

English Long Term Plan 2017 to 2018

Year 3		Text type	Text	Focus	S & L	Vocabulary	Spelling rules	Punctuation	Grammar	Grammar terminology for pupils
Autumn 1	Poetry	Nonsense and humour	Various	Figurative language	Listen and respond appropriately to adults and their peers Ask relevant questions to extend their understanding and build vocabulary and knowledge	Year 3 <b>Word families</b> based on common <b>words</b> , showing how words are related in form and meaning  disappoint, disagree, disobey	Revise suffixes and prefixes ('-s', '-es', '-er', '-ed', '-ing')  Revise prefix 'un-'  Teach prefix 'dis-'	Year 2 Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b>  <b>Apostrophes</b> to mark where letters are missing in spelling and to mark singular possession in nouns  Year 3 Introduction to inverted commas to <b>punctuate</b> direct speech	Year 2 Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing  Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress  Year 3 Formation of <b>nouns</b> using a range of <b>prefixes</b>  Use of the <b>forms</b> a or an according to whether the next <b>word</b> begins with a <b>consonant</b> or a <b>vowel</b>	Year 2 noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma  Year 3 preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')
	Fiction	Cumulative tales	The Papaya that Spoke	<b>Dialogue</b>	Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments Speak audibly and fluently with an increasing command of Standard English	vein, weigh, eight, neighbour, they, obey  brake/break, grate/great, eight/ate, weight/wait, son/sun	Revise apostrophes for contractions  Rarer GPCs /eɪ/ sound spelt 'ei' (vein), 'eigh' (eight), 'aigh' (straight) or 'ey' (they)  Homophones (brake/break, grate/great, eight/ate, weight/wait, son/sun)			
	Non-fiction	<b>Instructions</b>	How to make a papaya cake/ smoothie	Audience and purpose	Give well-structured descriptions and explanations					
Autumn 2	Poetry	Free verse		Vocabulary (Dark/scary place)	Select and use appropriate registers for effect Listen and respond appropriately to adults and their peers Ask relevant questions to extend their understanding and build vocabulary and knowledge	misbehave, mislead, misspell (mis + spell)  redo, refresh, return, reappear, redecorate  myth, gym, Egypt, pyramid, mystery  league, tongue antique, unique	Teach prefixes 'mis-' and 're-'  Teach the /ɪ/ sound spelt 'y'  Teach proofreading  Teach words ending with the /g/ sound spelt '-gue' and the /k/ sound spelt '-que'	Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns  Year 3 Introduction to inverted commas to punctuate direct speech	Expressing time, place and cause using conjunctions, adverbs, or prepositions  Introduction to paragraphs as a way to group related material	Year 3 preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')
	Fiction	Warning and moral	The Tunnel	<b>Openings and endings</b>	Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments Speak audibly and fluently with an increasing command of Standard English					
	Non-fiction	<b>Discussion text</b>	Should he have gone in the tunnel?	Audience and purpose	Consider and evaluate different viewpoints, attending to and building on the contributions of others Gain, maintain and monitor the interest of the listener(s)  Communication.					

