Valley Primary School Grammar and Writing Long term plan

<table>
<tr><th>YEAR 6</th><th>Week 1</th><th>Week 2</th><th>Week 3</th><th>Week 4</th><th>Week 5</th><th>Week 6</th><th>Week 7</th><th>Week 8</th><th>Week 9</th><th>Week 10</th><th>Week 11</th><th>Week 12</th></tr>
<tr><td rowspan="3">Autumn</td><td colspan="6">Jump in with a good book:
Clockwork
Supporting text: Rock Paper Scissors</td><td colspan="6">Ambition and Aspiration
The Boy Who Harnessed the Wind
Supporting Text – Land of Never Believe</td></tr>
<tr><td colspan="4">Ready to write (re-capping of previous year's assessment framework)
-Relative clauses
-Modal verbs
-Fronted adverbials
-Brackets dashes commas for parenthesis
- Expanded noun phrases
– perfect tense
- accurate use of commas to clarify meaning or avoid ambiguity</td><td colspan="2">Synonyms and Antonyms
-How words are related by meaning as synonyms and antonyms</td><td colspan="3">Word Classes
-Subject, object, verb, adverb, noun, adjective</td><td colspan="2">Subjunctive verb form
-Recognising vocabulary and structures appropriate for formal speech and writing including subjunctive verb form.</td><td>Assessments

& Poetry

Wonderland: Alice in Poetry</td></tr>
<tr><td colspan="6">Narrative character description biography news report review</td><td colspan="6">Advertising leaflet cartographer's log fact-file Newspaper Setting description</td></tr>
<tr><td rowspan="3">Spring</td><td colspan="6">Our Place in History
Fireweed & WW2 non-fiction
Supporting Text : A Frank's diary graphic adaptation</td><td colspan="6">Protecting the Planet
The Last Wild
Supporting Text: Environmental non-fiction</td></tr>
<tr><td colspan="3">Punctuation 1
-Dashes, Colons & Semi-colons to mark boundaries of independent clauses.</td><td colspan="3">Formal & Informal
-Recognising vocabulary and structures appropriate for formal speech and writing including subjunctive verb form.
-Difference between vocabulary and structures typical of informal speech and that of formal speech and writing.</td><td colspan="2">Active & Passive

-Using passive verbs to affect the presentation of information in a sentence.</td><td colspan="2">Punctuation 2

-Colon for a list
-Semi-colons within lists
-Using and punctuating bullet points</td><td>Hyphen
Using Hyphens to avoid ambiguity and for other hyphenated words.</td><td>Assessments

& Poetry

Falling out of the Sky</td></tr>
<tr><td colspan="6">Narrative character description diary entry biography argument</td><td colspan="6">Narrative newspaper biography auto-biography</td></tr>
<tr><td rowspan="3">Summer</td><td colspan="6">Other Lives and Cultures
Running on the Roof of the World
Supporting Text: When Stars are Scattered</td><td colspan="6">Community
Find your voice and be yourself—silence is not an option
The Lost Thing</td></tr>
<tr><td>Revision</td><td>SATS</td><td colspan="4">Cohesion
-Linking ideas across paragraphs using a wider range of cohesive devices: repetition of word or phrase, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast) and ellipsis. Layout devices, such as headings, sub headings, columns, bullets, tables, to structure text.</td><td colspan="5">Consolidation of KS2</td><td>Assessments

