



ENGLISH LONG-TERM PLAN

Ambition - Community - Equality

Recep	Text Structure	Sentence Construction	Word Structure/ language	Punctuation	Transcription
Core Objectives	<p>-Understanding and writing - beginning /middle /end to a story -Plan opening around character(s), setting, time of day and type of weather</p> <p>Simple factual sentences based around a theme Names Labels Captions Lists Diagrams</p>	<p>-Simple sentences-subject, verb -Say a sentence, write and read it back to check it makes sense. -Tenses – beginning to use past and present</p>	<p>-Determiners the / a , my , your , an , this that , his , her , their , some all -Adjectives e.g. <i>old, little, big, small, quiet</i> -Prepositions: Up, down, in, into, out, to onto</p>	<p>-Finger spaces -Full stops -Capital letters</p>	<p>Spelling: -Write words in a phonetically plausible way.</p> <p>-Write some irregular common words (L&S)</p> <p>Handwriting: -Use spaces between words</p> <p>-Form letters in the correct direction</p>
	<p>Planning Tool –Story map /story mountain</p> <p>Whole class retelling of story</p> <p>Understanding of beginning/ middle / end Retell simple 5-part story: <i>Once upon a time , First / Then / Next , But ,So Finally,.....happily ever after</i></p> <p>Non-fiction: Factual writing closely linked to a story</p>	<p>Compound sentences using connectives (coordinating conjunctions) <i>and / but</i> -‘ly’ openers <i>Luckily / Unfortunately,</i> ‘Run’ - Repetition for rhythm: e.g. <i>He walked and he walked</i></p> <p>Repetition in description e.g. <i>a lean cat, a mean cat</i></p>	<p>Adverbs e.g. <i>luckily, unfortunately, fortunately</i> Similes – using ‘like’</p>		



Y1	Text Structure	Sentence Construction	Word Structure/ language	Punctuation	Transcription
Core Objectives	<p>-Write simple, coherent narratives using beginning, middle, end structure</p> <p>-Plan opening around character(s), setting, time of day and type of weather</p> <p>-Write information in different forms: instructions, recounts, information texts.</p>	<p>-Write Simple, coherent sentences (Subject +verb)</p> <p>-Write compound sentence, using simple coordinating conjunctions: <i>And, or, but,</i></p> <p>-Use regular simple-past-tense verbs</p> <p>-Subject-verb agreement with 'I' and 'he/she' with 'to do', 'to be' and 'to have' <i>I have, he has, we do, she does etc.</i></p>	<p>-Simple Adjectives to describe nouns</p> <p>-Form the first, second and third person using pronouns: I, we, you, he, she</p>	<p>-Finger spaces</p> <p>-Capital letter for names, the personal pronoun I and the start of sentences</p> <p>-Full stops</p>	<p>Spelling:</p> <p>-Write words in a phonetically plausible way</p> <p>-Spell many words from the Year 1 Common Exception Word list</p> <p>-Single and plural (-s or -es)</p> <p>-Past tense -ed</p>
	<p>Fiction:</p> <p>Planning Tools: map/ mountain (Refer to Story-Type grids)</p> <p>Understanding - 5 parts</p> <p>Opening <i>Once upon a time...</i></p> <p>Build-up <i>One day...</i></p> <p>Problem / Dilemma <i>Suddenly,.../ Unfortunately,...</i></p> <p>Resolution <i>Fortunately,...</i></p> <p>Ending <i>Finally,....</i></p> <p>Non-fiction:</p> <p>Show some recognition of purpose through writing.</p> <p>Planning tools: text map / washing line</p>	<p>Use connectives of sequence: <i>first, next, then</i></p> <p>Types of sentences: Statements, questions</p> <p>Also as openers: <i>While, When, Where</i></p> <p>-‘ly’ openers <i>Fortunately,...Unfortunately, Sadly,...</i></p> <p>‘Run’ - Repetition for rhythm e.g. <i>He walked and he walked and he walked.</i></p> <p>Repetition for description e.g. <i>a lean cat, a mean cat</i> <i>a green dragon, a fiery dragon</i></p>	<p>Adverbs of manner, often (but not always) using -ly</p> <p>Prepositions: <i>Inside, above, in, into, out, outside, under</i></p> <p>Determiners: <i>The, a, my, your, an, this, that, his, her, their, some</i></p> <p>Alliteration</p> <p>Similes using as....as...</p> <p>Regular plural noun suffixes –s or –es <i>(e.g. dog, dogs; wish, wishes)</i></p> <p>Suffixes that can be added to verbs (e.g. helping, helped, helper)</p>	<p>Capital letters for the days of the week</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Speech bubble</p> <p>Bullet points</p>	<p>-Use letter names to spell words</p> <p>-Spell some words with contractions</p> <p>-Spell some homophones correctly</p> <p>-Days of the week</p> <p>Handwriting:</p> <p>-Form letters in the correct direction and size relative to one another</p> <p>-Use spaces of appropriate size between words</p>



