



<b>Subject</b>	English	<b>Term</b>	Autumn
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What punctuation should I already know?
<ul style="list-style-type: none"> <li>- how to use capital letters and full stops consistently</li> <li>- how and when to use capital letters for proper nouns</li> <li>- that capital letters are needed for the personal pronoun 'I'</li> <li>- how and when to use apostrophes for contraction</li> <li>- that apostrophes can show possession and use these for singular and plural regular nouns, ie. <i>John's book, the toys' boxes</i></li> <li>- that question marks show a question, exclamation marks show an exclamation and use these correctly when writing</li> <li>- that commas are needed after adverbs, adverbial and prepositional phrases when they are used as fronted adverbials</li> <li>- how to use inverted commas to show direct speech</li> <li>- that commas, question marks and exclamation marks can be used alongside inverted commas to correctly punctuate speech, using these as appropriate to the type of sentence spoken</li> </ul>

What punctuation will I know by the end of term?
<ul style="list-style-type: none"> <li>- how to use capital letters and full stops consistently, including capital letters for proper nouns/personal pronoun 'I'</li> <li>- how and when to use apostrophes for contraction</li> <li>- how and when to use question marks &amp; exclamation marks</li> <li>- that commas are needed after adverbs, adverbial and prepositional phrases when they are fronted adverbials</li> <li>- how to use inverted commas to show direct speech</li> <li>- that commas, question marks and exclamation marks are used alongside inverted commas to correctly punctuate speech, using these as appropriate to the type of sentence</li> <li>- that commas are used to separate parts of a sentence and ensure the meaning is clear, avoiding possible confusion</li> <li>- that colons can be used after a main clause to introduce a list, with the items in the list separated by commas</li> </ul>

Writers' Knowledge to support me in writing my own texts
<ul style="list-style-type: none"> <li>- 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.</li> <li>- Note and develop initial ideas, drawing on reading and research where necessary</li> <li>- In narratives, consider how authors have developed characters and settings in texts read, listened to or seen performed.</li> <li>- In narratives, describe settings, characters and atmosphere and use dialogue to convey character and advance the action (setting out dialogue increasingly accurately with integrated description)</li> <li>- Use <u>an increasing range of devices</u> to structure and build cohesion across paragraphs in non-narrative writing [eg. topic sentences, use of subordinating conjunctions to link categorised information, etc.]</li> <li>- Understand when to change between paragraphs (<b>Time, Person, Topic, Place</b>)</li> <li>- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning; and proof-read for spelling and punctuation errors</li> </ul>

What grammar should I already know?
<ul style="list-style-type: none"> <li>- the different functions of words ie. noun, adjective, verb, adverb</li> <li>- how to identify the subject and verb within an active sentence</li> <li>- 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</li> <li>- how to use most coordinating conjunctions: <i>and, but, or, yet, so</i></li> <li>- how to use increasing range of subordinating conjunctions: <i>if, since, as, when, although, while, after, before, until, because</i></li> <li>- Extend the range of sentences with more than one clause by using a wider range of these conjunctions</li> <li>- how to choose nouns/ pronouns so that meaning is clear, with links where needed by choosing varied vocabulary</li> <li>- that adverbs/adverbials of time/manner/place can be 'fronted'</li> <li>- how to use prepositions as part of a prepositional phrase to express time, also 'fronting' these to the sentence start</li> <li>- how to create expanded noun phrases with two well-matched adjectives to suit the noun they are describing</li> <li>- how to create and use verb inflections, ie. was/were, etc.</li> <li>- how and when to use the determiners a/an correctly</li> </ul>

What grammar will I know by the end of term?
<ul style="list-style-type: none"> <li>- be secure in knowing different functions of words, ie. noun, adjective, verb, adverb, determiner, pronoun, preposition</li> <li>- how to identify the subject/verb/object within an active sentence and their different roles within the sentence</li> <li>- how to use present, simple past, present and past progressive verb tenses (incl. all irregular forms) to show the difference in time when relating events in written pieces</li> <li>- how to use all coordinating conjunctions (<b>F A N B O Y S</b>)</li> <li>- how to use increasing range of subordinating conjunctions, as previously, plus: <i>despite, whereas, however</i></li> <li>- how to use expanded noun phrases with two well-matched adjectives, a noun and a prepositional phrase to convey complicated information concisely within a sentence</li> <li>- how to use sentences with different forms such as single clause sentences for effect (ie. emphasis of a key piece of information in non-fiction)</li> <li>- how to use an increasing range of adverbs</li> <li>- how to use prepositions as part of a prepositional phrase to express time, also 'fronting' these to the sentence start</li> </ul>

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	Sentences consist of one or more clauses. All sentences have a verb and a subject. A single-clause sentence has one main clause; a multi-clause sentence has more than one clause (one being a 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.
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.
Colon	A colon can be used to introduce a list
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				
Wolves in the Walls by Nick Gaiman 	Podkin One-Ear by Kieran Larkwood 	How To Live Forever by Colin Thompson 	Sports Reports 	Father Christmas by Raymond Briggs 