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ENGLISH CURRICULLUM

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Reading Comprehension

Students can...

- read a wide variety of age-appropriate texts (silently and aloud) quickly, accurately and fluently, automatically decoding words using phonics and other reading strategies
- use a dictionary to check the meaning of unfamiliar words and explain its meaning in context
- skim and scan to identify ideas in a text and explain these using my own words
- make simple inferences, such as inferring characters' feelings, thoughts and motives from actions, and justifying inferences with evidence
- recognize and demonstrate understanding of figurative language and predict what might happen next in a narrative
- use age-appropriate, academic vocabulary: simile, metaphor, alliteration, adjective, adverb, verb, noun etc.
- sequence the main events of the story, put words from the text into the correct order, and correctly punctuate sentences
- answer different questions: literal questions (questions where answers are found in the text), inferential questions (questions where I need to find clues from the text), visualization questions (questions where I need to describe the setting or character) and multiple-choice questions

Speaking and Listening

Students can...

- ask relevant questions
- articulate and justify answers, including expressing my opinions about things that I have read
- give well-structured descriptions, explanations and narratives
- maintain attention and participate actively in conversations, staying on topic and initiating and responding to comments appropriately
- speak audibly and fluently with an increasing command of Standard English



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Writing

I. Grammar

Students can...

- use the present and past tenses correctly and consistently including the progressive form (for example, she is drumming, he was shouting)
- write sentences that written in correct order.

II. Language

Students can...

- include variety of adjectives, adverbs, conjunctions and sentence starters.
- use figurative languages
- use expanded noun phrases to describe (for example, the blue butterfly, plain flour, the man in the moon)
- describe settings and characters using a variety of vocabulary in narratives.

III. Planning and Editing

Students can...

- write for different purposes, including descriptions, narratives and recounts
- plan in advance what I am going to write either verbally or by making notes
- check my writing makes sense and make simple revisions to my writing, including corrections of common errors in spelling, punctuation and grammar



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IV. Punctuation

Students can...

- use apostrophes of contraction (for example, can't), possessive apostrophe (singular) (for example, the girl's book), commas in lists and exclamation marks appropriately and can include exclamation in my writing
- use direct speech in my narratives with punctuation that accurately demarcate sentences (using full stops and capital letters)

V. Spelling and Handwriting

Students can...

- spell many words, including common exception words, using segmenting and other strategies like phonics knowledge.
- recognize common homophones and use these accurately.
- form capital letters and lower-case letters neatly and can begin to join my handwriting with appropriate spacing between words
- write in a way that is neat and legible
- correctly form my letters

VI. Structure

Students can...

- structure a simple narrative, using a beginning, middle and end that consists of three paragraphs.
- organize paragraphs around a theme
- include and resolve problems or dilemmas into the story





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Helpful Books in preparation for the examination

Fiction Books – Great for independent reading	
The Hodgeheg	Dick King – Smith
The adventures of captain underpants	Dav Pilkey
The Butterfly Lion	Michael Morpurgo
The magic finger/The twits/Esio trot	Roald Dahl
The diary of a killer cat	Anne Fine
Fungus the Bogeyman	Raymond Briggs
The Worst Witch	Jill Murphy

Fiction books – Great for reading and discussing together	
Hairy Maclary	Lynley Dodd
The Gruffalo/ The Gruffalo's Child	Julia Donaldson
Funny bones	Allan Ahlberg
Katie Morag series	Mairi Hedderwick
The cat in the hat	Dr Seuss
The tiger who came to tea	Judith Ker
The Hundred Mile-an-hour-dog	Jeremy Strong

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