& Poetry

On The Move</td></tr>
<tr><td colspan="6">Diary entry narrative review non-chronological report letter</td><td colspan="6">Campaign leaflet news report comic strip play script letter</td></tr>
<tr><td>Reading focuses through the year</td><td colspan="12">Develop positive attitudes to reading and understanding what they read by:
-Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks which are structured in different ways.
-Recommending books that they have read to their peers, giving reasons for their choices.
-Identifying themes and conventions across a wide range of writing styles and types.
Understand what they read by:
-Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
-Drawing inferences such as inferring characters' feelings, thoughts and motives for their actions, and justifying inferences with evidence.
-Asking questions to improve their understanding of a text.
-Predicting what might happen and views about the text from details stated and implied and provide reasoned justifications for their views.
-Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
-Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main idea.
-Identifying how language, structure and presentation contribute to meaning.
-Distinguish between statements of fact and opinion.
-Participate in discussion about both books that are read to them and those they can read for themselves, building on their own and others' ideas by 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.</td></tr>
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YEAR 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	**Jump in with a good book:** The Terrible Thing That Happened to Barnaby Brocket						**Ambition and Aspiration** Bright Storm Supporting Text: NF Book about explorers					
	Ready to write (re-capping of previous year's assessment framework) -Nouns and Pronouns -Expanded noun phrases -Fronted adverbials and their punctuation-Plural and possessive -Punctuating speech			**Relative Clauses** -Using relative clauses beginning with who, which, where, when, whose or that. -Relative clauses with omitted relative pronouns.		**Speech** Use of inverted commas and other punctuation to indicate direct and indirect speech	**Modal Verbs** Using modal verbs to indicate degrees of possibility.		**Adverbs** Using adverbs to indicate degrees of possibility. Understanding how you can move the position of an adverb or adverbial phrase within a sentence.		**Colons for a list** Use of the colon to introduce a list	**Assessments & Poetry** **Cosmic Disco**
	Narrative setting description diary entry biography advertising speech argument						News report review non-chronological report auto-biography speech					
Spring	**Our Place in History** 1000 Year Old Boy Supporting Text: Monster Slayer: A Beowulf Tale / Beowulf						**Protecting the Planet** A Long Walk To Water Supporting Text: Environmental Non-Fiction					
	Parenthesis Using brackets, dashes and commas to indicate parenthesis			**Expanded Noun Phrases** Using expanded noun phrases to convey complicated information concisely.			**Tenses** Use the perfect for of verbs to mark relationships of time and cause.			**Speech** Varying the position of the reporting clause in direct speech.		**Assessments & Poetry** **Dark Sky Park**
	Narrative character description			Advertising campaign review			*Newspaper* Diary entry		Persuasive speech	Information leaflet		
Summer	**Other Lives and Cultures** Asha and the Spirit Bird Supporting Text: Illegal						**Community** Windrush Child Supporting Text: Romeo & Juliet					
	Commas Using commas to clarify meaning or avoid ambiguity in writing.		**Hyphenated words** -Using Hyphens to avoid ambiguity and for other hyphenated words.	**Cohesion** Devices to build cohesion within a paragraph. Link ideas across paragraphs using adverbials of time, place and number.			**Prefixes and Suffixes** Verb prefixes Converting nouns or adjectives into verbs using suffixes.		**Consolidation**			**Assessments & Poetry** **Rhythm and Poetry**
	Narrative comic strip		newspaper non-chronological report				*Persuasive speech* *Play scripts* Soliloquy		Balanced argument			
Reading focuses through the year	Develop positive attitudes to reading and understanding what they read by: -Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks which are structured in different ways. -Recommending books that they have read to their peers, giving reasons for their choices. -Identifying themes and conventions across a wide range of writing styles and types. Understand what they read by: -Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. -Drawing inferences such as inferring characters' feelings, thoughts and motives for their actions, and justifying inferences with evidence. -Asking questions to improve their understanding of a text. -Predicting what might happen and views about the text from details stated and implied and provide reasoned justifications for their views. -Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. -Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main idea. -Identifying how language, structure and presentation contribute to meaning. -Distinguish between statements of fact and opinion. -Participate in discussion about both books that are read to them and those they can read for themselves, building on their own and others' ideas by 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.												

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<tr><td rowspan="3">Autumn</td><td colspan="6">Jump in with a good book:
Charlotte's Webb
Supporting Text:: The Fortune Tellers</td><td colspan="6">Ambition and Aspiration
Race to the Frozen North
Supporting Text: How to be extraordinary</td></tr>
<tr><td colspan="6">Ready to write (re-capping of previous year's assessment framework)
-accurate use of determiners 'a' and 'an'
-Subordinating and coordinating conjunctions.
-Expressing time, place & cause using conjunctions, adverbs and prepositions.
-Time, place & Manner fronted adverbials
-Use of inverted commas to punctuate speech.
-Use of paragraphs to group related materials</td><td>Present perfect
Use of the present perfect form of verbs instead of the simple past.</td><td>Pronouns
Choosing nouns, pronouns and possessive pronouns appropriately for clarity, cohesion and to avoid repetition.</td><td colspan="2">Fronted adverbials
Using fronted adverbials to express time, place, manner, degree and frequency.
Use of accurate commas after fronted adverbials.</td><td>Varied use of prepositions
Varying the position of prepositions in sentences to provide clarity or variety.</td><td>Assessments & Poetry