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<p>Heading Introduction Opening factual statement Middle section(s) Simple factual sentences around a <i>them</i> Bullet points for instructions Labelled diagrams Ending Concluding sentence</p> <p>Write simple poems (using an appropriate frame)</p>		<p><i>How the prefix un- changes the meaning of verbs and adjectives</i> <i>(negation, e.g. unkind, or undoing, e.g.</i></p>		
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Y2	Text Structure	Sentence Construction	Word Structure/ language	Punctuation	Transcription
Core Objectives	<p>-Write simple, coherent narratives about personal experiences and those of others (real/fictional), understanding the 5 parts to the story mountain</p> <p>Opening e.g. <i>In a land far away....</i> <i>One cold but bright morning.....</i></p> <p>Build-up e.g. <i>Later that day</i></p> <p>Problem / Dilemma e.g. <i>To his amazement</i></p> <p>Resolution e.g. <i>As soon as</i></p> <p>Ending e.g. <i>Luckily, Fortunately,</i></p> <p>Ending should be a section rather than one final sentence</p> <p>-Write information in different forms: instructions, information texts, persuasion, using the main features of the genre</p>	<p>-Types of sentences: Grammatically correct statements, questions, exclamations, commands</p> <p>-Expanded noun phrases Determiner + adjective + noun Determiner + noun + prepositional phrase <i>e.g. the cat in the basket</i></p> <p>-List of 3 for description <i>e.g. He wore old shoes, a dark cloak and a red hat.</i></p> <p>-Secure use of compound sentences: Use co-ordination (e.g. co-ordinating conjunctions: or/and/but/so)</p> <p>-Use complex sentences: Use some subordinating conjunctions: When/if/that/because/what/while/where/then/to/until</p> <p>-Tenses: Use simple present tense, showing subject-verb agreement: infinitive (add 's' to the third person) Use present continuous tense: 'to be' + '-ing' <i>e.g. I am playing, he is playing, they are playing</i></p> <p>From simple past tense by adding '-ed'</p> <p>Use past continuous (progressive) tense <i>e.g. he was playing at school</i></p>	<p>-Two adjectives to describe the noun</p> <p>-Adverbs for description <i>e.g. Snow fell gently and covered the cottage in the wood.</i></p> <p>-Adverbs for information e.g. Lift the pot carefully <i>onto the tray.</i></p>	<p>Demarcate sentences: Capital letters Full stops Question marks Exclamation marks</p> <p>-Commas to separate items in a list</p> <p>-Apostrophes for omission to mark contracted forms</p> <p>-Apostrophes to mark singular possession</p>	<p>Spelling:</p> <p>-Segment to spell, spelling many of these words correctly and making phonetically plausible attempts</p> <p>-Spell many Common Exception Words</p> <p>-Add suffixes to a root word ending on -y or -e <i>e.g. -ed, -ing, -est, -er</i></p> <p>-Use irregular plural noun suffixes</p> <p>-Spell some common homophones correctly</p> <p>Handwriting:</p> <p>-Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters using appropriate spacing</p> <p>-Begin to join handwriting</p>



