

ALDER COPPICE MEDIUM TERM KNOWLEDGE PLANNER ~ ENGLISH

| Y6 | AUTUMN | | SPRING | | SUMMER | |
|--|---|--|---|---|--|--|
| | Place Value for Punctuation & Grammar | Unit 1 Non-Linear | Unit 2 Figurative | Unit 3 Archaic | Unit 4 Narratively Complex | Unit 5 Resistant Poem |
| Key Text *To be read every day | | <i>The Storm Keeper's Island</i> By Catherine Doyle | <i>I am Winter, King of Seasons</i> (poem) | <i>Macbeth</i> By William Shakespeare | <i>Pax</i> By Sara Pennypacker | <i>The Tyger</i> by William Blake Poetry |
| Outcomes | Noun Focus – Common/Proper/collective/partitive & Abstract, Verb Focus – being verbs +to have, Regular action verbs and phrases, Irregular action verbs/phrases, Phrasal verbs, Subject/Verb Focus Single Clause Sentences, Co-ordinating Conjunctions, Compound subjects, Gerunds, Application National Poetry Day Range of poems Poetry – Ottava Rima | Write to Entertain Narrative Write to Inform Explanation Text | Write to Entertain Imitation Poetry NON FICTION – Recount – Newspaper Report (e.g. Grammarsaurus Strange Occurrence in the Walls) | Write to Inform Newspaper Report Write to Discuss Debate + Balanced Argument Write to Entertain Play Script | Write to Entertain – Narrative Non FICTION Write to Inform Non-Chronological Report (e.g Grammarsaurus The Galapagos Flying Lizard) National Poetry Day Range of poems | Write to Entertain Poetry National Writing Week Project |
| | | | | | | |
| Reading Word Reading | To read fluently with knowledge of all Y5/Y6 Spelling Rules. To read all Y5/ Y6 exception words | | | | | |
| Reading Comprehension | To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres. To listen to guidance and feedback on the quality of their explanations and contributions to discussions. | | | | | |
| | To draw out key information and to summarise the main ideas in a text. To analyse and evaluate the use of language, including figurative language and how it is used for effect. | To recognise more complex themes in what they read (such as loss or heroism). To analyse and evaluate the use of language, including figurative language and how it is used for effect. | To explain and discuss their understanding of what they have read, including through formal presentations and debates. To analyse and evaluate the use of language, including figurative | To draw out key information and to summarise the main ideas in a text. To discuss how characters change and develop through texts by drawing inferences based on indirect clues. | To recognise more complex themes in what they read (such as loss or heroism). To explain and discuss their understanding of what they have read, including through formal | To draw out key information and to summarise the main ideas in a text. To recognise more complex themes in what they read To analyse and evaluate the use of language, |

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| | <p>To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.</p> | <p>To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.</p> <p>To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).</p> <p>To discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p> | <p>language and how it is used for effect.</p> <p>To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.</p> | <p>To explain and discuss their understanding of what they have read, including through formal presentations and debates.</p> <p>To retrieve, record and present information from non-fiction texts.</p> <p>To use non-fiction materials for purposeful information retrieval.</p> | <p>presentations and debates.</p> <p>To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).</p> <p>To retrieve, record and present information from non-fiction texts.</p> <p>To use non-fiction materials for purposeful information retrieval.</p> | <p>including figurative language and how it is used for effect.</p> <p>To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.</p> |
| <p>Writing <i>Planning, Writing, Editing</i></p> | <p>To note down and develop initial ideas, drawing on reading and research where necessary.</p> <p>To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</p> <p>To use a wide range of devices to build cohesion within and across paragraphs.</p> <p>To habitually proofread for spelling and punctuation errors.</p> <p>To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.</p> | | | | | |
| <p>Writing <i>Audience, Purpose, Structure</i></p> | <p>To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.).</p> <p>To distinguish between the language of speech and writing and to choose the appropriate level of formality.</p> <p style="text-align: center;"> To use DE: DE sentences. To write adjective, same adjective sentences. (recap) To use 3 bad-dash question sentences. To write some; others sentences. (recap) To use irony appropriately. To write one word/one phrase: definition sentences. To include imagine; 3 example sentences. </p> <p>To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).</p> | | | | | |

