

**ECOLE MASSILLON SECTION INTERNATIONALE**

**ENGLISH NATIVE LANGUAGE CURRICULUM**

**CLASSES: GRANDE SECTION TO GRADE 5**

**SCHOOL YEAR: 2015-2016**

## THE WRITTEN CURRICULUM – WHAT DO WE WANT STUDENTS TO LEARN?

The framework provides a balance between the search for understanding, the acquisition of essential knowledge and skills, the development of positive attitudes and the opportunity for positive action. In terms of achieving this balance, the emphasis is on five components of the written curriculum. These are as follows:

### 1. Concepts

Concepts are powerful ideas which have relevance within and across the disciplines and which students must explore and re-explore in order to develop an understanding.

### 2. Knowledge

Knowledge, or “What do we want the students to know about?” We believe that it is vital that we build on our students’ prior knowledge base.

### 3. Skills

Skills, or “What do we want the students to be able to do?” The construction of meaning and, therefore, understanding is complemented by the students acquiring and applying a range of skills. These skills are best developed in the context of meaningful situations. In order to conduct purposeful inquiry and in order to be well prepared for further education and for life beyond school, students need to master a whole range of skills beyond those normally referred to as basic. These include skills which transcend the individual disciplines:

- Thinking skills
- Social skills
- Communication skills
- Research skills
- Self-management skills

### 4. Attitudes

“What do we want the students to feel?” The Primary programme focuses on the development of positive attitudes towards people, the environment and towards learning. We want students to develop:

- Appreciation
- Creativity
- Commitment
- Confidence
- Co-operation
- Curiosity
- Empathy
- Enthusiasm
- Integrity
- Respect
- Understanding

### 5. Action

Action, or “How do we want the students to act?” We will develop in students a growing sense of social responsibility and the expression of that responsibility through positive action.

**GRANDE SECTION NATIVE LANGUAGE PROGRAMME**

**USING LANGUAGE TO LEARN  
USING LANGUAGE TO COMMUNICATE  
APPRECIATING LANGUAGE**

Speaking and listening are crucial elements in the "Grande Section" classroom

**READING READINESS ACTIVITIES**

In preparing for learning to read in Grade 1, work is centred around the phonic sounds and written forms of the letters of the alphabet, using the Pictogram Alphabet programme. This includes initial sounds of words, three-letter word puzzles, stories and chants leading to an increased extension of vocabulary.

**EARLY NUMBER WORK**

Oral and written work using written forms and concepts of numbers up to 12.

Activities include number rhymes and songs with actions and counting games. Spatial sense, shapes, ordering, size and "more than", "less than" are also covered.

**STORIES AND DISCUSSIONS**

An appropriate selection of literature for 4-5 year-olds.

The children are encouraged to participate in discussions about the story and to express their views and opinions in good spoken English. Sequencing of story parts or illustrations and written sentences are included in the follow-up activities.

**SPEAKING SKILLS**

The students will demonstrate growth in the use of oral language. By participating in songs, rhymes and chants the children are encouraged to participate and enjoy the repetition of words and phrases.

**LISTENING SKILLS**

The students will listen to a variety of literary forms including stories and poems.

**WRITING SKILLS**

The student will print his/her name. The student will copy sentences and learn to form the sounds correctly.

## GRADES 1 and 2 (Cycle 2 / Key Stage 1): PROGRAMME OF STUDY

In Grades 1 and 2 students learn to speak confidently and listen to what others have to say. They begin to read and write independently and with enthusiasm. They use language to explore their own experiences and imaginary worlds.

### SKILLS OF SPEAKING AND LISTENING

Students learn to speak clearly, thinking about the needs of their listeners. They work in small groups and as a class, joining in discussions and making relevant points. They also learn how to listen carefully to what other people are saying, so that they can remember the main points. They learn to use language in imaginative ways and express their ideas and feelings when working in role and in drama activities.

#### A/ SPEAKING SKILLS

GRADE 1	GRADE 2
To speak with diction and appropriate intonation To organise what they say To focus on what they say To participate in a group To formulate questions correctly To recite poetry To describing events and experiences To speak in an appropriate way to different people, including friends, the class, teachers and other adults.	Development of Grade 1 skills Students begin to show more confidence in speaking To choose words with precision To speak including relevant detail To extend their ideas in the light of discussion and use a growing vocabulary To give reasons for opinions and actions To tell stories- real and imagined To read aloud and recite To comment and report in group work. Students adapt what they say to the demands of different contexts with increasing confidence

**B/ Listening Skills**

GRADE 1	GRADE 2
To sustain concentration and increase listening ability. Remember specific points that interest them. Listen to others' reactions. Ask questions to clarify their understanding. Identify and respond to sound patterns in language (for example, alliteration, rhyme, rhythm, word play). Listen and follow directions.	Development of Grade 1 skills. Students begin to show more confidence in listening. Listen more carefully and respond with increasing appropriateness to what others say. Students listen confidently to a wide range of contexts, including some that are of a formal nature.

**Attainment Targets**

The following attainment targets set out the knowledge, skills and understanding that the majority of students of different abilities and maturities are expected to have by the end of the 2<sup>nd</sup> cycle.

Students begin to show confidence in talking and listening, particularly where the topics interest them. On occasions, they show awareness of the needs of the listener by including relevant detail. In developing and explaining their ideas they speak clearly and use a growing vocabulary. They usually listen carefully and respond with increasing appropriateness to what others say. They are beginning to be aware that in some situations a more formal vocabulary and tone of voice are used.

## SKILLS OF READING AND WRITING

In Grades 1 and 2 students' interest and pleasure in reading are developed as they learn to read confidently and independently. They focus on words and sentences and how they fit together into whole texts.

