English Long Term Plan- KS2- Year D

Term	Fiction		Non-fiction		Poetry
Autumn 1	**Core Text:** *Goodnight Mister Tom* **Purpose**: Writing to entertain **Audience:** Parents **Form:** First person narrative		**Core Text:** *Goodnight Mister Tom* **Purpose**: Writing to inform **Audience:** Visitors **Form:** Non-chronological report		**Keeping Wicket** **Gone** **Night Comes too Soon** **Purpose:** To entertain **Audience:** Class **Form:** Free verse poetry
	Y3/4 (all of Y1/2 plus)	**Y5/6 (all of Y3/4 plus)**	**Y3/4 (all of Y1/2 plus)**	**Y5/6 (all of Y3/4 plus)**	All (poem dependent)
Sentence types:	➢ _ing, _ed	➢ Noun, who/which/where ➢ 3_ed	➢ As -ly sentences ➢ With a (n) action, more action	➢ Noun, who/which/where ➢ De: de sentence ➢ Some; others	➢ 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: Clockwork by Phillip Pullman** **Purpose**: To entertain **Audience:** To tell your story aloud to peers **Form:** Suspense/ ghostly narrative		**Core Text: Clockwork by Phillip Pullman** **Purpose**: Writing to persuade **Audience:** Upload to social media and tag Phillip Pullman **Form:** Persuasive travel brochure (the aim of enticing people to come to Glockenheim for the unveiling of the new clockwork figure).		**Queen of Night – Terry Webb Harschmann** **The Hunter's Moon – Mathilde Blind** **Purpose:** To entertain **Audience:** Parents **Form:** Classic Poetry

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	Y3/4	Y5/6	Y3/4	Y5/6	All (poem dependent)
Sentence types:	➢ With a (n) action, more action ➢ Verb, person	➢ 2 pair sentences ➢ O. (I.)- Outside. (Inside)	➢ 2A, 2A sentences	➢ Imagine 3 examples:	➢ Poem and poet driven
Grammatical features:	➢ Prepositional phrases ➢ Simple speech structures ➢ Adverbials ➢ cohesion	➢ Relative clauses ➢ Embedded speech structures ➢ Brackets, commas and dashes.	➢ 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.	➢ Detailed descriptions of character, setting and plot. ➢ Build up to suspense ➢ Balance of speech and narration. ➢ Paragraphs ➢ Relative and subordinating clauses to add clarity. ➢ Nouns and pronouns for clarity.	➢ Imperative verbs ➢ Rhetorical questions ➢ Alliteration ➢ Repetition ➢ 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
Spring 1	**Core Text: The Eye of the Wolf** **Purpose**: Writing to entertain **Audience:** Parents **Form:** Rewrite a section of the story from a character's point of view.		**Core Text: The Eye of the Wolf** **Purpose**: Writing to persuade **Audience:** NSPCA/ Whitby Wildlife Santuary **Form:** A letter to explain about what is happening to the wolves and how they can stop it.		**Short Anthology of Cinquains and Haikus** **Purpose:** To entertain **Audience:** To perform **Form:** Cinquain and Haiku
	Y3/4	Y5/6	Y3/4	Y5/6	All (poem dependent)
Sentence types:	➢ As -ly sentences ➢ Double - ly ➢ Emotion, comma	➢ Two pairs sentences ➢ The more, the more ➢ 3_ ed (adj.)	• BOYS sentences • If, if, if sentences • Emotion, comma	• The more the more • Imagine 3: examples	➢ Poem and poet driven
Grammatical features:	➢ Simple speech structures ➢ Adverbials ➢ Fronted adverbials	➢ Relative clauses ➢ Embedded speech structures ➢ Wide range of adverbials and prepositional phrases	➢ 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 choices	➢ Commas for meaning ➢ Relative clauses ➢ List sentence ➢ Adverbials
Text Type Toolkit:	➢ Inverted commas for speech	➢ Detailed descriptions of character, setting and plot.	➢ Letter structure ➢ Points to introduce paragraphs	➢ Introduce, inform, instruct	➢ Stanzas/verses ➢ Poetic intention ➢ Rhyme

