Green Area English Long Term Plan Year A

Terms	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Enquiry	How Are Lives Saved? (7) (World War I/II)	How Do We All Live Together? (7) (Ancient Greece)	Where does our food really come from? (6)	Linnaeus and Darwin: How are they connected? (6)	Why are shadows important? (4weeks)	Who were the greatest engineers? The Ancient Britons or the Victorians. (5)	How big is your footprint?(4)
Key Texts	**Key Recommended texts:** War Horse Rose Blanche Letters from a lighthouse Flanders Fields (Poetry) **Other Suggested Enquiry Texts:** The Bubble Boy Pig Heart Boy The Fastest Boy in the World Illuminatomy,	**Key Recommended texts:** Who let the Gods out Percy Jackson and the lightning thief **Other Suggested Enquiry Texts:** The Adventures of Odysseus The Rabbits Politics for beginners Usborne You Rule!	**Key Recommended texts:** **Other Suggested Enquiry Texts:** Scavengers The DK Children's Illustrated Atlas	**Key Recommended texts:** Darwin's Dragons Holes? **Other Suggested Enquiry Texts:** Our Family Tree One beetle too many On the origin of species Amazing Evolution The Wonder Garden	**Key Recommended texts:** The arrival (picture book) Coraline **Other Suggested enquiry texts:** Nightlights Amy's Light The Invention of Hugo Cabret	**Key Recommended texts:** Cogheart **Wolf brother** **Other suggested enquiry texts:** Gaslight Punch, Wolf Brother The boy with the bronze axe	**Key Recommended texts: How to live forever? Picture book** **Other Suggested Enquiry Texts:** Floodland The Lost Words (poetry) Window Varmints The incredible ecosystems of Planet Earth Our Planet
SPaG Skills	• Expanded noun phrases • Co-ordinating and subordinating conjunctions (punctuating clauses) • Adverbs – degrees of possibility (nearly, almost, very) • Modal Verbs • Dialogue to convey character – inverted commas in direct / reported speech • Dialogue to convey character – inverted commas in direct / reported speech • Tenses	• Range of Sentence Types: Short sentences for tension / Compound / Complex Sentences • Sentence Structures: Embedded Relative Clauses / Relative Pronouns • Active/Passive voice • Brackets and dashes to mark parenthesis • Semi-colons, colons, dashes to mark boundary between indep. Clauses • Colons to introduce a list • Parenthesis/brackets	• Hyphens to avoid ambiguity • Figurative language / Devices - metaphor/simile/personification/alliteration /repetition / hyperbole / onomatopoeia /idiom / colloquialisms / power of 3 • Re-visit - Active/passive voice (subject and object) • Re-visit – Relative/embedded clauses • Re-visit - Semi colons to separate clauses • Re-visit – Colons to introduce a list • Re-visit – Expanded noun phrases, prepositional phrases, adverbial phrases • .	• Levels of formality (to include subjunctive form and use of vocabulary and dialogue to convey character) • Figurative Devices Recap - metaphor/simile/personification/alliteration /repetition / hyperbole / onomatopoeia /idiom / colloquialisms / power of 3 **Revisit and Embed Previously Taught Skills:** **Year 5** Use figurative devices such as metaphors and personification Ensure consistent and appropriate use of tense throughout a piece of writing Develop characters in detail Use precise phrases and vocabulary linked to topic, text and Y5 word list Develop settings and atmosphere in detail Use a range of devices to link paragraphs Control more complex plots Use a range of cohesive devices Modify and control use of narrative and non-fiction language features Control the use of organisational features in fiction and non-fiction **Year 6** Use formal language structures in speech and writing Deliberately select vocabulary and precise word choice to elaborate, create impact and clarify meaning Use figurative devices such as extended metaphors and colloquialisms Develop character, settings and atmosphere in detail including using speech to build character Use a range of cohesive devices within and between paragraphs Control and maintain more complex plots including using speech to advance the action Manipulate and control the use of narrative and non-fiction language features Manipulate and control the use of organisational features in fiction and non-fiction			
End of Unit Writing	**Writing to entertain:** Poetry **Writing to inform:** Biography **Writing to argue:** Balanced argument / persuasion	**Writing to entertain:** Story (myth) **Writing to inform** **Non-Chron report** **Writing to argue** Persuasive brochure	**Writing to entertain:** Poetry **Writing to explain** Explanation Text/Recipe **Writing to inform** Non chronological Report / Fact file	**Writing to entertain:** Story Diary **Writing to explain:** Newspaper Report	**Writing to entertain:** Story **Writing to inform:** Explanation Text Instructional Writing	**Writing to entertain:** Flashback story **Writing to inform:** Recount	**Writing to entertain** Diary Entry **Writing to inform:** Non-Chronological Report or Newspaper report **Writing to argue:** Balanced argument
Ongoing skills applied within writing	Plan through discussing similar writing. Explore and use own techniques to note ideas, drawing on research Perform compositions, using appropriate intonation, volume and movement Identify the audience and purpose for writing and select appropriate form, grammatical structures and authorial voice Write free verse poetry of increasing complexity with a specific purpose and experiment with different forms Proofread, redraft and edit writing						