

Ecole française de Londres Jacques Prévert

CM2 – English Curriculum

Autumn 1

Week 1 (3 days)

Spelling focus: High Frequency words from the word list (from Handbook)

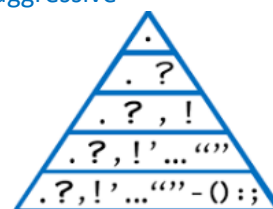
Homework spelling: accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached (Taken from handbook)

Grammar: Look at punctuation pyramid; the expectation is that the pupils in CM1 will use a range of these correctly.

Write about themselves and their family (including figurative language such as similes and metaphors to describe- elicit what these are)

Talk about their Summer holiday (again with description).

Write about their Summer (including some metaphors- examples with children).



Week 2 & 3 (Hamilton Trust)

Spelling Focus: **High Frequency words from the CM2 word list (from handbook)**

Homework spelling: available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community, competition, conscience

Conscious, controversy, convenience, correspond, criticise (critic + ise),

Curiosity, definite, desperate (taken from handbook)

Grammar: Indicate grammatical and other features by: Using semi-colons and colons to mark boundaries between main clauses; punctuating bullet points consistently; Indicate grammatical and other features by: using brackets, dashes or commas to indicate parenthesis

Hamilton: Non-fiction 2: Instructions and explanations (taken from Year 6 Autumn).

No texts required.

Week 5, 6 & 7 (Hamilton Trust)

Homework spelling: determined, develop, dictionary, disastrous, embarrass

Environment, equip (-ped, -ment), especially exaggerate, excellent, existence, explanation, familiar, foreign, forty, frequently, government

Guarantee, harass, hindrance, identity, immediate(ly), individual, interfere

Interrupt, language, leisure, lightning, marvellous, mischievous, muscle

Grammar: using expanded noun phrases to convey complicated information concisely; recognising vocabulary and structures that are appropriate for formal speech and writing; using modal verbs Use and understand the grammatical terminology; recognising vocabulary and structures that are appropriate for formal speech and writing

Hamilton: Non-fiction 3: Persuasive writing (taken from Year 6 autumn set B)

Texts- **The Tin Forest** by Helen Ward & Wayne Anderson, Templar Publishing, ISBN:

9781848776678

Dinosaurs and all that Rubbish by Michael Foreman, Puffin, ISBN: 9780140552607

Eco-Wolf and the Three Pigs by Laurence Anholt & Arthur Robins, Orchard Books, ISBN:

9781841213941

Stories for a Fragile Planet by Kenneth Steven & Jane Ray, Lion Children's, ISBN: 9780745963860

Autumn 2

Week 1, 2

Homework spelling: High Frequency Words from the CM2 word list (from handbook) necessary neighbour, nuisance, occupy, occur, opportunity, parliament, persuade, physical, prejudice, privilege, profession, programme, pronunciation, queue, recognise, recommend, relevant, restaurant, rhyme

Grammar: use dialogue, recognise differences between spoken and written speech (contractions); Use passive voice to present information in an objective way

Hamilton: Non-fiction 4: Non-chronological reports and journalistic writing (taken from Year 6 autumn set B)

Texts- **Davidson, S.** The Emperor's New Clothes **Paperback, published by Usborne Publishing Ltd (1 Feb 2013), ISBN-13: 978-1409555896**

Week 3 (TES)

Homework spelling: High Frequency Words from the CM2 word list (from handbook) rhythm, sacrifice, secretary, shoulder, signature, sincere(ly), soldier, stomach, sufficient, suggest

Grammar: Formal and informal letter layout using Pie Corbett and/or Twinkl writing models.

JP plan: Letter writing revision (adapted from TES)

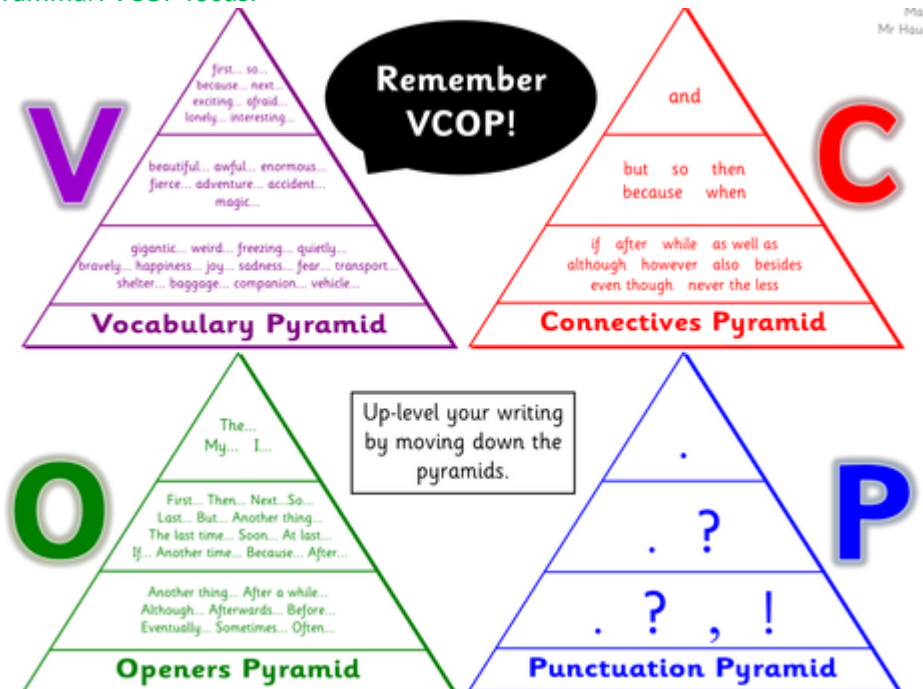
Texts- **none required**

Week 4 (TES)