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Spring 1	Poetry	Haikus and tankas		Imagery Settings	Listen and respond appropriately to adults and their peers Ask relevant questions to extend their understanding and build vocabulary and knowledge	subdivide, subheading, submarine, submerge  chef, chalet, machine, brochure  sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)	Revise/teach suffixes Teach prefixes 'sub-' and 'tele-'  Practise apostrophe for contraction  Teach words with the // sound spelt 'ch' (mostly French in origin) <b>as well as 's', 'ss(ion/ure)'</b>	Commas to separate items in a list	Expressing time, place and cause using conjunctions, adverbs, or prepositions	Year 3 preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')
	Fiction	Portal	The stone age boy	<b>Setting</b>	Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments Speak audibly and fluently with an increasing command of Standard English		Revise suffixes '-ness' and '-ful'  Teach suffixes '-less' and '-ly'			
	Non-fiction	<b>Recount (Diary)</b>	Diary of a stone age person	Audience and purpose	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas					
Spring 2	Poetry	Narrative	Revolting rhymes	Fairy tale adaptation Humour	Listen and respond appropriately to adults and their peers Ask relevant questions to extend their understanding and build vocabulary and knowledge	supermarket, superman, superstar  autobiography, autograph  meet, meat hear, here knot, not	Teach prefixes 'super-' and 'auto-'  Teach strategies at the point of writing: homophones (meet/meat, hear/here, knot/not)  Teach words with the /k/ sound spelt 'ch' (Greek in origin)	Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns  Year 3 Introduction to inverted commas to punctuate direct speech	Use of the present perfect form of verbs instead of the simple past	Year 3 preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')
	Fiction	Journeys and quests	Little red riding hood (alternative or poem)	<b>Action</b>	Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments Speak audibly and fluently with an increasing command of Standard English					
	Non-fiction	<b>Persuasion text</b>	Letter of persuasion		Participate in discussions, presentations, performances and debates Articulate and justify answers, arguments and opinions					
Summer 1	Poetry	Kennings		Adjectives/ Description	Listen and respond appropriately to adults and their peers Ask relevant questions to extend their understanding and build vocabulary and knowledge	gently, simply, humbly, nobly  basically, frantically, dramatically  myth, gym, cygnet, Egypt, pyramid, mystery	Suffix '-ly' with root words ending in 'le' and 'ic'  Revise apostrophe for contractions  Rare GPCs (/i/ sound)	Commas in a list and grammatical boundaries  Year 3 Introduction to inverted commas to punctuate direct speech	Headings and sub-headings to aid presentation  Use of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past	Year 3 preposition, conjunction word family, prefix clause, subordinate clause direct speech

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Year 3		Text type	Text	Focus	S & L	Vocabulary	Spelling rules	Punctuation	Grammar	Grammar terminology for pupils
	Fiction	Defeating the monster/villain	Roman Myth	<b>Characterisation</b>	Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments Speak audibly and fluently with an increasing command of Standard English		Revise vowel diagraphs			consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')
	Non-fiction	<b>Information text</b>	Romans		Participate in discussions, presentations, performances and debates Articulate and justify answers, arguments and opinions					
Summer 2	Poetry	Riddles	Maybe read write inc	The unknown Mystery	Listen and respond appropriately to adults and their peers Ask relevant questions to extend their understanding and build vocabulary and knowledge	young, touch, double, trouble, country  heel/heal/he'll, plain/plane, groan/grown rain/rein/ reign	Teach the /N sound spelt 'ou'  Homophones (including heel/heal/he'll, plain/plane, groan/grown and rain/rein/ reign)	Revision of year 3	Revision of year 3	Year 3 preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')
	Fiction	Thrillers, suspense and fear	The Alien Landing	<b>Suspense</b>	Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments Speak audibly and fluently with an increasing command of Standard English		Proof reading			
	Non-fiction	<b>Explanation</b>	How aliens communicate with each other		Participate in discussions, presentations, performances and debates Articulate and justify answers, arguments and opinions					