Students start to enjoy writing and see the value of it. They learn to communicate in narrative and non-fiction texts and spell and punctuate correctly.

### A/ READING SKILLS

GRADE 1	GRADE 2
To recognise sight words. To decode words. Use context clues and determine word meaning. Analyze main ideas and details. Draw conclusions. Distinguish reality and fantasy. Identify characters, plot and setting. Summarise the events in a story. Read independently.	Development of Grade 1 skills. Recall detail and retell in sequence. Recognise poetry and prose. Read with more expression. Recognise multiple meanings of words. Read with correct punctuation. Recognise specific parts of words, including prefixes, suffixes and plurals. Understand how word order changes meaning. Respond imaginatively in different ways to what they read.

The range of literature will include:

- Stories and poems with familiar settings and those based on imaginary or fantasy worlds.
- Stories, plays and poems by well-known children's authors.
- Retelling of traditional folk and fairy stories.
- Stories and poems from a range of cultures.
- Stories, plays and poems with patterned and predictable language.
- Stories and poems that are challenging in terms of length and vocabulary(Grade 2)
- Text where the use of language benefits from being read aloud and reread.

**B/ WRITING SKILLS**

GRADE 1	GRADE 2
Use capital letters to begin sentence and correct end marks. How to write a sentence. Write two or more sentences on a given topic. Sequencing – ordering pictures of a story and making up appropriate sentences. Copy writing. Noting details. Answering questions in complete sentences with correct punctuation. Presenting work that is clear and neat in order to communicate their meaning effectively.	Development of Grade 1 skills. Form letters correctly in cursive writing. Express ideas, feelings and values in sentences. Use correct spelling and a range of punctuation. Write a three or four sentence paragraph on a given topic. Use a reference source to aid writing (glossary, dictionary, textbook). Vary their writing to suit the purpose and reader. Plan and review their writing, discussing the quality of what they have written. Students will be able to write in a range of forms including narratives, poems, notes, lists, captions, messages, and instructions.

**Attainment Targets** The following attainment targets set out the knowledge, skills and understanding that the majority of students of different abilities and maturities are expected to have by the end of the 2<sup>nd</sup> cycle.

**a) Reading**

Students' reading of simple texts shows understanding and is generally accurate. They express opinions about major events or ideas in stories, poems and non-fiction. They use more than one strategy, such as phonic, graphic, syntactic and contextual, in reading unfamiliar words and establishing meaning.

**b) Writing**

Students' writing communicates meaning in both narrative and non-narrative forms, using appropriate and interesting vocabulary, and showing some awareness of the reader. Ideas are developed in a sequence of sentences, sometimes demarcated by capital letters and full stops. Simple, monosyllabic words are usually spelt correctly, and where there are inaccuracies the alternative is phonetically plausible. In handwriting, letters are accurately formed and consistent in size.

**GRADE 1: PROGRAMME OF STUDY (1)**

PERIOD ↓	READING	GRAMMAR	PHONICS	CREATIVE WRITING	MATHS	TOPIC WORK
September – October.	<p><b><u>Group Reading</u></b></p> <ul style="list-style-type: none"> <li>- Elmer</li> <li>- Silly sally</li> <li>- Where is Thumbkin?</li> <li>-David goes to school</li> <li>-Chrysanthunum</li> </ul> <p><b><u>Pair Reading</u></b></p> <p>Children progress at their own pace with the Read Write Inc. Phonics book set.</p>	<ul style="list-style-type: none"> <li>- The alphabet order</li> <li>- Small and capital letters</li> <li>-rhyming</li> <li>-exclamation marks</li> <li>-Capital letters and full stops in sentences</li> </ul>	<p>Oxford University Press – Read Write Inc. Programme</p> <p><b>Speed Sounds Set 1</b></p> <p>m, a, s, d, t, l, n, p, g, o, c, k, u, b, f, e, l, h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk</p> <p>-Sight words</p>	<p>Not applicable at this stage</p>	<ul style="list-style-type: none"> <li>- Addition and subtraction concepts</li> <li>- Addition and subtraction facts to 10.</li> </ul>	<p>Autumn</p> <p>Primary and secondary colours</p> <p>Where we come from</p> <p>School rules!</p>



**GRADE 1: PROGRAMME OF STUDY (2)**

PERIOD ↓	READING	GRAMMAR	PHONICS	CREATIVE WRITING	MATHS	TOPIC WORK
November. – December.	<p><b><u>Group Reading</u></b></p> <p>-I wish I could fly -Six little ducks -Five little monkeys</p> <p>-If you take a mouse to the movies -The night before Christmas</p> <p><b><u>Pair Reading</u></b></p> <p>Children progress at their own pace with the Read Write Inc. Phonics book set.</p>	<p>- Nouns –common</p> <p>Vowels</p> <p>Plurals adding 's'</p>	<p>Revision of all above sounds and <b>Speed Sounds Set 2</b></p> <p>Ay,ee,igh, ow, oo, oo, ar, or,</p> <p>-Blending with all learnt sounds</p> <p>-Sight words</p>	<p>- Sentence writing</p> <p>-Labels</p>	<p>Addition and Subtraction strategies within 20</p> <p>Addition and Subtraction problem solving</p>	<p>-Winter</p> <p>- Guy Fawkes</p> <p>- Thanksgiving</p> <p>- Christmas</p> <p>-Days of the week</p> <p>-Months of the year</p>

