

## ENGLISH CURRICULUM - CM2

### LITERACY

#### FICTION

- Narrative – Gothic/historical setting
- Poetry – WW1 poetry (figurative language)
- Novel as a theme

#### NON-FICTION

- Recount – Biography
- Persuasive writing (letter/manifesto)

### WRITING OBJECTIVES

- Plan his/her writing by identifying the audience and purpose of the writing, selecting *the correct form and change the language and sentence length for the purpose*.
- Plan his/her writing by noting and developing initial ideas, drawing on reading and research where necessary.
- Plan his/her writing of narratives through reasoned consideration of how authors have developed characters and settings *to have an effect on the* in what the class have read, listened to or seen performed.
- Draft and write by selecting appropriate grammar and vocabulary
- Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
- Draft and write by accurately summarising longer passages.
- Draft and write by linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis.
- Draft and write by using organisational and presentational devices to structure text and to guide the reader e.g., headings, sub-headings, columns, bullets or tables.
- Evaluate and edit by assessing the effectiveness of his/her own and others' writing with reasoning.
- Evaluate and edit by proposing reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- Evaluate and edit by ensuring the 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 and choosing the appropriate register.
- Proof-read for spelling errors linked to spelling statements for Year 6.
- Proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, and use of hyphens.
- Confidently perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

### STRUCTURE OBJECTIVES

- Use layout devices e.g., headings, sub-headings, columns, bullets, or tables, to structure text.
- Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections e.g., the use of adverbials such as *on the other hand*, *in contrast*, or *as a consequence*, and ellipsis.

## GRAMMAR OBJECTIVES

- Understand how words are related by meaning as synonyms and antonyms
- Use the passive to affect the presentation of information in a sentence
- Use the semi-colon, colon and dash to mark the boundary between independent clauses
- Use the colon to introduce a list and use semi-colons within lists.
- Use bullet points to list information.
- Understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing and use whichever is appropriate to the task.
- Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing.
- Understand how hyphens can be used to avoid ambiguity
- Understand the following terminology: Subject, object. Active, passive. Synonym, antonym. Ellipsis, hyphen, colon, semi-colon, bullet points.

## READING

To be able to:

- give / explain the meaning of words in context
- summarise main ideas from more than one paragraph summarise main ideas from a 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

Review prefixes/suffixes from previous years.

-Words that end in ant, ance/ancy, ent, ence/ency

-Words that end in able (adorable) and ible (possible)

-ibly, ably

-i before e, except after c rule (receive). *Teach exceptions*

-ough (rough, through)

### 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