

# **Ravensdale Junior School**

## **English Curriculum 2016 - 2017**

<b><u>Year 3</u></b>	<b>Class Readers</b>	<b>Writing - curriculum coverage</b>
<b>(cross curricular links)</b>	<p>a) The Hodgeheg</p> <p>b) The Owl Who Was Afraid of the Dark</p> <p>c) Captain Spikes Adventure and other Pirate Stories</p> <p>d) Cinderella</p> <p>e) The Three Billy Goats Gruff</p> <p>f) George's Marvellous Medicine (<b>Roald Dahl</b>)</p> <p>g) Lighthouse Keepers Breakfast</p>	<p><b><u>Fiction</u></b></p> <p>a,b,f,g) Stories in familiar settings</p> <p>c) Adventure stories</p> <p>d) Fairy stories</p> <p>e) Playscripts (based on the <i>School Bell</i> and the <i>Three Billy Goats Gruff</i>, stories)</p> <p><b><u>Non-Fiction</u></b></p> <p>Study of well-known author / biography – <b><u>Roald Dahl</u></b></p> <p>Instructions (<b>R.E. Christingles, D.T. Pencil cases</b>)</p> <p>Non-chronological reports (<b>Animals, Rivers</b>)</p> <p>Informal and formal letters</p> <p><b><u>Poetry</u></b></p> <p>The Owl and the Pussycat (<i>Edward Lear</i> - oral performance poetry)</p> <p>Diamante poetry based on antonyms</p> <p>List and concrete poems</p>

## Year 3 Objectives and Non-Negotiables

### Reading

Know the letter names and sounds of the alphabet. **(NN)**

Use knowledge of alphabet to locate information in dictionaries. **(NN)**

Know whether the text read is present or past tense. **(NN)**

Select appropriate words in cloze procedures. **(NN)**

Can use speech marks as an indication of change of voice when reading out aloud. **(NN)**

Can comment on the way non-fiction text is organised. **(NN)**

I can predict what might happen in a story based on what the writer says and suggests.

I have read fairy stories, myths and legends and can tell other people about them.

I can recognise rhyme and alliteration in poetry. **(NN)**

I can ask questions to improve my understanding of a text. **(NN)**

I can identify and summarise the main ideas a paragraph in a text. **(NN)**

I can pick out and write down information from non-fiction texts. **(NN)**

I can discuss the meaning of words in context.

I can write a book review and say why I would or would not recommend a book to someone else.

### Spelling and Handwriting

I can use prefixes and suffixes and add them to words correctly.

I can spell homophones and can select the correct the correct word in sentences. where, wear, were / their, there, they're / to, two, too

I can spell words which are commonly misspelt.

I can order words alphabetically using the first two or three letters. **(NN)**

I can check the spelling of a word in a dictionary using the first two or three letters. **(NN)**

I can write simple sentences correctly from dictation.

I can join letters in my writing and understand which letters should not be joined.

I have made my handwriting more consistent and easy to read.

### **Writing – Composition, Vocabulary, Grammar and Punctuation**

I can write a sentence which has a subject and a verb. **(NN)**

I can punctuate sentences with capital letters and full stops. **(NN)**

I can write compound sentences using 'and', 'but' and 'so' to join clauses together **(NN)**.

I can use question marks and exclamation marks when needed. **(NN)**

I remember to write commas in a list. **(NN)**

I can choose interesting adjectives to describe people, places and objects. **(NN)**

I use capitals for names people and places. **(NN)**

I can use pronouns where appropriate to make my writing clear and avoid repetition (he, she, they, it). **(NN)**

I can use time conjunctions. **(NN)**

I can use prepositions to explain where things are or happen. **(NN)**

I can write verbs in the 1<sup>st</sup>, 2<sup>nd</sup> or 3<sup>rd</sup> person correctly (I am, You are, They are). **(NN)**

I can write paragraphs around a theme using indenting. **(NN)**

I can use present and past tense verbs correctly. **(NN)**

I can use apostrophes for contractions (shortened version of two words e.g. isn't) **(NN)**

I can write sentences with a main and subordinate clause, using a range of conjunctions including (**NN** 'when', 'if', 'because')

I can use apostrophes to show singular possession (**NN**)

I can use inverted commas for direct speech when the reporting clause is at the end of the sentence (**NN**)

I can write stories with settings, characters and a plot.

I can use layout features in non-fiction writing.

I can edit a piece of writing for spelling and punctuation errors as well as making improvements to vocabulary used.

