

KS2 English– Medium Term Plan 2019 – 2020

Year 3	Autumn 1 (6.5, plan 6.5)	Autumn 2 (7.5, plan 6)	Spring 1 (6, plan 6)	Spring 2 (6, plan 5)	Summer 1 (5, plan 5)	Summer 2 (7, plan 6)
RC topic	The Rainforest	Stone Age and Iron Age Britain	Inventions	Ruthless Romans	You're looking at country	Ancient Egypt
Week 1 (3 days)	Fantastic Mr Fox Lexile score = 600 (23 copies + 31 photocopies)	The Happy Man (Eastern European tale – adapt to Talk for Writing oral story – scan of story saved in English folder) NB: Emphasise the Eastern European connection	The Stinky Cheese Man and Other Fairly Stupid Tales Lexile score = 520 (23 copies)	Use any of those available in the poetry section of the Little Library Shape poems and calligrams - Write shape poems using language effects and making decisions about form and the vocabulary used.	The Land of Neverbelieve (19 copies) Information text - Write a non-chronological report using series of sentences and paragraphs to describe the characteristics of the topic/subject. Explore note taking	Ancient Egypt: tales of gods and pharaohs Lexile score = 730 (19 copies) Myths and legends - Write new stories incorporating settings that provide a challenge and settings with characters that support the main character. Include grammar work and use of NC terminology.
Week 2		Stories with recurring literary language Chn orally learn a story, and then use it as a model to write a new story. See "The Bumper Book of Storytelling into Writing KS2" for story and planning guidance. Recount - Write first person recounts using time conjunctions for coherence Play script – using layout features, e.g. stage directions	Stories with familiar settings - Write a traditional tale from a key characters perspective using oracy practise and drama. Include grammar work and use of NC terminology. Instructions – Following a practical experience, write up the instructions. Use a wider variety of temporal conjunctions to organise the steps. Play script – using layout features, e.g. stage directions	The Romans: Gods, Emperors and Dormice Lexile score = 930 (19 copies) Myths and legends - Write new stories incorporating settings that provide a challenge and settings with characters that support the main character. Include grammar work and use of NC terminology.	Adventure and mystery story - Write a story to explore a moral dilemma faced by a particular character. Include grammar work and use of NC terminology.	Information text - Write a non-chronological report using series of sentences and paragraphs to describe the characteristics of the topic/subject.
Week 3	The Great Kapok Tree Lexile score = 590 (13 copies + 20 photocopies) Adventure and mystery story - Write a new story to convey a moral using oracy practise and drama. Include grammar work and use of NC terminology. Recount - Write newspaper report using formal language for a specific audience and time conjunctions for coherence. E.g. Animals persuade woodcutter to save tree					
Week 4		Stone Age Boy (11 copies) Adventure and mystery story - Write a new story to convey a moral using oracy practise and drama. Include grammar work and use of NC terminology.	Leon and the Place Between Lexile score = 560 (16 copies) Story set in an imaginary world – write own story in which the settings influence the reactions of characters. Include grammar work and	Romans in Britain (14 copies) Information text - Write a non-chronological report using series of sentences and paragraphs to describe the characteristics of the topic/subject.	Assorted books by Anthony Browne Lexile score = approx 500 (single copies of approx. 12 books including Voices in the Park, The Tunnel and Gorilla) Authors and Letters –Explore a selection of work by Anthony Browne. Explore	George's Marvellous Medicine Lexile score = 640 (23 copies) Adventure and mystery story - Write an adventure story, focusing on settings and
Week 5						

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		<p>Stone Age – Celts – (13 copies)</p> <p>Explanation text - explain a process or answer a question, e.g. How did Stone Age people make a fire?</p>	<p>use of NC terminology.</p> <p>Persuasive text – E.g. Why Leon should return to the tent. Or why people should visit the Place Between.</p> <p>Information text - Write a non-chronological report using series of sentences and paragraphs to describe the characteristics of the topic/subject. E.g. About the different acts that are in the circus.</p>		<p>aspects of the author's style. Write story reflecting children's own experiences. Include grammar work and use of NC terminology.</p> <p>Recount - Write a book review and a letter to the author or a zoo to express personal responses.</p>	<p>characters. Include grammar work and use of NC terminology.</p> <p>Explanation text - explain a process or answer a question, e.g. How a fox tunnel works</p>
Week 6	<p>The Shaman's Apprentice (14 copies + 20 photocopies)</p> <p>Adventure and mystery story – Use a familiar story as a model to write a new one. Include grammar work and use of NC terminology.</p>			<p>Ghost Teacher - Poetry performance</p> <p>Vocabulary and sentence work. Focus on oracy skills for a performance piece.</p>		
Week 7	<p>Instructions – Following a practical experience, write up the instructions. Write and evaluate a range of instructions.</p>					

