

Green Area English Long Term Plan Year B							
Terms	Term 1	Term 2	Term 3	Term 4	Term 5		Term 6
Enquiry	What does the earth look like from the Solar System? (6)	How can we show what we believe in? (7)	How can science help the homeless? (6)	Who is trading with whom? (6)	How are you helping to save the plant? (5)	What do forces actually do?(4)	Where is our twin town? (6)
Key Texts	<p>Key Recommended texts: Phoenix</p> <p>Other Suggested Enquiry Texts: Cosmic Zathura George’s Secret Key to the Universe Your place in the Universe Where once we stood; Stories of the Apollo astronauts Hello is this Planet Earth?</p>	<p>Key Recommended texts: Rain Player Skellig</p> <p>Other Suggested Enquiry Texts: I Believe in Unicorns Skellig Range of stories set in a different culture</p>	<p>Key Recommended texts: The boy at the back of the class</p> <p>Other Suggested Enquiry Texts: The Night Bus The Soup Movement Way Home The Journey The Boy at the Back of the Class The Arrival Welcome to Nowhere The Island</p>	<p>Key Recommended texts: Wonder?</p> <p>Other Suggested Enquiry Texts: Food and Fair Trade Fair Trade</p>	<p>Key Recommended texts: The Promise (Picture)</p> <p>Other Suggested enquiry texts: This Morning I Met a Whale Stories for a Fragile Planet A River Ran Wild One PLastic Bag The Boy Who Grew a Forest The Great Kapok Tree</p>	<p>Key Recommended texts: Man who walked between 2 towers</p> <p>Other suggested enquiry texts: Rube Goldberg’s Simple Normal Humdrum School Day Just Like Rube Goldberg Fairground Rides Build Your Own Chain Reaction Machines</p>	<p>Key Recommended texts: The Explorer Journey to the River Sea</p> <p>Other Suggested Enquiry Texts: Chinese Cinderella</p> <p>Any books involving travel! Atlases</p>
SPaG Skills	<ul style="list-style-type: none"><li>Expanded noun phrases</li><li>Co-ordinating and subordinating conjunctions (punctuating clauses)</li><li>Adverbs – degrees of possibility (nearly, almost, very)</li><li>Modal Verbs</li><li>Dialogue to convey character – inverted commas in direct / reported speech</li><li>Dialogue to convey character – inverted commas in direct / reported speech</li><li>Tenses</li></ul>	<ul style="list-style-type: none"><li>Range of Sentence Types: Short sentences for tension / Compound / Complex Sentences</li><li>Sentence Structures: Embedded Relative Clauses / Relative Pronouns</li><li>Active/Passive voice</li><li>Brackets and dashes to mark parenthesis</li><li>Semi-colons, colons, dashes to mark boundary between indep. Clauses</li><li>Colons to introduce a list</li><li>Parenthesis/brackets</li></ul>	<ul style="list-style-type: none"><li>Hyphens to avoid ambiguity</li><li>Figurative language / Devices - metaphor/simile/personification/alliteration /repetition / hyperbole / onomatopoeia /idiom / colloquialisms / power of 3</li><li>Re-visit - Active/passive voice (subject and object)</li><li>Re-visit – Relative/embedded clauses</li><li>Re-visit - Semi colons to separate clauses</li><li>Re-visit – Colons to introduce a list</li><li>Re-visit – Expanded noun phrases, prepositional phrases, adverbial phrases</li></ul>	<ul style="list-style-type: none"><li>Levels of formality (to include subjunctive form and use of vocabulary and dialogue to convey character)</li><li>Figurative Devices Recap - metaphor/simile/personification/alliteration /repetition / hyperbole / onomatopoeia /idiom / colloquialisms / power of 3</li></ul> <p>Revisit and Embed Previously Taught Skills:</p> <p>Year 5</p> <p>Use figurative devices such as metaphors and personification</p> <p>Ensure consistent and appropriate use of tense throughout a piece of writing</p> <p>Develop characters in detail</p> <p>Use precise phrases and vocabulary linked to topic, text and Y5 word list</p> <p>Develop settings and atmosphere in detail</p> <p>Use a range of devices to link paragraphs</p> <p>Control more complex plots</p> <p>Use a range of cohesive devices</p> <p>Modify and control use of narrative and non-fiction language features</p> <p>Control the use of organisational features in fiction and non-fiction</p> <p>Year 6</p> <p>Use formal language structures in speech and writing</p> <p>Deliberately select vocabulary and precise word choice to elaborate, create impact and clarify meaning</p> <p>Use figurative devices such as extended metaphors and colloquialisms</p> <p>Develop character, settings and atmosphere in detail including using speech to build character</p> <p>Use a range of cohesive devices within and between paragraphs</p> <p>Control and maintain more complex plots including using speech to advance the action</p> <p>Manipulate and control the use of narrative and non-fiction language features</p> <p>Manipulate and control the use of organisational features in fiction and non-fiction</p>			
End of Unit Writing	<p>Writing to entertain: Space Story</p> <p>Writing to Explain: Explanation Text</p>	<p>Writing to entertain: Story set in a different culture Poetry</p> <p>Writing to Inform: Non-Chronological Report</p>	<p>Writing to entertain: Story from a different viewpoint</p> <p>Writing to argue Persuasive Letter (formal) or balanced argument</p>	<p>Writing to entertain: Story</p> <p>Writing to explain or inform: Newspaper Report or explanation text</p>	<p>Writing to entertain: Story</p> <p>Writing to argue: Persuasive Letter (formal) or balanced argument</p>	<p>Writing to entertain: Narrative</p> <p>Writing to Explain: Explanation</p> <p>Writing to inform Newspaper</p>	<p>Writing to entertain Stories from other cultures Poetry</p> <p>Writing to argue Persuasive speech</p>
Ongoing skills applied within writing	<p>Plan through discussing similar writing.</p> <p>Explore and use own techniques to note ideas, drawing on research</p> <p>Perform compositions, using appropriate intonation, volume and movement</p> <p>Identify the audience and purpose for writing and select appropriate form, grammatical structures and authorial voice</p> <p>Write free verse poetry of increasing complexity with a specific purpose and experiment with different forms</p> <p>Proofread, redraft and edit writing</p>						