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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**
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| 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.
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| 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**
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| Handwriting | **Expected:**1. Maintain legibility in joined handwriting, when writing at speed.
2. Use cursive script.
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| 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
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| 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
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| 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
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