Year 3 Guide for progression in writing - based on talk4writing

Text structure:	Sentence structure:	Word/ Language:	Punctuation:	Terminology:
<p>Consolidate KS1:</p> <p>Fiction</p> <p>Whole class retelling of story</p> <p>Understanding - 5 parts to a story with complex vocabulary:</p> <p><i>Opening e.g.</i></p> <p><i>In a land far away...</i></p> <p><i>One cold but bright morning...</i></p>	<p>Consolidate KS1:</p> <p><u>Types of sentences:</u></p> <p>Statements</p> <p>Questions</p> <p>Exclamations</p> <p>Commands</p> <p><u>'ly' openers</u></p>	<p>Consolidate KS1:</p> <p><u>Prepositions</u></p> <p><u>Determiners</u></p> <p><u>Alliteration</u></p> <p><u>Similes</u> using...as.... like...</p>	<p>Consolidate KS1:</p> <ul style="list-style-type: none"> ➤ Finger spaces ➤ Demarcate sentences ➤ Full stops ➤ Capital letters ➤ Question marks ➤ Exclamation marks 	<p>Consolidate KS1:</p> <ul style="list-style-type: none"> ➤ Punctuation ➤ Finger spaces ➤ Letter ➤ Word ➤ Sentence ➤ Statement ➤ Questions

