



Subject	English	Term	Summer
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What punctuation should I already know?
<ul style="list-style-type: none"> - that capital letters, full stops and commas need to be used accurately in sentences to clarify meaning & avoid ambiguity - that apostrophes are used for both contraction & possession, understanding that contraction shows letter/s have been omitted and that possession shows belonging - that possessive apostrophes are placed before or after the additional 's' depending on the noun being singular or plural - that full stops, commas, question marks and exclamation marks are used both within and alongside inverted commas to correctly punctuate speech, showing sentences spoken - that commas are used in pairs to indicate parenthesis such as when using a relative clause within a main clause; and that commas are used to separate a relative clause from a main clause when the relative clause is placed after the main clause

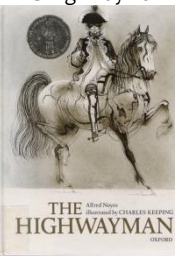

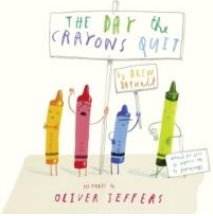

What punctuation will I know by the end of term?
<ul style="list-style-type: none"> - be secure in knowing the following punctuation marks, using them confidently in specific narrative & non-narrative texts: - that capital letters, full stops and commas need to be used accurately in sentences to clarify meaning & avoid ambiguity - that commas are also used in pairs to indicate parenthesis - that apostrophes are used for both contraction & possession, knowing that contraction shows letter/s have been omitted and that possessive apostrophes are placed before/after additional 's' depending on noun being singular/plural, regular/irregular - that full stops, commas, question marks and exclamation marks are used both within and alongside inverted commas to correctly punctuate speech, showing sentences spoken; and that these spoken sentences can be 'split' which requires the correct use of commas to show the sentence is incomplete

Writers' Knowledge to support me in writing my own texts
<ul style="list-style-type: none"> - Identify the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for developing own pieces of writing. - Note and develop initial ideas, drawing on reading and research where necessary - In narratives, consider how authors develop characters and settings in texts read - In narratives, describe settings, characters and atmosphere (using figurative language and 'show not tell') and use dialogue to convey character and advance the action (setting out dialogue increasingly accurately with integrated description) - Use devices to build cohesion within paragraphs/across paragraphs using adverbials - Use a wider range of devices to structure and build cohesion across paragraphs in non-narrative writing [eg. topic sentences, use of subordinating conjunctions to link organised/categorised points, use of specific language choices to link ideas, etc.] - Know when to change between paragraphs (Time, Person, Topic, Place) - Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning; and proof-read for spelling and punctuation errors

What grammar should I already know?
<ul style="list-style-type: none"> - that sentences can be used for effect, such as single clauses for drama in fiction (as well as for emphasis in non-fiction) - how to indicate degrees of possibility by using adverbs (eg. perhaps, surely) or modal verbs (eg. might, should, will, must) - how to use the subordinating conjunction 'if' with modal verbs to express the conditional (ie. one thing can/might/ will happen 'if' the other thing happens) - how to use the present perfect form of verbs in contrast to the simple past tense and how they are related in time - how to use relative clauses beginning with who, which, where, when, whose or that to add extra information about the subject (relative clause used within the sentence) or the object (relative clause used at the end of the sentence) - that fronted adverbials can modify the meaning of the verb in the main clause by adding further information: about the manner in which the action takes place (ie. cautiously, with extreme care, with stick in hand); or about the place where the action takes place (ie. in the forest, under the stars); or about the time when the action takes place (ie. at night)

What grammar will I know by the end of term?
<ul style="list-style-type: none"> - 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, verb, object within an active sentence - that sentences can be used for effect, such as single clauses for emphasis in non-fiction (as well as for drama in fiction) - how to indicate degrees of possibility by using adverbs (eg. perhaps, surely) or modal verbs (eg. might, should, will, must) and how these are contracted in their past tense (eg. should've) - how to use subordinating conjunctions to undermine views - how to use the perfect form of verbs in contrast to the simple past tense and how they are related in time - how to use relative clauses beginning with who, which, where, when, whose or that to add extra information about the subject (relative clause used within the sentence) or the object (relative clause used at the end of the sentence) - that fronted adverbials can modify the meaning of the verb in the main clause by adding further information about manner (ie. certainly); place (ie. in our oceans); or time (ie. for years)

Key Vocabulary	
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>
Prepositional Phrase	A prepositional phrase often adds more information, showing place/direction as well as time/cause or even manner.
Modal Verbs	A type of auxiliary verb that goes with another verb to show degrees of possibility, ie. <i>It might be warm and sunny today.</i>
Pronoun	A pronoun can replace a noun, ie. <i>the ball rolled → it stopped</i>
Relative pronoun	A type of pronoun used at the start of a relative clause
Tense	The verb in a sentence shows the tense, when something happens
Present Perfect	A form of past tense verb, made from the verb 'to have' + the past participle, showing something that has happened for a longer period of time, ie. <i>he has played football for many years</i>
Fronted Adverbials	Place at the start of a sentence, these give more information (how [manner], when [time] or where [place]) about the main clause.
Sentences	All types of sentence have a verb and a subject: single-clause have one main clause; multi-clause have more than one 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. A relative clause adds more information about a noun in a sentence
- Relative 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
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.
Comma	Commas are used to make the meaning of sentences clear: for example, <i>I told him, honestly.</i> as opposed to, <i>I told him honestly.</i> Commas also separate the main clause from other clauses/phrases.
Cohesion	Cohesion refers to the ways in which the writer makes the different parts of a text link together, linking ideas and paragraphs together.

Texts to be read and styles of writing to be explored during this term				
The Highwayman 	Lucky Dip A Short Film 	The Day The Crayons Quit 	Plastic Pollution 	The Lost Thing 