

Long Term Plan for English KS2

	Fiction	Non-fiction	Poetry
	Topic: Greece Science: Electricity		
	Myths and legends	Recounts Instructions – how to defeat a monster	
Autumn 1	<p>Secure use of planning tools Plan opening around character, setting, time of day and type of weather Plan opening using description / action</p> <p>Paragraphs to organise ideas around a theme Group related paragraphs Organise ideas logically</p> <p>Sentences beginning 'ly' to add detail Embellish sentences with adjectives and adverbs Use a range of co-ordinating conjunctions for compound sentences</p> <p>Use of commas after fronted adverbials Use a comma to separate items in a list Use a colon to introduce a list</p> <p>Use of determiners a or an Powerful verbs</p>	<p>Secure independent use of planning tools Plan opening using description/action/dialogue Maintain plot consistently working from plan</p> <p>Independent planning across all genres and application Secure independent planning Secure use of layout suitable to texts Use a variety of text layouts appropriate to purpose All texts have introduction / middle / conclusion</p> <p>Secure use of paragraphs</p> <p>Secure use of compound sentences Main and subordinate clauses with full range of conjunctions Elaboration of starters with expanded adverbial phrases</p> <p>Use of commas after adverbials Use commas to clarify meaning Use a colon to introduce a list and semi-colons within lists</p> <p>Use of empty words – someone, somewhere... Developed use of technical language</p> <p>Build in literary features to create effects</p>	

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Autumn 2	Topic: Greece Science Rocks (3) Dinosaur hunters (6)		
		Persuasion Information texts	Poet study

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	<p>Group related facts into paragraphs Topic sentences to introduce paragraphs Develop hook to introduce and tempt the reader Endings with response, opinion, reminder, question, warning, encouragement to reader</p> <p>Topic sentences to introduce non-fiction paragraphs Expanded noun phrases and list of 3 for description Pattern of 3 to persuade or for action Start a sentence with a simile Use of repetition to persuade</p> <p>Use of a comma after a fronted adverbial and in 'sentence of 3'</p> <p>Comparative and superlative adjectives Alliteration Similes Boastful language</p>		<p>Use a variety of ways to draw reader in and make purpose clear Use a range of techniques to involve the reader – questions, comments, observations, rhetorical questions Use rhetorical questions to draw reader in Summary clear at the end to directly appeal to reader Use different techniques to conclude texts Consistently maintain viewpoint</p> <p>Use of rhetorical questions (developed use for persuasion) Use of formal language structures – question tags Relative clauses beginning who, which, that, where, when, whose or an omitted relative pronoun</p> <p>Use of commas for relative clauses Use commas to clarify meaning</p> <p>Use of figurative language – metaphor, personification, onomatopoeia</p>

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	Topic: Weather Science: We are astronauts (3) Out of this world (5)		
	Stories with humour	Explanatory texts Recount (news report, diary)	Humorous poems
Spring 1	<p>5 part stories with paragraphs to organise ideas into each story part Organise story parts to show change in place or jump in time Follow resolution with ending that includes reflection</p> <p>Use perfect verbs to mark time and cause Use present perfect instead of simple past</p> <p>Link information within paragraphs with a range of conjunctions</p> <p>Dialogue + verb + adverb Use subordinating conjunctions</p> <p>Inverted commas for direct speech (full correct punctuation for speech) Commas to mark clause boundaries Apostrophes for contraction</p> <p>Technical vocabulary to add detail Proper nouns</p>	<p>Use 5 part story structure with story starting at any point Resolution should have clear links with dilemma</p> <p>End with character reflecting on events, changes or lessons, looking forward to future or asking a question</p> <p>Vary conjunctions to build cohesion within paragraphs Use change of place, time and action to link ideas across paragraphs Secure use of linking ideas across paragraphs</p> <p>Active and passive verbs Main and subordinate clauses with full range of conjunctions Use of 'stage directions' with speech Revise full punctuation of direct speech Use brackets, dashes and commas for parenthesis Use dashes for additional clause</p> <p>Difference in formal / informal vocabulary</p>	

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Spring 2	Topic: Weather Science: Bubbles (4) We're evolving (6)		
	Stories from imaginary worlds <i>Text:</i> <i>Falling Angels</i>		Syllabic poems (haiku, tanka)

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	<p>5 part stories with paragraphs to organise ideas into each story part Organise story parts to show change in place or jump in time Follow resolution with ending that includes reflection Build in suspense writing to introduce dilemma</p> <p>Relative Clauses using 'who, whom, whose, which, that' 'ed' clauses as starters Adverbial phrases used to show where, when or how Prepositional phrases to place action</p> <p>Use an ellipsis Apostrophes to mark singular and plural possession</p> <p>Relative pronouns</p> <p>Prepositions</p> <p>Grammatical difference between plural and possessive 's'</p>	<p>Use 5 part story structure with story starting at any point Resolution should have clear links with dilemma End with character reflecting on events, changes or lessons, looking forward to future or asking a question Include suspense, cliff hangers, flashbacks/forwards, time slips Secure development of characterisation</p> <p>Dropped in 'ed' clause, expanded 'ed' clauses as starters</p> <p>Lengthening or shortening sentences for effect or meaning Moving clauses and adding detail. Moving sentence chunks around for effect</p> <p>Use semi-colons to punctuate related clauses Use hyphens to avoid ambiguity Use a colon to introduce a clause</p> <p>Synonyms and antonyms Use of figurative language – metaphor, personification, onomatopoeia</p>	
Summer 1	Topic: Anglo Saxons Science: How does your garden grow (3) Classifying Critters (6)		
	<i>Text: Think of an eel</i>	Non-chronological reports Argument and debate	

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	<p>Sub-headings Use bullet points and diagrams Develop endings with personal response, extra information / reminders, 'wow' comment Endings with response, opinion, reminder, question, warning, encouragement to reader Appropriate use of noun / pronoun to aid cohesion</p> <p>Standard English for verb inflections</p> <p>ing' clauses as starters (expanding on these) Long and short sentences for effect Dropped in 'ing' clause</p> <p>Appropriate use of noun / pronoun to avoid ambiguity and repetition</p> <p>Revise Question, Statement, exclamation, command</p> <p>Conditionals (modal verbs) – should, would, could</p>	<p>Link ideas within and across paragraphs using a full range of conjunctions and signposts Link ideas across paragraphs using a wider range of cohesive devices – repetition, adverbials, layout devices, conjunctions</p> <p>Express own opinions clearly / express balanced coverage of a topic Consistently maintain viewpoint Use different techniques to conclude texts</p> <p>Choose or create publishing format to enhance text type Use appropriate informal and formal styles of writing</p> <p>Degrees of possibility using modal verbs and adverbs</p> <p>Punctuate bullet points to list information Use hyphens to avoid ambiguity (revise) Use dashes for additional clauses (revise)</p> <p>Convert nouns or adjectives into verbs using suffixes</p>	
Summer 2	Topic: Were the Vikings victorious and vicious? Science: Food and our bodies (3) Growing Pains (5)		
	<p>Soroptemist Story competition Modern Classic Text: <i>How to Train your Dragon</i></p>	<p>Non-chronological reports Explanatory texts</p>	<p>Kennings and list poems</p>

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