

English Planning

W/C	Genre - Writing		Grammar	Spelling Y5	Spelling Y6
2/9	(2 Days)				
9/9	Narrative	<p>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>using a wide range of devices to build cohesion within and across paragraphs</p>	<p>Expanded noun phrases Modal verbs Relative clauses</p>	Misspelt Words	Review words with unexpected letters from Y3/4 statutory word list
16/9				Review Plurals	Review homophones and near homophones
23/9				Review Suffixes - ment, less, ful, ly	Review suffixes beginning with consonant letters to words: -ment, -less, -ful, -ly
30/9	Nonsense Poetry	<p>Nonsense poetry is a funny, silly kind of poem where the words don't always make sense in a normal way. Instead of telling a serious story, nonsense poems use made-up words, strange ideas, and sometimes even silly sounds. They're meant to make you laugh or wonder, and they can be really fun to read out loud because they sound funny and playful. It's like the poet is using their imagination to create a world where anything can happen.</p>	<p>Portmanteau words Simile Metaphor Personification Imagery Adjectives</p>	Review suffixes beginning with vowel letters to words	Review suffixes beginning with vowel letters to words
7/10	Non Chronological Report	<p>A non-chronological report is a type of informational writing that presents facts, descriptions, or</p>	<p>Paragraphs Formal Language</p>	Morphology	Focus on doubling the consonant after a short vowel: words from the Y5/6 statutory word list

14/10		details about a topic without following a time-based, order. Non-chronological reports are structured around themes, categories, or other logical groupings.	Technical or Subject-Specific Vocabulary Passive Voice Third-Person Perspective Conclusion (Optional)	Review suffixes beginning with vowel letters to words with unstressed syllables	Explore suffixes beginning with vowel letters to words ending in -fer
21/10				Focus on words that double the final consonant from the Y3/4 or 5/6 statutory word list	Review -cial, - tial, -cially and -tially endings
28/10	Half Term				
4/11	Setting Description	A setting description in a story is to create a vivid backdrop that places the reader in the world of the story	Adjectives and Adverbs Noun Phrases Similes and Metaphors Personification Alliteration and Onomatopoeia Varied Sentence Lengths and Types Relative Clauses Powerful Verbs Sensory Details Use of Punctuation for Effect	Review soft c- words in statutory list	Review -able, -ably, -ible and -ibly endings
11/11				Explore words with the /i:/ sound spelt ei after c	
18/11				Review word endings that sound like el	Review -cious and -tious endings

25/11				Explore words with -cial or -tial endings	Review words with the /i:/ sound spelt ei after c
2/12	Explanation	An explanation text tells your audience how something works or why something happens. Explanations detail and logically describe the stages in a process, such as the water cycle, or how a steam engine works. Other examples could be how a law is made, or why we blink when we sneeze.	Present Tense, Time Connectives, Causal Language - If....Then... Technical vocabulary, Formal Connectives, Formal Vocabulary Adverbials	Explore words ending in –cially or -tially	Review -ent, -ence, -ency, -ant, -ance and -ancy endings
9/12	Performance Poetry				
16/12					

Writing: Composition

Plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary

Plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

Draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- practising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Writing: Vocabulary, Grammar & Punctuation

Develop their understanding of the concepts set out in English Appendix 2 by:

- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- using passive verbs to affect the presentation of information in a sentence
- using the perfect form of verbs to mark relationships of time and cause

- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun

• learning the grammar for years 5 and 6 in English Appendix 2.

Indicate grammatical and other features by:

- using commas to clarify meaning or avoid ambiguity in writing
 - using hyphens to avoid ambiguity
 - using brackets, dashes or commas to indicate parenthesis
 - using semi-colons, colons or dashes to mark boundaries between independent clauses
 - using a colon to introduce a list
 - punctuating bullet points consistently
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.