



Subject	English	Term	Summer
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What punctuation should I already know?
<ul style="list-style-type: none"> - be increasingly secure in knowing the following punctuation marks, using them in specific narrative & non-narrative texts: - that capital letters and full stops should be used consistently to mark starts and ends of sentences - that capital letters are used for proper nouns (ie. names) - that capital letters are needed for the personal pronoun 'I' - that apostrophes show contraction (ie. <i>don't</i> → <i>do not</i>) - that apostrophes also show possession (ie. <i>John's book</i>) - that question marks show a question and exclamation marks show an exclamation, using these correctly in writing - that commas are used between items in a list - 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

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 and full stops should be used consistently to mark starts and ends of sentences - that capital letters are used for proper nouns (ie. names) - that capital letters are needed for the personal pronoun 'I' - that apostrophes show contraction (ie. <i>don't</i> → <i>do not</i>) - that apostrophes also show possession (ie. <i>John's book</i>) - that question marks show a question and exclamation marks show an exclamation, using these correctly in writing - that commas are used between items in a list - 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

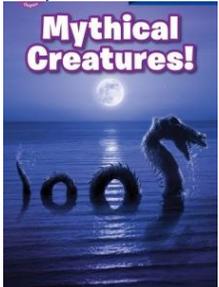
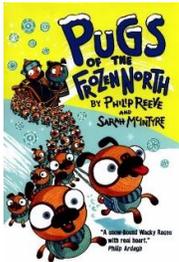
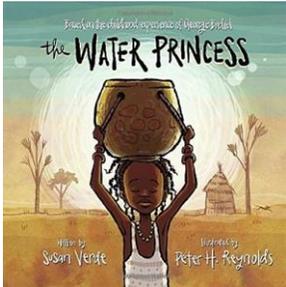
Writers' Knowledge to support me in writing my own texts
<ul style="list-style-type: none"> - Discuss writing similar to that which is going to be written in order to understand and learn from its structure, vocabulary and grammar - Discuss and record ideas using squiggle map or boxing it up planning formats - Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures - Organise paragraphs, beginning to use Time, Place, Topic, Person as a reminder - In stories, build plot, characters and settings (with description based around the senses), and integrate dialogue to convey actions - Begin to explore devices to build cohesion: language choices that link; character portrayal through description and action that links; use of plot development that links to the opening, etc. - In non-narratives, use simple organisational devices to link information by theme [eg, headings and sub-headings] - Proof-read for spelling and punctuation errors

What grammar should I already know?
<ul style="list-style-type: none"> - be increasingly aware of and know different functions of words, ie. noun, adjective, verb, adverb - how to use some coordinating conjunctions: <i>and, but, or, so</i> - how to use increasing range of subordinating conjunctions: <i>if, when, while, after, before, because, once, so that</i> - that sentences can have more than one clause- a main clause that makes sense on its own and a subordinate clause that adds extra information; - and knowing how to use a wider range of these conjunctions to link these clauses together - how to choose nouns/ pronouns so that meaning is clear - how to use adverbs of manner to start sentences/add detail - how to use prepositions to also show place as well as time and use these to start sentences in prepositional phrases - that expanded noun phrases can have two well-matched adjectives to give more detailed description about a noun - how to use the four different sentence types - how to use present and past progressive verb tenses to show the difference in time when relating events in written pieces in comparison to the simple present and past tenses

What grammar will I know by the end of term?
<ul style="list-style-type: none"> - that words can have different functions in a sentence ie. noun, adjective, verb, adverb; what these mean and how they're used - that coordinating conjunctions can join two parts (<i>clauses</i>) of a sentence and how to use some of them (<i>and, but, or, so</i>) - that subordinating conjunctions link <i>clauses</i> and how to use these ones: <i>if, when, because, before, after, while, once, so that</i> - how to distinguish between main and subordinate clauses - how to use a wider range of these conjunctions to link these clauses together; - and how clauses can be moved in a multi-clause sentence, noting the impact this has on the sentence - that nouns/pronouns be chosen so that meaning is clear - that adverbs of manner can start sentences/add detail - that prepositions can express time and place and can also be used to start sentences in prepositional phrases - that expanded noun phrases (two well-matched adjectives and noun) give a much more detailed description about a noun - how to use: commands, exclamations, questions, statements - how to use present, past and future verb tense structures - how to use simple/progressive in present/past verb tenses

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.
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.
Inverted commas	Inverted commas, or speech marks, show when people are actually speaking, ie. <i>"I'm beginning to understand," he said.</i>
Prefix	A prefix is a morpheme added to the beginning of a root word.
Homophone	Homophones are words that have the same pronunciation but different meanings, origins or spelling.

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

<p>Marcy and the Riddle of the Sphinx</p> 	<p>Mythical Creatures</p> 	<p>Pugs of the Frozen North</p> 	<p>The Water Princess</p> 
<p>Persuasive Leaflets – Canada</p> 			