

Ecole française de Londres Jacques Prévert

CM1 – English Curriculum

Autumn 1

Week 1 (3 days)

Spelling focus: using a dictionary to check spellings; revise suffixes- Adding the ending ‘-ed’, ‘-ing’, ‘-er’ and ‘-est’ to a root word ending in –y with a constant before it

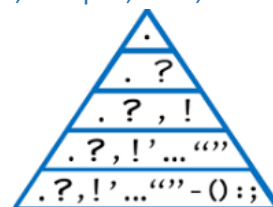
Homework spelling: disappoint, disobey, disallow, misbehave, mislead, misspell, redo, refresh, return, premature (Taken from handbook)

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, 4 (Hamilton Trust)

Spelling Focus: **revise use of an apostrophe to form contracted words.**

In contractions, the apostrophe shows where a letter or letters would be if the words were written in full, e.g. can't -cannot

Homework spelling: preheat, prehistoric, vein, they, obey, weigh, eight, neighbour, league, tongue, antique, unique, did not-didn't, could not- couldn't, has not- hasn't, it is- it's, I will- I'll, enjoyment, enjoyable, agreement, agreeable, sadness, sadly, happiness, happily (taken from handbook)

Grammar: punctuated dialogue & conversation, writing in first person, Editing writing, including inserting suitable adverbs, understand that writing can be third or first person

Hamilton: Fiction 3: Fiction with an element of fantasy (taken from Year 4 Summer).

Texts: Morpurgo, M. **The Butterfly Lion**, Published by Harper Collins Children's Books (1996)

ISBN-13: 978-0006751038

Week 5, 6 & 7 (Hamilton Trust; this has some great Tudor History links)

Homework spelling: careful, carefully, playful, playfully, careless, hopeless, kindly, spiteful, spitefully, Tudors, wool, linen, silk, cotton, manmade, natural, fabric, fashion, modern, old-fashioned (taken from handbook and vocab from plan)

To add the prefix 'super-' anti-' 'auto-' to words.

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

'super-' means 'above'	'anti-' means 'against'	'auto-' means 'self' or 'own'
supermarket	antiseptic	autobiography
superman	anti-clockwise	autograph
superstar	antisocial	autopilot

Grammar: noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases; use and punctuate direct speech

Begin to use reported speech

Hamilton: Non-fiction 3: Information texts (taken from Year 4 summer)

Texts- **Fashion: The History of Clothes** by Jacqueline Morley ISBN 9781910184448

Autumn 2

Week 1, 2

Homework spelling: To spell words of Greek origin with the 'k' sound spelt 'ch': **scheme, Chemist, chorus, Echo, character**; To spell words of French origin with the 'j' sound (pronounced as /sh/) spelt as 'ch': **chef, chalet, machine, brochure**; **To distinguish between the spelling and meaning of homophones- building on from CE2. A homophone is a word that is pronounced the same but has a different meaning and spelling, e.g. The fair was great fun. The fare was very expensive: berry, bury, groan, grown, here, hear, knot, not, meat, meet, missed, mist**

Grammar: Using and punctuating direct speech; Using the present perfect form of verbs in contrast to the past tense.

Hamilton: Non-fiction 1: Persuasive writing (taken from Year 4 summer)

Texts- **The Rainbow Bear** by Michael Morpurgo, Corgi Children's, ISBN: 978-0552546409

Zoo by Anthony Browne, Red Fox, ISBN: 978-0099219019

The Ice Bear by Nicola Davies, Walker Books, ISBN: 978-1406343496

Week 3, 4 & 5 (Hamilton Trust)

Homework spelling: piece, peace, scene, seen, whether, weather, whose, who's; Revise adding '-es' to nouns and verbs ending in -y: bury- buries, dry-dries, deny-denies, reply-replies, satisfy-satisfies, study-studies, Dear, Yours sincerely, Yours faithfully, Madam, Sir, regarding, address, addressee, signature (from handbook with some planning words added)

