

	Y5 Long term English Planning
Text Structure	<p>Fiction: To entertain Expected:</p> <ol style="list-style-type: none"> 1. Independent use of planning tools: Story map / story mountain / story grids/ 'Boxing-up' grid 2. Plan opening – description / action / dialogue 3. Paragraphs - to organise, to indicate change in time or place, 4. Use connecting phrases within and between paragraphs to build cohesion 5. Extended vocabulary and sentences within developed 5 part story: <ul style="list-style-type: none"> • <i>Opening including detailed description of setting or characters / use of dialogue – may include flashbacks</i> • <i>Build-up – build up suspense techniques</i> • <i>Problem / Dilemma – include detail with actions and dialogue – maybe more than one problem</i> • <i>Resolution – should link with the problem – distinctly different to the ending</i> • <i>Ending – clear ending links back with the start – reflection of character or events</i> <p>Non-fiction: To inform, To persuade Expected:</p> <ol style="list-style-type: none"> 1. Independent use of a range of planning tools 2. Paragraphs – organise ideas around a theme, logical, 3. Use connecting phrases within and between paragraphs to build cohesion 4. Develop the use of the topic sentence to start paragraphs 5. Introduction: <ul style="list-style-type: none"> • Heading • Hook to engage reader Factual statement / definition – Who? What? Where? Why? When? How? 6. Middle section(s): <ul style="list-style-type: none"> • Group related ideas / facts into sections • Sub headings to introduce sentences /sections 7. Ending – develop further <ul style="list-style-type: none"> • Personal response / clear summary <p>All text types:</p> <ol style="list-style-type: none"> 8. Consistent and varied use of verb forms 9. Appropriate choice of pronouns / synonyms / adverbs to aid cohesion within and between paragraphs. <p>Introduce:</p> <ol style="list-style-type: none"> 10. The consistent viewpoint across the text 11. Use of rhetorical questions
Sentence Construction	<p>Expected:</p> <ol style="list-style-type: none"> 1. Secure variety of sentence lengths: simple / embellished simple / complex. Use for different purposes. Change length of sentences for meaning / effect 2. Elaborate fronted adverbial phrases <ul style="list-style-type: none"> • Beyond the dark gloom of the cave,... 3. Compound and complex sentences - using a range of coordinating and subordinating conjunctions 4. 'ing' clauses as sentence starters: expand further <ul style="list-style-type: none"> • Sighing as he looked at his books, the boy began his homework. 5. Expanded 'ed' clauses as starters: <ul style="list-style-type: none"> • Encouraged by the bright light, Jane set off for her early morning walk. 6. Drop in 'ing' clause <ul style="list-style-type: none"> • Jane, laughing at the teacher, fell from her chair. 7. Complex sentences using relative clauses – brackets, dashes or commas for parenthesis <ul style="list-style-type: none"> • The girl, whose hair was jet black, raced through the street. 8. Sentence of 3 for action: <ul style="list-style-type: none"> • Sam rushed down the road, jumped on the bus and sank into the chair. 9. Expanded dialogue – use speech + verb + action <ul style="list-style-type: none"> • "Stop!" he shouted, picking up a stick and racing after the thief.

