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What punctuation should I already know?
<ul style="list-style-type: none"> - that capital letters and full stops should be used consistently - that capital letters are used for proper nouns (ie. names) - that capital letters are needed for the personal pronoun 'I' - that apostrophes show contraction and use these as needed - that apostrophes can also show possession (ie. belonging) and use these for singular regular nouns, ie. <i>John's book</i> - that question marks show a question, exclamation marks show an exclamation and use these correctly when writing - that commas are needed after adverbs and prepositional phrases when they are used at the start of sentences - that inverted commas (ie. speech marks) are used to show direct speech, ie. when someone is speaking in a text - that commas can be used alongside inverted commas to correctly punctuate speech, using these when needed

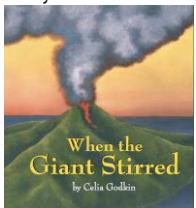
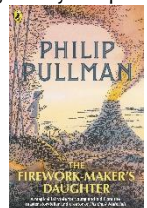
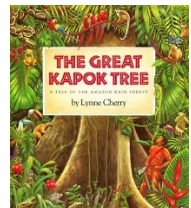
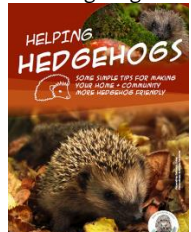
What punctuation will I know by the end of term?
<ul style="list-style-type: none"> - that capital letters and full stops must be used consistently - that capital letters are used for proper nouns (ie. names) - that capital letters are needed for the personal pronoun 'I' - that apostrophes show contraction and use these as needed - that apostrophes also show possession (ie. belonging) and use these for singular regular nouns, ie. <i>John's book</i> - that question marks show a question, exclamation marks show an exclamation and use these correctly when writing - that commas are needed after adverbs and prepositional phrases when they are used as fronted adverbials - that inverted commas (ie. speech marks) are used to show direct speech, ie. when someone is speaking in a text - that commas, exclamation and question marks can be used alongside inverted commas to correctly punctuate speech

Writers' Knowledge to support me in writing my own texts
<ul style="list-style-type: none"> - Discuss writing similar to that which is going to be written in order to understand and learn from its structure, vocabulary (ie. use of persuasive devices- direct address, emotive language, rhetorical questions) and grammar - Discuss and record ideas using squiggle map or boxing it up planning formats - Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary (including use of figurative language) and an increasing range of sentence structures - Organise paragraphs around a theme/topic with different paragraphs showing a shift in time or to move the action forward, knowing Time, Person, Topic, Place - In narratives, create imaginative settings, characters and create a developed plot structure when writing with integrated dialogue to move a story forward (speech correctly demarcated and speaker stated) - In non-narratives, use headings and sub-headings to organise ideas - Propose changes in grammar and vocabulary, including accurate use of pronouns

What grammar should I already know?
<ul style="list-style-type: none"> - be increasingly secure in knowing different functions of words, ie. noun, adjective, verb, adverb - how to identify the subject and verb within an active sentence (ie. when the subject is 'doing' the action) - how to use present, simple past, present and past progressive verb tenses (incl. most irregular forms) to show the difference in time when relating events in written pieces - how to use most coordinating conjunctions: <i>and, but, or, yet, so</i> - how to use increasing range of subordinating conjunctions: <i>if, since, as, when, although, while, after, before, until, because</i> - how to write a range of sentences with more than one clause by using a wider range of these conjunctions - how to choose nouns/ pronouns so that meaning is clear, with links where needed by choosing varied vocabulary - how to use adverbs and 'fronting' to the sentence start - how to use prepositions as part of a prepositional phrase to express time, also 'fronting' these to the sentence start - how to create expanded noun phrases with two well-matched adjectives to suit the noun they are describing - how to create and use verb inflections, ie. was/were, etc.

What grammar will I know by the end of term?
<ul style="list-style-type: none"> - be increasingly secure in knowing the following grammatical features used in various narrative and non-narrative texts: - different functions of words, ie. noun, adjective, ad/verb - the function of subject and verb within an active sentence - how to use present, simple past, present and past progressive verb tenses (incl. most irregular forms) to show the difference in time when relating events in written pieces - how to use coordinating conjunctions: <i>and, but, or, yet, so</i> - how to use increasing range of subordinating conjunctions: <i>if, since, as, when, although, while, after, before, until, because</i> - how to write a range of sentences with more than one clause by using a wider range of these conjunctions - how to choose nouns/ pronouns so that meaning is clear, with links where needed by choosing varied vocabulary - how to use adverbs and 'fronting' to the sentence start - how to use prepositions as part of a prepositional phrase to express time, also 'fronting' these to the sentence start - how to create expanded noun phrases with two well-matched adjectives to suit the noun they are describing - how to create and use verb inflections, ie. was/were, etc.

Key Vocabulary	
Noun	A noun names a person, place or thing. Test whether something is a noun by seeing whether a determiner in front of it makes sense. A noun can be common (refers to people or things in general) or proper (identifying a particular person, place or thing).
Adjective	An adjective gives more information about a noun, <i>the red ball</i>
Expanded Noun Phrase	A noun phrase has a noun as its key word which can be expanded by adding words before or after it, <i>the red, cricket ball by the fence</i>
Pronoun	A pronoun can be used instead of a noun. Using a pronoun avoids repeating the noun again and again, ie. <i>the ball rolled → it stopped</i>
Verb	A verb often names an action but it can also describe feelings or states, ie. <i>The bird pecks the apple. The bird is happy.</i>
Tense	The verb in a sentence shows the tense. It shows when something happens: present → happens now; past → something happened
Adverb	This gives more information (how, when, where or how often a thing happens) about a verb, adjective, another adverb or a clause.
Sentences	A sentence tells you something, asks you something, asks you to do something or exclaims about something. Sentences consist of one or more clauses. All sentences have a verb and a subject.
Clause	A clause has a verb as its key word. The other words add meaning to the verb. A main clause makes sense on its own and can be a sentence. A subordinate clause helps to give more meaning to a main clause and cannot exist on its own as a sentence.
Preposition	A preposition often shows place/direction as well as time/cause.
Conjunction	A conjunction links words or groups of words within a sentence.
Coordinating	- joins groups of words of the same importance in the sentence.
Subordinating	- introduces a subordinate clause, linking with a main clause.
Apostrophe	This can be used to show when a word has been made shorter by dropping one or more letters, known as a contraction. An apostrophe can also show ownership or possession
Comma	Commas also separate the main clause from other clauses/phrases.
Prefix	A prefix is a morpheme added to the beginning of a root word.
Suffix	A suffix is a morpheme can be added to the end of a root word.
Homophone	Words with same pronunciation but different meanings or spelling.

Texts to be read and styles of writing to be explored during this term				
When the Giant Stirred by Celia Godkin 	The Firework Maker's Daughter by Philip Pullman 	The Great Kapok Tree 	Hedgehogs 	Mountain Survival Guide 