	High Ercall primary School Y5 Long term English Planning
Text Composition	**All writing:** **Expected:** **1.** Begin to know the audience and purpose of the writing – and use writing models to support own writing. **2.** Independent use of planning tools: Story map / story mountain / story grids/ 'Boxing-up' grid **3.** Using notes and developing initial ideas in planning – including using reading as needed **4.** Paragraphs - to organise, to indicate change in time or place, organise ideas logically **5.** Begin to use connecting phrases within and between paragraphs to build cohesion **6.** Consistent and varied use of verb forms **7.** Assess the effectiveness of own writing and that of others – edit and make changes to enhance effects / clarify meaning **8.** Proof read for spelling and punctuation errors **9.** Perform own compositions – using intonation, volume, movement appropriately. **Fiction** **1.** Plan opening – description / action / dialogue **2.** Consider how to develop settings and character in stories **3.** Begin to integrate dialogue within the narratives to convey character and advance action **4.** 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:** **Expected:** **1.** Develop the use of the topic sentence to start paragraphs **2.** Begin to use organisational devices to structure the text **3.** Introduction: • Hook to engage reader Factual statement / definition – Who? What? Where? Why? When? How? **4.** Middle section(s): • Group related ideas / facts into sections • Sub headings to introduce sentences /sections **5.** Ending – develop further • Personal response / clear summary
Sentence Construction	**Expected:** **1.** Understand what a main clause is – and where it is within a sentence. **2.** Write dictated sentences with accurate punctuation and spelling. **3.** Secure variety of sentence lengths: simple / embellished simple / complex. Use for different purposes. Change length of sentences for meaning / effect **4.** Elaborate fronted adverbial phrases • Beyond the dark gloom of the cave,… **5.** Compound and complex sentences - using a range of coordinating and subordinating conjunctions **6.** 'ing' clauses as sentence starters: expand further **7.** Expanded 'ed' clauses as starters: • Encouraged by the bright light, Jane set off for her early morning walk. **8.** Complex sentences using relative clauses – *brackets, dashes or commas for parenthesis* • The girl, whose hair was jet black, raced through the street.

	9. Sentence of 3 for action: • Sam rushed down the road, jumped on the bus and sank into the chair. **10.** Expanded dialogue – use speech + verb + action • "Stop!" he shouted, picking up a stick and racing after the thief. **11.** Expanded noun phrases – modified by adjectives, nouns and prepositional phrases **12.** Use a range of verb forms including modals for degrees of possibility: might, will, could including the perfect form.
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 **13.** Modals – might / could / should / must / will Introduce: **14.** Metaphor **15.** Personification
Handwriting	**Expected:** **1.** Make choices about which specific letters should be joined – following school handwriting scheme. **2.** Ensure joined script is appropriately sized. **3.** Maintain legibility in joined handwriting, when writing at speed. **4.** Use cursive script.
Spelling	**Expected:** **1.** Application of taught spelling rules from Spelling Appendix 1 – including silent letters, homophone. **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.** Commas in a list **7.** Commas after an –ly opener or a fronted adverbial **8.** Inverted commas **9.** Apostrophes for contraction **10.** Apostrophes for possession (singular) **11.** Commas to mark clauses **12.** Full punctuation for direct speech **13.** Apostrophes for plural possession **14.** Dashes **15.** Brackets / dashes / commas for parenthesis **16.** Clear use of commas to avoid ambiguity **17.** Use of a colon to introduce a list
terminology	**YR:** **1.** Finger spaces **2.** Letter **3.** Word **26.** homophone **27.** alliteration **28.** simile **29.** inverted commas **30.** proof read

	4. Sentence: statement, question, command, exclamation **5.** Full stops **6.** Capital letter **Y1** **7.** Punctuation **8.** Question mark **9.** Exclamation mark **10.** Speech bubble **11.** Singular/ plural **Y2** **12.** Noun / noun phrase **13.** Adjective **14.** Verb **15.** Adverb **16.** Conjunction **17.** comma **18.** Apostrophe – contraction / possession **19.** Statement **20.** Question **21.** Exclamation **22.** Command **23.** Suffix **24.** Compound **25.** tense	**31.** edit **Y3** **32.** Prefix **33.** Imperative verb **34.** Conjunction – coordinating / subordinating **35.** Preposition **36.** Direct speech **37.** Determiner **38.** Consonant **39.** vowel **40.** Clause **Y4** **41.** Clause – main / subordinate **42.** Pronoun **43.** Possessive pronoun **44.** Relative pronoun **45.** Adverbial **46.** Fronted adverbial **Y5** **47.** Modal verb **48.** Parenthesis **49.** Bracket – dash **50.** Cohesion **51.** Metaphor **52.** Personification **53.** Colon – within a sentence