Being Me</td></tr>
<tr><td colspan="6">Advert Description diary entry persuasive poster character description newspaper</td><td colspan="6">Letter Information leaflet setting description recount narrative biography</td></tr>
<tr><td rowspan="3">Spring</td><td colspan="6">Our Place in History
St George & The Dragon & Son of the Circus
Supporting Text: Jemmy Button</td><td colspan="6">Protecting the Planet
The Last Bear
Supporting Text: Environmental Non-Fiction</td></tr>
<tr><td colspan="3">Apostrophes
Indicating possession by using the possessive apostrophe with plural nouns
Understanding the difference between plural and possessive -s</td><td colspan="3">Speech
Use of inverted commas and other punctuation to accurately demarcate speech.</td><td colspan="4">Paragraphs
Paragraphs to organise ideas around a theme.
New paragraphs for changes in time, place or theme</td><td colspan="2">Embedded phrases
Developing use of embedded phrases to add detail or enhance clarity.</td><td>Assessments & Poetry

The Rainmaker danced</td></tr>
<tr><td colspan="6">Newspaper Recount persuasive letter character description narrative biography</td><td colspan="6">Information leaflet Explanation Setting description advert recount non-chronological report Instructions</td></tr>
<tr><td rowspan="3">Summer</td><td colspan="6">Other Lives and Cultures
A Story Like the Wind
Supporting Text: The Village that Vanished</td><td colspan="6">Community
The Girl Who Stole an Elephant
Supporting Text: The Journey</td></tr>
<tr><td colspan="2">Standard English
Standard English forms for verb inflections instead of local spoken forms.</td><td>Speech
Use of inverted commas and other punctuation to indicate direct speech.</td><td colspan="3">Noun Phrases
expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair).</td><td colspan="3">Varied Sentence Structures
Develop use of combinations of grammar features taught.
Consider how ideas can be expressed in different ways.
Understand how to read sentences back to avoid repeated patterns of grammar</td><td colspan="3">Consolidation</td><td>Assessments & Poetry

Werewolf Club Rules</td></tr>
<tr><td colspan="6">Narrative newspaper character description monologue diary entry</td><td colspan="6">Biography Narrative Comic strip Play script Advertising leaflet News report</td></tr>
<tr><td>Reading focuses through the year</td><td colspan="12">Develop positive attitudes to reading and understanding what they read by:
-Listening to, discussing and identifying themes within a wide range of fiction, poetry, plays, non-fiction and reference books or text books which are structured in different ways
-Using dictionaries to check the meaning of words they have read.
-Discussing words and phrases that capture the reader's interest and imagination.

Understand what they read in books they can read independently, by:
-Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
-Drawing inferences such as inferring characters' feelings, thoughts and motives for their actions, and justifying inferences with evidence.
-Asking questions to improve their understanding of a text.
-Predicting what might happen from details stated and implied.
-Identify main ideas drawn from more than one paragraph and summarising these.
-Identifying how language, structure and presentation contribute to meaning.
-Retrieve and record information from non-fiction texts.
-Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</td></tr>
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<tr><th>YEAR 3</th><th>Week 1</th><th>Week 2</th><th>Week 3</th><th>Week 4</th><th>Week 5</th><th>Week 6</th><th>Week 7</th><th>Week 8</th><th>Week 9</th><th>Week 10</th><th>Week 11</th><th>Week 12</th></tr>
<tr><td rowspan="3">Autumn</td><td colspan="6">Jump in with a good book:
Nimm's Island
Supporting Text:: What do you do with an idea NF: Amazing Islands</td><td colspan="6">Ambition and Aspiration
Operation Gadgetman
Supporting Text::The Golden Wonder Flower</td></tr>
<tr><td colspan="5">Ready to write (re-capping of KS1 assessment framework)</td><td>Conjunctions
Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although.
Using conjunctions to express tice and cause.
Express time, place and cause using conjunctions</td><td>Conjunctions</td><td>Speech
Introduction to inverted commas to punctuate direct speech</td><td colspan="2">Paragraphs
Introduction of paragraphs as a way to group related material