**GRADE 1: PROGRAMME OF STUDY (3)**

PERIOD ↓	READING	GRAMMAR	PHONICS	CREATIVE WRITING	MATHS	TOPIC WORK
<b>January - February.</b>	<p><b><u>Group Reading</u></b></p> <ul style="list-style-type: none"> <li>-Whose baby?</li> <li>-My best friend</li> <li>-Mouse tales</li> <li>-Stellaluna</li> <li>-Little Red Hen</li> </ul> <p><b><u>Pair Reading</u></b></p> <p>Children progress at their own pace with the Read Write Inc. Phonics book set.</p>	<ul style="list-style-type: none"> <li>- Common nouns</li> <li>- Proper nouns</li> <li>- Verbs</li> <li>- Adjectives</li> </ul>	<p>Revision of all above sounds and <b>Speed Sounds Set 3</b></p> <p>air, ir,ou,oy, ea, oi, a-e, i-e, o-e, u-e,</p> <p>Sight Words:</p>	<ul style="list-style-type: none"> <li>- Sequencing a story</li> <li>- Describing people and places</li> </ul>	<ul style="list-style-type: none"> <li>- Count and model numbers to 100</li> <li>- Problem solving</li> <li>- Model and compare two-digit numbers using symbols</li> <li>- Solve two-digit word problems using pictures</li> <li>- Measurement</li> <li>- Order objects by length</li> <li>- Solve measurement problems</li> </ul>	<ul style="list-style-type: none"> <li>- Hibernation</li> <li>-The Five Senses</li> <li>-Valentine's day</li> </ul>

**GRADE 1: PROGRAMME OF STUDY (4)**

PERIOD ⇓	READING	GRAMMAR	PHONICS	CREATIVE WRITING	MATHS	TOPIC WORK
<b>March - April</b>	<p><b><u>Group Reading</u></b></p> <ul style="list-style-type: none"> <li>-Jenny's journey</li> <li>-Sea frog, City frog</li> <li>-The cake that Mack ate</li> <li>-Dinosaurs</li> </ul> <p><b><u>Pair Reading</u></b></p> <p>Children progress at their own pace with the Read Write Inc. Phonics book set.</p>	<ul style="list-style-type: none"> <li>- Writing sentences</li> <li>- Questions</li> <li>- Abbreviations</li> </ul>	<p>Revision of all above sounds and</p> <p><b>Speed Sounds Set 3</b></p> <p>aw, are, ur,er,ow,ai,oa,ew,i ire,</p> <p>Sight words</p>	<ul style="list-style-type: none"> <li>- Sequencing a story</li> <li>- Prepositions</li> </ul>	<ul style="list-style-type: none"> <li>- Tell times and write time to the hour and half hour</li> <li>- Represent data</li> <li>- Analyse and compare data in a picture graph, bar graph and tally chart</li> <li>- Make a picture graph, bar graph and tally chart</li> </ul>	<ul style="list-style-type: none"> <li>- Spring</li> <li>-Seasons</li> </ul>

**GRADE 1: PROGRAMME OF STUDY (5)**

PERIOD ↓	READING	GRAMMAR	PHONICS	CREATIVE WRITING	MATHS	TOPIC WORK
<b>May - June</b>	<p><b><u>Group Reading</u></b></p> <ul style="list-style-type: none"> <li>-There's an alligator under my bed</li> <li>-All about seeds</li> <li>-Lost</li> <li>-Handa's basket</li> </ul> <p><b><u>Pair Reading</u></b></p> <p>Children progress at their own pace with the Read Write Inc. Phonics book set.</p>	<ul style="list-style-type: none"> <li>- Comparative adjectives</li> <li>- Verbs                             <ul style="list-style-type: none"> <li>-present</li> <li>- past</li> </ul> </li> <li>- Compound words</li> </ul>	<ul style="list-style-type: none"> <li>- Revision of all sounds</li> <li>-ear,ure, tion,cious,tious,</li> <li>- Sight words</li> </ul>	<ul style="list-style-type: none"> <li>- Writing a letter</li> <li>- Writing a story</li> </ul>	<ul style="list-style-type: none"> <li>- Three-dimensional geometry</li> <li>- Two-dimensional geometry</li> </ul>	<p style="text-align: center;">Summer</p> <p>Growth</p> <ul style="list-style-type: none"> <li>-plants, seeds and flowers</li> <li>-roots, stems and leaves,</li> </ul> <p>What plants need,</p> <p>Life cycles of butterflies and frogs</p>

**GRADE 2: PROGRAMME OF STUDY (1)**

READING	GRAMMAR	SPELLING	CREATIVE WRITING	TOPIC	MATHS
<p>Stories about things we know.</p> <p>Class reading: The Owl who was Afraid of the Dark. The Dark. In a Dark, Dark Wood</p>	<ul style="list-style-type: none"> <li>- Nouns</li> <li>- Adjectives</li> <li>- Singular &amp; Plural</li> <li>- Prepositions</li> <li>-Punctuation</li> </ul>	<ul style="list-style-type: none"> <li>- Unit 1: short 'a' sound</li> <li>- Unit 2: short 'ei' sound</li> <li>- Unit 3: short 'i' sound</li> <li>- Unit 4: short 'o' sound</li> <li>- Unit 5: short 'u' sound</li> <li>- Unit 7: Vowel /consonant 'e' with 'a' and 'i'</li> </ul>	<ul style="list-style-type: none"> <li>-Describing people and places</li> <li>- Writing a character fact file</li> <li>- Retelling a story</li> <li>-Punctuation in poetry</li> </ul>	<p>The World and Weather</p>	<ul style="list-style-type: none"> <li>- Addition and subtraction</li> <li>- Place value and graphing</li> <li>- Number patterns</li> <li>- Comparing and ordering</li> <li>- Numbers to 100</li> </ul>
<p>How to write instructions.</p> <p>Class Reading: The Twits</p>	<ul style="list-style-type: none"> <li>- Common and Proper Nouns</li> <li>- Pronouns</li> <li>- Homophones</li> </ul>	<ul style="list-style-type: none"> <li>- Unit 8: Vowel /consonant 'e' with 'o' 'u' &amp; 'i'</li> <li>- Unit 9: words with consonant clusters</li> <li>- Unit 10: words with 'k' or 'ck'</li> <li>- Unit 11: double consonants</li> <li>- Unit 13: long 'a' spellings with 'ay &amp; 'ai'</li> <li>- Unit 14: long spellings with 'ee' &amp; 'ea'</li> <li>- Unit 15: vowel sound in 'ball', 'aw' &amp; 'all'</li> </ul>	<ul style="list-style-type: none"> <li>- Writing questions</li> <li>-Ordering writing</li> <li>-Read, write and follow instructions</li> <li>-Interesting words</li> </ul>	<p>Celebrations</p>	<p>Money and Time</p> <ul style="list-style-type: none"> <li>- Two-digit addition and subtraction</li> </ul>