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Year 4		Text type	Text	Focus	S & L	Vocabulary	Spelling rules	Punctuation	Grammar	Grammar terminology for pupils
Autumn 1	Poetry	Rhythm and rap/ Songs	Food glorious food and others	Historical context Poetic devices	Listen and respond appropriately to adults and their peers  Select and use appropriate registers for effective communication.	measure, treasure, pleasure, enclosure  peace, piece main, mane fair, fare	Teach words ending /ʒə/  Teach possessive apostrophe with singular proper nouns  Teach homophones (peace/piece, main/mane, fair/fare)	Use of commas after <b>fronted adverbials</b>	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases  <b>Fronted adverbials</b>	determiner pronoun adverbial
	Fiction	Journeys and quests	Oliver Twist	<b>Settings</b>	Listen and respond appropriately to adults and their peers  Ask relevant questions to extend their understanding and build vocabulary and knowledge  Speak audibly and fluently with an increasing command of Standard English  Gain, maintain and monitor the interest of the listener(s)					
	Non-fiction	<b>Persuasion</b>	Job advert		Give well-structured descriptions and explanations  Consider and evaluate different viewpoints, attending to and building on the contributions of others  Participate in discussions, presentations, performances and debates					
Autumn 2	Poetry	Free verse		Relationships between people	Select and use appropriate registers for effective communication.	Inactive, incorrect  illegal, illegible	Teach proofreading  Teach prefixes 'in-', 'il-', 'im-' and 'ir-'	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]	Use of paragraphs to organise ideas around a theme	determiner pronoun adverbial
	Fiction	Warning and moral stories	The Canal	<b>Openings and endings</b>	Listen and respond appropriately to adults and their peers  Ask relevant questions to extend their understanding and build vocabulary and knowledge  Speak audibly and fluently with an increasing command of Standard English  Gain, maintain and monitor the interest of the listener(s)	immature, immortal, impossible, impatient, imperfect  irregular, irrelevant, irresponsible  forgetting, forgotten, beginning, beginner, prefer, preferred  gardening, gardener, limiting, limited, limitation	Revise words with the /eɪ/ sound spelt 'ei', 'eigh' or 'ey' Words with the /tʃ/ sound spelt 'ch' and the /ʌ/ sound spelt 'ou'  Teach adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-en', '-ed')			

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	Non-fiction	Information text	Canals		Articulate and justify answers, arguments and opinions					
Spring 1	Poetry	Imagery		Figurative language	Select and use appropriate registers for effective communication.	League, tongue creature, furniture, picture, nature, adventure	Teach the /g/ sound spelt 'gu'  Teach words with endings sounding like /tʃə/ spelt '-ture'	Apostrophes to mark plural possession	The grammatical difference between plural and possessive -s  Standard English forms for verb inflections instead of local spoken forms  Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	determiner pronoun adverbial  pronoun, possessive
	Fiction	Portal	The Door(2) - The Raiders	Dialogue	Listen and respond appropriately to adults and their peers  Ask relevant questions to extend their understanding and build vocabulary and knowledge  Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	girls', boys', babies', children's, men's, mice's, Cyprus's  scene/seen mail/male bawl/ball	Teach possessive apostrophe with plurals  Teach homophones (scene/seen, mail/male, bawl/ball)			
	Non-fiction	Recount (Newspaper)	Vikings appear!		Consider and evaluate different viewpoints, attending to and building on the contributions of others					
Spring 2	Poetry	Riddles		Suspense	Select and use appropriate registers for effective communication.	antiseptic, anticlockwise, antisocial	Teach proofreading  Teach prefixes 'anti-' and 'inter-'	Revision of all	Revision of all	determiner pronoun adverbial  pronoun, possessive
	Fiction	Losing and finding	Adventure at Cambury park	Suspense	Listen and respond appropriately to adults and their peers  Ask relevant questions to extend their understanding and build vocabulary and knowledge  Speak audibly and fluently with an increasing command of Standard English  Gain, maintain and monitor the interest of the listener(s)	interact, intercity, international, interrelated (inter + related)  musician, electrician, magician, politician, mathematician,  expansion, extension, comprehension, tension  invention, injection, action, hesitation, completion  attention, intention  expression, discussion, confession permission, admission,	Teach endings that sound like /ʃən/ spelt '-cian', '-sion', '-tion' and '-ssion'			
	Non-fiction	Explanation	How are ducks adapted to their environment?		Consider and evaluate different viewpoints, attending to and building on the contributions of others					
Summer 1	Poetry	Narrative poetry	The magic box	Imagery	Select and use appropriate registers for effective communication.	science, scene, discipline, fascinate, crescent	Rare GPCs (/s/ spelt 'sc'	Revision of all	Revision of all	determiner pronoun adverbial