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<p><u>Build up</u> e.g. <i>Later that day...</i> <u>Problem/ dilemma</u> e.g. <i>Suddenly,.../ Unfortunately, ...</i> <i>To her amazement...</i> <u>Resolution</u> e.g. <i>Fortunately, ...</i> <i>As soon as...</i> <u>Ending</u> e.g. <i>Finally, ...</i> <i>Luckily, Fortunately</i></p> <p>Ending should be a section rather than one final sentence e.g. suggest how the character feels in the final situation.</p> <p>Non fiction Factual sentences based around a theme.</p> <p><u>Introduction:</u> Heading Opening factual statement Hook to engage the reader Factual statement/ definition Opening question</p> <p><u>Middle section (s):</u> Group related ideas/ facts into sections Sub headings to introduce sentences / sections Use of lists - what is needed/ lists of steps to be taken Bullet points for facts Labelled diagrams</p> <p><u>Ending:</u></p>	<p>E.g. usually, eventually, finally, carefully, slowly...</p> <p><u>Vary openers</u> to sentences</p> <p><u>Embellished simple sentences</u> using: <u>Adjectives</u> e.g. The cats stared into the murky forest. <u>Adverbs</u> e.g. James quickly dug the hole in the garden.</p> <p>Secure use of compound sentences using coordinating conjunctions: And/ or/ but/ so</p> <p><u>Complex sentences (subordination)</u> using: <u>Drop in a relative clause using who/ which</u> E.g. There are many children who like riding bicycles. <u>Additional subordinating conjunctions:</u> What/ while/ when/ where/ because/ then/ so that/ if/ to/ until</p> <p><u>Expanded noun phrases</u> e.g. plenty of cats, lots of doors</p> <p><u>List of 3 for description</u> She wore red wellington boots, a blue woollen coat and a green baseball hat.</p> <p><u>Repetition for description</u> e.g. A grey dog, an angry dog A green apple, a juicy apple</p> <p><u>'Run' - repetition for rhythm</u> e.g. He flew and he flew and he flew.</p> <p>Introduce/ consolidate</p>	<p><u>Precise, clear language to give information</u> e.g. First, press the red button.</p> <p><u>Two adjectives to describe the noun</u></p> <p><u>Adverbs for description</u> <u>Adverbs for information</u></p> <p><u>Generalisers for information</u> Most cats... Some dogs...</p> <p><u>Regular plural noun suffixes</u> -s or -es Cat- cats, dish - dishes</p> <p><u>Suffixes</u> that can be added to <u>verbs</u> e.g. washing, washed, washer</p> <p>How the <u>prefix</u> unchanges the meaning of <u>verbs</u> and <u>adjectives</u></p> <p><u>Formation of nouns using suffixes</u> such as -ness, -er <u>Formation of adjectives</u></p> <p><u>Use of suffixes</u> such as -ful, -less <u>Use of the suffixes</u> - er</p>	<ul style="list-style-type: none"> ➤ Bullet points ➤ Commas in a list ➤ Comma after -'ly' opening ➤ Speech bubbles/ speech marks for direct speech ➤ Apostrophes for contracted spellings ➤ Apostrophes to mark singular possession <p>Introduce:</p> <ul style="list-style-type: none"> ❖ Colon before a list ❖ Ellipses to keep the reader hanging on ❖ Secure use of inverted commas for direct speech ❖ Use of commas after fronted adverbials 	<ul style="list-style-type: none"> ➤ Exclamation ➤ command ➤ Full stops ➤ Capital letter ➤ Question mark ➤ Exclamation mark ➤ 'speech marks' ➤ Bullet points ➤ Apostrophe (contractions only) ➤ Commas for sentence of 3- description <ul style="list-style-type: none"> ➤ Singular/plural ➤ Suffix ➤ Adjective/ noun/verb/ adverb/ noun phrase ➤ Bossy verbs ➤ Tense; past, present, future ➤ Connective ➤ Generalisers ➤ Alliteration ➤ Simile: as/ like <p>Introduce</p> <ul style="list-style-type: none"> ❖ Word family ❖ Conjunction ❖ Adverb ❖ Preposition ❖ direct speech ❖ inverted commas ❖ Prefix ❖ Consonant/ vowel ❖ Clause
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<p>Concluding sentences Make final comment to reader Extra tips! / Did-you-know? Facts/ True or false?</p> <p><u>Consistent use of present tense versus past tense</u> throughout texts</p> <p><u>Use of the continuous form of verbs in the present and past tense</u> to mark actions in progress.</p> <p>Introduce/ consolidate Fiction <u>Secure use of planning tools</u> - <i>story map/ story mountain/ story grids/ 'boxing-up' grid</i> <u>Plan opening around character(s), setting, time of day and type of weather</u></p> <p><u>Paragraphs</u> to organise ideas into each story part</p> <p><u>Extended vocabulary</u> to introduce 5 story parts: <u>Opening/ Introduction</u> - <i>should include detailed description of setting or characters</i> <u>Build-up</u> - <i>build in some suspense towards the problem or dilemma</i> <u>Problem/ dilemma</u> - <i>include detail of actions / dialogue</i> <u>Resolution</u> - <i>should link with the problem</i> <u>Ending</u> - <i>clear ending should link back to the start, show how the character is feeling, how the character or situation has changed from the beginning</i></p>	<p>Fiction <u>Vary long and short sentences:</u> <u>Long sentences</u> to add description or information. <u>Short sentences</u> for emphasis and making key points</p> <p><u>Embellished simple sentences:</u> <u>Adverb starters</u> to add detail e.g. Quickly, she sliced the melon open... <u>Adverbial phrases</u> used as 'where', 'when', or how starter (<u>fronted adverbials</u>) Several days ago, they discovered... In the centre of the eye, is the pupil. In a peculiar way, he walked down the street. <u>Prepositional phrases</u> to place the action: In the cave, over the river, next to the road</p> <p><u>Compound sentences (coordination)</u> using connectives: and/ or/ but/ so/ for/ nor/ yet (coordinating conjunctions)</p> <p><u>Develop complex sentences (subordination)</u> using a range of subordinating conjunctions - <u>'ing' clauses as starters</u> e.g.: Screaming, the dragon fell down the well. Limping, the mouse returned home.</p> <p><u>Drop in a relative clause</u> using: <u>who/ whom/ which/ whose/ that</u> e.g. The man, whom I remember, wore a grey hat. The girl, whose name is Vera, is very brave. The Queen Elizabeth park, which opened in 2014, is a popular tourist attraction.</p> <p><u>Sentence of 3 for description</u> e.g.:</p>	<p>and -est to form comparisons of <u>adjectives</u> and <u>adverbs</u></p> <p>Introduce: <u>Prepositions</u> e.g. Next so, by the side of, in front of, during, though, throughout, because of</p> <p><u>Powerful verbs</u> e.g. Stare, tremble, slither</p> <p><u>Boastful language</u> e.g. Magnificent, unbelievable, exciting!</p> <p><u>More specific vocabulary</u> to add detail e.g. Several species of caterpillars are poisonous and can kill any creature that eats them. Bolts of lightning crashed across the night sky.</p> <p><u>Nouns formed from prefixes</u> E.g. auto... super... anti...</p> <p><u>Word families bases on common words</u> e.g. teacher - teach, beauty- beautiful</p>	<ul style="list-style-type: none"> ❖ Subordinate clause ❖ Determiner/ generaliser ❖ Synonyms ❖ Clause ❖ Subordinate clause ❖ relative clause ❖ Relative pronoun ❖ Imperative - bossy verbs ❖ Colon for instructions
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<p>Non fiction <u>Secure use of planning tools:</u> text map/ washing line/ 'boxing-up' grid <u>Paragraphs</u> to organise ideas around a theme</p> <p><u>Introduction:</u> Develop hook to introduce and tempt the reader in, e.g. Who...? What...? Where...? Why...? When...? How...?</p> <p><u>Middle section (s):</u> Group related ideas/ facts into paragraphs Sub headings to introduce sentences/ sections Topic sentences to introduce paragraphs lists of steps to be taken Bullet points for facts Labelled diagrams Flow diagram</p> <p><u>Develop ending:</u> Personal response Extra information/ reminders/ Five amazing facts Wow comment</p> <p><u>Use of the perfect form of verbs to mark relationships of time and cause, e.g. I have written it down so I can check what it said.</u></p> <p><u>Use of present perfect instead of simple past, e.g. He has left his hat behind, instead of, He left his hat behind.</u></p>	<p>The beach stretched for miles, damp in the morning sun and shaded by the cliffs. Tree ogres are the colour of bark, have short, thick arms and camouflage perfectly in the woods.</p> <p><u>Pattern of 3 for persuasion e.g.:</u> Visit, play, enjoy!</p> <p><u>Topic sentences to introduce non-fiction paragraphs e.g.</u> Oceans and seas cover the majority of the earth's surface.</p> <p><u>Dialogue + powerful speech verb e.g. 'There,' she mumbled.</u></p>	<p><u>Use of determiners a or an according to whether the next word begins with a vowel</u> e.g. an orange, a gorilla</p>		
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Year 4	Autumn 1 (6.5, plan 6.5)	Autumn 2 (7.5, plan 6)	Spring 1 (6, plan 6)	Spring 2 (6, plan 5)	Summer 1 (5, plan 5)	Summer 2 (7, plan 6)
RC topic	Deep in the Desert	Vicious Vikings and Edward the Confessor	Buildings and Bridges	Anglo-Saxons and Scots (settlement of Britain)	The Streets of London	Ancient Greece
Week 1 (3 days)	Charlie and the Chocolate Factory Lexile score = 810 (2 copies)	The Twelve Months (Eastern European tale – scan of story saved on system)	Iron Man Lexile score = 760 (35 copies)	Mufaro’s Beautiful Daughters Lexile score = 790 (25 copies)	Great Expectations Lexile score = 590 (23 copies)	Assorted Greek myths (downloaded) <i>and</i> Greek Myths by Marcia Williams Lexile score = approx 700 (13 copies)
Week 2	Story set in an imaginary world – write own story in which the settings influence the reactions of characters. Include grammar work and use of NC terminology. Character description Book Review	NB: Emphasise the Eastern European connection Story which raises issues/dilemmas – use the story as a model to write a new one that deals an issue or dilemma and which develops setting and characters. Include grammar work and use of NC terminology. Recount - Write newspaper report using formal language for a specific audience and time conjunctions for coherence. E.g. stepmum and step sister have gone missing Recount – diary entry about the events	Story which raises issues/dilemmas – use the story as a model to write a new one that deals an issue or dilemma and which develops setting and characters. Include grammar work and use of NC terminology. Include character description. Recount - Newspaper article about the events in the story. Persuasive text – E.g. Why Hogarth should or shouldn’t trap the Iron Man.	Story from another culture Write own story using expressive and descriptive language to describe unfamiliar settings. Include grammar work and use of NC terminology. Recount - Write first person recounts using time conjunctions for coherence. Poetic style – write free verse about something related to the story	Story with a historical setting - Write own short stories set in the past, using oracy practise and drama to structure the written versions. Include descriptive detail to make the setting more vivid for the reader. Persuasive text – why Pip should be grateful to Magwich. Or letter from Pip to the magistrates about why Magwich should go free.	Story from another culture Write own story using expressive and descriptive language to describe unfamiliar settings. Incorporate settings that provide a challenge and settings with characters that support the main character. Play script – using layout features, e.g. stage directions Explanation text - explain a process or answer a question, e.g. why something happened, using a series of logical steps. E.g. Why the Greek Empire ended. How Greek society was organised.
Week 3	To Man in Search of His Luck (Pie Corbett) Stories with recurring literary language Chn orally learn a story, and then use it as a model to write a new story. See “The Bumper Book of Storytelling into Writing KS2” for story and planning guidance.	How to Train Your Dragon Lexile score = 470 (21 copies)	Until I Met Dudley (18 copies)	Tell Me a Dragon (13 copies)	Gangsta Granny Lexile score = 740 (23 copies)	Spy Dog Lexile score = 860
Week 4		Fantasy/ adventure story – write own story in which	Persuasive letter - Write a letter to Dudley asking him to help you explain a complicated item.	Creating images - Write poems that use similes and other simple images to create a vivid picture.	Novel by a significant author - Write a new story inspired by this one. Focus on characterisation and make	
Week 5	Recount - Write a newspaper report using					