Grammar: Indicate grammatical and other features by punctuating bullet points consistently; Use modal verbs or adverbs to indicate degrees of possibility; Understand use of commas to separate items in a list and also to punctuate longer sentences. Use the colon to start a list; Understand how words are related as antonyms and synonyms; -convert nouns or adjectives into verbs

Hamilton: Non-fiction 1: Letters and correspondence (taken from Year 5 summer)

Texts- **Letters of Note: Correspondence Deserving of a Wider Audience** – Compiled by Shaun Usher, Canongate Unbound, ISBN: 978178211 9289

Week 6 & 7 (Hamilton Trust)

Homework spelling: using apostrophes in nouns to show possession (from handbook with some words added) the children's pencils, the witches' brooms, Madam Gentil's office, Ravi's shoes, the horses' stable, the cat's whiskers, the birds' morning song, completely, angrily, usually, simply, gently, finally, basically, frantically (handbook)

Grammar: Indicate grammatical and other features by: a. using commas to clarify meaning or avoid ambiguity, using a colon to introduce a list; Recount writing, using adverbials to provide cohesion across paragraphs

Hamilton- Non-fiction 1: Recounts (taken from Year 5 Autumn)

Texts- **UFOs and Aliens: Investigating Extraterrestrial Visitors - Extreme!** by Paul Mason, A & C Black Publishers Ltd, ISBN: 9781408119952

UFO Diary by Satoshi Kitamura, Andersen Press Ltd, ISBN: 9781842705919

Spring 1

Week 1&2 (Hamilton Trust)

Homework spelling: To spell words with endings which sound like 'jən' (pronounced as /shen/) spelt '-tion' (Revision from CE2) '-sion', '-ssion' and '-cian'

'-tion'	'-sion'	'-ssion'	'-cian'
invention	extension	expression	musician
injection	tension	discussion	politician
Action	comprehension	permission	mathematician

To spell words with the short 'i' sound spelt elsewhere than at the end of the words.

myth	gym
Egypt	pyramid
mystery	myriad

(from handbook) Also- explanation, session (from planning)

Grammar: using brackets, dashes or commas to indicate parenthesis; Using semi-colons and colons to mark boundaries between main clauses

Hamilton- Non-fiction 2: Instructions and explanations (taken from Year 5 Autumn)

Texts- none

Week 3,4 & 5 (Hamilton Trust)

Homework spelling: **To spell words with the 'ʌ' sound** (pronounced as short /a/) **spelt 'ou'**. **HFW-** About, agree, above, across, alert, among, annoy, award, aware, build, burst, cactus, careless, chase,

Synonyms for happy- joyful, enthused, delighted, overwhelmed

Synonyms for sad- melancholy, lachrymose, miserable, despairing

Synonyms for big- towering, awe-inspiring (not from handbook)

Grammar: extending the range of sentences with more than one clause by using a wider range of conjunctions; using relative clauses beginning with *who, which, where, why, whose, that* or with an implied relative pronoun

Hamilton- Fiction 1: Classic fiction (taken from Year 5 Autumn)

Texts- The Jungle Book by Rudyard Kipling, Illustrated by Robert Ingpen, published by Templar Publishing (2006), ISBN: 9781840117189

A Collection of Rudyard Kipling's Just So Stories by Rudyard Kipling, published by Candlewick Press (2004), ISBN: 9780763626297

Spring 2

Week 1 & 2 (Hamilton Trust)

Spelling rule- descriptive vocabulary and synonyms (supplementary vocabulary)

Homework spelling: Words to describe a person- curious, determined, swift, filthy, lively, wild, eager, clumsy, casual, sleek, charming

Words to describe a place or a thing- crooked, beautiful, strange, tiny, dark, disgusting, gloomy, putrid, terrifying.

