English Long Term Plan
Nightingale 2023-2024

Nightingale	Autumn 1 Dreams & Ambitions	Autumn 2 Journeys Through Time	Spring 1 Extreme Earth	Spring 2 Creatures Great and Small	Summer 1 Around the World	Summer 2 Express Yourself
Topic Focus	Saviours	Anglo Saxons	Natural Disasters	Biodiversity	South America	Leisure and Entertainment
Purpose of writing	Write to entertain and inform	Write to entertain and inform	Write to entertain and discuss	Write to inform and entertain	Write to entertain and persuade	Write to inform and discuss
Suggested Texts	Rock, Paper, Scissors (Literacy Shed animated film) Who Was Harriet Tubman? Dr Barnardo Biography	Anglo-Saxon Boy Tony Bradman Beowulf	Flood by Alvaro Villa Tsunami by Kimiko Kajikawa	Journey to the River Sea by Eva Ibbotson	Journey to the River Sea by Eva Ibbotson Love and Roast Chicken: A trickster tale from the Andes Mountains by Barbara Knutson	The Lego Story (Literacy Shed animated film) Shakespeare – A Midsummer Night's Dream
Writing Outcomes	Story with a detailed setting and strong character Biographies and Autobiographies	Historical story Journalistic writing (newspaper reports)	Alternate version of part of the story Compare and Contrast writing	Narrative poems Non-chronological reports	Adventure story Persuasive holiday leaflets	Chronological reports Playscripts Review
Spelling	Words with the letter string 'ough' Words with 'silent' letters Etymology Words ending in '-able' and '-ible'	From previous years: plurals (adding '-s', '-es' and '-ies') Apostrophe for contraction and possession Use of the hyphen Using a dictionary to	apostrophe for possession Rare GPCs etymology Words ending in '-ably' and '-ibly' Homophones	Building words from root words Homophones Words with the /i:/ sound spelt 'ei' 'ei' and 'ie' words	Etymology Homophones	Problem suffixes Spelling aspects from Year 5 that are not secure

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	Homophones	support learning.				
Text level features	Organise each part of the story to indicate a change in place or a jump in time Clear distinction between resolution and ending Develop use of a topic sentence Introductions which include action, description, character and setting Build-up which develops suspense Endings where character reflects on changes or looks forward to the future Secure independent use of planning tools Vary connectives within paragraphs to build cohesion Use change of place, time and action to link	Organise each part of the story to indicate a change in place or a jump in time Clear distinction between resolution and ending Secure independent use of planning tools Vary connectives within paragraphs to build cohesion Introductions which include action, description, character and setting Build-up which develops suspense Dilemmas where more than one problem to be solved Endings where character reflects on changes or looks forward to the future	Organise each part of the story to indicate a change in place or a jump in time Clear distinction between resolution and ending Secure independent use of planning tools Vary connectives within paragraphs to build cohesion Introductions which include action, description, character and setting Build-up which develops suspense Dilemmas where more than one problem to be solved Endings where character reflects on changes or looks forward to the future Use a variety of ways to	Develop use of a topic sentence Use of bullet points and diagrams Secure independent use of planning tools Secure use of a range of layouts suitable to the text Use a variety of ways to draw the reader in and make the purpose clear Use rhetorical questions to draw the reader in Secure use of a range of layouts suitable to the text	Secure independent use of planning tools Vary connectives within paragraphs to build cohesion Introductions which include action, description, character and setting Build-up which develops suspense Dilemmas where more than one problem to be solved Endings where character reflects on changes or looks forward to the future Secure use of a range of layouts suitable to the text Use rhetorical questions to draw the reader in Clear summary at the end to appeal directly to the reader	Secure independent use of planning tools Vary connectives within paragraphs to build cohesion Secure use of a range of layouts suitable to the text Use a variety of ways to draw the reader in and make the purpose clear Use rhetorical questions to draw the reader in Consistently maintain viewpoint Use change of place, time and action to link ideas across paragraphs Express own opinions clearly Clear summary at the end to appeal directly to the reader

