

# Aldermaston CE Primary School



Starlings 2022-23

	Week 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12	
Autumn		<b><u>Holes (Louis Sachar)</u></b> Description – Setting description						<b><u>Holes (Louis Sachar)</u></b> Instructions – How do I avoid a yellow spotted lizard bite?			<b><u>'The Christmas Truce'</u></b> <b><u>'War Game' (Michael Forman)</u></b> 'Recount – 1 <sup>st</sup> person		
Spring		<b><u>Good night Mr Tom (Michelle Magorian)</u></b> Recount – Diary/ letter					<b><u>Good night Mr Tom (Michelle Magorian)</u></b> Information text - Evacuation from the cities					Consolidation	
Summer		<b><u>The Wind and the Willows (Kenneth Grahame)</u></b> Alternative chapter						<b><u>'The Listeners' (Walter De La Mare)</u></b> Poetry Oracy Creative curriculum  ASSESS AND REVIEW					Consolidation

BOOK  
WEEK

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## English - Appendix 2: Vocabulary, grammar and punctuation

Year 6: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i>]</p> <p>How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>].</p>
<b>Sentence</b>	<p>Use of the <b>passive</b> to affect the presentation of information in a <b>sentence</b> [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>].</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i>, or the use of <b>subjunctive</b> forms such as <i>If I <u>were</u></i> or <i><u>Were they</u> to come</i> in some very formal writing and speech]</p>

Year 6: Detail of content to be introduced (statutory requirement)	
<b>Text</b>	<p>Linking ideas across paragraphs using a wider range of <b>cohesive devices</b>: repetition of a <b>word</b> or phrase, grammatical connections [for example, the use of <b>adverbials</b> such as <i>on the other hand, in contrast, or as a consequence</i>], and <b>ellipsis</b></p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>
<b>Punctuation</b>	<p>Use of the semi-colon, colon and dash to mark the boundary between independent <b>clauses</b> [for example, <i>It's raining; I'm fed up</i>]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p><b>Punctuation</b> of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>]</p>
<b>Terminology for pupils</b>	<p>subject, object</p> <p>active, passive</p> <p>synonym, antonym</p> <p>ellipsis, hyphen, colon, semi-colon, bullet points</p>