

English Long Term Plan
Goldcrest 2023-2024

Goldcrest	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	Inspirational People and Quotes	Battles and Wars	Coasts & Manmade disasters	Coastal & Ocean Animals & Migration	The Dynamic Earth	What a Performance
Purpose of writing	Write to Inform	Write to Entertain	Write to Entertain/ Inform	Write to Entertain	Write to Inform/Discuss	Write to Persuade/ Entertain
Suggested Texts	Non-fiction books e.g. biographies	Letters from the lighthouse by Emma Carroll	Floodland Marcus Sedgwick Flotsam David Wiesner	Saint Louis Armstrong Beach Brenda Woods	Fuzzy Mud Louis Sachar	Playscript for Y6 Play
Writing Outcomes	Explanation (e.g. Hover Bike - short film) Biographical writing	Story with a strong setting/character. Historical story Diary Entry	Poetry Balanced argument	Short story Film narrative	Newspaper Compare and Contrast	Playscripts Advertising Review
Spelling	Statutory word lists Words ending –able, ably, ible, ibly Adding suffixes beginning with vowels to words ending in –fer SATs practice Proofreading	Statutory word lists Homophones ('ce'/'se') Personal spellings Endings that sound like /ʃəs/ spelt '-cious' or '-tious' How words are related – synonyms and antonyms.	Words with 'ough' letter string words from statutory and personal spelling lists Words ending '-cial' and '-tial' Proofreading Generating words from prefixes	words from statutory and personal spelling lists Homophones Generating words from prefixes and roots	rare GPCs from statutory word list words from statutory and personal spelling lists Words ending in 'ant', '-ance and '-ancy' Root words and meaning	words from statutory and personal spelling lists Words ending '-ent', '-ence' and '-ency' Homophones
Text level	Revise structure of	Vary connectives within	Secure effect use of	Use dialogue to move the	Maintain plot consistently	Express own opinions clearly

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<p>features</p>	<p>Introductions, middle, ending where appropriate</p> <p>Secure effect use of planning.</p> <p>Use a variety of text layouts appropriate to purpose</p> <p>Choose or create publishing format to enhance text type and engage the reader</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices including semantic cohesion (repetition of a word or phrase) and elision</p> <p>Using layout devices such as headings, sub-headings, columns, bullets or tables to structure text</p>	<p>paragraphs to build cohesion into a paragraph. Use change of place, time and action to link ideas across paragraphs.</p> <p>Secure development of characterisation .</p> <p>Creative approaches to story structure – starting at any point of the 5 part story structure (e.g. flashbacks or flash-forwards, time slips etc).</p> <p>Maintain plot consistently working from a plan.</p> <p>Build in literacy feature to create effects (e.g. alliteration, onomatopoeia, similes, metaphors)</p> <p>Use suspense and cliff hangers.</p> <p>Use dialogue to move the story on.</p>	<p>planning.</p> <p>Express balanced coverage of a topic</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices including grammatical connections (use of adverbials e.g. on the other hand, in contrast, as a consequence)</p>	<p>story on.</p> <p>Maintain plot consistently working from a plan.</p> <p>Build in literacy feature to create effects (e.g. alliteration, onomatopoeia, similes, metaphors)</p> <p>Use suspense and cliff hangers.</p> <p>Use dialogue to move the story on.</p>	<p>working from a plan.</p> <p>Build in literacy feature to create effects (e.g. alliteration, onomatopoeia, similes, metaphors)</p> <p>Use a variety of text layouts appropriate to purpose</p> <p>Choose or create publishing format to enhance text type and engage the reader</p>	<p>Consistently maintain viewpoint</p> <p>Clear summary at the end to appeal directly to the reader</p> <p>Secure effect use of planning.</p> <p>Use a variety of text layouts appropriate to purpose</p> <p>Use a range of techniques to involve the reader – comments, questions, observations, rhetorical questions</p> <p>Choose or create publishing format to enhance text type and engage the reader</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices including semantic cohesion (repetition of a word or phrase), grammatical connections (use of adverbials e.g. on the other hand, in contrast, as a consequence) and elision</p> <p>Using layout devices such as headings, sub-headings, bullets or tables to structure text</p>
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<p>Sentence level features (including grammar and punctuation)</p>	<p>Drop in –ed clause.</p> <p>Move sentence chunks around for different effect.</p> <p>Stage directions in speech e.g. “Stop!” he shouted, picking up the stick and running after the thief.</p> <p>Noun phrases</p> <p>Secure use of simple/embellished simple sentences.</p> <p>Secure use of compound sentences and complex sentences.</p> <p>Subordinating and coordinating conjunctions.</p>	<p>Brackets, dashes, commas for parenthesis.</p> <p>Colons</p> <p>Use of commas to clarify meaning or avoid ambiguity</p> <p>Active/ Passive</p> <p>Use of colon to introduce a list</p> <p>Use semi-colons within lists.</p> <p>Use of the semi-colon and dash to indicate stronger subdivision of a sentence than a comma.</p> <p>Punctuation of bullet points to list information.</p> <p>Shifts in formality.</p>	<p>Expanded –ed clauses as starters</p> <p>Adverbial phrases to start sentences.</p> <p>Relative clauses.</p> <p>How hyphens can be used to avoid ambiguity (e.g. man eating shark vs man-eating shark)</p> <p>Use of the semi-colon and dash to indicate stronger subdivision of a sentence than a comma.</p>	<p>Developed use of rhetorical questions for persuasion.</p> <p>Shifts in formality.</p> <p>Subordinating and coordinating conjunctions</p>	<p>Sentence reshaping techniques (e.g. lengthening or shortening sentence for meaning or effect)</p> <p>Use of the semi-colon and dash to indicate stronger subdivision of a sentence than a comma.</p> <p>How hyphens can be used to avoid ambiguity (e.g. man eating shark vs man-eating shark)</p>	<p>Modal Verbs</p> <p>Formal/informal styles of writing</p> <p>Use of subjunctive in formal writing (e.g. If I were you).</p> <p>Active/ Passive</p> <p>Developed use of rhetorical questions for persuasion.</p> <p>Use of colon to introduce a list</p> <p>Use semi-colons within lists.</p>
<p>Spoken Language</p>	<p>Give well-structured descriptions and narratives for different purposes.</p> <p>Use relevant strategies to build vocabulary.</p> <p>Use spoken language to develop understanding</p>	<p>Ask relevant questions to extend their understanding and knowledge.</p> <p>Use relevant strategies to build vocabulary.</p>	<p>Give well-structured descriptions and narratives for different purposes, including expressing feelings.</p> <p>Use relevant strategies to build vocabulary.</p> <p>Use spoken language to</p>	<p>Articulate and justify answers, arguments and opinions.</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates.</p>	<p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>Use relevant strategies to build vocabulary.</p>	<p>Developed use of technical vocab</p> <p>Difference between vocab typical in informal/formal speech (e.g said versed reported, alleged)</p> <p>Give well-structured explanations for different</p>