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	<p>conjunctions and fronted adverbials to sequence events chronologically. E.g. Local man eaten by wolf</p> <p>Explanation text - explain a process or answer a question, e.g. how an appliance works, using a series of logical steps. E.g. why the tree wouldn't grow and why wolf was so thin.</p>	<p>the settings influence the decisions and reactions of characters. Include grammar work and use of NC terminology.</p>	<p>Explanation text - explain a process or answer a question, e.g. how an appliance works, using a series of logical steps. E.g. How does an Iron Man work? What is an Iron Man? Events in the village. Why did the villagers end up trapping the Iron Man?</p> <p>Or choose an everyday item, invent own explanation. Then research and write how the item really works.</p>	<p>inferences about the author's perspective on a particular character.</p>	<p>(13 copies)</p> <p>Story which raises issues/dilemmas – use the story as a model to write a new one that deals an issue or dilemma and which develops setting and characters. Include grammar work and use of NC terminology.</p> <p>Explanation text – why Lara changed her mind about spy school. Using causal conjunctions and paragraphs to organise the text.</p> <p>Persuasive text – E.g. Write a leaflet advertising a new dog spy school and why dogs should go. Or Why LARA is the smartest dog.</p>
Week 6	<p>When Jessie Came Across the Sea Lexile score = 470 (20 copies)</p> <p><i>NB: Emphasise the Eastern European connection</i></p>			<p>Matilda by Hilaire Belloc- Poetry performance Vocabulary and sentence work. Focus on oracy skills for a performance piece.</p>	
Week 7	<p>Recount - Write newspaper report using formal language for a specific audience and time conjunctions for coherence .E.g. Newspaper article in local paper about Jessie travelling to another country.</p> <p>Recount – journal about travels</p> <p>Story with a historical setting - Write own short</p>				

