



Subject	English	Term	Summer
----------------	---------	-------------	--------

What punctuation should I already know?

- 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. *John's book*
- 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

What punctuation will I know by the end of term?

- be secure in knowing the following punctuation marks, using them confidently in specific narrative & non-narrative texts:
- that capital letters and full stops be used consistently
- that capital letters be used for proper nouns (ie. names)
- that capital letters be used for the personal pronoun 'I'
- that apostrophes show either contraction (ie. *don't*) or show possession (ie. belonging) for singular/plural regular nouns
- that question marks show a question, exclamation marks show an exclamation and use these correctly when writing
- that commas are needed after 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

- 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; use of figurative language) 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, build plot, characters, settings (description based around senses) and integrate dialogue to convey actions (speech correctly demarcated, speaker stated and some integrated description added such as a concluding subordinate clause)
- In non-narratives, use simple organisational devices to link by theme (ie. headings)
- Propose changes in grammar and vocabulary, including accurate use of pronouns

What grammar should I already know?

- 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: *and, but, or, yet, so*
- how to use increasing range of subordinating conjunctions: *if, since, as, when, although, while, after, before, until, because*
- 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?

- be secure in knowing the following grammatical features, using them confidently in narrative & 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: *and, but, or, yet, so*
- how to use increasing range of subordinating conjunctions: *if, since, as, when, although, while, after, before, until, because*
- how to write a range of sentences with more than one clause by using a wider range of these conjunctions, knowing that there are main and subordinate clauses and that these can be moved between positions in the complete sentence
- how to choose nouns/ pronouns so that meaning is clear, with links where needed by choosing varied vocabulary
- how to use fronted adverbials of time, manner or place
- 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: <i>present → happens now; past → something happened</i>
Adverb	This gives more information (how, when, where or how often a thing happens) about a verb, adjective, another adverb or a clause.
Fronted Adverbials	Placed at the start of a sentence using adverbs or prepositional phrases, these give more information (how [manner], when [time] or where [place]) about the main clause.
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

<p>Aesop's Fables</p> 	<p>Myths</p> 	<p>Poetry by Rachel Rooney</p> 	<p>Leon and The Place Between</p> 	<p>Persuasive Leaflets: Greece</p> 
--	--	--	---	--