

ENGLISH SUBJECT LEARNING EXPECTATIONS

discussed the articles with my talk partner.
transformed what might be included in a newspaper article about
me.
I have planned my newspaper article using a newspaper pyramid.



Opening paragraph:
Who, what, where, when?

Who: Me and the Volunteers
What: Clean up my local Park and add more activities.
Where: Norwood local park
When: August 13th 2014 (Summer)

Main Body:
More detail about the subjects life and quotes

Quotes:

- "Save the Park"
- "We need volunteers who can put there life inside!"
- "We can spend more time with our families."

More Detail:

- Make the path usage for bike riding
- Add a play ground for the small kids (1-6).
- Make a special area for bike riding (with straight paths).
- Make a picnic area
- Add a family area.

Events

- Family day out (activities for everyone).
- At In the picnic area is a bake sale for charity.

Closing paragraph:
Bring the reader up to date and make future predictions.

- We would like volunteers to organise activities that all visitors can be involved.
- Imagine a dump turn into a local Park.



Make sure you enjoy the...

Programme of Study

Key Objectives	Ourselves	The Seasons	Toys and Games	Places	Growth	The Seaside
<ul style="list-style-type: none"> • Spell words containing each of the 40+ phonemes taught • Spell common exception words • Spell the days of the week • Name the letters of the alphabet in order • Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs • Using –ing, –ed, –er and –est where no change is needed in the spelling of root words • Sit correctly at a table, holding a pencil comfortably and correctly • Begin to form lower-case letters in the correct direction, starting and finishing in the right place • Form capital letters • Compose a sentence orally before writing • Sequence sentences to form short narratives • Read their writing aloud clearly enough to be heard by their peers and the teacher. • Leave spaces between words • Joining words and joining clauses using “and” 	<p>Key Texts</p> <p>Mr Men (Roger Hargreaves)</p> <p>Funny Bones (Allan Ahlberg)</p> <p>Owl Babies (Martin Waddell)</p> <p>Puffin Fantastic Book of Poems</p> <p>Writing Styles and Cross Curricular Links</p> <p>Illustrations</p> <p>Poetry (senses)</p> <p>Labels, lists and captions.</p>	<p>Key Texts</p> <p>The Emperors Egg (Martin Jenkins)</p> <p>Can't you sleep Little Bear? (Martin Waddell)</p> <p>How to catch a star? (Oliver Jeffers)</p> <p>A dark, dark tale (Ruth Brown)</p> <p>Writing Styles and Cross Curricular Links</p> <p>Information Texts</p> <p>Comparing stories by same author</p>	<p>Key Texts</p> <p>Emily Brown and the Thing (Cressida Cowell)</p> <p>Gorilla (Anthony Brown)</p> <p>Dogger (Shirley Hughes)</p> <p>Robot Poem</p> <p>Writing Styles and Cross Curricular Links</p> <p>Stories with predictable and patterned language</p> <p>Recounts – The history of your favourite toy</p>	<p>Key Texts</p> <p>Tom's Sausage Lion (Michael Morpurgo)</p> <p>Handa's Surprise (Eileen Browne)</p> <p>Kapiti Plain (Verna Aardema)</p> <p>The Colour of Home (Mary Hoffman)</p> <p>Writing Styles and Cross Curricular Links</p> <p>Stories from other cultures</p> <p>Information Texts</p>	<p>Key Texts</p> <p>The Story Tree Camille and the Sunflowers (Laurence Anholt)</p> <p>George Speaks (Dick King-Smith)</p> <p>The Tiny Seed (Eric Carle)</p> <p>Jack and the Beanstalk (Steven Kellogg)</p> <p>Spring Poems</p> <p>Writing Styles and Cross Curricular Links Labels</p> <p>Lists and Captions</p> <p>Instructions</p> <p>Traditional Stories</p>	<p>Key Texts</p> <p>Seahorse</p> <p>The Snail and Whale (Julia Donaldson)</p> <p>The Owl and Pussy Cat (Julia Donaldson)</p> <p>Tiddler (Julia Donaldson)</p> <p>The Rainbow Fish (Marcus Pfister)</p> <p>To The Beach (Linda Ashman)</p> <p>The Lighthouse Keeper's Lunch (Ronda Armitage)</p> <p>Writing Styles and Cross Curricular Links</p> <p>Recounts</p> <p>Fact and Fiction Writing</p> <p>Postcards</p> <p>Poetry – using the senses</p>