	<p>Fiction</p> <p>-Secure use of planning tools: Story map / story mountain / story grids/ 'Boxing-up' grid (Refer to Story Types grids)</p> <p>-Plan opening around character(s), setting, time of day and type of weather</p>	<p>-‘ly’ starters e.g. Usually, Eventually, Finally, Carefully, Slowly,</p> <p>-Vary openers to sentences</p> <p>-Embellished simple sentences using: adjectives e.g. The boys peeped inside the dark cave. adverbs e.g. Tom ran quickly down the hill.</p> <p>-Complex sentences (Subordination) using: Drop in a relative clause: who/which e.g. Sam, who was lost, sat down and cried. The Vikings, who came from Scandinavia, invaded Scotland. The Fire of London, which started in Pudding Lane, spread quickly.</p> <p>-Use long and short sentences: Long sentences to add description or information. Use short sentences for emphasis.</p>	<p>-Prepositions: <i>behind above along before between after</i></p> <p>-Alliteration</p> <p>-Onomatopoeia</p> <p>-Similes using...like...</p> <p>-Generalisers for information, e.g. Most dogs.... Some cats....</p> <p>-Formation of nouns using suffixes such as –ness, –er</p> <p>-Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in the spelling appendix.)</p> <p>-Use of the suffixes –er and –est to form comparisons of adjectives and adverbs</p> <p>-Specific nouns <i>e.g. rather than ‘dog’ use ‘terrier’</i></p> <p>-Compound nouns: Noun + noun <i>e.g. football</i> Noun + adjective <i>e.g. whiteboard</i></p>	<p>Speech bubbles /inverted commas for direct speech Challenge objective- understand how to change from indirect speech to direct speech</p> <p>Start speech with a capital letter</p>	
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Y3	Text Structure	Sentence Construction	Word Structure/ language	Punctuation	Transcription
Core Objectives	<p>-Extended vocabulary to introduce 5 story parts: Introduction –should include detailed description of setting or characters Build-up –build in some suspense towards the problem or dilemma Problem / Dilemma –include detail of actions / dialogue Resolution - should link with the problem Ending – clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning.</p> <p>-Write a variety of non-fiction texts (e.g. recounts, information texts, explanations), incorporating the main features of a text type, showing awareness of the purpose and reader, and make specific vocabulary and style choices.</p> <p>-Write persuasive texts, expressing a clear viewpoint through use of vocabulary, and include persuasive features (e.g. logical connectives, flattery, benefits, emotive language)</p> <p>-Paragraphs: Organise ideas into story parts (fiction) Group related material (non-fiction)</p>	<p>-Compound sentences (Coordination) using conjunctions: <i>and/ or / but / so / for /nor / yet</i> (coordinating conjunctions) -Complex sentences (Subordination) -Tense: Past and present consistently used. Progressive tense (auxiliary verb + present participle: She is going to the shops/she was going to the shops) Present perfect (has/have + past participle: She has gone to the shops)</p> <p>It is essential that children understand and can identify the difference between a phrase and a clause</p>	<p>-Powerful verbs -More specific / technical vocabulary to add detail -Use of determiners a or an according to whether next word begins with a vowel e.g. <i>a rock, an</i> -Adverbs of time, place and manner -Exaggerated language</p>	<p>-Speech punctuation: Place the spoken word between inverted commas; start the sentence with a capital letter, place punctuation before closing the inverted commas; say who said the words, and place what the next person says on the next line. -Commas after fronted adverbials and prepositional phrases -Capital letters -For proper nouns and titles -Possessive apostrophe for plurals</p> <p>As sentence complexity develops, ensure the maintained consistent use of basic sentence punctuation.</p>	<p>Spelling: -Multisyllabic words -Many of the Year 3/4 Word list words -Common and further homophones -When to use letter names and sounds -Add -es to pluralise nouns ending in -ch, -sh, -s, -z or -x -Make plural nouns with a single vowel, ending in f or -fe to 'ves: wolf – wolves -Noun plurals with a double</p>