	<p>10. Expanded noun phrases – modified by adjectives, nouns and prepositional phrases</p> <p>Introduce:</p> <p>11. Use a range of verb forms including modals for degrees of possibility: might, will, could including the perfect form.</p> <p>12. Moving sentence chunks around for different effects – experiment and make deliberate choices.</p> <p>13. Drop in ‘ed’ clause:</p> <ul style="list-style-type: none"> • Poor Tim, exhausted by so much effort, raced home. 	
Word – language	<p>Expected:</p> <ol style="list-style-type: none"> 1. Prepositions: at, underneath, since, towards 2. Conditionals: could, should, would 3. Adverbs for description: The snow fell gently 4. Adverbs for information: Lift the pot carefully 5. Powerful verbs: stare, tremble, slither 6. Developed technical or deliberately chosen vocabulary to describe 7. Proper nouns – define 8. Plural and possessive s – the grammatical difference 9. Suffixes and prefixes 10. Verb prefixes: dis-, de-, re-, over-, mis- 11. Converting nouns / adjectives into verbs: -ate, -ise, -ify 12. Use of determiners to be grammatically correct: a/an. Use of determiners to make choices: the cat / a cat / one cat / many cats <p>Introduce:</p> <ol style="list-style-type: none"> 13. Metaphor 14. Personification 15. Use of empty words for suspense 16. Morphology / etymology 	
Handwriting	<p>Expected:</p> <ol style="list-style-type: none"> 1. Maintain legibility in joined handwriting, when writing at speed. 2. Use cursive script. 	
Spelling	<p>Expected:</p> <ol style="list-style-type: none"> 1. Application of taught spelling rules from Spelling Appendix 1. 2. Use of a range of techniques to proof read and check spellings 3. Spell correctly some words from the Year 5 / 6 spelling list – show evidence in writing and in spelling checks 	
Punctuation	<p>Consolidate</p> <ol style="list-style-type: none"> 1. Capital Letters: <i>all uses</i> 2. Full stops 3. Question marks 4. Exclamation marks 5. Speech bubble 6. Bullet points 7. Commas in a list 8. Commas after an –ly opener or a fronted adverbial 9. Inverted commas 10. Apostrophes for contraction 	<ol style="list-style-type: none"> 11. Apostrophes for possession (singular) 12. Colon to introduce a list 13. Ellipses 14. Commas to mark clauses 15. Full punctuation for direct speech 16. Apostrophes for plural possession <p>Introduce</p> <ol style="list-style-type: none"> 17. Dashes 18. Brackets / dashes / commas for parenthesis 19. Clear use of commas to avoid ambiguity
terminology	<p>YR:</p> <ol style="list-style-type: none"> 1. Finger spaces 2. Letter 3. Word 4. Sentence: statement, question, command, exclamation 5. Full stops 	<ol style="list-style-type: none"> 28. homophone 29. alliteration 30. simile 31. inverted commas 32. proof read 33. edit <p>Y3</p>

	<p>6. Capital letter</p> <p>Y1</p> <p>7. Punctuation</p> <p>8. Question mark</p> <p>9. Exclamation mark</p> <p>10. Speech bubble</p> <p>11. Bullet points</p> <p>12. Singular/ plural</p> <p>Y2</p> <p>13. Noun / noun phrase</p> <p>14. Adjective</p> <p>15. Verb</p> <p>16. Adverb</p> <p>17. Conjunction</p> <p>18. comma</p> <p>19. Inverted commas</p> <p>20. Apostrophe – contraction / possession</p> <p>21. Statement</p> <p>22. Question</p> <p>23. Exclamation</p> <p>24. Command</p> <p>25. Suffix</p> <p>26. Compound</p> <p>27. tense</p>	<p>34. Prefix</p> <p>35. Imperative verb</p> <p>36. Conjunction – coordinating / subordinating</p> <p>37. Preposition</p> <p>38. Direct speech</p> <p>39. Determiner</p> <p>40. Consonant</p> <p>41. vowel</p> <p>42. Clause</p> <p>43. Subordinate clause</p> <p>44. Relative clause</p> <p>45. Colon (before a list)</p> <p>Y4</p> <p>46. Pronoun</p> <p>47. Possessive pronoun</p> <p>48. Relative pronoun</p> <p>49. Adverbial</p> <p>50. Fronted adverbial</p> <p>Y5</p> <p>51. Modal verb</p> <p>52. Parenthesis</p> <p>53. Bracket – dash</p> <p>54. Cohesion</p> <p>55. Metaphor</p> <p>56. Personification</p> <p>57. Rhetorical question</p> <p>58. Ellipsis</p> <p>59. Colon – within a sentence</p> <p>60. Ambiguity</p>
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