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	Y3/4	Y5/6	Y3/4	Y5/6	All (poem dependent)
(continued)	➢ Fronted adverbials to show how/when an event occurs. ➢ Expanded noun phrases to add detail. ➢ Character and setting description. ➢ Paragraphing	➢ Balance of speech and narration. ➢ Paragraphing effectively and independently ➢ Relative clauses and subordination. ➢ Nouns and pronouns for clarity.	➢ Use of fronted adverbials for cohesion ➢ Emotive language	➢ Paragraphing in formal contexts ➢ Maintaining tone and formality ➢ Use of facts to back up points ➢ Rule of three ➢ Repetition of key sentiments, information etc.	➢ Syncopated rhythm ➢ Simile ➢ Metaphor ➢ Personification
Spring 2	**Core Text:** The Night Bus by Ojali Q Rauf **Purpose**: To entertain **Audience:** **Form:** Letters (fictional from/ to characters in the story) commenting on social/personal issues		**Core Text:** The Night Bus by Ojali Q Rauf **Purpose**: To discuss **Audience:** Headteacher **Form:** Should bullies be expelled from school?		**Haircut Rap by Valerie Bloom** **Purpose:** To entertain **Audience:** Class **Form:** Rap
	Y3/4	**Y5/6**	**Y3/4**	**Y5/6**	All (poem dependent)
Sentence types:	➢ If, if, if, then ➢ 2A, 2A ➢ Ing_ ed	➢ 3 bad – dash, question? ➢ Outside (Inside) ➢ 'Irony' sentences	➢ BOYS sentences ➢ ly, ...	➢ Some; others ➢ De: de	➢ Poem and poet driven
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 ➢	➢ Fronted adverbials ➢ Use of subordination with appropriate conjunctions ➢ Expressing time, place and cause using conjunctions	➢ Use of modal verbs ➢ Informal > formal language choices ➢ Use of colon to mark grammatical boundary between independent clauses	• Selection of vocabulary • Use of a range of punctuation within poetry
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	➢ Detailed descriptions of character, setting and plot. ➢ Change in formality ➢ Paragraphing effectively and independently ➢ Subordination ➢ Change in font	➢ 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) ➢ Rhythm - syncopation ➢ Simile ➢ Metaphor ➢ Personification ➢ Alliteration ➢ Dialect ➢ Technical vocabulary
Summer 1:	**Core Text:** The Island at the End of Everything **Purpose**: To entertain **Audience:** Family		**Core Text:** The Island at the End of Everything **Purpose**: To inform **Audience:**		**The Tyger** **Purpose:** To entertain

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	Form: 3rd-person narrative – historical fiction adventure/mystery		**Form:** Non-chronological report		**Audience:** Class anthology **Form:** Classic poetry
	Y3/4	**Y5/6**	**Y3/4**	**Y5/6**	All (poem dependent)
Sentence types:	➢ _ing, _ed ➢ Emotion, comma ➢ Verb, person	➢ 3 bad- (dash) question? ➢ 2 pairs sentences ➢ Imagine: three examples	➢ As -ly sentences ➢ With a (n) action, more action	➢ Noun, who/which/where ➢ De: de sentence	➢ Poem and poet driven
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	• Selection of vocabulary • Use of a range of punctuation within poetry
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.	➢ 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	➢ Stanzas/verses ➢ Poetic intention ➢ Rhyme (or not) ➢ Rhythm - snycopation ➢ Simile ➢ Metaphor ➢ Personification ➢ Alliteration ➢ Dialect ➢ Technical vocabulary
Summer 2:	**Core Text:** Cosmic **Purpose:** To entertain **Audience:** Share with family **Form:** Sci-fi narrative		**Core Text:** Cosmic **Purpose:** To inform **Audience:** Class library **Form:** Explanation texts about how satellites, rockets etc. Function – could it be framed as a radio programme/podcast?		
	Y3/4	**Y5/6**	**Y3/4**	**Y5/6**	
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	

		➢ Name- adjective pair-sentences		➢ The more, the more derivations	
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	
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	