	ideas across paragraphs	Secure use of a range of layouts suitable to the text	draw the reader in and make the purpose clear Express own opinions clearly			
Sentence level features (including grammar and punctuation)	Short sentence to move events on quickly Prepositions Proper nouns Dialogue – verb + adverb Secure use of simple/embellished simple sentences Secure use of compound sentences Expanded –ed clauses as starters e.g. encouraged by the bright weather, Jane… Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning or effect Use of commas to	Standard English for verb inflections instead of local spoken forms Use of long sentences to enhance description or information Commas to mark clauses and fronted adverbials Relative clauses beginning with who, which, that, where, when, whose Elaboration of starters using adverbial phrases e.g. Beyond the dark gloom of the cave, Zach saw… Moving sentence chunks (how, when, where) for different effects	Appropriate choice of a pronoun or a noun within a sentence to avoid ambiguity Comparatives and superlative adjectives Relative clauses beginning with who, which, that, where, when, whose Develop complex sentences using main and subordinate clauses and the full range of conjunctions Expanded –ed clauses as starters Drop in –ed clause e.g. Poor Tim, exhausted by so much effort, ran home Dashes Use of commas to	Prepositions The grammatical difference between plural and possessive s Commas to mark clauses and fronted adverbials Develop complex sentences using main and subordinate clauses and the full range of conjunctions Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning or effect Converting nouns or adjectives into verbs using suffixes Developed use of technical language	Repetition to persuade Use of a simile at the start of a sentence Commas to mark clauses and fronted adverbials Full punctuation for direct speech Short sentence to move events on quickly Sentence of three for action e.g. Sam rushed down the road, jumped on the bus and sank into his seat Develop complex sentences using main and subordinate clauses and the full range of conjunctions Elaboration of starters using adverbial phrases Drop in –ed clause	Proper nouns Comparatives and superlatives Apostrophes to mark singular and plural possession Develop complex sentences using main and subordinate clauses and the full range of conjunctions Use of rhetorical questions Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning or effect Use of commas to clarify meaning or avoid ambiguity Colons

	clarify meaning or avoid ambiguity	Stage directions in speech (speech + verb + action) Elaboration of starters using adverbial phrases	clarify meaning or avoid ambiguity Use of modal verbs to indicate degrees of possibility Brackets, dashes and commas for parenthesis		Moving sentence chunks (how, when, where) for different effects Use of modal verbs to indicate degrees of possibility Brackets, dashes and commas for parenthesis Use of rhetorical questions	
Spoken Language	Articulate and justify answers, arguments and opinions Use relevant strategies to build their vocabulary Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings Use spoken language to develop understanding through speculating, hypothesising, imagining and	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas Participate in discussions, presentations, performances, role play/improvisations	Use relevant strategies to build their vocabulary Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments Participate in discussions, presentations, performances, role play/improvisations and debates	Use relevant strategies to build their vocabulary Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	Articulate and justify answers, arguments and opinions Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments Participate in discussions, presentations, performances, role play/improvisations and debates

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	exploring ideas	and debates				
Reading	Identifying and discussing themes and conventions in and across a wide range of writing

Asking questions to improve their understanding

Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

Provide reasoned justifications for their views.

Summarising the main ideas drawn from more than 1 paragraph, identifying | Identifying and discussing themes and conventions in and across a wide range of writing

Making comparisons within and across books

Asking questions to improve their understanding

Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

Identifying how language, structure and presentation | Identifying and discussing themes and conventions in and across a wide range of writing

Making comparisons within and across books

Asking questions to improve their understanding

Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

Provide reasoned justifications for their views.

Summarising the main | Identifying and discussing themes and conventions in and across a wide range of writing

Asking questions to improve their understanding

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

Identifying how language, structure and presentation contribute to meaning

Distinguish between statements of fact and opinion

Retrieve, record and present information from non-fiction

Explain and discuss their understanding of what they have read, | Identifying and discussing themes and conventions in and across a wide range of writing

Making comparisons within and across books

Asking questions to improve their understanding

Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

Identifying how language, structure and presentation contribute to meaning

Participate in discussions about books that are read to them and those they can read for themselves, | Identifying and discussing themes and conventions in and across a wide range of writing

Asking questions to improve their understanding

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

Provide reasoned justifications for their views.

Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas

Identifying how language, structure and presentation contribute |

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key details that support the main ideas Identifying how language, structure and presentation contribute to meaning Distinguish between statements of fact and opinion Retrieve, record and present information from non-fiction Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary Provide reasoned justifications for their views.	contribute to meaning Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	ideas drawn from more than 1 paragraph, identifying key details that support the main ideas Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary Provide reasoned justifications for their views.	including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience Learning a wider range of poetry by heart	building on their own and others' ideas and challenging views courteously	to meaning Distinguish between statements of fact and opinion Retrieve, record and present information from non-fiction Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary