

ENGLISH CURRICULUM - CP

LITERACY

FICTION

- Traditional tales with a twist
- Stories from other cultures
- Fables

NON-FICTION

- Recipes/instructions
- Non-chronological reports
- Recount - diary

WRITING OBJECTIVES

- Write for different purposes to develop positive attitudes and stamina for writing.
- Consider what he/she is going to write before beginning by planning or saying out loud what he/she is going to write about.
- Consider what he/she is going to write before beginning by writing down ideas and/or key words, including new vocabulary.
- Consider what he/she is going to write before beginning by encapsulating what he/she wants to say, sentence by sentence.
- Draft and write by organising writing into paragraphs as a way of grouping related material.
- Draft and write descriptive work that creates settings, characters and plots. I can draft and write descriptive work that creates settings, characters and plots.

STRUCTURE OBJECTIVES

- Draft and write non-narrative material, using headings and sub-headings to organise texts.

GRAMMAR OBJECTIVES

- Use capital letters, full stops, question marks and exclamation marks to demarcate sentences consistently in his/her writing.
- Use commas to separate items in a list.
- Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns e.g. the girl's name.
- Use subordination (using when, if, that, because) and co-ordination (using or, and, but).
- Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon.
- Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.
- Make the correct choice and make consistent use of present tense and past tense throughout writing.
- Use the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting.
- Use the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel e.g. a rock, an open box.
- Express time, place and cause using conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of.
- Begin to use inverted commas to punctuate direct speech.

- Use the present perfect form of verbs instead of the simple past e.g. He has gone out to play contrasted with He went out to play.
- Understand the following terminology: Noun, noun phrase. Statement, question, exclamation, command. Compound, suffix. Adjective, adverb, verb. Tense (past, present). Apostrophe, comma. Preposition, conjunction. Word family, prefix. Clause, subordinate clause. Direct speech. Consonant, consonant letter vowel, vowel letter. Inverted commas (or speech marks).

READING

To be able to:

- retrieve and record information / identify key details from fiction and non-fiction
- summarise main ideas from a text read by an adult
- predict what might happen from details stated and implied

SPELLING

- Syllables
- Rhyme
- Plurals
- Consonants (different in French): h, r (pronunciation)
- Digraphs: sh, ch, th, wh, m ph, ck, ng, nk, ff, ll, ss, zz, qu
- High Frequency Words

Plurals, syllables and rhyme can be taught to all students through oral/picture activities. Consonants and digraphs can be taught to children as they are ready to read in English. Expose children to these patterns in texts and discuss differences between French and English when applicable (e.g. ch).