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	<p>stories set in the past, using oracy practise and drama to structure the written versions. Include descriptive detail to make the setting more vivid for the reader. Include grammar work and use of NC terminology.</p>					
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Year 4 Guide for progression in writing - based on talk4writing				
Text structure:	Sentence structure:	Word/ Language:	Punctuation:	Terminology:
<p>Consolidate KS1 and Year 3</p> <p>Then introduce: <u>Plan opening using:</u> Description/ action</p> <p><u>Paragraphs:</u> To organise each part of story to indicate a change in place or jump in time</p> <p><u>Build in suspense</u> writing to introduce the dilemma</p> <p><u>Developed 5 parts to story:</u> Introduction Build up Problem/ dilemma Resolution Ending</p> <p><u>Clear distinctions between the resolution and the ending.</u> Ending</p>	<p>Consolidate KS1 and Year 3</p> <p>Then introduce: <u>Standard English for verb inflections instead of local spoken forms</u> E.g. I could have won, instead of I could of won.</p> <p><u>Long and short sentences:</u> <u>Long sentences</u> to enhance description of information <u>Short sentences</u> to move events on quickly E.g. There it was. It was lunchtime.</p> <p><u>Start with a simile</u> As playful as a kitten, Red Riding Hood ran along the path through the forest. Like a bolt of lightning, the torch lit up the room.</p> <p>Secure use of <u>simple / embellished simple sentences</u></p> <p>Secure use of <u>compound sentences (coordination) using coordinating conjunctions</u></p>	<p>Consolidate KS1 and Year 3</p> <p>Then introduce:</p> <ul style="list-style-type: none"> ❖ <u>Prepositions:</u> At, underneath, since, towards, beneath, beyond ❖ <u>Conditionals:</u> Could, should, would ❖ <u>Comparative and superlative adjectives</u> e.g. tall, taller, tallest good, better, best ❖ <u>Proper nouns</u> to refer to a particular person or thing 	<p>Consolidate KS1 and Year 3</p> <p>Then introduce:</p> <ul style="list-style-type: none"> ❖ <u>Commas</u> to mark clauses and to mark off fronted adverbials ❖ <u>Full punctuation for direct speech:</u> <ul style="list-style-type: none"> - Each new speaker on a new line - Comma between direct speech and the reporting clause e.g. "Wait, what is that up ahead?" gasped Mustafa. ❖ <u>Apostrophes</u> to mark singular and 	<p>Consolidate KS1 and Year 3</p> <p>Then introduce:</p> <ul style="list-style-type: none"> ❖ Inverted commas ❖ Pronoun ❖ Possessive pronoun ❖ Adverbial ❖ Fronted adverbial ❖ Apostrophe- plural possession ❖ Commas for sentence of 3- description, action

