



Long Term Plan - Key Stage Two Y5/6

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Presentation skills- revisit line guides</p> <p>Narrative Description (character and setting) 2 Weeks</p> <p>Non chron x 2 weeks</p> <p>Letter x 2 weeks</p>	<p>Presentation skills- revisit line guides</p> <p>Narrative x2 weeks</p> <p>Poetry x1 week (celebration)</p> <p>Recount x 2 weeks</p> <p>Single session SPaG recall x 1 week</p>	<p>Narrative x2 weeks</p> <p>Nonfiction Persuasive text x2</p> <p>Newspapers X2</p>	<p>Poetry x1 week</p> <p>Narrative x3- generating a whole text and from alternative viewpoints.</p> <p>Biography x 2 weeks</p>	<p>Y5</p> <p>Discussion X2 week</p> <p>Explanation x 3 week</p> <p>Debate x 1 week</p> <p>Y6 (Edit and improve Submission of final pieces for writing assessment)</p>	<p>Y5 War Horse- Narrative Description (character and setting)</p> <p>Diaries</p> <p>Y6 Kensuke's Kingdom Book Study x 3 weeks)</p> <p>Narrative x 2 weeks</p> <p>Poetry x1 week (performance poetry)</p>
Statutory requirement					
<p>Y5- Word classes – noun verb adjective adverb Tense – simple present Paragraphs, sub headings, topic sentence Fronted adverbials of manner, degree, frequency Verb prefixes eg- dis -mis- over- re</p> <p>Features of a setting (5 senses)</p> <p>Y6-Word classes – noun verb adjective adverb Paragraphs, sub headings, topic sentence Word classes – articles and determiners. Past Tense – regular verbs, irregular, simple past, past progressive</p>	<p>Y5</p> <p>Features of poem Figurative language Alliteration Simile Metaphor Personification</p> <p>Parenthesis including brackets</p> <p>Informal language Apostrophes for contraction Idioms</p> <p>Tenses – simple past and past progressive</p> <p>Converting nouns or adjectives into verbs using suffixes- eg -ate -ise -ify</p>	<p>Y5</p> <p>Expanded noun phrases</p> <p>Direct and indirect speech (speech punctuation)</p> <p>Features of persuasive text.</p> <p>Language of persuasion</p> <p>Parenthesis including brackets- dashes- commons</p> <p>Modal verbs Adverbs of time, frequency</p>	<p>Y5</p> <p>Alliteration Similes Personification Onomatopoeia Metaphor</p> <p>Subordination At the start of a sentence</p> <p>Linking ideas across paragraphs using cohesive devices</p> <p>Tense– simple present/ present progressive</p> <p>Subordination At the start of a sentence</p> <p>Devices to build cohesion- eg then after, that, this, firstly,</p>	<p>Y5</p> <p>indicating degrees of possibility using adverbs eg perhaps, surely</p> <p>Pronouns – including personal, relative, possessive</p> <p>Formal vs. informal language</p> <p>Formal language – causal conjunctions</p> <p>Subordinating conjunctions (when, although, if, because etc.)</p> <p>Prepositions/Adverbials</p> <p>Structure of a debate The language of debate</p>	<p>Y5</p> <p>Alliteration Similes Personification Onomatopoeia Metaphor</p> <p>Y6</p> <p>(Edit and improve Submission of final pieces for writing assessment</p> <p>Alliteration Similes Personification Onomatopoeia Metaphor</p>

