

# ENGLISH CURRICULUM - CM1

## LITERACY

### FICTION

- Myths and legends
- Narrative – Science fiction
- Poetry – Poems with structure (haiku, limericks) (kennings, cinquain)

### NON-FICTION

- Recount – letters
- Formal report writing
- Persuasive writing (adverts)

## WRITING OBJECTIVES

- Plan his/her writing by identifying the audience for, and purpose of the writing, using other similar writing as models for his/her own.
- Plan his/her writing by noting and developing initial ideas, drawing on reading where necessary.
- Plan his/her writing of narratives by considering how authors have developed characters and settings in what the class have read, listened to or seen performed.
- Draft and write by selecting appropriate grammar and vocabulary (including capital letters, full stops, question marks, exclamation marks, commas, apostrophes, brackets and hyphens correctly)
- Draft and write narratives, describing settings, characters and atmosphere, and integrating dialogue to convey character.
- Draft and write by summarising longer passages.
- Draft and write by using devices to build cohesion within a paragraph e.g., then, after that, this, firstly.
- Draft and write by linking ideas across paragraphs using adverbials of time e.g., later, place e.g. nearby, and number e.g. secondly, or tense choices e.g. he had seen her before.
- Draft and write by using further organisational and presentational devices to structure text and to guide the reader e.g., headings, bullet points, underlining.
- Evaluate and edit by assessing the effectiveness of his/her own and others' writing.
- Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- Evaluate and edit by ensuring mostly consistent and correct use of tense throughout a piece of writing.
- Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing.
- Proof-read for spelling errors linked to spelling statements for CM1 (check Spelling Curriculum)
- Proof-read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity.

## STRUCTURE OBJECTIVES

- Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly.
- Link ideas across paragraphs using adverbials of time e.g., later, place e.g., nearby, and number e.g. secondly, or tense choices e.g. he had seen her before.

## GRAMMAR OBJECTIVES

- Use brackets, dashes or commas to indicate parenthesis.
- Use commas to clarify meaning or avoid ambiguity.
- Use fronted adverbials e.g. Later that day, I heard the bad news.
- Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.
- Indicate degrees of possibility using adverbs e.g., perhaps, surely, or modal verbs e.g. might, should, will, must.
- Understand the meaning of the following: independent clause, subordinate clause, compound sentence and complex sentences.
- Understand the following terminology: Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.

## READING

To be able to:

- give / explain the meaning of words in context
- summarise main ideas from more than one paragraph
- make inferences from the text / explain and justify inferences with evidence from the text
- identify / explain how information / narrative content is related and contributes to meaning as a whole
- identify / explain how meaning is enhanced through choice of words and phrases
- make comparisons within the text

## SPELLING

-Inflected Endings with multisyllabic words: when last syllable stressed, double consonant before adding ed, ing (e.g., preferred, beginning) (See p11 UK curriculum)

-Prefixes: fore, il (illegal), im (impolite), sub, inter, super, anti, auto

-Words that end in cious (vicious) and tious (cautious) - *look at root word (e.g., vice-vicious)*

-Words that end in cial (special) and tial (confidential)

-Ch (scheme vs machine)

-Sc (science)

### Homophones:

Advise/advice, altar/alter, compliment/complement, desert/dessert, device/devise, licence/license, practice/practise, prophecy/prophecy, farther/father, guesses/guest, heard/herd, led/lead, morning/mourning, past/passed, precede/proceed, principal/principle, profit/prophet, stationary/stationery, steal/steel, wary/weary, who's/whose

Aisle/isle, aloud/allowed, affect/effect, ascent/assent, bridal/bridle, cereal/serial, dissent/descent, draft/draught