

ENGLISH SYLLABUS

Nursery
3-4 years

Stories of children and animals in familiar and everyday situations seem most suitable for the Nursery age. Some are made up by the teacher, often incorporating the children's own activities and some are taken from such books as:-

Listen with Mother
Elizabeth Clarke collection etc.

Nursery Rhymes and Finger Plays satisfy the rhythmic needs of young children and these are learned by hearing them often and by acting and singing.

Lower Kindergarten
4-5 years

Stories from collections such as those of E. Clarke and S.C. Bryant are told and some by Beatrix Potter and Alison Uttley are read to the children.

Poetry. Nursery Rhymes and Jingles and poems from the teacher's own anthology are taken. Favourite poems are learnt and also Hymns and Carols sung in Morning Assembly.

The children discuss their work and play with each other and with their teacher, and give their news in News Time. Through play they are led to see the necessity for learning to read and write.

Upper Kindergarten
5-6 years

Stories from the Fairy Tale Collections of Grimm, Andersen and Jacobs and from:-

Told Again De la Mare
Fairy Tales from Everywhere Rhoda Power
Old Peter's Russian Tales

are told to the children, and such stories as

Tim and Lucy go to Sea Ardyonne
The Adventures of the Little Wooden Horse

are read as serial stories.

Poetry. Jingles and Nursery Rhymes are still enjoyed and poems by Christina Rossetti, Walter de la Mare, Eleanor Farjeon, R.L. Stevenson and others are taken from such books as:-

The Book of a Thousand Poems J. Murray McBain
A First Poetry Book Augusta Monteith
Collected Poems Bk.1 E. Jebb ed. Collins

Again there is much opportunity for discussion about the children's activities and projects and in Nature talks and the ability to express their thoughts in writing is gradually built up at this stage:-

- 1 By writing notices, etc. for shop and house play.
- 2 By writing letters to their friends.
- 3 By making "News and Story Books" i.e. by copying individual sentences about their drawings or items of news.
- 4 As soon as possible they write their own stories, etc. and make individual dictionaries of useful words.

Transition
6-7 years

<u>Literature</u>	Selections read or told from:-	
	Folk Tales from Grimm, Jacob, Andrew Lang collections	
	Just So Stories	Kipling
	Gulliver's Travels	Swift
	Water Babies	Kingsley
	The Little Grey Men	B.B.
	Old Peter's Russian Tales	
	Hiawatha	Longfellow
	Stories from Greek Myths	

The children make their own anthologies of favourite poems. Many poems are read aloud and discussed and there is learning by heart.

Composition There is considerable free composition of stories and making of descriptive riddles at this stage; dramatisation of stories and miming and dumb charades.

Dicatation of passages composed to contain words which have proved difficult during the week. The use of comma and full-stop is taught but probably not yet mastered.

The Schonell Spelling Book is used.

Form I
7-8 years

<u>Literature</u>	Selections from:-	
	Tales of the Nornmen	Wilmot Buxton
	Heroes of Asgard	A. & E. Keary
	Beowulf	ed C.L. Thompson
	Young Fu	E.F. Lewis
	King of the Golden River	Ruskin
	Mowgli Stories	Kipling
	Princess and Curdie	MacDonald
	The Hobbit	Tolkein
	The Pied Piper	Browning
	Poetry Books for Boys & Girls	Watson Bain
	A Joyful Book of Verse and other Anthologies	

Individual poetry anthologies are made and there is considerable learning, repeating and discussing of poems.

Oral composition takes the form of class discussions, practice in giving clear directions and descriptions or in reproducing correctly.

In Written Composition there is a gradual development from carefully directed work in the forming of sentences to freer answering of questions, writing accounts of happenings, letters, stories, etc. Incidental teaching is given in the use of capital letters, full stop, comma, query, inverted commas, but at this stage in correcting the children's written work the teacher will discriminate between formal work where she is setting out to train in legibility, spelling and grammatical composition, and original imaginative or reasoned work which she will judge for its content rather than for its writing and spelling.

Speech training is taken through reading aloud or the saying of poems.

Form II
8-9 years

Literature r Alice in Wonderland or Through the Looking Glass
r Robinson Crusoe (abridged)
r Water Babies (abridged)
r Told in Sherwood - Chesterman
r Black Beauty
r Greek Myths
Dickon among the Indians (Puffin Books)
Hitty - Rachel Field
Stories by Thompson Seton

Verse Poetry for Children
Collected Poems - Series II Bks II-IV - Methuen

Composition Fluency in written expression is developed by practice in writing stories, plays, verse, etc., or in reproducing counts, giving directions and explanations, and writing letters. These may be done in rough; but there will be much transcription, and many exercises which demand less originality but greater correctness in spelling and the use of full stops, commas, quotation marks, etc. Oral composition is still considered very important. Plays and puppet shows are popular.

Each child will have and use a dictionary.

Grammar Recognition of nouns, verbs, adjectives, adverbs and pronouns; singular and plural; gender; analysis of sentences into subject and predicate.

Form III
9-10 years

Literature r The Children of the New Forest
r Treasure Island
r Robinson Crusoe (if not done in Form II)
Tom Sawyer and Huckleberry Finn
Jim Davies - Masfield
Uncle Tom's Cabin
Tales from Chaucer (links with History)

Verse Poetry Book for Boys and Girls - Pocock
Hiawatha
Lyrics by various authors

Composition Practice in the writing of imagined and reasoned compositions, stories, plays, verses, letters. Simple comprehension tests. Carefully prepared dictations. Use of the dictionary and other reference books. Speech making and debates.

Grammar This is now taken with a view to helping in the learning of French and Latin. Recognition of all parts of speech. Analysis of simple sentences into subjects and predicate (verb, direct object, extension of verb).

Form Lower IV
10-11 years

Literature r The Odyssey (Kings Treasuries)
 r A Christmas Carol
 r The Little Duke
 Pilgrim's Progress
 Kidnapped
 Prester John
 White Fang
 Jungle Books

Verse Lyrics, longer poems, ballads (old and new), a home-made anthology.

The children use the school fiction and reference libraries and from time to time hold informal class discussions on books read. Debates are also popular.

Composition As well as the forms of composition already mentioned, much practice is given in comprehension tests, and spelling (to the end of Schonell, Group V) is taught and tested by daily lessons and dictations.

Grammar Further practice in analysis, introducing complement and direct object. Phrases. Simple parsing.

Form Upper IVB
11-12 years

Literature r A Shakespeare play
 r The Rose and the Ring
 r The Heroes
 Ivanhoe or Quentin Durward
 Westward Ho or Hereward the Wake
 r David Copperfield

Verse Ballads and Narrative Poems - Moles
 Saga of King Olaf - Longfellow

Composition Carrying the work of lower forms to a more advanced stage orally and in writing.

Form Upper IVA
12-13 years

Literature r A Shakespeare play
 r David Copperfield or another Dickens
 r The White Company
 r Travels with a Donkey
 r The Wind in the Willows
 Young Walter Scott - Janet Gray (biography)

Verse School Book of English Verse - Boas
 Lyrics and Ballads (Wordsworth, Tennyson, Browning, etc)

1958

Note: Books listed under Literature are marked with an r if sets of them exist so that they can be used as class readers. Other books on the lists are suitable for reading aloud to the class by the teacher.