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	<p>through speculating, hypothesising, imagining and exploring ideas.</p> <p>Difference between vocab typical in informal/formal speech (e.g said versed reported, alleged)</p>		<p>develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>Speak audibly and fluently with an increasing command of Standard English.</p>	<p>Listen and respond appropriately to adults and peers.</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>Speak audibly and fluently with an increasing command of Standard English.</p>		<p>purposes.</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p>
Reading	<p>Read, compare and evaluate the text.</p> <p>Identify and discuss themes and conventions in and across texts.</p> <p>Discuss and evaluate how authors use language including figurative language considering the impact on the reader.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Distinguish between statements of fact and opinion.</p> <p>Retrieve, record and</p>	<p>Read, compare and evaluate the text.</p> <p>Inferring characters feeling, thoughts and motives from their actions and justifying with evidence.</p> <p>Identify and discuss themes and conventions in and across texts.</p> <p>Identify how language, structure and presentation contribute to meaning.</p>	<p>Read, compare and evaluate the text.</p> <p>Identify and discuss themes and conventions in and across texts.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Discuss and evaluate how authors use language including figurative language considering the impact on the reader.</p>	<p>Learn a wide range of poetry by heart.</p> <p>Read, compare and evaluate the text.</p> <p>Identify and discuss themes and conventions in and across texts.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Distinguish between statements of fact and opinion.</p> <p>Retrieve, record and present information from non-fiction.</p> <p>Explain and discuss their</p>	<p>Read, compare and evaluate the text.</p> <p>Identify and discuss themes and conventions in and across texts.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Discuss and evaluate how authors use language including figurative language considering the impact on the reader.</p>	<p>Read, compare and evaluate the text.</p> <p>Identify and discuss themes and conventions in and across texts.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Distinguish between statements of fact and opinion.</p> <p>Retrieve, record and present information from non-fiction.</p>

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	present information from non-fiction.			understanding of what they have read including through formal presentations and debates. Provide reasoned justification for their views.		
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Recapped Y5 objectives