**GRADE 2: PROGRAMME OF STUDY (2)**

READING	GRAMMAR	SPELLING	CREATIVE WRITING	TOPIC	MATHS
<p>Rhymes about places and people we know.</p> <p>What is my house made of?</p> <p>Flat Stanley</p>	<ul style="list-style-type: none"> <li>- Compound words</li> <li>- Irregular plurals</li> <li>- Onomatopoeia</li> <li>- Pronouns</li> <li>- Comparatives</li> <li>- Nouns and adjectives</li> <li>- Statements/Questions</li> </ul>	<ul style="list-style-type: none"> <li>- Unit 16: words with 'sh' &amp; 'ch'</li> <li>- Unit 17: words with 'th' &amp; 'wh'</li> <li>- Unit 19: word endings</li> <li>- Unit 20: words that end with 's' or 'es'</li> <li>- Unit 21: long 'o' sounds                             <ul style="list-style-type: none"> <li>- 'ou'</li> <li>- 'ow'</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Writing factual information.</li> <li>- Descriptive writing</li> <li>- Imaginative writing</li> </ul>	<p>DINOSAURS</p> <ul style="list-style-type: none"> <li>- history</li> <li>- dinosaur skeletons</li> <li>- feeding</li> <li>- death of dinosaurs</li> </ul>	<ul style="list-style-type: none"> <li>- Geometry and Measurement</li> <li>- Plane shapes</li> <li>- Solid figures</li> <li>- Length</li> <li>- Capacity, weight and temperature</li> </ul>
<p>Poems by famous poets.</p> <p>Class reading: Fantastic Mr Fox.</p>	<ul style="list-style-type: none"> <li>- Verbs</li> <li>- Conjunctions</li> <li>- Verb families</li> <li>- Questions</li> <li>- Pronouns</li> </ul>	<ul style="list-style-type: none"> <li>- Unit 22: vowel sounds in 'moon' &amp; 'book'</li> <li>- Unit 23: Homophones</li> <li>- Unit 25: Long 'i' sound</li> <li>- Unit 26: Final sound in 'puppy'</li> <li>- Unit 27: vowel sound in 'cow'</li> <li>- Unit 28: Compound words</li> </ul>	<ul style="list-style-type: none"> <li>- Acrostic poems</li> <li>- Limericks</li> <li>- Sound poems</li> </ul>	<p>- VOLCANOES</p> <ul style="list-style-type: none"> <li>- what is a volcano?</li> <li>- volcanoes around the world</li> <li>- volcanoes on land and at sea</li> </ul>	<ul style="list-style-type: none"> <li>- Numbers to 1000</li> <li>- Comparing and ordering numbers to 1000</li> <li>- Fractions</li> <li>- Parts of groups</li> </ul>

**GRADE 2: PROGRAMME OF STUDY (3)**

READING	GRAMMAR	SPELLING	CREATIVE WRITING	TOPIC	MATHS
Things under the Sea. All Kinds of Creatures Other literature End of year activities	- Speech marks - Contractions - Compound words - Similes/Metaphors	- Unit 29: Contractions - Unit 31: The 'ar' sound - Unit 32: The 'or' sound - Unit 33: words that end with 'er' - Units 34 & 35: words that end with 'ed' or ing - Review	- Designing a poster - Writing a report - Writing instructions	COMMUNITIES: Transport and Communications	- 3-digit addition and subtraction -Grouping and Sharing

## GRADES 3 - 5 (Cycle 3 / Key Stage 2): PROGRAMME OF STUDY

### General Introduction

Students will learn to change the way they speak and write to suit different situations, purposes and audiences. They read a range of texts and respond to different layers of meaning in them. They explore the use of language in literary and non-literary texts and learn how language works.

### SKILLS OF SPEAKING AND LISTENING

Students learn how to speak in a range of contexts, adapting what they say and how they say it to the purpose and the audience. Taking varied roles in groups gives them opportunities to contribute to situations with different demands. They also learn to respond appropriately to others, thinking about what has been said and the language used.

#### A/ SPEAKING SKILLS

Students will speak with confidence in a range of subjects, adapting their speech for a range of purposes and audiences. They will:

- use vocabulary and syntax that enables them to communicate more complex meanings.
- gain and maintain the interest and response of different audiences (for example, by exaggeration, humour, varying the pace and using persuasive language to make particular effects).
- show clear shape and organisation with an introduction and an ending.
- speak audibly and clearly, using spoken standard English in formal contexts.
- evaluate their speech and reflect on how it varies.

In group discussion and interaction students will:

- make contributions relevant to the topic and take turns in discussion.
- qualify or justify what they think after listening to others' questions or accounts.
- take up and sustain different roles, adapting them to the situation.
- deal politely with opposing points of view and enable the discussion to go on.

In drama activities students will participate in a wide range of drama activities. They will:

- create, adapt and sustain different roles, individually or in groups.
- use dramatic techniques to explore characters and issues.
- evaluate how they and others have contributed to the overall effectiveness of their performances.