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Year 4		Text type	Text	Focus	S & L	Vocabulary	Spelling rules	Punctuation	Grammar	Grammar terminology for pupils
	Fiction	Wishing tales	Billy Midas/ King Midas	<b>Characterisation</b>	Listen and respond appropriately to adults and their peers  Ask relevant questions to extend their understanding and build vocabulary and knowledge	division, invasion, confusion, decision, collision, television  weather/whether who's/whose medal/meddle missed/mist team/teem	Words ending /ʒən/ (spelt '-sion')  Apostrophes for possession, including singular and plural  Homophones (weather/whether, who's/whose, medal/meddle. Missed/mist, team/teem)			pronoun, possessive
	Non-fiction	<b>Discussion text</b>	What is a 'good' wish		Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently with an increasing command of Standard English  Gain, maintain and monitor the interest of the listener(s)					
Summer 2	Poetry	Nonsense and humour		Describing and creating monsters	Select and use appropriate registers for effect.	poisonous, dangerous, mountainous, famous, various	Adding '-ous' to the end of words  Proofreading	Revision of all	Revision of all	determiner pronoun adverbial
	Fiction	Defeating monsters and villains	Theseus and the minotaur	<b>Action</b>	Listen and respond appropriately to adults and their peers  Ask relevant questions to extend their understanding and build vocabulary and knowledge	tremendous, enormous, jealous  humorous, glamorous, vigorous  courageous, outrageous serious, obvious, curious hideous, spontaneous, courteous	Revise prefixes  Teach adding suffix '-ly' (noun to adverb) including to words ending in 'y', 'le' and 'ic'			pronoun, possessive
	Non-fiction	<b>instructions</b>	How to care for a made up Greek creature /how to defeat a greek creature		Consider and evaluate different viewpoints, attending to and building on the contributions of others	happily, angrily  gently, simply, humbly, nobly  basically, frantically, dramatically				

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Year 5	Text type	Text	Focus	S & L	Vocabulary	Spelling rules	Punctuation	Grammar	Grammar terminology for pupils	
Autumn 1	Poetry	Haiku	Various Beach	Syllables	Select and use appropriate registers for effect	ought, bought, thought, nought, brought, fought rough, tough, enough cough	Teach words with the letter string 'ough'  Teach words with 'silent' letters	Brackets, dashes or commas to indicate parenthesis  Use of commas to clarify meaning or avoid ambiguity	Converting <b>nouns</b> or <b>adjectives</b> into verbs using <b>suffixes</b> [for example, -ate; -ise; -ify]  <b>Relative clauses</b> beginning with who, which, where, when, whose, that, or an omitted relative pronoun	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity
	Fiction	Finding story	Adventure at Sandy Cove	<b>Action</b>	Listen and respond appropriately to adults and their peers  Ask relevant questions to extend their understanding and build vocabulary and knowledge  Speak audibly and fluently with an increasing command of Standard English	though, although, dough through  thorough, borough  plough, bough  doubt, island, lamb, solemn, thistle, knight	Teach use of spelling journals for etymology  Teach words ending in '-able' and '-ible'  Teach homophones (isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed)			
	Non-fiction	<b>Persuasion</b>	Leaflet / Visit the beach	Audience and purpose	Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	adorable, applicable, considerable, tolerable, changeable, noticeable, dependable, comfortable, understandable, reasonable, enjoyable, reliable  possible, horrible, terrible, visible, incredible, sensible  isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed				
Autumn 2	Poetry	List poem	Various	Fear	Select and use appropriate registers for effect	co-ordinate, re-enter, co-operate, co-own	Revise/teach plurals  Teach use of hyphen	Brackets, dashes or commas to indicate parenthesis  Use of commas to clarify meaning or avoid ambiguity	<b>Verb prefixes</b> [for example, dis-, de-, mis-, over- and re-]  Indicating degrees of possibility using <b>adverbs</b> or <b>modal verbs</b> Devices to build <b>cohesion</b> within a paragraph [for example, then, after that, this, firstly]	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity
	Fiction	Thriller Suspense and Fear	Alien abduction	<b>Suspense</b>	Listen and respond appropriately to adults and their peers  Ask relevant questions to extend their understanding and build vocabulary and knowledge  Speak audibly and fluently with an increasing command of Standard English		Teach proofreading  Teach use of dictionaries for roots, derivations and patterns  Building words from morphemes			
	Non-fiction	<b>Explanation</b>	Life cycle of an alien	Audience and purpose	Gain, maintain and monitor the interest of the listener(s)  Give well-structured descriptions and explanations					
Spring 1	Poetry	Classic	Flanders Field	Imagery	Select and use appropriate registers for effect	bruise, guarantee, immediately, vehicle, yacht	Revise apostrophe for possession	Brackets, dashes or commas to indicate parenthesis	Linking ideas across paragraphs using	modal verb, relative pronoun relative clause

