Long Term Plan for Year 5/6 – the order of teaching may change to suit topics. Media based and book based Literacy will cover the genres this year.

|  | **Fiction** | **Non-fiction** | **Poetry** |
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| Term 1 | **Classic fiction**  Grammar includes:  Learning to use a range of conjunctions to create compound and complex sentences; using relative clauses; using commas correctly, including to clarify meaning, avoid ambiguity and to indicate parenthesis; using correct punctuation to indicate speech | **Recounts**  Grammar includes:  Learning to use adverbials of time, space and number; using commas correctly, including to clarify meaning, avoid ambiguity and to indicate parenthesis; using expanded noun phrases to convey complicated information concisely | **Slam Poetry**  Grammar includes:  Recognising vocabulary and structures appropriate for formal and written speech, and the differences between this and spoken speech, including the use of contractions; using correct punctuation to indicate speech |
| **Biographies and autobiographies**  Grammar includes:  Learning to use a range of conjunctions to create compound and complex sentences; using expanded noun phrases to convey complicated information concisely | **Instructions and Explanations**  Grammar includes:  Using brackets, dashes and commas to indicate parenthesis; using semi-colons, colons or dashes to mark boundaries between main causes; using colons to introduce lists; punctuating bullet points consistently | **Classic poems**  Grammar includes:  Learning to use and choosing descriptive language; adjectives, adverbs and powerful nouns and verbs; using expanded noun phrases to convey complicated information concisely; using hyphens to avoid ambiguity |
| Term 2 | **Genre fiction**  Grammar includes:  Adverbials of time, place and number; using elaborated language of description, including expanded noun phrases, adjectives, adverbials and a variety of subordinate clauses, including relative clauses; using semi-colons to mark boundary between independent clauses. | **Argument and debate**  Grammar includes:  Dialogue, direct/indirect speech punctuation, reported speech; using of passive form to present information; using semi-colons and dashes to mark boundaries between independent clauses; using commas to clarify meaning | **Classic narrative and oral poetry**  Grammar includes:  Using commas to clarify meaning; using elaborated language of description, including expanded noun phrases, adjectives, adverbial and a variety of subordinate clauses, including relative clauses. |
| **Drama (Shakespeare)**  Grammar includes:  Using dialogue, differences between spoken and written speech, punctuating to indicate direct speech; formal and informal speech and writing, using subjunctive forms; using commas to clarify meaning | **Reports and Journalistic Writing**  Grammar includes:  Dialogue, direct/indirect speech punctuation, reported speech; using of passive form to present information; using semi-colons and dashes to mark boundaries between independent clauses; using commas to clarify meaning | **Poetic Style**  *Collected Poems* by Roger McGough  Grammar includes:  Dialogue, direct speech punctuation; using commas to clarify meaning; using and understanding grammatical terminology |
| Term 3 | **Classic novels**  Grammar includes:  Writing complex and compound sentences; using elaborated language of description, including expanded noun phrases, adjectives, adverbials and, particularly, relative clauses; using accurate sentence and speech punctuation | **Persuasive writing**  Grammar includes:  Understanding and using modal verbs in persuasive writing; using apostrophes correctly; using correct sentence punctuation | **Debate poetry and poetry that tells a story**  Grammar includes:  Using elaborated descriptive language; using expanded noun phrases; using and understanding grammatical terminology |
| **Genre fiction-science fiction**  Grammar includes:  Using dialogue, recognise differences between spoken and written speech; using speech punctuation to indicate direct speech; understanding and using modal verbs | **Non-chronological Reports**  Grammar includes:  Beginning to understand the use of active and passive verbs, especially the use of the passive form in reports; recognising and using a past participle; using semi-colons, colons and dashes appropriately in reports; using bullet points in reports | **Power of Imagery**  Grammar includes:  Using fronted adverbials and non-finite verbs to start a sentence; using commas after fronted adverbials; using elaborated description, including adjectives and adverbs, and subordinate clauses |