

Long Term Plan for English KS2 2019/20

	Fiction	Non-fiction	Poetry
Autumn 1	Topic: Why should the rainforests be important to us all? Science: Let's get moving (forces 5) Opposite Attract (Magnets 3)		
	<b>Classic fiction</b> <i>Text: The Great Kapok Tree</i>		<b>Creating imagery</b>
	<b>3/4</b> Sentences beginning 'ly' to add detail Embellish sentences with adjectives and adverbs Use a range of co-ordinating conjunctions for compound sentences Use of commas after fronted adverbials Use of determiners a or an Comparative and superlative adjectives Alliteration similes Consolidate y2/y3 word list	<b>5/6</b> Relative clauses beginning who, which, that, where, when, whose or an omitted relative pronoun Secure use of compound sentences Use of commas after adverbials and for relative clauses Use of figurative language – metaphor, personification, onomatopoeia	
Autumn 2	Topic: Who were the Mayans and what have we learnt from them? Science: States of Matter 4 Material World 5		
	<b>Stories by the same author</b>	<b>Non-chronological reports</b>	
	Drop in a relative clause with 'who' or 'which' Use subordinating conjunctions Standard English for verb inflections Dialogue + verb + adverb Inverted commas for direct speech (full correct punctuation for speech) Relative pronouns Nouns formed from prefixes Conditionals (modal verbs) – should, would, could	Main and subordinate clauses with full range of conjunctions Use of rhetorical questions (developed use for persuasion) Use of 'stage directions' with speech Revise full punctuation of direct speech Use dashes for additional clause Use commas to clarify meaning Synonyms and antonyms	
Spring 1	Topic: Mountains – contrast S. America, Europe, UK Science: Sound (3) Super Scientists (5)		
	<b>Stories from other cultures</b> <i>Texts: Jamil's Clever Cat</i>	<b>Instructional writing</b> <i>Text: Brother Eagle, Sister Sky</i> <i>Cloud Tea Monkeys</i>	Shape poems

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	<p>Expanded noun phrases and list of 3 for description</p> <p>Adverbial phrases used to show where, when or how</p> <p>Prepositional phrases to place action</p> <p>Use an ellipsis</p> <p>Use of a comma after a fronted adverbial and in 'sentence of 3'</p> <p>Apostrophes to mark singular and plural possession</p> <p>Prepositions</p> <p>Word families based on common words</p> <p>Grammatical difference between plural and possessive 's'</p>	<p>Elaboration of starters with expanded adverbial phrases</p> <p>Moving sentence chunks around for effect</p> <p>Degrees of possibility using modal verbs and adverbs</p> <p>Use brackets, dashes and commas for parenthesis</p> <p>Convert nouns or adjectives into verbs using suffixes</p> <p>Difference in formal / informal vocabulary</p>	
Spring 2	Topic: From Stone Age Man to William the Conqueror Science: Teeth and Eating (4) Staying Alive (6)		
	<p><b>Stories in familiar settings</b></p> <p>Texts: <b>Stone Age Boy</b></p> <p><i>Stig of the Dump</i></p>	<p><b>Recounts</b></p>	
	<p>ing' clauses as starters (expanding on these)</p> <p>Long and short sentences for effect</p> <p>Start a sentence with a simile</p> <p>Dropped in 'ing' clause</p> <p>Apostrophes for contraction</p> <p>Commas to mark clauses</p> <p>Powerful verbs</p> <p>Use of simile (y2)</p> <p>Proper nouns</p>	<p>Dropped in 'ed' clause</p> <p>Lengthening or shortening sentences for effect or meaning</p> <p>Active and passive verbs</p> <p>Use of formal language structures – question tags</p> <p>Use semi-colons to punctuate related clauses</p> <p>Use hyphens to avoid ambiguity</p> <p>Verb prefixes</p>	
Summer 1	Topic: From Stone Age Man to William the Conqueror Science: Living Things (4) Circle of Life (5)		
	<p>Texts: <b>The Firebird</b></p>	<p><b>Explanatory Texts</b></p> <p><b>Persuasive writing</b></p> <p>Suggested Texts:</p> <p><b>Castles</b></p>	<p><b>Performance poems</b></p>

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	<p>Topic sentences to introduce non-fiction paragraphs</p> <p>Use a colon to introduce a list</p> <p>Pattern of 3 to persuade or for action</p> <p>Use of repetition to persuade</p> <p>Appropriate use of noun / pronoun to avoid ambiguity and repetition</p> <p>Use a comma to separate items in a list</p> <p>Use a colon to introduce a list</p> <p>Technical vocabulary to add detail</p>		<p>Main and subordinate clauses with full range of conjunctions</p> <p>Use a colon to introduce a list and semi-colons within lists</p> <p>Use of empty words – someone, somewhere...</p> <p>Developed use of technical language</p>
Summer 2	Topic: To be or not to be   Science: Mirror, Mirror (3) Let it Shine (6)		
	<p><b>Drama - Shakespeare</b></p> <p>Texts: <b>The Boy, the bear, the baron, the bard</b></p>	<p><b>Argument and Debate – discursive writing</b></p>	
	<p>Relative Clauses using 'who,whom, whose, which, that'</p> <p>'ed' clauses as starters</p> <p>Revise Question, Statement, exclamation, command</p> <p>Commas to mark clause boundaries</p> <p>Relative pronoun</p> <p>Boastful language</p>		<p>Expanded 'ed' clauses as starters</p> <p>Moving clauses and adding detail</p> <p>Punctuate bullet points to list information</p> <p>Use a colon to introduce a clause</p> <p>Build in literary features to create effects</p>