Programme of Study

Key Objectives	Superheroes	Pirates	Castles	Nocturnal Animals	Space	Families
<ul style="list-style-type: none"> Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly Learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones Learning the possessive apostrophe (singular) Learning to spell more words with contracted forms Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly Form lower-case letters of the correct size relative to one another Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters Writing for different purposes Read aloud what they have written with appropriate intonation to make the meaning clear Expanded noun phrases to describe and specify Sentences with different forms: statement, question, exclamation, command The present and past tenses correctly and consistently including the progressive form Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes... 	<p>Key Texts</p> <p>Traction Man (Mini Grey)</p> <p>Max</p>	<p>Key Texts</p> <p>Class 3 all at Sea (Julia Jarman)</p> <p>The Pirates Next Door (Jonny Duddle)</p> <p>Pirate Poems (David Harmer)</p>	<p>Key Texts</p> <p>The Princess and the White Bear King (Tanya Robyn Batt)</p> <p>The Enormous Turnip (Nicola Baxter) (write own version with prince/castle)</p> <p>Princess and the Pea (Hans Christian Andersen)</p> <p>Castles - info texts</p>	<p>Key Texts</p> <p>Information books – Woodland animals, the rainforest, linking to Nocturnal Animals.</p> <p>The Hedgehog (Dick King-Smith)</p> <p>The Twits (Roald Dahl)</p>	<p>Key Texts</p> <p>Beegue</p> <p>Man on the Moon: A day in the life of Bob (Simon Bartram)</p>	<p>Key Texts</p> <p>Grace and Family (Mary Hoffman)</p> <p>Care of Henry (Anne Fine)</p> <p>Meerkat Mail (Emily Gravett)</p>
	<p>Writing Styles and Cross Curricular Links</p> <p>Stories with a familiar setting (Traction Man comes to Henry Fawcett)</p> <p>Information text (on famous person/event)</p> <p>Instruction</p> <p>Character descriptions</p>	<p>Writing Styles and Cross Curricular Links</p> <p>Story writing</p> <p>Diary entries</p> <p>Persuasive letter writing</p> <p>Poetry – Silly Stuff</p> <p>Information text (link to coastlines)</p> <p>Character descriptions</p>	<p>Writing Styles and Cross Curricular Links</p> <p>Traditional Stories</p> <p>Information Texts</p> <p>Character descriptions</p>	<p>Writing Styles and Cross Curricular Links</p> <p>Extended stories (an introduction to chapter books) – The Hedgehog</p> <p>Significant Authors – Roald Dahl</p> <p>Information Texts</p> <p>Character descriptions – The Twits</p>	<p>Writing Styles and Cross Curricular Links</p> <p>Different stories by the same author</p> <p>Non chronological Reports</p>	<p>Writing Styles and Cross Curricular Links</p> <p>Stories with a familiar Setting</p> <p>Different stories by the same author</p>

Programme of Study

Key Objectives	London Now and Then	Protecting our environment	Dragonology	Ancient Egyptians	The Caribbean	Fairy Tales Twists
<ul style="list-style-type: none"> Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly Learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones Learning the possessive apostrophe (singular) Learning to spell more words with contracted forms Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly Form lower-case letters of the correct size relative to one another Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters Writing for different purposes Read aloud what they have written with appropriate intonation to make the meaning clear Expanded noun phrases to describe and specify Sentences with different forms: statement, question, exclamation, command The present and past tenses correctly and consistently including the progressive form Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes... 	<p>Key Texts</p> <p>Tales of Wisdom and Wonder - The Pedlar of Swatham (Hugh Lupton)</p> <p>Robin Hood (Henry Gilbert)</p> <p>Old English Myths</p>	<p>Key Texts</p> <p>Belonging (Jeannie Baker)</p> <p>10 Things I can do to help my World (Melanie Walsh)</p> <p>The Robot and the Bluebird (David Lucas)</p> <p>Non-fiction environment texts (bees etc)</p>	<p>Key Texts</p> <p>The Dragons Tears (Wendy Mitchell)</p> <p>Dragonology (Dugald Steer)</p> <p>Krindlekrax (Philip Ridley)</p>	<p>Key Texts</p> <p>Varjak Paw (S. F. Said)</p> <p>Egyptology (Dugald Steer)</p>	<p>Key Texts</p> <p>Gregory Cool (Caroline Binch)</p> <p>The Girl who Spun Gold (Virginia Hamilton)</p> <p>Hot like Fire (Niobia Bryant)</p>	<p>Key Texts</p> <p>Into the Forest (Anthony Browne)</p> <p>The Frog Prince Continued (Jon Scieszka)</p> <p>The Princess and the Pea (Mini Grey)</p> <p>Tuesday</p>
	<p>Writing Styles and Cross Curricular Links</p> <p>Myths and Legends – Traditional Tales</p>	<p>Writing Styles and Cross Curricular Links</p> <p>Persuasive Letters</p> <p>Non-fiction</p> <p>Newspaper Article,</p> <p>Leaflets</p>	<p>Writing Styles and Cross Curricular Links</p> <p>Non-chronological Reports</p>	<p>Writing Styles and Cross Curricular Links</p> <p>Mystery/ Horror Writing</p> <p>The Curse of Tutankhamen</p> <p>Tourist Brochure</p>	<p>Writing Styles and Cross Curricular Links</p> <p>Poetry</p> <p>Brochures/ Leaflets</p>	<p>Writing Styles and Cross Curricular Links</p> <p>Play scripts</p> <p>Diary Entry (Personal Recount)</p>