Headings and sub-headings to aid presentation.</td><td>Assessments

& Poetry

My Life as a Goldfish</td></tr>
<tr><td colspan="6">Setting Description Instructions Holiday Brochure
Postcard/re-telling</td><td colspan="6">Character Description Explanation Recount Narrative Advertising poster
Letter to persuade</td></tr>
<tr><td rowspan="3">Spring</td><td colspan="6">Our Place in History
Arthur and the Golden Rope
Supporting Text: The Pebble in my Pocket</td><td colspan="6">Protecting the Planet
The Great Kapok Tree and And Greta's Story—the schoolgirl who went on strike to save the planet
Supporting Text: FLOTSAM</td></tr>
<tr><td colspan="2">Adverbs
Indicating possession by using the possessive apostrophe with plural nouns Understanding the difference between plural and possessive -s</td><td colspan="2">Prepositions
Use prepositions to express time and cause. E.g. Before, after, during, in, because of</td><td colspan="2">Fronted Adverbials
Introduce the use of time, place and manner fronted adverbials. Begin to punctuate fronted adverbials accurately</td><td colspan="2">Speech
Introduction to inverted commas to punctuate direct speech</td><td>Nouns
Look at all types of nouns including abstract & pronouns</td><td colspan="2">Conjunctions

As above</td><td>Assessments

& Poetry

Midnight Feasts</td></tr>
<tr><td colspan="6">Play scripts Recount Narrative Advert Biography</td><td colspan="6">Newspaper Letter to persuade Non-chronological report
Instructions Setting description</td></tr>
<tr><td rowspan="3">Summer</td><td colspan="6">Other Lives and Cultures
Danny Chung Does Not do Maths
Supporting Text: Gregory Cool</td><td colspan="6">Community
The Wild Robot Or The Iron Man
Supporting Text: One Plastic Bag</td></tr>
<tr><td>Determiners
Accurate use of 'a' and 'an'.</td><td colspan="2">Fronted Adverbials

As above</td><td>Tenses
Use of the present perfect for of verbs instead of the simple past</td><td colspan="2">Paragraphs
Introduction of paragraphs as a way to group related material
Headings and sub-headings to aid presentation.</td><td colspan="5">Consolidation</td><td>Assessments

Jelly Boots
Smelly Boots</td></tr>
<tr><td colspan="6">Biography Persuasive poster Character description
recount Information leaflet</td><td colspan="6">Persuasive speech Advert Non-chronological report Narrative
Play script Instructions</td></tr>
<tr><td>Reading focuses through the year</td><td colspan="12">Develop positive attitudes to reading and understanding what they read by:
-Listening to, discussing and identifying themes within a wide range of fiction, poetry, plays, non-fiction and reference books or text books which are structured in different ways
-Using dictionaries to check the meaning of words they have read.
-Discussing words and phrases that capture the reader's interest and imagination.