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<p>should include a reflection on events or the characters.</p> <p>Non-fiction: <u>Paragraphs</u> to organise ideas around a theme Local organisation Group related paragraphs Develop use of a topic sentence Link information within paragraphs using a range of connectives.</p> <p><u>Introduction</u> <u>Middle section(s)</u> <u>Ending</u></p> <p><u>Ending</u> could include personal opinion, response, extra information, reminders, question, warning or encouragement to the reader</p> <p><u>Appropriate choice of pronoun or noun across sentences to aid cohesion.</u></p>	<p>And/ or/ but/ so/ for/ nor/ yet</p> <p><u>Develop complex sentences:</u> <u>Subordination - Main and subordinate clauses</u> with a range of subordinating conjunctions <u>'ed' clauses as starters</u>, e.g. Tired, the dragon returned slowly to its cave. <u>Expanded -'ing' clauses as starters</u> e.g. Dancing gracefully, Daniel leaped across the room and through the open door. <u>Drop in -'ing' clause</u> e.g. Mustafa, eating his apple, looked around the busy port.</p> <p><u>Sentence of 3 for action</u> e.g. Aamina ran down the road, over the bridge and into the forest. The troll liked bridges, enjoyed eating trolls but disliked anyone walking over his bridge.</p> <p><u>Repetition to persuade</u> e.g. Enjoy the beach and enjoy the sea.</p> <p><u>Dialogue - verb + adverb</u> "Wait!" Sadia shouted angrily</p> <p>Appropriate choice of <u>pronoun</u> or <u>noun</u> within a <u>sentence</u> to avoid ambiguity and repetition</p>	<ul style="list-style-type: none"> ❖ The grammatical difference between plural and possessive -s ❖ <u>Standard English</u> forms for <u>verb inflections</u> instead of local forms e.g. we were, instead of we was, or I did, instead of I done 	<p><u>plural possession</u> (e.g. the cat's food, the cats' lair) instead of s to mark a plural</p>	
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Year 5	Autumn 1 (6.5, plan 6.5)	Autumn 2 (7.5, plan 6)	Spring 1 (6, plan 6)	Spring 2 (6, plan 5)	Summer 1 (5, plan 5)	Summer 2 (7, plan 6)
RC topic	Extreme Environments	Victorians	A galaxy far, far away...	Man meets metal (Iron-Age chronological study)	Rivers	The Benin Empire
Week 1 (3 days)	Shakespeare and The Comedy of Errors (Shakespeare Schools Foundation performance on 11.11.19)	David Copperfield Lexile score = 540 (24 copies)	Dreamsnatcher (ebook on ipads) NB: Emphasise the Eastern European connection	Firework Maker’s Daughter Lexile score = 870 (29 copies)	The One Hundred Children (Eastern European tale) (Adapt into oral story in style of Pie Corbett)	Benin Empire (38 copies)
Week 2	Playscript by a significant author – Explore the language of his writing. Explore the themes of this (and other) plays. Write own play Biography – Research and write a report on Shakespeare and life in late 1500s Performance – explore rhythms of language, develop oracy skills and performance	Older Literature – Read a classic novel. Write in the style of a particular author to complete a section of the story, add dialogue or a new chapter. Contrast with film and the unabridged version Information text - Write a non-chronological report using series of sentences and paragraphs to describe the characteristics of the topic/subject.	Story which raises issues/dilemmas – use the story as a model to write a new one that deals an issue or dilemma and which develops setting and characters. Include grammar work and use of NC terminology. Information text - Write a non-chronological report using series of sentences and paragraphs to describe the characteristics of the topic/subject.	Story from another culture Write own story using expressive and descriptive language to describe unfamiliar settings. Incorporate settings that provide a challenge and settings with characters that support the main character. Explanation text - explain a process or answer a question, e.g. why life was so difficult for children during this period of time using a series of logical steps. E.g. How to make a firework Or How a firework works	NB: Emphasise the Eastern European connection Stories with recurring literary language Chn orally learn a story, and then use it as a model to write a new story. See “The Bumper Book of Storytelling into Writing KS2” for story and planning guidance. Instructions – Following a practical experience, write up the instructions. Use a wider variety of temporal conjunctions to organise the steps.	Information text - Write a non-chronological report using series of sentences and paragraphs to describe the characteristics of the topic/subject. Story with a historical setting - Write own short stories set in the past, using oracy practise and drama to structure the written versions. Include descriptive detail to make the setting more vivid for the reader. Include grammar work and use of NC terminology. Write a story based on life inside the palace
Week 3			Play script – using layout features, e.g. stage directions		Street Child Lexile score = 810 (36 copies) Story with a historical setting - Write own short stories set in the past, using oracy practise and drama to structure the written versions. Include descriptive detail to make the setting more vivid for the reader.	Recount - Write a first person recount about daily life from the perspective of a Benin slave, and using time conjunctions for coherence.
Week 4		The Highwayman (2 copies)		The Piano by Aidan Gibbons (online film)		King Arthur and the Knights of the
Week 5						

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		<p>Classic/narrative poem – Write poem using language to create dramatic effects and that uses structure to effectively tell a story. Use oracy practise and drama to develop own poem.</p> <p>Persuasive text - Write an advert for a soldier to join the army.</p> <p>Recount - Write newspaper report using formal language for a specific audience and time conjunctions for coherence.</p>		<p>Film narrative – write own version of the film and explore the complex emotional issues it contains.</p> <p>Persuasive text - Write an advert for the film.</p>	<p>Include grammar work and use of NC terminology.</p> <p>Persuasive text – have a debate to include both sides of the argument about whether or not Jim should go to jail. Include Point, Explain, Example</p>	<p>Round Table (17 copies)</p> <p>Traditional stories, fables, myths and legends – explore oral and written versions of these legends. Write a legend, exploring how to transfer the visual and oral text to a written narrative.</p> <p>Persuasive text - Write a newspaper editorial about something heroic that the knights have done.</p>
Week 6			<p>The Highwayman - Poetry performance</p> <p>Vocabulary and sentence work. Focus on oracy skills for a performance piece.</p>			
Week 7						

Year 5 Guide for progression in writing - based on talk4writing				
Text structure:	Sentence structure:	Word/ Language:	Punctuation:	Terminology:
<p>Consolidate KS1, Years 3 and 4</p> <p>Then introduce:</p> <ul style="list-style-type: none"> ❖ Secure independent use of planning tools <p>Story mountain/ 'box it up' grids/ flow diagrams/ story maps</p> <ul style="list-style-type: none"> ❖ Plan opening using: description/ action/ dialogue ❖ Paragraphs: Vary connectives within paragraphs to build cohesion into a paragraph 	<p>Consolidate KS1, Years 3 and 4</p> <p>Then introduce:</p> <p>Relative clauses beginning with who, which, that, when whose or an omitted relative pronoun</p> <p>Secure use of simple/ embellished simple sentences</p> <p>Secure use of compound sentences</p> <p>Develop complex sentences (subordination):</p>	<p>Consolidate KS1, Years 3 and 4</p> <p>Then introduce:</p> <ul style="list-style-type: none"> ❖ Metaphor ❖ Personification ❖ Onomatopoeia ❖ Empty words E.g. someone, somewhere was going to find the golden ticket. 	<p>Consolidate KS1, Years 3 and 4</p> <p>Then introduce:</p> <ul style="list-style-type: none"> ❖ Rhetorical question ❖ Dashes ❖ Brackets/ dashes/ commas for parenthesis ❖ Colons ❖ Use of commas to clarify meaning or avoid ambiguity. 	<p>Consolidate KS1, Years 3 and 4</p> <p>Then introduce:</p> <ul style="list-style-type: none"> ❖ Relative clause/ pronoun ❖ Modal verb ❖ Parenthesis ❖ Bracket-dash ❖ Determiner ❖ Cohesion ❖ Ambiguity ❖ Metaphor ❖ Personification