Programme of Study

Key Objectives	The Victorians	Wilderness and Survival	Inventions	Romans	Journeys	Volcanoes
<ul style="list-style-type: none"> Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly Learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones Learning the possessive apostrophe (singular) Learning to spell more words with contracted forms Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly Form lower-case letters of the correct size relative to one another Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters Writing for different purposes Read aloud what they have written with appropriate intonation to make the meaning clear Expanded noun phrases to describe and specify Sentences with different forms: statement, question, exclamation, command The present and past tenses correctly and consistently including the progressive form Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes... 	<p>Key Texts</p> <p>Street Child (Burliegh Doherty)</p>	<p>Key Texts</p> <p>Ice Palace (Robert Swindells)</p> <p>Wolves (Emily Gravett)</p>	<p>Key Texts</p> <p>The Iron Man (Ted Hughes)</p> <p>Ug Boy Genius (Raymond Briggs)</p> <p>Stig of the Dump (Clive King)</p>	<p>Key Texts</p> <p>Across the Roman Wall (Theresa Breslin)</p> <p>The Time Travelling Cat and the Roman Eagle (Julia Jarman)</p>	<p>Key Texts</p> <p>The Miraculous Journey of Edward Tulane (Kate DiCamillo)</p> <p>When Jessie Came Across the Sea (Amy Hest)</p>	<p>Key Texts</p> <p>The Firework-Maker’s Daughter (Philip Pullman)</p> <p>The Pebble in my Pocket (Meredith Hooper)</p>
	<p>Writing Styles and Cross Curricular Links</p> <p>Recounts</p> <p>Stories with a historical setting</p>	<p>Writing Styles and Cross Curricular Links</p> <p>Information texts</p> <p>Poetry</p> <p>Story writing</p>	<p>Writing Styles and Cross Curricular Links</p> <p>Newspapers</p> <p>Persuasive letter writing</p> <p>Plays</p> <p>Explanation texts</p>	<p>Writing Styles and Cross Curricular Links</p> <p>Stories with historical settings,</p> <p>Recounts</p> <p>Debating</p> <p>Persuasive letter writing</p> <p>Stories from other cultures</p>	<p>Writing Styles and Cross Curricular Links</p> <p>Letter writing</p> <p>Monologues</p> <p>Stories which raise issues and dilemmas</p> <p>Persuasive letter writing</p> <p>Poetry</p> <p>Story writing continuation</p>	<p>Writing Styles and Cross Curricular Links</p> <p>Stories set in imaginary worlds</p> <p>Information and explanation</p> <p>Performance poetry</p>