	<p>Fiction Secure use of planning tools: Story map /story mountain / story grids / ‘Boxing-up’ grid (Refer to Story-Type grids) Plan opening around character(s), setting, time of day and type of weather</p> <p>Non-Fiction -Secure use of planning tools: e.g. Text map, washing line, ‘Boxing –up’ grid, story grids -Introduction Develop hook to introduce and tempt reader in e.g. <i>Who....? What....? Where....? Why....? When....? How....?</i> -Middle Section(s) Group related ideas /facts into paragraphs Sub headings to introduce sections / paragraphs Topic sentences to introduce paragraphs Lists of steps to be taken Bullet points for facts Flow diagram Develop Ending Personal response/ Extra information / reminders e.g. Information boxes/ Five Amazing Facts Wow comment</p> <p>Use poetic structures and techniques</p>	<p>-Vary long and short sentences: Long sentences to add description or information. Short sentences for emphasis and making key points -Embellished simple sentences: Fronted adverbials starters to add detail -‘ing’ clauses as starters e.g. <i>Sighing, the boy finished his homework.</i> -Drop in a relative clause using: who/whom/which/whose/ that e.g. <i>The girl, whom I remember, had long black hair.</i> <i>The boy, whose name is George, thinks he is very brave.</i> <i>The Clifton Suspension bridge, which was finished in 1864, is a popular tourist attraction.</i> -Sentence of 3 for description e.g. <i>The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.</i> -Pattern of 3 for persuasion e.g. <i>Visit, Swim, Enjoy!</i> -Topic sentences to introduce non-fiction paragraphs. -Dialogue –powerful speech verb e.g. <i>“Hello,” she whispered.</i></p>	<p>-Prepositions and prepositional phrases -Nouns formed from prefixes e.g. <i>auto... super...anti...</i> -Pronouns: possessive adjectives <i>my, your, his, hers, its, ours, theirs</i> -Quantifiers: <i>Enough, less, fewer, lots of, none of, both, each, every, a few, neither, several</i> Word class: identifying all the words classes of a simple sentence; knowing that pronouns, nouns and proper nouns can all be the subject of a sentence, know the difference between the subject and object with the personal pronoun -Word Families based on common words for meaning, word class and spelling: <i>solve, solution, solving, solved, solver, dissolved, soluble, insoluble</i></p>	<p>-Colon before a list e.g. <i>What you need:</i> -Ellipses to keep the reader hanging on</p>	<p>vowel, ending in f, just add s to make the plural: chief - chiefs</p> <p>Handwriting:</p> <p>-Form letters in the correct direction and size relative to one another, beginning to join</p>
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Y4	Text Structure	Sentence Construction	Word Structure/ language	Punctuation	Transcription
Core Objectives	<p>-Plan opening using: Description /action</p> <p>-Build in suspense writing to introduce the dilemma</p> <p>-Paragraphs: to organise each part of story to indicate a change in place or jump in time (fiction) and around a theme (non-fiction)</p> <p>-Write a variety of non-fiction texts to inform, engage and interest the reader, incorporating the main features of a text type, showing awareness of the purpose and reader, and make specific vocabulary and style choices</p> <p>-Write persuasive texts, expressing a clear viewpoint through use of vocabulary, and include persuasive features (e.g. logical connectives, flattery, benefits, emotive language, appeal, exaggeration and statistics)</p> <p>-Use an increasing range of poetic structure and techniques</p>	<p>-Using a variety of simple, compound and complex sentences for clarity and effect</p> <p>-Fronted adverbials, followed by a comma</p> <p>-Prepositional phrases to place the action and those starting with an adjective and ending in -ed</p> <p>-Direct speech to build up a picture and add interest for the reader</p> <p>-More precise and imaginative expanded noun phrases</p> <p>-Pronouns or alternative nouns for cohesion and to avoid repetition</p> <p>-Tenses, generally choose the accurate tense and verb form, including perfect and progressive forms</p>	<p>-Powerful verbs</p> <p>-Formal and informal language</p> <p>-Possessive pronouns and specific determiners: <i>their, whose, this, that, these, those, which</i></p> <p>-Prepositions (and know the difference between a preposition and an adverb)</p> <p>-Boastful Language <i>e.g. magnificent, unbelievable, exciting!