## **B/ LISTENING SKILLS**

Students will identify the gist of an account or key points in a discussion and evaluate what they hear. They will:

- ask relevant questions to clarify, extend and follow up ideas.
- recall important features of an argument, talk, reading, programme, film.
- identify features of language used for a specific purpose.
- respond to others appropriately, taking into account what they say.
- distinguish rhyme and rhythm in poetry.
- develop auditory memory.
- respond correctly to directions.

## **Attainment Targets**

The following attainment targets set out the knowledge, skills and understanding that the majority of students of different abilities and maturities are expected to have by the end of the 3<sup>rd</sup> cycle.

Students talk and listen with confidence in an increasing range of contexts. Their talk is adapted to the purpose: developing ideas thoughtfully, describing events and conveying their opinions clearly. In discussion, they listen carefully, making contributions and asking questions that are responsive to others' ideas and views. They use appropriately some of the features of standard English vocabulary and grammar.

## **SKILLS OF READING AND WRITING**

Students will read enthusiastically a range of materials and use their knowledge of words, sentences and texts to understand and respond to the meaning. They increase their ability to read challenging and lengthy texts independently. They reflect on the meaning of texts, analysing and discussing them with others.

Students will develop understanding that writing is both essential to thinking and learning, and enjoyable in its own right. They learn the main rules and conventions of written English and start to explore how the English language can be used to express meaning in different ways. They use the planning, drafting and editing process to improve their work and to sustain their fiction and non-fiction writing.

## A/ READING SKILLS

Students will be able to:

- read with fluency, accuracy and understanding.
- use inference and deduction when reading.
- look for meaning beyond the literal.
- make connections between different parts of the text.
- use their knowledge of other texts they have read.

Students will be able to read for information using the following techniques:

- scanning texts for information.
- skimming the text for overall impression.
- obtaining specific information through detailed reading.
- drawing on different parts of the text to obtain meaning.
- distinguishing between fact and fiction.
- considering an argument critically.

To develop understanding of literary texts, students will be able to:

- recognise the choice, use and effect of figurative language, vocabulary and patterns of language.
- identify how character and setting are created, and how plot, narrative structures and themes are developed.
- consider poetic forms and their effects.
- respond imaginatively, drawing on the whole text and other reading.
- read stories and plays aloud.

## **NOVEL STUDY**

Throughout the school year two novels will be studied at each Grade level.

The range of literature will include:

- a range of modern fiction by well-known children's authors.
- long established children's fiction.
- a range of good-quality modern poetry.
- classic poetry.
- texts drawn from a variety of cultures and traditions.
- myths, legends and traditional stories.
- play scripts;

The following is an example of a generic novel study:

- Select a major character from your novel; complete a full, written character sketch and present this assignment in a unique or creative way; include at least five well described and proven traits.
- Write an informative newspaper article outlining one major event in the novel. Follow good reporting criteria, including the five W's.
- Create a poem describing sights and sounds of one memorable setting in your novel. This should be original.
- Design a colourful jacket cover for your novel.
- Create a taped interview with a secondary character using the format of a talk show host and guest. A typed script must be included.
- Create five pictures, in sequence, outlining the major events leading to the climax of the novel. Brief printed sentences must accompany each picture.
- Find and record a total of 20 effective adjectives and/or adverbs used in the novel. Use each word in an appropriate sentence. Present in a creative or unique way.

## **Attainment Targets**

The following attainment targets set out the knowledge, skills and understanding that the majority of students of different abilities and maturities are expected to have by the end of the 3<sup>rd</sup> cycle.

In responding to a range of texts, students show understanding of significant ideas themes, events and characters, beginning to use inference and deduction. They refer to the text when explaining their views. They locate and use ideas and information.

## **B/ WRITING SKILLS**

### Planning and drafting

Students will be able to:

- plan – note and develop initial ideas.
- draft – develop ideas from the plan into structured written text.
- revise – change and improve the draft.
- proofread – check the draft for spelling and punctuation errors, omissions and repetitions.
- present – prepare a neat, correct and clear final copy.
- discuss and evaluate their own and others' writing.

### Composition

Students will be able to:

- choose form and content to suit a particular purpose.
- broaden their vocabulary and use it in inventive ways.
- use language and style that are appropriate to the reader.
- use and adapt the features of a form of writing, drawing on their reading.
- use features of layout, presentation and organisation effectively.

### Punctuation

Students will use punctuation marks correctly in their writing, including full stops, question and exclamation marks, commas, inverted commas, and apostrophes to mark possession and omission.

### Spelling

Students will:

- apply their knowledge of spelling strategies.
- check their spelling using word banks, dictionaries and glossaries.
- revise and build on their knowledge of words and spelling patterns.

### Handwriting and presentation

Students will:

- write legibly in both printed and cursive styles with increasing fluency and speed.
- use different forms of handwriting for different purposes.

The range of purposes for writing:

- to imagine and explore feelings and ideas, focusing on creative uses of language and how to interest the reader.
- to inform and explain, focusing on the subject matter and how to convey it in sufficient detail for the reader.
- to persuade, focusing on how arguments and evidence are built up and language used to convince the reader.
- to review and comment on what has been read, seen or heard, focusing on both the topic and the writer's view of it.

The forms of writing will include:

- letter writing
- narrative and imaginative stories
- poems
- factual writing
- scripts
- reports
- writing from dictation

The following traits of writing will be used in the assessment of written work:

- sentence structure
- organisation of writing – format and presentation
- word use
- voice
- organisation of ideas
- conventions – grammar and punctuation

### **Attainment Targets**

The following attainment targets set out the knowledge, skills and understanding that the majority of students of different abilities and maturities are expected to have by the end of the 3<sup>rd</sup> cycle.

