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|  | **Y5 Long term English Planning** | |
| Text Structure | **Fiction: To entertain**  **Expected:**   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:**  * *Opening including detailed description of setting or characters / use of dialogue – may include flashbacks* * *Build-up – build up suspense techniques* * *Problem / Dilemma – include detail with actions and dialogue – maybe more than one problem* * *Resolution – should link with the problem – distinctly different to the ending* * *Ending – clear ending links back with the start – reflection of character or events*   **Non-fiction: To inform, To persuade**  **Expected:**   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:**  * Heading * Hook to engage reader Factual statement / definition – Who? What? Where? Why? When? How?  1. **Middle section(s):**  * Group related ideas / facts into sections * Sub headings to introduce sentences /sections  1. **Ending – develop further**  * Personal response / clear summary   **All text types:**   1. **Consistent and varied use of verb forms** 2. **Appropriate choice of pronouns / synonyms / adverbs to aid cohesion within and between paragraphs.**   **Introduce:**   1. **The consistent viewpoint across the text** 2. **Use of rhetorical questions** | |
| Sentence Construction | **Expected:**   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**  * Beyond the dark gloom of the cave,…  1. **Compound and complex sentences -** using a range of coordinating and subordinating conjunctions 2. **‘ing’ clauses as sentence starters: expand further**  * Sighing as he looked at his books, the boy began his homework.  1. **Expanded ‘ed’ clauses as starters:**  * Encouraged by the bright light, Jane set off for her early morning walk.  1. **Drop in ‘ing’ clause**  * Jane, laughing at the teacher, fell from her chair.  1. **Complex sentences using relative clauses** – *brackets, dashes or commas for parenthesis*  * The girl, whose hair was jet black, raced through the street.  1. **Sentence of 3 for action:**  * Sam rushed down the road, jumped on the bus and sank into the chair.  1. **Expanded dialogue – use speech + verb + action**  * “Stop!” he shouted, picking up a stick and racing after the thief.  1. **Expanded noun phrases** – modified by adjectives, nouns and prepositional phrases   **Introduce:**   1. **Use a range of verb forms including modals for degrees of possibility:** might, will, could including the perfect form. 2. **Moving sentence chunks around for different effects – experiment and make deliberate choices.** 3. **Drop in ‘ed’ clause:**  * Poor Tim, exhausted by so much effort, raced home. | |
| Word – language | **Expected:**   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   **Introduce:**   1. **Metaphor** 2. **Personification** 3. **Use of empty words for suspense** 4. **Morphology / etymology** | |
| Handwriting | **Expected:**   1. Maintain legibility in joined handwriting, when writing at speed. 2. Use cursive script. | |
| Spelling | **Expected:**   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 | **Consolidate**   1. Capital Letters: *all uses* 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 | 1. Apostrophes for possession (singular) 2. Colon to introduce a list 3. Ellipses 4. Commas to mark clauses 5. Full punctuation for direct speech 6. Apostrophes for plural possession   **Introduce**   1. Dashes 2. Brackets / dashes / commas for parenthesis 3. Clear use of commas to avoid ambiguity |
| terminology | **YR:**   1. Finger spaces 2. Letter 3. Word 4. Sentence: statement, question, command, exclamation 5. Full stops 6. Capital letter   **Y1**   1. Punctuation 2. Question mark 3. Exclamation mark 4. Speech bubble 5. Bullet points 6. Singular/ plural   **Y2**   1. Noun / noun phrase 2. Adjective 3. Verb 4. Adverb 5. Conjunction 6. comma 7. Inverted commas 8. Apostrophe – contraction / possession 9. Statement 10. Question 11. Exclamation 12. Command 13. Suffix 14. Compound 15. tense | 1. homophone 2. alliteration 3. simile 4. inverted commas 5. proof read 6. edit   **Y3**   1. Prefix 2. Imperative verb 3. Conjunction – coordinating / subordinating 4. Preposition 5. Direct speech 6. Determiner 7. Consonant 8. vowel 9. Clause 10. Subordinate clause 11. Relative clause 12. Colon (before a list)   **Y4**   1. Pronoun 2. Possessive pronoun 3. Relative pronoun 4. Adverbial 5. Fronted adverbial   **Y5**   1. Modal verb 2. Parenthesis 3. Bracket – dash 4. Cohesion 5. Metaphor 6. Personification 7. Rhetorical question 8. Ellipsis 9. Colon – within a sentence 10. Ambiguity |