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<p>Subject /object of a sentence Active , passive Formal language Layout devices e.g. headings, sub headings, columns, bullet points.</p>	<p>Y6 Relative clauses who, which, where, that Formal, informal and the difference Adverbs of time, frequency, degree Modal verbs/ imperative verbs Sentence types exclamations questions Statements Commands Active and passive voice Perfect past and perfect present and verb tense agreement Language of poetry - poetry structures</p>	<p>Sentence types Exclamations Questions Statements Commands Direct & indirect speech punctuation Relative clauses who, which, where , that and vary the position Y6 Speech punctuation, direct and indirect speech and the difference- informal and formal language. The difference between structures typical of informal speech and structures appropriate for formal speech and writing including question tags or the Paragraphs, adverbs / degree frequency /time / manner Speech punctuation – speech to move action forward</p>	<p>Parenthesis including brackets- dashes- commons Y6 Developing characters through action and dialogue Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word/phrase, adverbials, ellipsis. Paragraphs using adverbs / degree frequency /time / manner Prepositions and prepositional phrases Adverbs and adverbial phrases Longer expanded noun phrases- ensuring completed sentences. Paragraphs Subheadings, topic sentence Punctuation of bullet points to list information Subordination At the start of a sentence Parenthesis including brackets- dashes- commons</p>	<p>present progressive tense Y6 Single session SPaG recall as necessary use of the subjunctive form. eg if I were. Edit and improve Submission of final pieces for writing assessment</p>	
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		<p>Persuasive language Relative clauses</p> <p>Linking ideas across paragraphs using cohesive devices</p> <p>Parenthesis including brackets-dashes- commons</p> <p>Use of semicolons-dashes to mark clauses.</p> <p>Reasons to use commas clarify meaning or ambiguity</p>	Use of colon to mark clauses		
Build On Skills					
<p>Y5 capital letters, full stops, proper nouns (dictation) word classes subordinating conjunctions</p> <p>Y6 capital letters, full stops, proper nouns, commas dictation</p> <p>Main clause/ subordinate clause and the difference</p>	<p>Y5- Expanded noun phrases Pronouns (he, she, it, we, I, they etc.)</p> <p>Recognising verbs Tense – comparing simple past & present tense</p> <p>Determiners (a, an, the)</p> <p>Spelling rule for a and an</p> <p>Fronted adverbials (us</p> <p>Y6- Determiners: articles, quantifiers, possessives</p> <p>Adverbs and adverbial phrases Longer expanded Pronouns</p> <p>Tense – simple present</p> <p>Paragraphs about a theme,</p>	<p>Presentation skills- revisit line guides</p> <p>Y5 Coordination (and, or, but) Subordination (because, when, if</p> <p>Parenthesis including brackets</p> <p>Features of a setting (5 senses)</p> <p>Y6</p> <p>Parenthesis including brackets</p>	<p>Presentation skills- revisit line guides</p> <p>Y5 Coordination (and, or, but) Subordination (because, when, if) Speech (punctuation)</p> <p>Features of poem</p> <p>Figurative language</p> <p>Alliteration Simile</p> <p>Metaphor</p> <p>Y6 Embedded relative clause 'who, which'</p> <p>Expanded noun phrases</p>	<p>Presentation skills- revisit line guides</p> <p>Y5 Paragraphs Sub headings</p> <p>Topic sentence</p> <p>Fronted adverbials (commas)</p> <p>Prepositions for cohesion speech (punctuation)</p> <p>sentence openers: in my opinion etc.</p> <p>Subordination At the start of a sentence</p> <p>Y6</p>	<p>Presentation skills- revisit line guides</p> <p>Y5 Fronted adverbials (commas)</p> <p>Prepositions for cohesion</p> <p>Word classes – noun verb adjective adverb</p> <p>Tense – simple present</p> <p>Paragraphs, sub headings, topic sentence</p> <p>Fronted adverbials of manner, degree, frequency</p> <p>Sentence types</p>

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	<p>sub headings, topic sentence</p>	<p>Perfect past and perfect present and verb tense agreement (e.g. he had gone/ he has gone)</p>	<p>Speech punctuation – speech to move action forward</p> <p>Language of poetry - poetry structures</p> <p>Linking ideas across paragraphs using cohesive devices</p> <p>Reasons to use commas – subordinate clause, list, fronted adverbials, clarify meaning or ambiguity</p>	<p>Apostrophes for possession</p> <p>Adverbials of time</p> <p>Adverbials of place</p> <p>Paragraphs Subheadings, topic sentence</p> <p>Fronted adverbials (commas)</p>	<p>Y6 Appropriate choice of pronoun/noun for cohesion to avoid repetition</p> <p>Edit and improve</p> <p>Submission of final pieces for writing assessment</p> <p>Single session SPaG recall as necessary</p>
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