### **Spoken Language**

I can read what I've written out loud to a group, using the tone and volume of my voice to make the meaning clear.

I can listen and respond appropriately to adults and my peers.

I can ask relevant questions to increase my understanding and knowledge.

I use new words I have learnt.

I can explain and justify my own answers, arguments and opinions.

I can describe, explain and narrate for different purposes, including expressing feelings.

I can pay attention and take part in conversations with others, staying on topic as well as making and responding to comments.

I can use talking to describe my ideas, explain things and to explore my imagination.

I can speak clearly and fluently, increasing using Standard English.

I can take part in discussions, presentations, performances, role play, improvisations and debates.

I can choose and use appropriate expression (e.g. formal or informal speaking) to communicate effectively.

# SPaG terminology Year 1 – 3

*(italics = introduced in this year group even though sited elsewhere)*

## Year 1

Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark

## Year 2

Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma

## Year 3

Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant, vowel, inverted commas

*(subject, synonym, active, bullet points, pronoun)*

<u>Year 4</u>	Class Readers	Writing - curriculum coverage
<b>(cross curricular links)</b>	a) The Lion, Witch and the Wardrobe  b) Journey to the Centre of the Earth  c) The Butterfly Lion  d) Tuesday (David Wiesner)          As well as...          Grandpa Chatterji	<u>Fiction</u> a) Adventure / fantasy stories  b) Science fiction  c) Adventure  d) Stories in a familiar setting  Fables – read a selection of Aesop's fables - choosing one to retell Myths and Legends (including a story from the Americas) Diaries  <u>Non-Fiction</u> Reports (Animals) Historical Reports (Indus Valley, The Americas) Instructions (D.T. Food – Cookies) Study of well-known author – biography - <b><i>Michael Morpurgo</i></b> Explanation texts (Volcanoes and Earthquakes) Persuasive adverts  <u>Poetry</u> Compare different forms of poetry including narrative poetry and free verse (including oral performance of these)

## Year 4 Objectives and Non-negotiables

### Reading

I have listened to and discussed fiction, plays, poetry and non-fiction books.

I can predict what might happen in a story based on what the writer says and suggests.

I can discuss the meaning of words in context.

I can write a book review and say why I would or would not recommend a book to someone else.

I can recognise different poetic forms. **(NN)**

### Spelling and Handwriting

I can use prefixes and suffixes and add them to words correctly.

I can spell homophones and can select the correct the correct word in sentences. where, wear, were / their, there, they're / to, two, too

I can spell words which are commonly misspelt.

I can write simple sentences correctly from dictation.

I can join letters in my writing and understand which letters should not be joined.

I have made my handwriting more consistent and easy to read.

### Writing – Composition, Vocabulary, Grammar and Punctuation

I can write a colon to start a list. **(NN)**

I can write compound sentences with a variety of conjunctions including 'so' and 'then' **(NN)**

I can write sentences with a main and subordinate clause, using a range of conjunctions including (**Yr3 NN** 'when', 'if', 'because') (**Yr 4 NN** - 'while', 'as' and 'although').

I can maintain a piece of writing in the correct verb tense. (**NN**)

I can invent my own similes. (**NN**)

I can include adverbs to describe actions. (**NN**)

I can use apostrophes to show possession with single (**Yr3 NN**) and plural nouns (**Yr4 NN**).

I can use inverted commas for direct speech when the reporting clause is at the end of the sentence **and** start of a sentence (**NN**).

I can write sentences with a relative clause (embedded subordinate clause) which starts with 'who', 'which' or 'that'. (**NN**)

I can begin sentences with an ... ing verb and remember to write a comma after the opening clause. (**NN**)

I can write stories with settings, characters and a plot.

I can use layout features in non-fiction writing.

I can edit a piece of writing for spelling and punctuation errors as well as making improvements to vocabulary used.

I can start sentences with an adverbial phrase or subordinate clause marked with a comma. (**NN**)

I can use paragraphs to indicate changes in time and place. (**NN**)

I can write stories with settings, characters and a plot.

I can use layout features in non-fiction writing.

I can edit a piece of writing for spelling and punctuation errors as well as making improvements to vocabulary used.