Spelling Rule: Descriptive vocabulary for a setting- weather words- sunny

Homework spelling: **Sunny-** glorious, glittering sun beams, brilliant rays of light, cloudless, radiant, blazing, twinkling, glaring, glimmering, sparkling.

Grammar: VCOP focus:



JP plan- Description of place (adapted from TES plan- this is a day's plan but is very detailed so can easily last 4 days)

Texts- **none required.**

Week 5 and 6

Spelling Rule: Descriptive vocabulary for a setting- weather words- cloudy, stormy and rainy (from TES vocab sheet)

Homework spelling: **Cloudy**- overcast, dull, , murky skies, dismal, dusky, drab, sunless. **Stormy**: torrential rain, booming thunder, daggers of lightening, blustering, foul, torrid, turbulent skies.

Rainy: lashing rain, drizzle, trickling, pouring, pounding

Grammar: Time connectives and colloquial language.

JP plan: Diary writing (created by KG)

Texts- **Diary of a Wimpy Kid and Anne Frank**

Week 7

Finishing off/ DNL/Assessments

Spring 1

Week 1&2 (Hamilton Trust)

Spelling Rule: Descriptive vocabulary for a setting- weather words- windy and cold (from TES vocab sheet)

Homework spelling: **Windy**: blustering, blustery, airy, brisk, drafty, gusty, wild, windswept, tempestuous, fresh, howling wind, raging wind, turbulent wind, roaring, violent, howling.

Cold: chilly, fresh, frosty, icy, raw, freezing. (from TES)

Grammar: Use expanded noun phrases and adverbials to add detail and link ideas within paragraphs; Use commas to clarify meaning or avoid ambiguity in writing; Indicate degrees of possibility by using adverbs or modal verbs. Look at the infinitive form of a verb, and the split infinitive.

Hamilton- Fiction 6: Modern classic fiction (taken from Year 6 summer)

Texts- **Books: The Eighteenth Emergency** by Betsy Byers (Red Fox, ISBN 9780099408673)

Week 3&4 (KG plan)

Spelling rule: High Frequency words; Adding suffixes beginning with vowel letters.

Homework spelling- symbol, system, temperature, thorough, twelfth, variety, vegetable, vehicle, yacht, **Adding suffixes beginning with vowel letters to words of more than one syllable.**

If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added.

forget	forgetting	forgotten
begin	beginning	beginner
prefer	preferred	

The consonant letter is not doubled if the syllable is unstressed.

garden	gardening	gardener
limit	limited	limiting

Grammar: direct speech layout and punctuation

Hamilton- First Person Narrative (KG plan)

Texts- none required

Week 5

Assessment/Reading Comps/DNL/Finishing off

Spring 2

Week 1 &2 (KG plan)

Spelling rule- **Adding apostrophes to plural words to show possession** (–s is not added if the plural already ends in –s, but *is* added if the plural does not end in –s (i.e. is an irregular plural – e.g. *children’s*).

girls’	boys’	babies’
children’s	men’s	mice’s

To distinguish between the spelling and meaning of homophones.

A homophone is a word that sounds the same but has two different spellings and meaning, e.g. The fare was great fun. The fair was very expensive.

heel	heal	he’ll
accept	except	
affect	effect	
ball	bawl	
brake	break	
grate	great	
mail	male	

Grammar: apostrophes to plural words to show possession.

Hamilton- Description of a person (KG plan)

Texts- none

Week 3 & 4 (Hamilton Trust)

Spelling rule- **To distinguish between the spelling and meaning of homophones.**

A homophone is a word that sounds the same but has two different spellings and meaning, e.g. The fare was great fun. The fair was very expensive.

heel	heal	he’ll
accept	except	
affect	effect	
ball	bawl	
brake	break	
grate	great	
mail	male	
main	mane	
medal	meddle	
plain	plane	
rain	reign	rein

Grammar: Colloquial language, informal diary layout and language.

Hamilton- Diary Entry plan (KG plan)

Texts- none

Week 5 (Hamilton Trust)

Catching up/Topic work/ Rising Stars Reading comprehension/Testing

Summer 1

Week 1-3

Spelling Rule- **Words with endings ‘-sure’ and ‘-ture’.**

‘-sure’	‘-ture’
Measure	creature
Treasure	furniture
Pleasure	picture
Enclosure	adventure

Children will be expected to use a thesaurus to identify synonyms for words throughout CM2.