Students' writing in a range of forms is lively and thoughtful. Ideas are often sustained and developed in interesting ways and organised appropriately for the purpose of the reader. Vocabulary choices are often adventurous and words are used for effect. Students are beginning to use grammatically complex sentences, extending meaning. Spelling, including that of polysyllabic words that conform to regular patterns, is generally accurate. Full stops, capital letters and question marks are used correctly, and students are beginning to use punctuation within the sentence. Handwriting style is fluent, joined and legible.

## **The Six + 1 Traits of Writing**

The following criteria will be used when correcting written work:

### **1. Ideas / Content**

The fluent/experienced writer will:

- create pictures and /or stand alone text that make a point or tell a simple story
- elaborate on that main point or story with useful or interesting details
- use ideas that attract the reader's attention
- be able to suggest ways a story or other written text could be enriched with additional detail
- comfortably use terms like "ideas" or "details" to talk about writing

### **2. Organization**

The fluent/experienced writer will:

- use definite beginning and concluding statements in texts
- use transitional words and phrases to connect ideas
- show skills in grouping "like" bits of information
- staying with one main topic
- sequence a list of facts or events in a way that makes sense
- have the ability to stay on topic
- skilfully use conventions such as title, indentation, or statement of purpose to structure text

### **3. Voice**

The fluent/experienced writer will:

- define and use comfortably the word "voice"
- create pictures and text which are expressive, individualistic and expressive
- show a strong awareness of audience

### **4. Word Choice**

The fluent/experienced writer will:

- use individual phrasing which enhances personal voice
- experiment with language in a variety of ways
- choose words that make the meaning clear and also create a particular mood or build a picture in the reader's mind
- use resources to expand personal vocabulary
- be increasingly dissatisfied with routine words such as "nice", "great"

### **5. Sentence Fluency**

The fluent/experienced writer will:

- show increasing ability to vary sentence lengths and beginnings
- routinely write multiple sentences
- create a text that is fairly easy for another to read
- use more complex sentences
- experiment with use of dialogue
- experiment with use of poetry

### **6. Conventions**

The fluent/experienced writer will:

- use capital letters correctly
- use punctuation correctly
- use correct spelling

### **7. Presentation**

Work will be neatly presented, written following the teacher's directions (in pen, pencil, writing name, date, title)



**GRADE 3: PROGRAMME OF STUDY**

	<b>Novel</b>	<b>Social Studies / Science</b>	<b>Grammar</b>	<b>Creative Writing</b>	<b>Reading Comprehension</b>	<b>Spelling</b>	<b>Maths</b>	<b>Other</b>
<b>September</b>	Novel 1	Communities & Local History	<ul style="list-style-type: none"> <li>-Work with verb tenses</li> <li>-Change verb to past tense by adding 'ed' to root verb</li> <li>-Paragraphs</li> <li>Punctuation</li> </ul>	<ul style="list-style-type: none"> <li>-Story writing</li> <li>-What makes a story a story?</li> <li>-Explore beginnings</li> <li>-Focus on character &amp; setting</li> <li>-Using powerful descriptive verbs</li> </ul>	The Legend of Spud Murphy	<ul style="list-style-type: none"> <li>Unit 1: short vowels</li> <li>Unit 2: short vowels</li> <li>Unit 3 – vowel consonant 'e' pattern</li> <li>Unit 4: more long vowels</li> </ul>	Number placement	
<b>October</b>	Novel 1	Communities & Local History	<ul style="list-style-type: none"> <li>-Alphabetical order</li> <li>-Dictionary work</li> <li>-Statements, questions, comments</li> <li>-connectives</li> <li>-Looking at tenses, simple past &amp; future</li> </ul>	<ul style="list-style-type: none"> <li>-Ordering information</li> <li>-Index</li> <li>-Contents page</li> <li>-Design collector's cards</li> <li>-Collect information for an oral presentation</li> </ul>	Sea Stars	<ul style="list-style-type: none"> <li>Unit 5: spelling the long 'o' sound</li> <li>Unit 6: review</li> <li>Unit 7: 3-letter clusters</li> </ul>	Addition and Subtraction (3 digit numbers)	

	<b>Novel</b>	<b>Social Studies / Science</b>	<b>Grammar</b>	<b>Creative Writing</b>	<b>Reading Comprehension</b>	<b>Spelling</b>	<b>Maths</b>	<b>Other</b>
<b>November</b>	Novel 1	Communities & Local History	Sorting into adjectives, nouns and verbs	-Plan and write a Kenning poem -Poetic technique	Poems 'Dad' and 'Mum' by Andrew Fusek Peters. 'What is Red?' Mary O'Neill	Unit 8: long 'I' sound Unit 9: vowel sound as in 'clown' Unit 10: vowel sound as in 'lawn' Unit 11: unexpected consonant patterns	Time	
<b>December</b>	Novel 1	Communities & Local History	-Work with adverbs -Learn more about apostrophes	Present a dramatic reading Make notes for a storyboard Present a storyboard	The 'blurb' on the back of books. -Harry's Mad -The Voyages of Dr. DoLittle	Unit 12: Review Unit 13: vowel plus 'R' sounds	Expressing data – bar charts	Christmas Craft  1 <sup>st</sup> book report due

	<b>Novel</b>	<b>Social Studies / Science</b>	<b>Grammar</b>	<b>Creative Writing</b>	<b>Reading Comprehension</b>	<b>Spelling</b>	<b>Maths</b>	<b>Other</b>
<b>January</b>	Novel 1	Micro-organisms	-Dictionary work -Alphabetical order -Build words from other words - nouns, verbs, adjectives with related meaning -connectives -use varying tenses -inverted commas	-Research information -Write a headline -Write a news article	Newspaper articles	Unit 14: vowel + 'r' sounds Unit 15: vowel in 'coin' sound Unit 16: the 'j' sound	Shapes	
<b>February</b>	Novel 2	Micro-organisms	Descriptive verbs Punctuation to give expression	-Rhyming patterns -Shape poems -Onomatopoeia -Assonance	Poetry The Washing Machine – Jeffrey Davies Dinner Time -Debbie Ridgard Foul Shot -Edwin Hoey	Unit 17: 'k' and 'kw' sounds Unit 18: review Unit 19: 'r' sound as in 'hair'	Area	