</i></p>	<p>-Commas to mark clauses after fronted adverbials</p> <p>-Apostrophes to mark singular and plural possession (e.g. <i>the girl's name, the boys' boots</i>) as opposed to s to mark a plural</p> <p>-Capital letters: reinforce for all purposes, including languages and nationalities</p> <p>-Full punctuation for direct speech: Each new speaker on a new line Comma between direct speech and reporting clause, including where the speech is preceded by the speaker e.g. Cinderella gasped, "I'm late to the ball!"</p> <p>As sentence complexity develops, ensure the maintained consistent use of previously taught punctuation.</p>	<p>Spelling:</p> <p>-Most words from Year 3/4 word list</p> <p>-Many homophones <i>Whether/weather, who's/whose, medal/meddle, team/teem etc</i></p> <p>--Prefixes 'in-', 'il-', 'im- and 'ir-' to give the antonym</p> <p>-Verbs ending in 'y': change the 'y' to an 'i' and add '-es'</p> <p>-Add further suffixes accurately (e.g. -ous, -eous, -ious)</p> <p>Handwriting:</p> <p>-Consistent handwriting, mostly joined</p>



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<p>Fiction</p> <p>-Secure use of planning tools: e.g. story map /story mountain /story grids /'Boxing-up' grids (Refer to Story Types grids)</p> <p>-Developed 5 parts to story Introduction Build-up Problem / Dilemma Resolution Ending</p> <p>Clear distinction between resolution and ending. Ending should include reflection on events or the characters.</p> <p>Non-Fiction</p> <p>-Secure use of planning tools: Text map/ washing line/ 'Boxing –up' grid</p> <p>Logical organisation</p> <p>Group related paragraphs</p> <p>Develop use of a topic sentence</p> <p>Link information within paragraphs with a range of connectives.</p> <p>Use of bullet points, diagrams</p> <p>-Introduction Middle section(s) Ending</p> <p>Ending could Include personal opinion, response, extra information, reminders, question, warning, encouragement to the reader</p>	<p>-Secure Y3 obj: Drop in a relative clause using: who/whom/which/whose/that</p> <p>-Standard English for verb inflections instead of local spoken forms</p> <p>-Long and short sentences:</p> <p>Long sentences to enhance description or information</p> <p>Short sentences to move events on quickly</p> <p>-Start with a simile</p> <p>e.g. / <i>Like a wailing cat, the ambulance screamed down the road.</i></p> <p>-Develop complex sentences: (Subordination)</p> <p>Main and subordinate clauses with range of subordinating conjunctions.</p> <p>-'ed' clauses as starters e.g. <i>Frightened, Tom ran straight home to avoid being caught.</i></p> <p>-Expanded -'ing' clauses as starters e.g. <i>Hopping speedily towards the pool, the frog dived underneath the leaves.</i></p> <p>-Drop in –'ing' clause e.g. <i>Jane, laughing at the teacher, fell off her chair.</i> <i>The tornado, sweeping across the city, destroyed the houses.</i></p> <p>-Sentence of 3 for action e.g. <i>Sam rushed down the road, jumped on the bus and sank into his seat.</i></p> <p>-Repetition to persuade</p> <p>-Dialogue - verb + adverb</p>	<p>Modal verbs</p>		
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Y5	Text Structure	Sentence Construction	Word Structure/ language	Punctuation	Transcription
Core Objectives	<p>Write structured, entertaining narrative, including development of setting and character throughout, not just at the beginning</p> <p>Write a variety of non-fiction texts, maintaining a clear purpose across texts with appropriate features clearly used and adapted to the purpose, used to engage the reader</p> <p>Write effective persuasive texts, showing consideration of audience, including persuasive features (including appeal, exaggeration and statistics)</p> <p>Build cohesion through connectives (exemplification, results, summarise, sequence); linking ideas across paragraphs using adverbials of time, place and sequence; pronouns, and alternative nouns</p> <p>Use layout devices and paragraphs (including topic sentences to start) to structure a text.