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	Fiction	Journeys and quest	Evacuees	<b>Dialogue</b>	<p>Listen and respond appropriately to adults and their peers</p> <p>Ask relevant questions to extend their understanding and build vocabulary and knowledge</p> <p>Speak audibly and fluently with an increasing command of Standard English</p>	<p>adorably, applicably, considerably, tolerably</p> <p>possibly, horribly, terribly, visibly, incredibly, sensibly</p> <p>led/lead, steel/steal, alter/altar</p>	<p>Teach rare GPCs (bruise, guarantee, immediately, vehicle, yacht)</p> <p>Teach using journals for etymology</p> <p>Teach words ending in '-ably' and '-ibly'</p> <p>Teach homophones (led/lead, steel/steal, alter/altar)</p>	Use of commas to clarify meaning or avoid ambiguity	<b>adverbials</b> of time, place and number or tense choices	parenthesis, bracket, dash cohesion, ambiguity
	Non-fiction	<b>Recount (Diary)</b>	Anne Frank	Audience and purpose	Gain, maintain and monitor the interest of the listener(s)					
Spring 2	Poetry	Acrostic	Mythical	Vocabulary	Select and use appropriate registers for effect	deceive, conceive, receive, perceive, ceiling	Teach proofreading: checking from another source after writing	Brackets, dashes or commas to indicate parenthesis	Revise all	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity
	Fiction	Warning and Moral	Pandora's box	<b>Openings and endings</b>	<p>Listen and respond appropriately to adults and their peers</p> <p>Ask relevant questions to extend their understanding and build vocabulary and knowledge</p> <p>Speak audibly and fluently with an increasing command of Standard English</p>	protein, caffeine, seize	<p>Revise building words from root words</p> <p>Revise homophones</p> <p>Teach words with the /i:/ sound spelt 'ei'</p> <p>Teach 'ei' and 'ie' words</p>	Use of commas to clarify meaning or avoid ambiguity		
	Non-fiction	<b>Discussion texts</b>	Should she open the box?	Audience and purpose	<p>Consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>Participate in discussions, presentations, performances and debates</p> <p>Articulate and justify answers, arguments and opinions</p>					
Summer 1	Poetry	Humour	Various	Wishes	Select and use appropriate registers for effect	cereal/serial, father/farther, guessed/ guest,	Teach using etymological/ morphological strategies	Brackets, dashes or commas to indicate parenthesis	Revise all	modal verb, relative pronoun relative clause



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	Fiction	Wishing Tale	Charlie and the Chocolate Factory	<b>Settings</b>	<p>Listen and respond appropriately to adults and their peers</p> <p>Ask relevant questions to extend their understanding and build vocabulary and knowledge</p> <p>Speak audibly and fluently with an increasing command of Standard English</p>	morning/mourning, who's/whose	<p>for spelling</p> <p>Using spelling logs for etymology</p> <p>Teach proofreading</p> <p>Teach homophones (cereal/serial, father/farther, guessed/guest, morning/mourning, who's/whose)</p>	Use of commas to clarify meaning or avoid ambiguity		parenthesis, bracket, dash cohesion, ambiguity
	Non-fiction	<b>Information Text</b>	Willie Wonka's Factory	Being informative	<p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p>					
	Poetry	Riddles	Various	Dragons	Select and use appropriate registers for effect		Teach use of dictionary to check words referring to first three or four letters	Brackets, dashes or commas to indicate parenthesis	Revise all	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity
Fiction	Defeating the monsters/villains	The Door (1)	<b>Characterisation</b>	Select and use appropriate registers for effective communication		Revise problem suffixes	Use of commas to clarify meaning or avoid ambiguity			
Non-fiction	<b>Instructional text</b>	How to defeat a dragon	Audience and purpose	<p>Listen and respond appropriately to adults and their peers</p> <p>Ask relevant questions to extend their understanding and build vocabulary and knowledge</p> <p>Speak audibly and fluently with an increasing command of Standard English</p>		Practise homophones necessary to secure				
Summer 2							Revise aspects of year 5 not secure			

