

## English Long Term Plan- KS2- Year C

Term	Fiction		Non-fiction		Poetry
<b>Autumn 1</b>	<b>Core Text:</b> Wonder by RJ Palacio <b>Purpose:</b> Writing to entertain <b>Audience:</b> Parents <b>Form:</b> Recount- diary entry		<b>Core Text:</b> Wonder by RJ Palacio <b>Purpose:</b> Writing to discuss <b>Audience:</b> Visitors- publish in the reading corner <b>Form:</b> Should people treat others differently, based on how they look?		
	<b>Y3/4</b>	<b>Y5/6</b>	<b>Y3/4</b>	<b>Y5/6</b>	
Sentence types:	<ul style="list-style-type: none"> <li>➤ If, if, if, then</li> <li>➤ 2A, 2A</li> <li>➤ lng_ ed</li> </ul>	<ul style="list-style-type: none"> <li>➤ 3 bad-(dash)</li> <li>➤ Outside. (Inside).</li> </ul>	<ul style="list-style-type: none"> <li>➤ As -ly sentences</li> <li>➤ 2A, 2A</li> </ul>	<ul style="list-style-type: none"> <li>➤ Noun, who/which/where</li> <li>➤ Name – adjective pair – sentences</li> <li>➤ Some; others</li> </ul>	
Grammatical features:	<ul style="list-style-type: none"> <li>➤ Prepositional phrases</li> <li>➤ Expanded noun phrases</li> <li>➤ Use of subordination with appropriate conjunctions</li> <li>➤ Expressing time, place and cause using conjunctions</li> </ul>	<ul style="list-style-type: none"> <li>➤ Relative clauses</li> <li>➤ Embedded speech structures</li> <li>➤ Wide range of adverbials and prepositional phrases</li> </ul>	<ul style="list-style-type: none"> <li>➤ Prepositional phrases</li> <li>➤ Adverbials</li> <li>➤ Commas for meaning</li> <li>➤ Inverted commas for quotations</li> </ul>	<ul style="list-style-type: none"> <li>➤ Relative clauses</li> <li>➤ Punctuation for parenthesis</li> <li>➤ Colons and semi-colons to join mark boundary between independent clauses</li> <li>➤ Passive and active voice to affect the presentation of information.</li> </ul>	
Text type Toolkit	<ul style="list-style-type: none"> <li>➤ Fronted adverbials to show how/when an event occurs.</li> <li>➤ Expanded noun phrases to add detail.</li> <li>➤ Character and setting description.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Detailed descriptions of character, setting and plot.</li> <li>➤ Reported speech</li> <li>➤ Paragraphing</li> <li>➤ Relative clauses and subordination.</li> <li>➤ Nouns and pronouns for clarity.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Headlines</li> <li>➤ Paragraphing</li> <li>➤ Sub-headings</li> <li>➤ Subordinate clauses</li> <li>➤ Technical vocabulary</li> <li>➤ 5 Ws</li> <li>➤ Introduction, body, summary/conclusion</li> </ul>	<ul style="list-style-type: none"> <li>➤ Relative clauses</li> <li>➤ Paragraphing independently</li> <li>➤ Cohesive devices</li> <li>➤ Use of technical vocabulary and bracketed information</li> <li>➤ Use of 5Ws to frame each paragraph and build structure</li> </ul>	
<b>Autumn 2</b>	<b>Core Text:</b> Beowulf (Play and Short Story) <b>Purpose:</b> Writing to entertain <b>Audience:</b> Visitors- displayed in the reading corner. <b>Form:</b> Play script/narrative		<b>Core Text: Kings and Queens:</b> Alfred the Great to King Charles III and Everyone in Between <b>Purpose:</b> Writing to inform <b>Audience:</b> Prime Minister <b>Form:</b> Biography about Alfred the Great		
	<b>Y3/4</b>	<b>Y5/6</b>	<b>Y3/4</b>	<b>Y5/6</b>	