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<p>Use change of place, time and action to link ideas across paragraphs.</p> <p>Use 5 part story structure Writing could start at any of the 5 points. This may include flashbacks Introduction Should include action/ description 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 to the future or ask a question</p> <p>Non fiction Independent planning across all genres and application</p> <p>Secure use of range of layouts suitable to the text</p> <p>Structure: Introduction/ Middle/ Ending</p> <p>Secure use of paragraphs: Use a variety of ways to open texts, draw the reader in and make the purpose clear</p> <p>Link ideas within and across paragraphs using a wide range of connectives and signposts.</p> <p>Use rhetorical questions to draw the reader</p>	<p>Use a full range of conjunctions to join the main and subordinate clauses.</p> <p>Expanded '-ed' clauses as starters e.g. Tired from planting all the seed, the red hen fell asleep in her nest. Baffled by the wolf's behaviour, Red Riding Hood carried on walking to her grandma's house.</p> <p>Elaboration of starters using adverbial phrases e.g. Throughout the day, the rain lashed the house. From deep within the cave, George heard the dragon snoring.</p> <p>Drop in '-ed' clauses e.g. Poor Cinderella, scared of being caught, ran all the way home. The oldest Billy Goat, chased by the dragon, ran straight across the bridge.</p> <p>Sentence reshaping techniques e.g. lengthening or shortening sentences for meaning and/or effect</p> <p>Moving sentence chunks (how, when, where) around for different effects e.g. The river roared like a lion through the forest during the monsoon</p> <p>Use of rhetorical questions</p> <p>Stage directions in speech (speech + verb + action) e.g. 'Stop!' shouted the troll, leaping up from under the bridge and chasing after the goat.</p>	<ul style="list-style-type: none"> ❖ Develop use of technical language ❖ Converting nouns or adjectives into verbs using suffixes : e.g. -ate, -ise, ify ❖ Verb prefixes: ❖ e.g. dis-, de-, mis-, over- and re- 	<ul style="list-style-type: none"> ❖ Onomatopoeia ❖ Rhetorical question
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<p>in</p> <p>Express own opinions clearly</p> <p>Consistently maintain viewpoint</p> <p>Clear summary at the end that appeals directly to the reader</p>	<p>Indicating degrees of possibility using modal verbs (e.g. might, should, would, will, must) or adverbs (perhaps, surely)</p>			
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Year 6	Autumn 1 (6.5, plan 6.5)	Autumn 2 (7.5, plan 6)	Spring 1 (6, plan 6)	Spring 2 (6, plan 5)	Summer 1 (5, plan 5)	Summer 2 (7, plan 6)
RC topic	From Pole to Pole	Frightful First World War	The Shang Dynasty	The World at War (WW2)	Where in the world is...	Lights, camera, action
Week 1 (3 days)	<p>The Witches Lexile score = 740 (3 copies)</p> <p>Explanation text - explain a process or answer a question, 'How to spot a witch'</p> <p>Fantasy narrative: An encounter with a witch</p>	<p>The Shepherd King (Eastern European tale – scan of story saved on system)</p> <p>NB: Emphasise the Eastern European connection</p> <p>Play script – using layout features, e.g. stage directions</p> <p>Prediction – using cohesive devices</p>	<p>Hitler's Canary Lexile score = 810 (21 copies)</p> <p>Lower set to study The Cats in Krasinski Square (2+ copies)</p> <p>Lexile score = 760</p> <p>Story which raises issues/dilemmas – use the story as a model to write a new one that deals an issue or dilemma and which develops setting and characters. Include grammar work and use of NC terminology.</p> <p>Explanation text - explain a process or answer a question, e.g. How to trick a German.</p>	<p>Jabberwocky</p> <p>Poetic style – explore the style of the Jabberwocky</p> <p>Story which raises issues/dilemmas – use the story as a model to write a new one that deals an issue or dilemma and which develops setting and characters. Include grammar work and use of NC terminology. Write story with strong narrative voice</p> <p>Recount - Write newspaper report using formal language for a specific audience and time conjunctions for coherence. HA and MA wrote from the point of view of the Jabberwocky. LA wrote from the POV of the slayer.</p> <p>Discursive text – Present both points of view about a given topic. Should the Jabberwocky be killed?</p>	<p>Grammar and spelling revision</p> <p>Reading comprehension and reading skills revision</p> <p>SATs - 10.5.20</p> <p>Play script – using layout features, e.g. stage directions E.g. work on script for end of year show</p>	<p>Biography</p> <p>Write own biography for end of year book</p>
Week 2						
Week 3	<p>The Talking Skulls (Pie Corbett)</p> <p>Stories with recurring literary language Chn orally learn a story, and then use it as a model to write a new story. See "The Bumper Book of Storytelling into Writing KS2" for story and planning guidance.</p> <p>Short stories</p> <p>Play script – using layout features, e.g. stage directions</p>	<p>A Soldier's Friend (31 copies)</p> <p>Story with a historical setting - Write own short stories set in the past, using oracy practise and drama to structure the written versions. Include descriptive detail to make the setting more vivid for the reader. Include grammar work and use of NC terminology.</p> <p>Instructions- how to build a trench</p> <p>Persuasive letters – Include different persuasive devices</p>				<p>Harry Potter and the Philosopher's Stone Lexile score = 880 (25 copies)</p> <p>Story which raises issues/dilemmas – use the story as a model to write a new one that deals an issue or dilemma and which develops setting and characters. Include grammar work and use of NC terminology.</p> <p>Explanation text - explain a process or answer a question, e.g. why Voldemort wants to get rid of Harry.</p>