## SPaG terminology Year 4

*(italics = introduced in this year group even though sited elsewhere)*

Determiner, pronoun, possessive pronoun, adverbial

*(parenthesis, relative pronoun, bracket, ellipsis)*

<b><u>Year 5</u></b>	<b>Class Readers</b>	<b>Writing - curriculum coverage</b>
<b>(cross curricular links)</b>	a) Children of Winter b) War of the Worlds c) Christmas Carol ( <i>Charles Dickens – fiction from our literary heritage</i> ) d) Stormbreaker e) Theseus and the Minotaur (and other Greek myths and legends)	<p><b><u>Fiction</u></b></p> a) Historical – time-slip b) Science Fiction c) Ghost story ( <i>Charles Dickens – fiction from our literary heritage</i> ) Playscripts d) Adventure e) Myths and Legends ( <b>Ancient Greece</b> ) f) The Piano (film-clip) <p><b><u>Non-Fiction</u></b></p> Study of well-known author – <b><i>Charles Dickens</i></b> Non-chronological reports ( <b>Earth and Space, Animals</b> ) Historical reports ( <b>Saxons and Vikings</b> ) Explanations ( <b>Life cycles</b> ) Arguments (discussion texts) <p><b><u>Poetry</u></b></p> The Highwayman Beowolf (Saxons and Vikings) Haiku poems

## Year 5 Objectives and Non-negotiables

### Reading

I have read and discussed fiction, poetry, plays and non-fiction books.

I have learnt a range of poetry by heart.

I can discuss books I have read and challenge other people's views politely.

I can use notes to explain, discuss and present what I have read.

I can tell the difference between statements of facts and statements of opinion.

I can comment on the author's use of language and explain the impact on the reader.

I can identify how language, structure and presentation affect meaning.

I can pick out, write down and present information for non-fiction texts.

I can identify and summarise the main ideas from several paragraphs in a text, and give evidence to back up these ideas.  
(NN)

Know some acceptable abbreviations used in books, e.g. anon, etc (NN)

I can identify bias in persuasive writing, articles and advertisements. (NN)

Be able to make inferences. (NN)

I understand that two people may have different perspectives on the same event, whether in history or in the news. (NN)

Be able to recognise features common to different text (NN)

I can identify the writer's use of language (NN)

### Spelling and Handwriting

I have learnt more prefixes and suffixes and how to add them to words.

I can spell some words with silent letters.

I can tell the difference between homophones and other words commonly used.

I can use a dictionary to check spellings and meanings.

I can use a thesaurus.

I can write clearly and quickly.

I can use the first three or four letters of a word to find the spelling and meaning in a dictionary. (NN)

I can spell the statutory spellings (**Yr 5 words**)

### **Writing composition, vocabulary, grammar and punctuation**

I can write conditional sentences starting using the conjunction if. (NN)

Write very short sentences for impact. (NN)

I can use a semi-colon to separate main clauses. (NN)

I can use metaphors. (NN)

I can write passive sentences. (NN)

Write embedded subordinate clauses using two supporting commas. (NN)

I can use relative clauses beginning with 'who', 'which', 'where', 'when', 'whose' or 'that'. (NN)

I can begin sentences with an ...ing verb and mark the end of the opening clause with a comma. (NN)

Use a range of sentence openers throughout a piece of writing. (NN)

I can start paragraphs with topic sentences in non-fiction writing.

Write a comma after an opening subordinate clause or adverbial phrase. (NN)

I can use paragraphs to signal changes in time, scene, action, mood or person.

I can use brackets, hyphens and dashes.

I can write similes effectively.

I can use direct speech using inverted commas, with the reporting clause in various places.

I can describe settings, characters and atmosphere in narratives and insert dialogue to reveal more about a character and move the story along.

I can vary sentence structure for deliberate reasons.

I can sequence sentences effectively within paragraphs.

I can make links between paragraphs (e.g. the end connects to the beginning).

I can choose powerful verbs, interesting adjectives and adverbs.

I can edit, improve and evaluate my writing and that of other people's.

I can ensure a piece of writing consistently uses the correct tense.

I can ensure correct subject and verb agreement within a piece of writing.

I can apply the correct formal or informal tone to a piece of writing.

I can use expanded noun phrases to express complicated information.

I can use modal verbs to show degrees of possibility.

### **Spoken Language**

I can listen and respond appropriately to adults and other people my age.

I can ask relevant questions to increase my understanding and knowledge

I have used different ways to expand my vocabulary. (Thesaurus, magpie, listening to others)

I can explain and justify my own answers, arguments and opinions.

I can describe, explain and narrate for different purposes in a structured way, including expressing feelings.

I can pay attention and take part in conversations with others, staying on topic and making and responding to comments.