</p> <p>Use a range of poetic structures and techniques</p>	<p>-Secure use of compound sentences</p> <p>-Develop complex sentences including starting with a subordinate clause and using a comma to separate the subordinate clause with full range of conjunctions</p> <p>-Elaboration of starters using adverbial phrases <i>Beyond the dark gloom of the cave, Zach saw the wizard move.</i></p> <p>-Embellished simple sentences</p> <p>-Secure use of relative clauses to add detail both using relative pronouns and those omitting the relative pronoun</p> <p>-Dropped in 'ed' clauses: Poor Tom, frightened by the fierce dragon, ran home or as sentence starters</p> <p>-Rhetorical questions</p> <p>-Use the correct tense in writing and correct verb-subject agreements and accurate future tense verbs</p>	<p>-Metaphor</p> <p>-Personification</p> <p>-Onomatopoeia</p> <p>-Vocabulary: Use for effect and reflect shades of meaning</p> <p>Develop technical language</p> <p>-Use Standard and Non-Standard English as appropriate and distinguish between language of speech and writing</p> <p>-Modal verbs and adverbs to indicate degrees of possibility</p>	<p>-Use of commas to clarify meaning or avoid ambiguity</p> <p>-Brackets/dashes/commas to indicate parentheses</p> <p>-Hyphens to join prefixes to words when appropriate e.g. re-enter</p> <p>-Full punctuation for direct speech: Each new speaker on a new line</p> <p>Comma between direct speech and reporting clause, including where the speech is preceded by the speaker e.g. Cinderella gasped, "I'm late to the ball!"</p> <p>As sentence structure develops in complexity, ensure all previously taught punctuation is accurately used consistently.</p>	<p>Spelling:</p> <p>-Many words from the Year 5/6 word list</p> <p>-Age-appropriate prefixes and suffixes, changing the spelling of words where appropriate</p> <p>-Hyphenated words(co-ordinate)</p> <p>-Many homophones <i>Desert/dessert, profit/prophet, stationary/stationery etc.</i></p> <p>-Letter string 'ough'</p> <p>-Words with /i:/ sound spelt 'ei' ater 'c'</p> <p>-Words ending in '-ably', '-ably'</p> <p>Handwriting:</p>



<p>Secure independent use of planning tools Story mountain /grids/flow diagrams (Refer to Story Types grids) Plan opening using: Description /action/dialogue Paragraphs: Use change of place, time and action to link ideas across paragraphs. Use 5 part story structure Writing could start at any of the 5 points. This may include flashbacks Introduction –should include action / description - character or setting / dialogue Build-up –develop suspense techniques Problem / Dilemma –may be more than one problem to be resolved Resolution –clear links with dilemma Ending –character could reflect on events, any changes or lessons, look forward</p> <p>Non-Fiction Introduce: Independent planning across all genres and application Secure use of range of layouts suitable to text. Structure: Introduction / Middle / Ending Secure use of paragraphs: Use a variety of ways to open texts and draw reader in and make the purpose clear Express own opinions clearly Consistently maintain viewpoint Summary clear at the end to appeal directly to the reader</p>	<p>Editing sentences by either expanding or reducing for meaning and effect</p> <p>Moving parts of sentences around to create different effects</p> <p>Developing fronted prepositional phrase for greater effect: Throughout the stormy winter..... Far beneath the frozen soil....</p>	<p>Empty words e.g. <i>someone, somewhere was out to get him</i></p> <p>Indefinite pronouns <i>somebody, something, nobody, nothing, no-one, everything, anything, nothing</i></p> <p>Converting nouns or adjectives into verbs using suffixes (e.g. <i>-ate; -ise; -ify</i>) Verb prefixes (e.g. <i>dis-, de-, mis-, re-</i>)</p>	<p>Colons for play scripts and to introduce lists</p> <p>Contractions, accurately used, understanding when it is appropriate to do so</p> <p>Revisit accurate use of pluralisation and use of apostrophes</p>	<p>- Maintain legibility in joined handwriting, forming letters of the correct size, position and orientation</p>