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Year 6		Text type	Text	Focus	S & L	Vocabulary	Spelling rules	Punctuation	Grammar	Grammar terminology for pupils
Autumn 1	Poetry	Narrative	Various	Change in atmosphere	Listen and respond appropriately to adults and their peers Ask relevant questions to extend their understanding and build vocabulary and knowledge	adorable, applicable, considerable, tolerable, changeable, noticeable, dependable, comfortable, understandable, reasonable, enjoyable, reliable	Revise words ending '-able'/'-ably', and '-ible'/'-ibly'  Teach adding suffixes beginning with vowels to words ending in '-fer'  SATs practice	Use of the semi-colon, colon and dash to mark the boundary between independent <b>clauses</b>  How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]  Parenthesis	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing  Linking ideas across paragraphs using a wider range of <b>cohesive devices</b> : repetition of a <b>word</b> or phrase, grammatical connections [for example, the use of <b>adverbials</b> such as on the other hand, in contrast, or as a consequence], and <b>ellipsis</b>  <b>Pronouns for cohesion</b>  Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points
	Fiction	Portal	The Garden	<b>Settings (Figurative language)</b>	Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments Speak audibly and fluently with an increasing command of Standard English	adorably, applicably, considerably, tolerably  possible, horrible, terrible, visible, incredible, sensible  possibly, horribly, terribly, visibly, incredibly, sensibly  referring, referred, referral, preferring, preferred, transferring, transferred reference, referee, preference, transference	Teach proofreading in smaller chunks (sentences, paragraphs)			
	Non-fiction	<b>Persuasion</b>	Holiday brochure	Audience and purpose	Give well-structured descriptions and explanations					
Autumn 2	Poetry	Rhythm	JK Rowling poetry	Vocabulary Fantasy	Select and use appropriate registers for effect Listen and respond appropriately to adults and their peers Ask relevant questions to extend their understanding and build vocabulary and knowledge	advice/advise device/devise licence/license practice/practise  vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious	Learn homophones ('ce'/'se')  Teach endings that sound like /ʃəs/ spelt '-cious' or '-tious'	Use of the colon to introduce a list and use of semi-colons within lists  <b>Punctuation</b> of bullet points to list information	The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of <b>subjunctive</b> forms such as <u>If I were</u> or <u>Were they</u> to come in some very formal writing and speech]	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points
	Fiction	Defeating the villain	Harry Potter	<b>Characterisation</b>	Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments Speak audibly and fluently with an increasing command of Standard English					
	Non-fiction	<b>Instructions</b>	How to make a spell	Audience and Purpose	Consider and evaluate different viewpoints, attending to and building on the contributions of others Gain, maintain and monitor the interest of the listener(s)  Communication.					