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| Key Text | | <i>The Storm Keeper's Island</i> By Catherine Doyle | <i>I am Winter, King of Seasons</i> (poem) | <i>Macbeth</i> By William Shakespeare | <i>Pax</i> By Sara Pennypacker | <i>The Tyger</i> By William Blake Poetry |
| GPV Knowledge <i>*In addition to revision of previously taught terminology</i> | To ensure the consistent and correct use of tense throughout all pieces of writing. | To ensure the consistent and correct use of tense throughout all pieces of writing. | To ensure the consistent and correct use of tense throughout all pieces of writing. | To ensure the consistent and correct use of tense throughout all pieces of writing. | To ensure the consistent and correct use of tense throughout all pieces of writing. | To ensure the consistent and correct use of tense throughout all pieces of writing. |
| | To use question tags in informal writing. | To consistently and correctly use semi- colons. | To use the subjunctive form in formal writing. | To use question tags in informal writing. | To use question tags in informal writing. | To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, bullet points. |
| | To use the perfect form of verbs. | To consistently and correctly use dashes. | To use the perfect form of verbs. | To use the perfect form of verbs. | To use the subjunctive form in formal writing. | |
| | To use the passive voice. | To use the subjunctive form in formal writing. | To consistently and correctly use colons. | To consistently and correctly use colons. | To use the perfect form of verbs. | |
| | To consistently and correctly use semi- colons. | To use the perfect form of verbs. | To consistently and correctly use hyphens. | To consistently and correctly use hyphens. | To use the passive voice. | To recap sentence types such as simile – metaphorical sentence types |
| | To consistently and correctly use dashes. | To consistently and correctly use colons. | To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, bullet points. | To consistently and correctly use colons. | | |
| | To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, bullet points. | To consistently and correctly use hyphens. | | To consistently and correctly use hyphens. | | |
| | | To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, bullet points. | | To ensure the consistent and correct use of tense throughout all pieces of writing. | To consistently and correctly use semi- colons. | |
| | | To write adjective, same adjective sentences. | | To use the perfect form of verbs. | To consistently and correctly use dashes. | |
| | | To write some; others sentences. | | To use the passive voice. | To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, bullet points. | |
| | | | | To consistently and correctly use semi- colons. | To use 3 bad-dash question sentences. | |
| | | | | To consistently and correctly use dashes. | To write one word/one phrase: definition | |

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| | | | | <div>To use DE: DE sentences.</div> <div>To include imagine; 3 example sentences.</div> | <div>sentences.</div> | |
| Spelling Knowledge | Spelling Curriculum Objectives are mapped out for the academic year in No-Nonsense Spelling Scheme. *Please refer to No-Nonsense Documentation for reference to where Spelling Objectives should be taught discretely. | | | | | |
| Handwriting | To write legibly, fluently and with increasing speed To recognise when to use an un-joined style | | | | | |
| Spoken Language <i>*These objectives should be considered within all areas of the National Curriculum</i> | To make improvements based on constructive feedback on their listening skills. To use relevant strategies to build their vocabulary. To articulate and justify answers with confidence in a range of situations. To regularly ask relevant questions to extend their understanding and knowledge. To gain, maintain and monitor the interest of the listener(s). To use adventurous and ambitious vocabulary in speech, which is always appropriate to the topic, audience and purpose To confidently explain the meaning of words and offer alternative synonyms. To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. | To make improvements based on constructive feedback on their listening skills. To regularly ask relevant questions to extend their understanding and knowledge. To give well-structured descriptions, explanations, presentations and narratives for different purposes, including for expressing feelings. To articulate and justify arguments and opinions with confidence. To make reference back to their original thoughts when their opinions have changed and give reasons for their change of focus. To consider and evaluate different viewpoints, adding their own interpretations and building on the contributions of others. To participate confidently in a range of different performances, role play exercises and improvisations (including acting in role). | To make improvements based on constructive feedback on their listening skills. To regularly ask relevant questions to extend their understanding and knowledge. To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence. To offer an alternative explanation when other participant(s) do not understand. To speak audibly, fluently and with a full command of Standard English in all situations. To follow complex directions/multi-step instructions without the need for repetition. | | | |