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Y6	Text Structure	Sentence Construction	Word Structure/ language	Punctuation	Transcription
Core Objectives	<p>-Secure independent planning across story types using 5-part story structure.</p> <p>-Secure development of characterisation, including through dialogue</p> <p>-In Narratives, describe settings, characters and atmosphere</p> <p>-Write effectively for a range of purposes and audiences, selecting language that shows good awareness of reader</p> <p>-Maintain a clear viewpoint when writing to persuade and in discussion texts, present a balanced viewpoint or indicate author preference via tone and structure</p> <p>-Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</p> <p>-Paragraphs constructed to support meaning and purpose</p>	<p>- Select vocabulary and grammatical structures that reflect what the writing requires</p> <p>-Secure use of simple / embellished simple sentences</p> <p>-Secure use of compound sentences</p> <p>-Secure use of complex sentences</p> <p>-Developed use of rhetorical questions for persuasion</p> <p>-Expanded noun phrases to convey complicated information concisely (e.g. <i>the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day</i>)</p> <p>-Active and passive verbs to create effect and to affect presentation of information</p> <p>Tenses: Use verb tenses consistently and correctly throughout writing (including perfect forms to mark relationships of time and cause)</p>	<p>-The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing</p> <p>-How words are related as synonyms and antonyms</p>	<p>-Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma.</p> <p>-Use of colon to introduce a list and semi-colons within lists.</p> <p>-Punctuation of bullet points to list information.</p> <p>-How hyphens can be used to avoid ambiguity (e.g. <i>man eating shark versus man-eating shark, or recover versus re-cover</i>)</p>	<p>Spelling:</p> <p>-Segment complex words consistently and effortlessly when spelling words and apply Y5/6 spelling guidance</p> <p>-Spell correctly most words from the Y5/6 word list</p> <p>-Extended range of homophones device/devise, license/licence, practise/practice. Prophecy/prophesy, precede/proceed</p> <p>-Words ending ‘-ant’, ‘-ance’, ‘-ancy’, ‘-ent’, ‘-ence’, ‘-ency’</p> <p>-Words ending in ‘-cious’ or ‘tious’</p> <p>-Words ending in ‘-tial’, ‘-cial’</p>
	<p>Include suspense, cliff hangers, flashbacks/forwards, time slips</p> <p>Start story at any point of the 5 part structure</p> <p>Maintain plot consistently working from plan</p> <p>Non-fiction:</p>	<p>(such as the use of question tags, e.g. <i>He’s your friend, isn’t he?</i>, or the use of the subjunctive in some very formal writing and speech) as in <i>If I were you.</i></p>	<p>-Build in literary features to create effects e.g. alliteration, onomatopoeia, similes, metaphors</p> <p>-Collective nouns</p>	<p>Ellipses to create suspense and to show missing words in a quote</p>	<p>Handwriting:</p>



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<p>-Secure planning across non-fiction genres and application</p> <p>-Use range of techniques to involve the reader –comments, questions, observations,</p> <p>Express balanced coverage of a topic</p> <p>Use different techniques to conclude texts</p> <p>Layout devices such as heading, subheadings, columns, bullet points, tables and paragraphs</p> <p>Choose or create publishing format to enhance text type and engage the reader</p> <p>Repetition for effect</p>		<p>-Subject and object within a sentence</p> <p>-Auxiliary verbs</p> <p>-Pronouns – relative and possessive</p> <p>-Determiners and generalisers</p>		<p>-Maintain legibility in joined handwriting when writing at speed</p>
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