To spell words with silent letters.

Letters within a word whose presence cannot be predicted from the pronunciation of the word e.g. the k in knight is silent.

Doubt	island	lamb
solemn	thistle	knee

To spell words containing the letter string ‘-ough’.

brought	thought	fought
rough	tough	enough
cough		
through	although	dough
through		
thorough	borough	
plough		

Grammar: paragraphs and recording collected information.

Hamilton Plan- (taken from Year 5 Spring) **Non-fiction 1: Explanation and information**

Texts- DK Guide to space by Peter Bond (Dorling Kindersley, ISBN: 978-0751339253/ 978-0756622305 or 978-0751339253)

Week 4-6

1. Spelling Rule- **To spell words ending in ‘-able’, ‘-ible,’ ‘-ably’ and ‘-ibly’.**

‘-able’	‘-ably’	‘-ible’	‘-ibly’
adorable	adorably	possible	possibly
applicable	applicably	horrible	horribly
considerable	considerably	incredible	incredibly

1. Throughout CM2 children should continue to learn to accurately spell and understand most of the words in the previous list.

2. To add the prefix ‘in-’, ‘sub-’ and ‘inter-’ to words.

A prefix is added to the start of the word to change its meaning e.g. agree – disagree

‘in-’ can mean both ‘not’ and ‘into’	Before a root word starting with l, in- becomes il-	Before a root word starting with m or p, in- becomes im-	Before a root word starting with r, in- becomes ir-
inactive incorrect income	illegal, illegible	impossible immature immortal impossible imperfect impatient	irregular, irrelevant, irresponsible

Grammar: Drafting a formal text, using formal vocabulary and grammar; Preparing answers to questions, contrasting formal & informal language; using modal verbs; punctuating bullet points

Hamilton Planning (taken from Year 6 summer Set B) Non-fiction 6: Information texts

Texts- Gerstein, M. **The First Drawing**, Publisher: Little, Brown Young Readers US (26 Sept. 2013)
ISBN-10: 0316204781

Kitamura, S. Stone Age Boy, **Publisher: Walker (6 Oct. 2008), ISBN-10: 1406312193**

Manning, M. **The Secrets of Stonehenge**, Publisher: Frances Lincoln Children's Books (24 April 2014) ISBN-10: 1847805205

Optional:

Arnold McCully, E. **The Secret Cave: Discovering Lascaux**, Publisher: Farrar Straus Giroux (14 Sept. 2010) ISBN-10: 0374366942

Summer 2

Week 1-2

Spelling Rule-

'sub-' means 'under'	'inter-' mean 'between' or 'among'
submarine	international
submerge	interact

To add the suffix '-ation' to root words.

information	adoration	sensation
preparation	admiration	operation

To understand the use of hyphen (prefix+ root word).

A hyphen can be used to join a prefix and a root word, especially if the prefix ends in vowel letter and the root word also begins with one e.g. co-ordinate

re-enter	co-operate
re-appear	co-own

To spell words with the 'i' sound spelt 'ei' after c.

The 'i' before 'e' expect after 'c' rule applies to words where the sound spelt by 'ei' is 'i'

deceive	conceive	ceiling
perceive	receive	receipt

Grammar: Use of apostrophes in contractions; Use of the perfect form of verbs; Understanding the use of pronouns

Hamilton Plan (taken from Year 6 summer set B) Poetry 6: Dialogue poems

Texts- **The Rat and the Ship's Captain** poem & Animated Tale available in *plan resources*

The Pearl Diver by Julia Johnson & [Patricia Al Fakhri](#), Stacey International, ISBN: 9781900988582.

This book is available from Medina Publishing, info@medinapublishing.com.

The Lion and Albert by Marriott Edgar available in *plan resources*

Various conversation poems by Michael Rosen

Week 3-5

Spelling Rule-

6. To use word matrices to spell words:

These allow children to apply their understanding of a range of objectives.

un-			-y
re-	dis-		-s
		cover	-ing
	re-		-ed
	un-		-er
			-able

1. To add the suffix '-ous' to root words.

(from Spelling Handbook)

Usual rule for adding suffix beginning with vowel letters	No obvious root word	'-our' is changed to '-or' before adding '-ous'	'i' sound before the '-ous' usually spelt 'i' but some words have 'e'
poisonous	tremendous	humorous	serious
dangerous	enormous	glamorous	hideous
mountainous	jealous	vigorous	spontaneous

Grammar: Revise the use of adverbials (and commas); Identify relative clauses

Hamilton Planning (taken from Year 6 Spring Set B) Fiction 3: Stories with flashbacks

Texts- The Philosopher's Stone by J.K. Rowling, Bloomsbury Press, ISBN: 9780747558194

The Prisoner of Azkaban by J.K. Rowling, Bloomsbury Press, ISBN: 9780747573760

The Goblet of Fire by J.K. Rowling, Bloomsbury Press, ISBN: 9780747582380

The Order of the Phoenix by J.K. Rowling, Bloomsbury Press, ISBN: 9780747591269

Week 6

Finishing off/assessment/DNL/ Rising Stars/ Testbase Reading Comprehension