Programme of Study

Key Objectives	Ancient Greece	Climate Change	The Tudors	Brazil	Heroes and Villains	Local Landmarks
<ul style="list-style-type: none"> • Spell some words with 'silent' letters • Continue to distinguish between homophones and other words which are often confused • Use dictionaries to check the spelling and meaning of words • Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • Précising longer passages • Using a wide range of devices to build cohesion within and across paragraphs • Using further organisational and presentational devices to structure text and to guide the reader • Ensuring the consistent and correct use of tense throughout a piece of writing • Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. • Use a thesaurus • Using expanded noun phrases to convey complicated information concisely • Using modal verbs or adverbs to indicate degrees of possibility • Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun • Converting nouns or adjectives into verbs 	<p>Key Texts</p> <p>The Adventures of Odysseus (CLPE) (Hugh Lupton)</p> <p>The Orchard Book of Greek Myths (Geraldine McCaughrean)</p>	<p>Key Texts</p> <p>Floodland (Marcus Sedgwick)</p>	<p>Key Texts</p> <p>Treason (Berlie Doherty)</p>	<p>Key Texts</p> <p>Journey to the River Sea (Eva Ibbotson)</p> <p>For Forest (Grace Nicolls)</p>	<p>Key Texts</p> <p>The Highway Man (Nicola Morgan)</p>	<p>Key Texts</p> <p>The London Eye Mystery (Siobhan Dowd)</p>
	<p>Writing Styles and Cross Curricular Links</p> <p>Myths and Legends</p> <p>Diary Entries</p> <p>Story writing</p> <p>Character profiles</p>	<p>Writing Styles and Cross Curricular Links</p> <p>Newspaper</p> <p>Report writing</p> <p>Explanation text on how to survive on Eil island</p> <p>Instructions</p>	<p>Writing Styles and Cross Curricular Links</p> <p>Diary entry</p> <p>Drama and role play for character profiles</p> <p>Letter writing</p> <p>Concluding the ending of a story</p>	<p>Writing Styles and Cross Curricular Links</p> <p>Continuation of a story</p> <p>Poetry</p> <p>Explanation text – on mask making</p> <p>Story writing</p>	<p>Writing Styles and Cross Curricular Links</p> <p>Newspaper Report Writing</p> <p>Persuasive writing – formal letters</p> <p>Debating</p> <p>Illustrations and poetry</p> <p>Playscripts and narrative writing</p>	<p>Writing Styles and Cross Curricular Links</p> <p>Persuasive writing – adverts/ promotional leaflets</p> <p>Recounts</p> <p>Genre letter writing (ransom)</p>

Programme of Study

Key Objectives	WW2	WW2	Immigration	No place like home	Achievement and Ambition	Shakespeare
<ul style="list-style-type: none"> • Spell some words with 'silent' letters • Continue to distinguish between homophones and other words which are often confused • Use dictionaries to check the spelling and meaning of words • Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • Précising longer passages • Using a wide range of devices to build cohesion within and across paragraphs • Using further organisational and presentational devices to structure text and to guide the reader • Ensuring the consistent and correct use of tense throughout a piece of writing • Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. • Use a thesaurus • Using expanded noun phrases to convey complicated information concisely • Using modal verbs or adverbs to indicate degrees of possibility • Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun • Converting nouns or adjectives into verbs 	<p>Key Texts</p> <p>Clockwork (Philip Pullman)</p>	<p>Key Texts</p> <p>Diary of Anne Frank (Anne Frank)</p> <p>The Boy in the Striped Pyjamas (John Boyne)</p>	<p>Key Texts</p> <p>The Other Side of Truth (Beverley Naidoo)</p>	<p>Key Texts</p> <p>The Way Home (Jill Murphy)</p> <p>Farther (Grahame Baker-Smith)</p>	<p>Key Texts</p> <p>The Man who Walked Between the Towers (Mordicai Gerstein)</p>	<p>Key Texts</p> <p>Romeo and Juliet (William Shakespeare)</p>
	<p>Writing Styles and Cross Curricular Links</p> <p>Diary entry</p> <p>Character profiles</p> <p>Recounts</p> <p>Analysing text</p> <p>Script writing</p> <p>Newspapers</p> <p>Grammar Punctuation and spelling</p>	<p>Writing Styles and Cross Curricular Links</p> <p>Explanation text</p> <p>Story writing – Planning and writing a historical story</p> <p>Role Play</p> <p>Letter Writing</p> <p>Dialogue</p> <p>Grammar Punctuation and spelling</p>	<p>Writing Styles and Cross Curricular Links</p> <p>Debate</p> <p>Persuasive writing</p> <p>Writing in role</p> <p>Non chronological Report writing</p> <p>Grammar Punctuation and spelling</p>	<p>Writing Styles and Cross Curricular Links</p> <p>Poetry</p> <p>Imagery</p> <p>Letter Writing</p> <p>Role Play</p> <p>Comic strip</p> <p>Persuasive writing for homeless charities (directing and producing film)</p>	<p>Writing Styles and Cross Curricular Links</p> <p>Newspaper</p> <p>Biography</p> <p>Grammar Punctuation and spelling</p>	<p>Writing Styles and Cross Curricular Links</p> <p>Grammar Punctuation and spelling</p>