences	• BOYS sentences • If, if, if sentences • Emotion, comma	• The more the more • * derivatives • Name – adjective pair - • Tell: show; three examples	
Grammatical features:	➢ Prepositional phrases ➢ Expanded noun phrases ➢ Use of subordination with appropriate conjunctions ➢ Expressing time, place and cause using conjunctions	➢ Relative clauses ➢ Question tags ➢ Ellipsis ➢ Brackets for parenthesis	➢ Use of subordination ➢ Use of commas to avoid ambiguity ➢ Apostrophes for possession ➢ Fronted adverbials	➢ Use of colons and semi-colons in a list ➢ Use of wider adverbials for cohesion ➢ Use of dashes for parenthesis ➢ Use of subjunctive: If I were... ➢ Informal > formal language choice	
Text Type Toolkit	➢ Reported speech ➢ Fronted adverbials to show how/when an event occurred. ➢ Expanded noun phrases to add detail. ➢ Character and setting description. ➢ Paragraphing	➢ etailed descriptions of character, setting and plot. ➢ Change in formality ➢ Paragraphing effectively and independently ➢ Subordination ➢ Change in font	➢ Letter structure ➢ Points to introduce paragraphs ➢ Use of fronted adverbials for cohesion ➢ Emotive language	➢ Introduce, inform, instruct ➢ Paragraphing in formal contexts ➢ Maintaining tone and formality ➢ Use of facts to back up points ➢ Rule of three ➢ Repetition of key sentiments, information etc.	