



Subject	English	Term	Spring
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What grammar should I already know?

- that sentences can be active in which the subject of the verb is 'doing' the action
- that sentences can be passive in which the subject of the verb is 'having something done to it', often 'by' an agent noun
- that there are a range of subordinate clauses, including those beginning with subordinating conjunctions; those beginning with relative pronouns (ie. relative clauses); and those beginning with verbs without a subject specified (ie. non-finite verb clauses)
- that texts can be written in either informal or formal styles according to the audience for which it is written
- that the passive voice affects the presentation of information in a text by potentially removing the noun which 'did' an action
- that the subjunctive can also be used to affect the presentation of information in a text by suggesting that an action be 'done'

What punctuation should I already know?

- that commas are a crucial piece of punctuation for conveying the precise meaning of a sentence
- that repositioning commas in a sentence can significantly alter the meaning of that sentence
- that semi-colons can be used to mark a boundary between two independent clauses that are linked (as opposed to a comma; when incorrectly used in this way, this is known as a 'comma splice')
- that semi-colons can also be used instead of commas in a list, when the items in that list contain longer strings of information such as a set of expanded noun phrases
- that colons can also be used to mark a boundary between two independent clauses that are linked, often either introducing a longer list of items or a section of direct speech

Writers' Knowledge to support me in writing my own texts

- Focus on identifying the audience and purpose of the writing
- Select the appropriate form, using other similar writing as models for the writing
- Reinforce the full range of non-narrative devices previously learnt (ie. 5 W's, topic sentences, etc.) as well as exploring elements related to certain writing styles, ie. including personification, positive language and propaganda for newspapers; using direct address, rhetorical questions, etc. for persuasive texts.
- Consider how authors have developed characters and settings in stories read, listened to or seen and how settings can reinforce the atmosphere of a text
- Describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action (setting out dialogue increasingly accurately with integrated description and accurate punctuation; making use of both direct and reported speech at appropriate points to help advance the pace of the action)
- Use a wide range of devices to build cohesion across paragraphs (eg. use of synonyms, adverbials to link ideas between different paragraphs, etc.).

What grammar will I know by the end of the term?

- that sentences can be used for effect, such as single clauses for drama in fiction or for emphasis in non-fiction
- that the range of subordinate clauses can be used to different effects depending on the intended impact on the reader
- that relative clauses can be written with an implied (ie. omitted) relative pronoun depending on the context in which it is used
- that vocabulary choices and grammatical structures are best suited to either formal or informal texts, choosing as appropriate
- that the passive voice affects the presentation of information in a text by potentially removing the noun which 'did' an action which can have an intended impact on the reader
- that the perfect form of verbs can mark more specific relationships in time when recounting events
- that the use of plural nouns and nouns showing possession need accurate use of apostrophes to show the intended meaning

What punctuation will I know by the end of term?

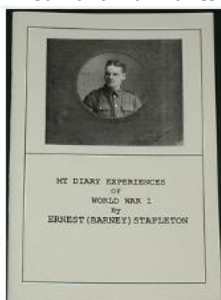
- that commas are a crucial piece of punctuation for conveying the precise meaning of a sentence, separating a main clause from other linked subordinate clauses or phrases
- that brackets, dashes or commas can be used to indicate parenthesis with each giving a different emphasis to the words written in parenthesis depending on their importance
- that semi-colons can be used to mark a boundary between two independent clauses that are linked, often by theme
- that colons can be used to mark a boundary between two independent clauses that are linked, often with the second clause adding more detail to the first clause
- that dashes can also be used to mark a boundary between two independent clauses that are linked, often with the second providing some form of explanation of the first clause
- that hyphenated words clarify meaning and avoid ambiguity

Key Vocabulary

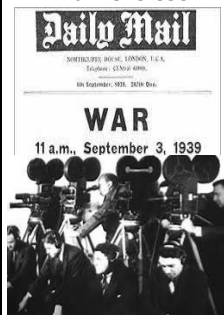
Subject	Who or what 'does' or 'is' something, usually just before the verb
Object	Who or what is acted upon by the verb, usually just after the verb
Active voice	The subject of the verb is 'doing' the action
Passive voice	The subject of the verb is 'having something done to it'
Single clause sentence	This type of sentence consists of one main clause; it can be used for dramatic effect in fiction or emphatic effect in non-fiction
Multi clause sentence	This type of sentence consists of more than one clause – there has to be one main clause accompanied by subordinate clause/s
Synonym	Words that mean the same – or nearly the same – as each other
Antonym	Words that mean the opposite of each other
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
Hyphen	This is used to join two or more words that create a single unit
Colon	This can be used to introduce a list, examples or explanations
Commas	These have a number of uses so need very careful checking! One important use is as parenthesis, adding information to a clause
Brackets	These can also be used to add extra information into a clause
Dashes	These can be used in pairs to add extra information into a clause or on their own to add a second clause explaining a first clause
Semi-colon	This can be used between two related main clauses; or it can separate longer phrases in a list, introduced by a colon
Ellipsis	This can refer to three dots meaning that a word has been missed out or a sentence has not been finished, ie, to suggest tension
Parenthesis	Using brackets, commas or dashes to add extra information
Cohesion	This refers to ways in which a writer links parts of a text together
Cohesive devices	Words or phrases which show how the different parts of a text link together: determiners and pronouns; conjunctions; adverbs and adverbials; and specifically repeated language and themes

Texts to be read and styles of writing to be explored during this term

First World War Diaries



Blitz Newsreels



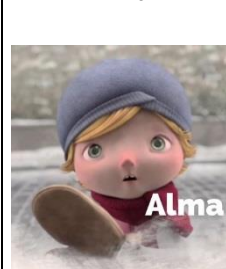
The Giant's Necklace by Michael Morpurgo



Tourist Leaflets



Alma



<p>First World War Diaries</p>	<p>Blitz Newsreels</p>	<p>The Giant's Necklace by Michael Morpurgo</p>	<p>Tourist Leaflets</p>	<p>Alma</p>
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