## **SPaG terminology Year 5**

(Italics = *introduced in this year group even though sited elsewhere*)

Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity  
(passive, antonym, object, colon, semi-colon)

<b><u>Year 6</u></b>	<b>Class Readers</b>	<b>Writing - curriculum coverage</b>
<b>(cross curricular links)</b>	<p>a) Street child</p> <p>b) Day of the Triffids</p> <p>c) Macbeth (fiction from our literary heritage)</p> <p>d) Goodnight Mr Tom</p> <p>e) Tom's Midnight Garden</p> <p>As well as ...</p> <p>Kensuke's Kingdom</p> <p>Lost Thing</p> <p>Invaders in the Vegetable Patch</p> <p>Holes</p> <p>Moondial</p>	<p><b><u>Fiction</u></b></p> <p>a,d) Historical recounts (a = based on true story – Crime and Punishment )</p> <p>Diaries</p> <p>b) Science Fiction Stories</p> <p>Newspaper reports (recounts)</p> <p>c) Fiction from literary heritage.</p> <p><b><u>Non-Fiction</u></b></p> <p>Biography - Study of well-known author – <b>Berlie Doherty</b> and <b>Shakespeare</b></p> <p>Autobiographies and biographies (the latter being chosen and researched by individual pupils)</p> <p>Persuasive letters</p> <p>Non-chronological reports (Earth and Space)</p> <p>Historical chronological reports (Islamic civilisations)</p> <p>Explanations (science topics)</p> <p>Instructions (bird feeders – D &amp; T)</p> <p><b><u>Poetry</u></b></p> <p>Double, double , toil and trouble (from Macbeth – oral performance)</p> <p>Limericks and quatrains (including a Shakespearean sonnet – 3 quatrains and ending with a concluding couplet)</p> <p>Composing poems to be read aloud.</p>

## Year 6 Objectives and Non-negotiables

### Reading

I have read and discussed fiction, poetry, plays and non-fiction books.

I have learnt a range of poetry by heart.

I can discuss books I have read and challenge other people's views politely.

I can use notes to explain, discuss and present what I have read.

I can tell the difference between statements of facts and statements of opinion.

I can comment on the author's use of language and explain the impact on the reader.

I can identify how language, structure and presentation affect meaning.

I can pick out, write down and present information for non-fiction texts.

I can provide evidence to support inference **(NN)**

Be able to use context to explain the meaning of unfamiliar words **(NN)**

I understand how the meaning of sentences is shaped by punctuation, phrase length, word order and conjunctions. **(NN)**

I understand that the pace of reading can add to the excitement, suspense or atmosphere. **(NN)**

### Spelling and Handwriting

I have learnt more prefixes and suffixes and how to add them to words.

I can spell some words with silent letters.

I can tell the difference between homophones and other words commonly used.

I can use a dictionary to check spellings and meanings.

I can use a thesaurus.

I can write clearly and quickly.

I can spell the statutory spellings (**Yr 5 words and Yr 6 words**)

### **Writing composition, vocabulary, grammar and punctuation**

I can use personification. (NN)

I can write non-finite clauses (where the verb has no tense. E.g. He learnt how to play the piano. Deprived of oxygen, the plants would die). (NN)

I can write a mixture of active and passive sentences within a piece of writing. (NN)

I can use technical vocabulary related to text type. (NN)

I can use paragraphs to signal changes in time, scene, action, mood or person.

I can use brackets, hyphens and dashes.

I can write similes effectively.

I can use direct speech using inverted commas, with the reporting clause in various places.

I can describe settings, characters and atmosphere in narratives and insert dialogue to reveal more about a character and move the story along.

I can vary sentence structure for deliberate reasons.

I can sequence sentences effectively within paragraphs.

I can make links between paragraphs (e.g. the end connects to the beginning).

I can choose powerful verbs, interesting adjectives and adverbs.

I can edit, improve and evaluate my writing and that of other people's.

I can ensure a piece of writing consistently uses the correct tense.

I can ensure correct subject and verb agreement within a piece of writing.

I can apply the correct formal or informal tone to a piece of writing.

I can use expanded noun phrases to express complicated information.

I can use modal verbs to show degrees of possibility.

### **Spoken Language**

I can listen and respond appropriately to adults and other people my age.

I can ask relevant questions to increase my understanding and knowledge

I have used different ways to expand my vocabulary. (thesaurus, magpie, listening to others)

I can explain and justify my own answers, arguments and opinions.

## **SPaG terminology Year 6**

Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

(year 1 – 6)