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		Debate				Persuasive text - Write a newspaper editorial about the firework display or an advert for the display to entice people to attend.
Week 4						
Week 5	<p>Holes Lexile score = 660 (26 copies)</p> <p>Novel by a significant author - Write a new story inspired by this one. Focus on characterisation and make inferences about the author's perspective on a particular character.</p> <p>Explore openings to stories</p> <p>Information text about Camp Greenlake</p>	<p>Land of Neverbelieve (19 copies)</p> <p>Information text - paragraphs are used to organise and sequence information. Edit down and reword a sentence or paragraph by deleting the less important elements, for example repetitions, asides and secondary considerations.</p>			<p>Harry Potter and the Philosopher's Stone (28 copies)</p> <p>Story which raises issues/dilemmas – use the story as a model to write a new one that deals an issue or dilemma and which develops setting and characters. Include grammar work and use of NC terminology.</p> <p>Explanation text - explain a process or answer a question, e.g. why Voldemort wants to get rid of Harry.</p>	<p>Play script – following the conventions of a play script</p>
Week 6				<p>Poetry performance- poems to perform</p> <p>Vocabulary and sentence work. Focus on oracy skills for a performance piece.</p>		
Week 7						

Year 6 Guide for progression in writing - based on talk4writing				
Text structure:	Sentence structure:	Word/ Language:	Punctuation:	Terminology:
Consolidate KS1, Years 3, 4 and 5	Consolidate KS1, Years 3, 4 and 5	Consolidate KS1, Years 3, 4 and 5	Consolidate KS1, Years 3, 4 and 5	Consolidate KS1, Years 3, 4 and 5
Then consolidate/ introduce:	Then introduce:			

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<p>Secure, independent planning across story types using 5 part story structure Include suspense, cliff hangers, and flashbacks. Forwards, time slips Start story at any point of the 5 part structure Maintain plot consistently, working from plan</p> <p>Paragraphs - Secure use of linking ideas within and across paragraphs</p> <p>Secure development of characterisation</p> <p>Non-fiction: Secure planning across non-fiction genres and application</p> <p>Use a variety of text layouts appropriate to purpose</p> <p>Use range of techniques to involve the reader - comments, questions, observations and rhetorical questions.</p> <p>Express balanced coverage of a topic</p> <p>Use different techniques to conclude texts</p> <p>Use appropriate formal and informal writing</p> <p>Chose or create publishing format to enhance text type and engage the reader</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices Semantic cohesion (e.g. repetition of a word or phrase)</p>	<p>Active and passive verbs to create effect and to affect the presentation of information e.g. Active: The wolf vigorously blew the straw house down. Passive: The straw house was vigorously blown down by the wolf.</p> <p>Developed use of rhetorical question for persuasion</p> <p>Expanded noun phrases to convey complicated information concisely (e.g. the dragon that burned down the village slept in the cave)</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. That's your cat, isn't it?) Or the use of the subjunctive in some very formal writing and speech, e.g. if I were you....</p>	<p>Then introduce:</p> <ul style="list-style-type: none"> ➤ Build in literary features to create effects e.g. alliteration, onomatopoeia, similes or metaphors ➤ The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. instead of using said, use claimed, alleged, reported) ➤ How words are related as synonyms and antonyms e.g. happy/ elated/ sad 	<p>Then introduce:</p> <ul style="list-style-type: none"> ➤ Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma. ➤ Use of colon to introduce a list and semi-colons within lists. ➤ Punctuation of bullet points to list information. ➤ How hyphens can be used to avoid ambiguity (e.g. man eating tiger versus man-eating tiger) 	<p>Then introduce:</p> <ul style="list-style-type: none"> ➤ Ambiguity ➤ Active and passive voice ➤ Subject and object ➤ Hyphen ➤ Synonym, antonym ➤ Colon/ semi-colon ➤ Bullet points ➤ ellipsis
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<p>Grammatical connections (e.g. the use of adverbials such as: on the other hand; in contrast; or as a consequence Elision</p> <p>Layout devices, such as headings, sub-headings, columns, bullets or tables to structure text</p>				
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