Understand what they read in books they can read independently, by:
-Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
-Drawing inferences such as inferring characters' feelings, thoughts and motives for their actions, and justifying inferences with evidence.
-Asking questions to improve their understanding of a text.
-Predicting what might happen from details stated and implied.
-Identify main ideas drawn from more than one paragraph and summarising these.
-Identifying how language, structure and presentation contribute to meaning.
-Retrieve and record information from non-fiction texts.
-Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</td></tr>
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YEAR 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	**Jump in with a good book:** Traction Man & Turbo Dog Star Bird						**Ambition and Aspiration** Ada Twist Scientist If I built a House					
	Ready to write (re-capping of previous year's assessment framework)			**Tenses** Learn how to use the present and past tenses correctly and consistently, including the progressive form. Correct choice and correct use of present and past tense throughout writing.			**Conjunctions** Co-ordination (using *or, and* or *but)* Subordination (using *when if, that* or *because)*			**Sentence Types 1** Questions and question marks. Understand the sentences have different forms: Statement, question, exclamation command.		**Assessments** **& Poetry** **Poems to Perform**
	Poetry Story speech bubbles diary entry postcard						*Story* Instructions advert character description					
Spring	**Our Place in History** Stone Girl, Bone Girl Amazing Grace						**Protecting the Planet** Planet full of plastic & Omar, the Bees and Me The Lion Inside					
	Word Classes 1 Learn ho to use expanded noun phrases to describe and specify (e.g. the blue butterfly, plain flour, the man in the moon)			**Apostrophes** Apostrophes to make where a letter is missing in spelling and to mark singular possession in nouns (e.g. *The girl's name)*		**Sentence Types 2** Exclamations and statements	**Commas** Commas to separate items in a list		**Word Classes 2** Use of -ly in standard English to turn adjectives into adverbs	**Conjunctions** Co-ordination (using *or, and* or *but)* Subordination (using *when if, that* or *because)*		**Assessments** **& Poetry** **& Poetry Dragon with a Big Nose**
	Description *Recount* Character description story play script						*Instructions* *Letter* How-to guide fact file setting description advert					
Summer	**Other Lives and Cultures** Too Small Tola The Proudest Blue & The Greedy Zebra						**Community** The Climbers Our Tower					
	SATS revision and assessment						**Consolidation**					**Assessments** **Poetry Pie**
	Character description story letter diary entry newspaper						*Play script* recount poster story speech					
Reading focuses through the year	Develop pleasure in reading, motivation to read, vocabulary and understanding by: -listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently -discussing the sequence of events in books and how items of information are related -recognising simple recurring literary language in stories and poetry -continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear -discussing and clarifying the meanings of words, linking new meanings to known vocabulary -discussing their favourite words and phrases Understand both the books that they can already read accurately and fluently and those that they listen to by: -drawing on what they already know or on background information and vocabulary provided by the teacher -checking that the text makes sense to them as they read and correcting inaccurate reading -making inferences and predictions on the basis of what is being said and done so far -answering and asking questions -participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say -explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves												

YEAR 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	**Jump in with a good book:** Tree						**Ambition and Aspiration** Look Up The Snowman					
	Ready to write (re-capping of previous year's assessment framework) Leaving spaces between words Letter formation				**Sentences** How words combine to make sentences		**Punctuating sentences** Introduction to punctuating sentences with full stops and capital letters.		**Adjectives** Introduction to using adjectives	**Sequencing Sentences** Sequencing sentences to form short narratives		**Assessments & Poetry** **The Proper way to meet a hedgehog**
	Description		labels	shopping list		speech bubbles	Instructions	fact file	diary entry	description	speech bubbles	
Spring	**Our Place in History** Cave Baby Paddington's post						**Protecting the Planet** The Journey Home Greta and the Giants Dear Earth					
	Conjunctions Joining words and clauses with 'and' or 'but'		**Sequencing Sentences** Sequencing sentences to form short narratives		**Capital letters 1** Use of capital letters for names of people and places		**Questions** Begin to understand how questions are phrased	**Sequ. Sent.**	**Capital letters** Use of capital letters for Days and Months		**Exclamations** Begin to understand what exclamations are and how they are used.	**Assessments & Poetry** **Blue Balloons & Rabbit Ears**
	Letter	story	labels	captions	fact file	recipe	Missing poster	Story	description	letter	instructions	Wanted poster
Summer	**Other Lives and Cultures** Pattan's pumpkin Beegu						**Community** The Pirate Mums Grandad's secret Giant					
	Singular and plural Regular plural noun suffixes '-s' or '-es'		**Prefixes** How the prefix 'un-' changes the meaning of **verbs** and **adjectives.**		**Suffixes** **Suffixes** that can be added to verbs where no change is needed in the spelling of the root words.		**Consolidation**					**Assessments & Poetry** **A Great Big Cuddle**
	Description	speech bubbles	story	recipe			Story	Postcard	diary entry	Invitation	Letter	
Reading focuses through the year	Develop pleasure in reading, motivation to read, vocabulary and understanding by: -listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently -being encouraged to link what they read or hear read to their own experiences -becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics -recognising and joining in with predictable phrases -discussing word meanings, linking new meanings to those already know Understand both the books that they can already read accurately and fluently and those that they listen to by: -drawing on what they already know or on background information and vocabulary provided by the teacher -checking that the text makes sense to them as they read and correcting inaccurate reading -discussing the significance of the title and events -making inferences and predictions on the basis of what is being said and done -participate in discussion about what is read to them, taking turns and listening to what others say -explain clearly their understanding of what is read to them												