	<b>Novel</b>	<b>Social Studies / Science</b>	<b>Grammar</b>	<b>Creative Writing</b>	<b>Reading Comprehension</b>	<b>Spelling</b>	<b>Maths</b>	<b>Other</b>
<b>March</b>	Novel 2	Micro-organisms	-adjectives -synonyms -apostrophes to show possession -work with sentences -adverbs -comparative & superlative adjectives	Explore how play scripts work Perform a play script	The Kite Fighters – Linda Sue Park Toro! Toro! Robbie hears Marty first. Michael Morpurgo	Unit 20: homophones Unit 21: compound words Unit 22: words ending in ‘ed’, ‘ing’	Perimeter	2 <sup>nd</sup> book report due
<b>April</b>	Novel 2	Ancient Egypt	-adjectives -commas in a list -command verbs -using strong verbs & interesting adjectives -adverbs of degree	-Analyse & design an advert -Write a personal -Design a form -Perform a persuasive speech -Write a set of instructions	-Cook with Josh -Adverts	Unit 23: changing final ‘y’ to ‘I’ Unit 24: review	Volume	Easter Craft

	Novel	Social Studies / Science	Grammar	Creative Writing	Reading Comprehension	Spelling	Maths	Other
<b>May</b>	Novel 2	Ancient Egypt	-prefixes -synonyms -adjectives -pronouns	-Discuss poetic technique -Prepare and perform a poem -Appreciate the poem	On the Thirty Third of January – Kenn Nesbitt Rooster & Hens – Jack Prelutsky	Unit 25: prefixes ‘re’ and ‘un’ Unit 26: suffixes – ful/-ly/-er	Long division	Mother’s Day craft
<b>June</b>	Novel 2	Ancient Egypt	Review	Review	Review	Unit 27: vowel consonant vowel pattern Unit 28: double consonants	multiplication	3 <sup>rd</sup> book report due  Father’s Day craft  Final Evaluations

Students will follow the Grammar, Reading Comprehension and Creative Writing program from **Cambridge Primary English Book 4**.

We will read 2 of the following **novels** during the school year: The Witches by Roald Dahl, The Lion, The Witch and the Wardrobe by C.S. Lewis, King Tut's Golden Toilet by W.C.Flushing, The Borrowers by Mary Norton.

### **Science and Social studies**

**Communities & Local History** Clermont-Ferrand today and from a historical point of view. Interpreting sources, oral history, urban morphology through maps, traces of past civilizations in the Puy de Dôme.

**Micro-Organisms** Traits of insects, observing similarities & differences, sorting & grouping, life cycle, growth & change. Research & present a project to the class. Group project, poster work.

**Ancient Egypt** – Research work, working in groups.

## GRADE 4: PROGRAMME OF STUDY

	<b>Novel</b>	<b>Social Studies / Science</b>	<b>Grammar</b>	<b>Creative Writing</b>	<b>Reading Comprehension</b>	<b>Spelling</b>	<b>Maths</b>	<b>Other</b>
<b>September</b>	Novel 1	Explorers	-Punctuation and speech marks -verbs -personal pronouns -possessive pronouns -possessive adjectives	-Retelling a fable -Dialogues	Reading & understanding a story by Aesop	Units 1-6 -short & long vowels - homophones	Organising numbers -units,-tens etc	Explorers project
<b>October</b>	Novel 1	Explorers	-Building sentences -The past tense	-Plan & write a biography -Write a journal / blog	Comparing biographies Read & Compare journals	As above	Expressing data -graphs	Explorers project
<b>November</b>	Novel 1	Explorers		-Write a haiku	Read & compare haikus	Units 7-13 -different 'u' sounds as in 'brush', 'true', 'few	Time	Explorers project

	<b>Novel</b>	<b>Social Studies / Science</b>	<b>Grammar</b>	<b>Creative Writing</b>	<b>Reading Comprehension</b>	<b>Spelling</b>	<b>Maths</b>	<b>Other</b>
<b>December</b>	Novel 1	Electricity	Direct & reported speech	-Build a short screenplay -Writing your own myth or legend to tell	Explore myths & legends	-double 'oo' sounds -'ou', 'ow', 'aw' sounds 'ear', 'are', 'or' sounds 'ed' & 'ing' endings -final 'y' and 'ey' sounds	Area, Perimeter, Volume	Christmas Craft
<b>January</b>	Novel 1	Electricity	-Using connectives -Working with complex sentences	-use connectives -working with complex sentences	Information texts	Units 19-24 -k, ck -qu, ach sounds	Shape -triangles -measuring angles	
<b>February</b>	Novel 2	Electricity		-use a frame to write a poem -develop poetic language	Poetry	As above	Division	



	<b>Novel</b>	<b>Social Studies / Science</b>	<b>Grammar</b>	<b>Creative Writing</b>	<b>Reading Comprehension</b>	<b>Spelling</b>	<b>Maths</b>	<b>Other</b>
<b>March</b>	Novel 2	Rainforests	-Verb tenses -Pronouns & prepositions	-write a synopsis -write your own traditional tale	Compare and Contrast Fairy Tales The Ironman	As above	Calculating averages	
<b>April</b>	Novel 2	Rainforests		-How to present an oral review	Analyse a poster Compare posters Analyse film reviews	Units 25-34 -changing final 'y' to 'I'	Fractions	Easter Craft
<b>May</b>	Novel 2	Rainforests		Creating characters -how to write a play script -how to perform a play		-VCV patterns -suffixes	Multiplication	Mother's Day
<b>June</b>	Novel 2	Rainforests				-three-syllable words -silent consonants		Father's Day  Final Evaluation

Students will follow **Cambridge Primary English Book 5** for Grammar, Reading Comprehension and Creative Writing programme.