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Sentence types:	<ul style="list-style-type: none"> <li>➤ _ing, _ed</li> <li>➤ As – ly</li> <li>➤ - ly</li> </ul>	<ul style="list-style-type: none"> <li>➤ Noun, who/which/where</li> <li>➤ 3_ed</li> <li>➤ Name – adjective pair -</li> </ul>	<ul style="list-style-type: none"> <li>➤ As - ly sentences</li> <li>➤ With a (n) action, more action (non-fiction)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Noun, who/which/where</li> <li>➤ De: de sentence</li> <li>➤ Some; others</li> </ul>	
Grammatical features:	<ul style="list-style-type: none"> <li>➤ Simple speech structures</li> <li>➤ Prepositional phrases</li> </ul>	<ul style="list-style-type: none"> <li>➤ Relative clauses</li> <li>➤ Embedded speech structures</li> <li>➤ Wide range of adverbials and prepositional phrases</li> </ul>	<ul style="list-style-type: none"> <li>➤ Prepositional phrases</li> <li>➤ Adverbials</li> <li>➤ Commas for meaning</li> </ul>	<ul style="list-style-type: none"> <li>➤ Relative clauses</li> <li>➤ Punctuation for parenthesis</li> <li>➤ Colons and semi-colons to join mark boundary between independent clauses</li> <li>➤ Passive and active voice to affect the presentation of information.</li> <li>➤ Cohesive devices</li> </ul>	
Text Type Toolkit	<ul style="list-style-type: none"> <li>➤ Inverted commas for speech</li> <li>➤ Fronted adverbials to show how/when an event occurs.</li> <li>➤ Expanded noun phrases to add detail.</li> <li>➤ Character and setting description.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Detailed descriptions of character, setting and plot.</li> <li>➤ Balance of speech and narration.</li> <li>➤ Paragraphing</li> <li>➤ Relative clauses and subordination.</li> <li>➤ Nouns and pronouns for clarity</li> </ul>	<ul style="list-style-type: none"> <li>➤ Paragraphing</li> <li>➤ Sub-headings</li> <li>➤ Subordinate clauses</li> <li>➤ Technical vocabulary</li> <li>➤ 5 Ws</li> <li>➤ Introduction, body, summary/conclusion</li> </ul>	<ul style="list-style-type: none"> <li>➤ Relative clauses</li> <li>➤ Paragraphing independently</li> <li>➤ Use of technical vocabulary and bracketed information</li> <li>➤ Use of 5Ws to frame each paragraph and build structure</li> </ul>	
<b>Spring 1</b>	<b>Core Text:</b> Sherlock Holmes <b>Purpose:</b> Writing to Entertain <b>Audience:</b> <b>Form:</b> Detective/ mystery narrative		<b>Core Text:</b> Tuesday by David Wiesner <b>Formal report/police report/video</b> <b>Purpose:</b> Writing to inform <b>Audience:</b> Local PCSO <b>Form:</b> A formal report		
	<b>Y3/4</b>	<b>Y5/6</b>	<b>Y3/4</b>	<b>Y5/6</b>	
Sentence types:	<ul style="list-style-type: none"> <li>➤ _ing, _ed</li> <li>➤ As – ly</li> <li>➤ - ly</li> </ul>	<ul style="list-style-type: none"> <li>➤ Noun, who/which/where</li> <li>➤ 3_ed</li> <li>➤ Name – adjective pair -</li> </ul>	<ul style="list-style-type: none"> <li>➤ As - ly sentences</li> <li>➤ With a (n) action, more action (non-fiction)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Noun, who/which/where</li> <li>➤ De: de sentence</li> <li>➤ Some; others</li> </ul>	

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<b>Spring 2</b>	<p><b>Core Text:</b> The Final Year by Matt Goodfellow and Joe Todd- Stanton</p> <p><b>Purpose:</b> Writing to Entertain</p> <p><b>Audience:</b></p> <p><b>Form:</b></p>		<p><b>Core Text:</b> 50 Adventures in the 50 States/ National Monuments in the USA</p> <p><b>Purpose:</b> Writing to inform</p> <p><b>Audience:</b> Peers- to present in assembly</p> <p><b>Form: Non- chronological report- USA</b></p>		
	<b>Y3/4</b>	<b>Y5/6</b>	<b>Y3/4</b>	<b>Y5/6</b>	
Sentence types:	<ul style="list-style-type: none"> <li>➤ _ing, _ed</li> <li>➤ As – ly</li> <li>➤ -ly</li> </ul>	<ul style="list-style-type: none"> <li>➤ Noun, who/which/where</li> <li>➤ 3_ed</li> <li>➤ Name – adjective pair</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>➤ As - ly sentences</li> <li>➤ With a (n) action, more action (non-fiction)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Noun, who/which/where</li> <li>➤ De: de sentence</li> <li>➤ Some; others</li> </ul>	
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Text Type Toolkit	<ul style="list-style-type: none"> <li>➤ Inverted commas for speech</li> <li>➤ Fronted adverbials to show how/when an event occurs.</li> <li>➤ Expanded noun phrases to add detail.                             <ul style="list-style-type: none"> <li>➤ Character and setting description.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Detailed descriptions of character, setting and plot.</li> <li>➤ Balance of speech and narration.</li> <li>➤ Paragraphing</li> <li>➤ Relative clauses and subordination.</li> <li>➤ Nouns and pronouns for clarity.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Paragraphing</li> <li>➤ Sub-headings</li> <li>➤ Subordinate clauses</li> <li>➤ Technical vocabulary</li> <li>➤ 5 Ws</li> <li>➤ Introduction, body, summary/conclusion</li> </ul>	<ul style="list-style-type: none"> <li>➤ Relative clauses</li> <li>➤ Paragraphing independently</li> <li>➤ Use of technical vocabulary and bracketed information</li> <li>➤ Use of 5Ws to frame each paragraph and build structure</li> </ul>	
<b>Summer 1:</b>	<p><b>Core Text:</b> Shakespeare/ Macbeth  <b>Purpose:</b> Writing to entertain  <b>Audience:</b> Parents  <b>Form:</b> Drama --&gt; Fictional Recount</p>		<p><b>Core Text:</b> Little People, Big Dreams- Jesse Owens/ Michael Jordan  <b>Purpose:</b> To inform  <b>Audience:</b> School community  <b>Form:</b> Biography about an Olympian</p>		
	<b>Y3/4</b>	<b>Y5/6</b>	<b>Y3/4</b>	<b>Y5/6</b>	
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<b>Summer 2:</b>	<p style="text-align: center;"><b>Core Text:</b> The Last Bear by Hannah Gold</p> <p><b>Purpose:</b> Writing to inform</p> <p><b>Audience:</b> school community</p> <p><b>Form:</b> Newspaper article about the impact of climate change on polar bears</p>		<p style="text-align: center;"><b>Core Text:</b> The Pebble in my pocket: a History of Our Earth</p> <p><b>Purpose:</b> Writing to inform</p> <p><b>Audience:</b> Visitors in Whitby</p> <p><b>Form:</b> Explanation text on erosion and sea defences</p>		
	<b>Y3/4</b>	<b>Y5/6</b>	<b>Y3/4</b>	<b>Y5/6</b>	
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