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Spring 1	Poetry	Rap	Warnings	Language	Listen and respond appropriately to adults and their peers Ask relevant questions to extend their understanding and build vocabulary and knowledge	ought, bought, thought, nought, brought, fought  rough, tough, enough cough  though, although, dough through	Revise words with 'ough' letter string  Teach words ending '-cial' and '-tial'  Proofreading someone else's writing	Use of the colon to introduce a list and use of semi-colons within lists  Recap all	How words are related by meaning as synonyms and antonyms Use of the <b>passive</b> to affect the presentation of information in a <b>sentence</b>  The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points
	Fiction	Warning Story	The Caravan	<b>Dialogue</b>	Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments Speak audibly and fluently with an increasing command of Standard English	thorough, borough  plough, bough  official, special, artificial, partial, confidential, essential	Revise generating words from prefixes			
	Non-fiction	<b>Information text</b>	E.g. Different types of caravans	Audience and purpose	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas					
Spring 2	Poetry	List poems	Various	Crime	Listen and respond appropriately to adults and their peers Ask relevant questions to extend their understanding and build vocabulary and knowledge	dessert/ desert, stationery/ stationary, complement/ compliment, principle/ principal, prophet/profit	Teach homophones (dessert/ desert, stationery/ stationary, complement/ compliment, principle/ principal, prophet/profit)  Practise proofreading	Use of the colon to introduce a list and use of semi-colons within lists  Recap all	How words are related by meaning as synonyms and antonyms Use of the passive to affect the presentation of information in a sentence  Linking ideas across paragraphs using a wider range of <b>cohesive devices</b> : repetition of a <b>word</b> or phrase, grammatical connections [for example, the use of <b>adverbials</b> such as on the other hand, in contrast, or as a consequence], and <b>ellipsis</b>	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points
	Fiction	Rescue	Kidnapped	<b>Action</b>	Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments Speak audibly and fluently with an increasing command of Standard English		Revise generating words from prefixes and roots.			
	Non-fiction	<b>Recount - Autobiography</b>	John Lennon	Audience and purpose	Participate in discussions, presentations, performances and debates Articulate and justify answers, arguments and opinions				<b>Pronouns for cohesion</b>  Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]	
Summer 1	Poetry	Free Verse	Desert island poetry	Imagery	Listen and respond appropriately to adults and their peers Ask relevant questions to extend their understanding and build vocabulary and knowledge	observant, expectant, hesitant, tolerant, assistant,  observance, tolerance, substance, assistance  hesitancy	Teach rare GPCs from word list  Revise using Have a Go sheets  Teach words ending in 'ant', '-ance/-ancy'	Use of the colon to introduce a list and use of semi-colons within lists  Recap all  Push on fluency of	Linking ideas across paragraphs using a wider range of <b>cohesive devices</b> : repetition of a <b>word</b> or phrase, grammatical connections [for example, the use of <b>adverbials</b> such as on	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points

English Long Term Plan 2017 to 2018

Year 6		Text type	Text	Focus	S & L	Vocabulary	Spelling rules	Punctuation	Grammar	Grammar terminology for pupils
	Fiction	Journey and Quest	Kensuke's Kingdom	<b>Openings and endings</b>	Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments Speak audibly and fluently with an increasing command of Standard English		Teach proofreading  Revise word roots and meaning.	punctuation	the other hand, in contrast, or as a consequence], and <b>ellipsis</b>  <b>Pronouns for cohesion</b>  Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]	
	Non-fiction	<b>Explanations</b>	How does a ___storm___ happen?	Audience and purpose	Participate in discussions, presentations, performances and debates Articulate and justify answers, arguments and opinions					
Summer 2	Poetry	Shape/Concrete	Various	Fear	Listen and respond appropriately to adults and their peers Ask relevant questions to extend their understanding and build vocabulary and knowledge	Innocent, frequent, decent, confident, obedient, independent  Innocence, confidence, obedience, independence	Teach words ending 'ent', '-ence/ency'  Teach homophones (draught/ draft, dissent/descent, precede/proceed, wary/ weary)	Revise all  Children choosing for effect	Revise all  Style / choice	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points
	Fiction	Thrillers, Suspense and Fear	Zelda and the rain claw	<b>Suspense</b>	Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments Speak audibly and fluently with an increasing command of Standard English	decency, frequency  draught/ draft, dissent/descent, precede/proceed, wary/ weary	Learn commonly misspelt homophones.			
	Non-fiction	<b>Discussion</b>	Zoos/Animals	Audience and purpose	Participate in discussions, presentations, performances and debates Articulate and justify answers, arguments and opinions					