We will read 2 of the following **novels** during the school year: James and the Giant Peach by Roald Dahl, Journey to the River Sea by Eva Ibbotson, The Witches by Roald Dahl, The Wreck of the Zanzibar by Michael Morpurgo.

## **Science and Social Studies**

**Explorers** We will learn about how various countries were discovered and explored and learn about the relationship with Europe.

**Electricity** Understand the main concepts of what electricity is, where it comes from and how to conserve it. The main uses of electricity. Circuit boards, magnetism.

**Rainforests** – location, characteristics, layers, deforestation

**GRADE 5: PROGRAMME OF STUDY**

CREATIVE WRITING	SPELLING	READING COMPREHENSION	GRAMMAR	MATHS
Poetry  Effects of short and long sentences in writing.  Persuasive writing  Play script	Wordly Wise 3000 Book 4  Sequoia’s Gift California’s Forest Giants A Long Winter Nap One Step at a Time	Kara Makes the People Listen. Only 55 Maui’s Dolphins left in the world. An Epic Trip  The Iditarod Great Sled Race We Salute You. Modern Rhyming poem	Adjectives Prefixes Verbs Pronouns Nouns Nouns and Verbs  Colons, semicolons Connectives	Problem Solving Ordering Numbers Addition
Persuasive writing (adverts) Diary writing/ Keeping a travel journal	A Life That Changed The Emperor’s New Clothes Armed but Not Dangerous The Great Pyramid	The Start of a Great Adventure Bringing the Past to Life. A dialogue poem	Adverbs Sentences Verbs Suffixes Sentences Adjectives Compound and complex sentences. Modals	Adding Three Digit Numbers

**GRADE 5: ENGLISH PROGRAMME (2)**

<b>CREATIVE WRITING</b>	<b>SPELLING</b>	<b>READING COMPREHENSION</b>	<b>GRAMMAR</b>	<b>MATHS</b>
<p>Story Writing using suspense and finding solutions</p> <p>Using punctuation and vocabulary for effect.</p> <p>Narrative</p>	<p>The Forty-Niners</p> <p>Tokoyo and the Sea Monster</p> <p>Maple Sugaring</p> <p>Communicating with Koko</p>	<p>The King's Visit</p> <p>Scribes in Ancient Egypt</p> <p>Kenning poems</p>	<p>Adjectives</p> <p>Verbs</p> <p>Adverbs</p> <p>Adjectives</p> <p>Suffixes</p> <p>Sentences</p> <p>Direct speech</p> <p>Active and Passive</p>	<p>Place Value Through Millions</p>
<p>Non-Fiction</p> <p>Story structure</p> <p>Graphic novel</p> <p>Description</p>	<p>Anne Frank's Diary</p> <p>How Water Lillies Began</p> <p>The Fall and Rise of the Bald Eagle</p> <p>The Story of Johnny Appleseed</p>	<p>Alex becomes a Spy</p> <p>Spy Gadgets</p> <p>My Dad's a Secret Agent</p> <p>Heros and villains</p> <p>Extreme Earth</p> <p>Galapagos Islands</p>	<p>Pronouns</p> <p>Sentences</p> <p>Verbs</p> <p>Relative clauses</p> <p>Connectives</p> <p>Use of Commas</p>	<p>Comparing and Ordering</p> <p>Tenths and Hundredths</p>
<p>Writing Instructions</p> <p>Writing within a limit.</p> <p>Writing an interview</p>	<p>An African Folk Tale</p> <p>The Great Wall of China</p> <p>Martha Graham- Artist and Teacher</p> <p>The Story of William Tell</p>	<p>The Circus Parade</p> <p>The Reinvention of the Circus</p> <p>Dragon Dance</p> <p>A Ridiculous Promise</p> <p>Van Prepares for the Festival</p> <p>Media Mahem</p>	<p>Sentences</p> <p>Formal and informal language</p> <p>Verbs</p>	<p>Exploring Equivalent</p> <p>Decimals</p> <p>Exploring, Comparing and Ordering Decimals</p>

**GRADE5: SCIENCE PROGRAMME**

TOPICS	SKILLS AND OBJECTIVES
<b>SPACE</b>	Understand the basic concepts of how the planets were formed. Learn about the individual planets and their properties. The differences between the planets and especially Earth?? Specific scientific vocabulary.
<b>INVENTIONS</b>	Looking at technology and simple machines
<b>MATTER</b>	Solids, liquids, gases. Changing states Rocks and soils Classification

**GRADE 5: SOCIAL STUDIES PROGRAMME**

TOPICS	SKILLS AND OBJECTIVES
<b>THE ROMANS</b>	Map work, studying the limits of the Roman Empire. Local history, looking for evidence of Roman settlement in the area. Interpreting artefacts. Learning about Roman society, politically and socially. Roman inventions. What ideas have remained from this period?
<b>INVENTIONS AND CHANGE</b>	Evolution of technology through history Industrial revolution
<b>EXTREME EARTH</b>	Looking at all the different types of extreme geographical features. Why do we live near extreme environments? How do we protect ourselves?

**Grade 5 Novels**

We will read **2** of the following novels during the school year: Mrs Frisby and the Rats of Nimh, King Arthur and the Knights of the Round Table, Island of the Blue Dolphin, A Single Shard.