Grammar: using brackets, dashes or commas to indicate parenthesis

Hamilton- Fiction 1: Short stories – Spooky (taken from Year 5 Spring)

Texts- none

Week 3 & 4 (Hamilton Trust)

Spelling rule- descriptive vocabulary and synonyms (supplementary vocabulary)

Homework spelling: synonyms for beautiful- tempting, enticing, lovely, pleasant, sparkly, spacious, cosy, wonderful, tasteful, stunning

Synonyms for bad/horrible- repulsive, vile, revolting, mean, eerie, disagreeable, beastly, cruel, repellent, fearful

Grammar: use semi-colons; use modal verbs; using commas to clarify meaning

Hamilton- Non-fiction 2: Reports and journalistic writing (taken from Year 5 Spring)

Texts- **Tuesday** by David Wiesner, Houghton Mifflin, ISBN: 978-0395870822

Week 5 (Hamilton Trust)

Catching up/Topic work

Summer 1

Week 1-3

Spelling Rule- Big and small synonyms and male and female relationships

Homework spelling: large, huge, enormous, average, colossal, medium, microscopic, gargantuan, infinitesimal, miniature, gigantic, mammoth, minute, little, massive, monstrous, miniscule, intermediate, humungous, moderate, small, mother, son, uncle, niece, brother, daughter, sister, father, grandmother, grandfather, aunt, nephew.

- Grammar: use relative clauses beginning with who, which, where, when, whose use time related adverbials; Link ideas across paragraphs using adverbials of time

Hamilton Plan- (taken from Year 5 Spring) Fiction 3: Faraway fiction.

Texts-**Cloud Tea Monkeys** by Mal Peet and Elspeth Graham, Walker Books, ISBN:9781406333862

Mysterious Traveller by Mal Peet and Elspeth Graham, Walker Books, ISBN:9781406354522

Week 4-5

Spelling Rule- Animal babies; where we live; ice and ise. If it is a verb: -ise. If it is a noun: -ice. I can advise (verb) you to take my advice (noun), which is to practise (verb) your English practice (noun). This rule only applies in the very few cases where both word forms exist.

Homework spelling: calf, puppy, foal, kitten, lamb, cub, fawn, kid, piglet, city, hamlet, country, village, town, county, continent, practice, practise, advice, advise, device, devise.

Grammar: using brackets, dashes or commas to indicate parenthesis; Use devices to link ideas between paragraphs using adverbials of time, place and number

Hamilton Planning (taken from Year 5 summer) Non-fiction 3: Non-chronological reports

No texts required.

Week 6

DNL/Catching up/Poetry/Assessment

Summer 2

Week 1-2

Spelling Rule- Feathers and fins; measuring

Homework spelling: heron, sole, cod, kiwi, grebe, teal, trout, herring, quail, salmon, perch, plaice, kite, tit, eel, buzzard, mackerel, gram, litre.

Grammar: using expanded noun phrases to convey complicated information concisely; Use devices to build cohesion within a paragraph

Hamilton Plan (taken from Year 5 summer) Poetry 3: The Power of Imagery

No texts

Week 3-5

Spelling Rule- Measuring; Synonyms, antonyms and homophones: Synonyms are words which have the same or similar meaning. Antonyms are words with the opposite meaning.

Homophones are words that sound the same but have a different meaning; Idioms-matching the saying with the meaning.

Homework spelling: second, degree Celsius, mile per hour, capacity, metre, minute, kilometre per hour, left, right, correct, write, break, brake, damage, fix, Too many cooks spoil the broth, In hot water, Tongue in cheek, Bite your tongue.

Grammar: use expanded noun phrases; use relative clauses; conjunctions; Use appropriate devices to create cohesion within a paragraph; Revise use of inverted commas and other correct speech punctuation

Hamilton Planning (taken from Year 5 summer) Fiction 3: Modern Classic Fiction

Texts- **Kensuke's Kingdom** by Michael Morpurgo, Egmont, ISBN: 9781405221740

Week 6

Finishing off/assessment/DNL