

ALDER COPPICE MEDIUM TERM KNOWLEDGE PLANNER ~ ENGLISH

Y5	AUTUMN		SPRING		SUMMER	
	Place Value for Punctuation & Grammar	Unit 1 Non-Linear	Unit 2 Archaic	Unit 3 Narratively Complex	Unit 4 Resistant	Unit 5 Figurative
Key Text *To be read every day		<i>The Nowhere Emporium</i> By Ross McKenzie	THE HIGHWAY MAN POETRY By Alfred Noyes	<i>Sky Song</i> By Abi Elphinstone	<i>FARThER</i> By Grahame Baker-Smith (Picture Book)	<i>Harry Potter and the Philosopher's Stone</i> By J.K Rowling
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 <i>POETRY - (F) The Eagle By Alfred Lord Tennyson (poem)</i> Write to Entertain Poetry	Write to Entertain Narrative – Setting Description Write to Inform – NON FICTION Non Chronological Report – linked to Science – Planets	Write to inform NON FICTION – Recount Letter/Diary	Write to Entertain Narrative – Characterising Speech Write to Entertain Narrative – Setting Description National Writing Week WORLD BOOK WEEK	Write to Entertain Instructions Write to Inform – NON FICTION Non Chronological Report – linked to Geography USA POETRY – Haiku and Performance poetry Write to Entertain Poetry	NON FICTION _ Write to Persuasive Persuasive Advert Debate + Argument National Writing Week
Reading Word Reading	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. To apply their growing knowledge of root words, prefixes and suffixes/ word endings. To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word. <i>Any focus on word reading should support the development of vocabulary.</i>					
Reading Comprehension	To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types. To make predictions based on details stated and implied, justifying them in detail with evidence from the text. To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.					
	To evaluate the use of authors' language and explain how it has created an impact on the reader. To discuss vocabulary used by the author to create effect including figurative language.	To draw inferences from characters' feelings, thoughts and motives. To identify main ideas drawn from more than one paragraph and to summarise these.	To continually show an awareness of audience when reading out loud using intonation, tone, volume and action. To discuss vocabulary used by the author to create effect including	To continually show an awareness of audience when reading out loud using intonation, tone, volume and action. To discuss vocabulary used by the author to create effect including figurative language.	To draw inferences from characters' feelings, thoughts and motives. To identify main ideas drawn from more than one paragraph and to summarise these.	To continually show an awareness of audience when reading out loud using intonation, tone, volume and action. To discuss vocabulary used by the author to create effect including figurative language.

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		<p>To participate in discussions about books building on their own and others' ideas and challenging views courteously.</p>	<p>figurative language.</p> <p>To draw inferences from characters' feelings, thoughts and motives.</p> <p>To identify main ideas drawn from more than one paragraph and to summarise these.</p>	<p>To identify main ideas drawn from more than one paragraph and to summarise</p>	<p>To participate in discussions about books building on their own and others' ideas and challenging views courteously.</p>	<p>To recommend texts to peers based on personal choice.</p>
<p>Writing Planning, Writing, Editing</p>	<p>To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed. <i>(Applicable to Units: 1, 2, 4, 5)</i></p> <p>To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details.</p> <p>To consistently link ideas across paragraphs.</p> <p>To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.</p>					
<p>Writing Audience, Purpose, Structure</p>	<p style="text-align: center;"> To use noun, who/which/where sentences. To write outside (inside) sentences. To be able to write short sentences for effect. To use _ing _ed sentences correctly (progression from Y4) To write the more, the more sentences Some, Other Sentences same, adjective pair sentences (ad same ad,) </p> <p>To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.</p> <p>To describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace. <i>(Applicable to Units: 1, 2, 4, 5)</i></p> <p>To regularly use dialogue to convey a character and to advance the action. <i>(Applicable to Units: 1, 2, 5)</i></p> <p>To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear. <i>(Applicable to Units: 1, 3, 6)</i></p>					

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GPV Knowledge <i>*In addition to revision of previously taught terminology</i>	Noun Focus, Verb Focus, Subject/Verb Focus Pronouns, Single Clause Sentences, Co-ordinating Conjunctions, Application	To ensure the consistent and correct use of tense throughout all pieces of writing. To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly). Prepositional phrases. Expanded noun phrases. Apostrophes for plural possession. To use brackets to indicate parenthesis. To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns) To recognise and use the term, subordinating conjunctions To use Commas for lists To write the more, the more sentences To write noun, adjective, pair sentences	To recognise and use the terms relative pronoun, relative clause, parenthesis, bracket. To use Subordination Conjunctions, Adverbials of manner, time and place. Expanded noun phrases To use past tense correctly. To use prepositional phrases. To write in first and third person. To use apostrophes for plural possession. To be able to write short sentences for effect.	To ensure the consistent and correct use of tense throughout all pieces of writing. To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly) and expanded noun phrases. To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns) To use parenthesis, bracket, dashes or commas, cohesion and ambiguity. To use discourse markers (speech). To recognise and use the terms parenthesis, bracket, dash, ellipses. To use commas consistently to clarify meaning or to avoid ambiguity. To write outside (inside) sentences. To write Some, other sentences	To ensure the consistent and correct use of tense throughout all pieces of writing. To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly), and manner. Apostrophes for possession, commands, using the imperative. To use commas consistently to clarify meaning or to avoid ambiguity. To use brackets, dashes or commas to indicate parenthesis. To recognise and use the terms, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity, subordinating conjunctions. To use _ing _ed sentences correctly (from Y4). To use same, adjective, pair sentences	To ensure the consistent and correct use of tense throughout all pieces of writing. To use rhetorical questions and emotive language. To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. To use commas consistently in a list. To use brackets, dashes or commas to indicate parenthesis. To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns) To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity. To use alliteration and assonance. To use noun, who/which/where sentences.

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Spelling Knowledge	<p>Spelling Curriculum Objectives are mapped out for the academic year in Grammasaurus Spelling League</p> <p>*Please refer to Grammasaurus Documentation for reference to where Spelling Objectives should be taught.</p>		
Handwriting	<p>Use <i>Letter Join</i> Unit Planning for handwriting</p> <p>To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say.</p> <p>To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.</p> <p>To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.</p>		
Spoken Language <i>*These objectives should be considered within all areas of the National Curriculum</i>	<p>To listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views.</p> <p>To follow complex directions/multi-step instructions without the need for repetition.</p> <p>To ask questions which deepen conversations and/or further their knowledge.</p> <p>To narrate stories with intonation and expression to add detail and excitement for the listener.</p> <p>To use feedback from peers and teachers (and from observing other speakers) to make improvements to performance.</p> <p>To recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.</p> <p>To participate in debates/arguments and use relevant details to support their opinions and adding humour where appropriate.</p> <p>To develop, agree to and evaluate rules for effective discussion; follow their own rules in small groups and whole- class conversations.</p>	<p>To listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views.</p> <p>To follow complex directions/multi-step instructions without the need for repetition.</p> <p>To combine vocabulary choices, gestures and body movement to take on and maintain the role of a character.</p> <p>To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech.</p> <p>To know and use language that is acceptable in formal and informal situations with increasing confidence.</p> <p>To recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.</p>	<p>To listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views.</p> <p>To follow complex directions/multi-step instructions without the need for repetition.</p> <p>To understand how to answer questions that require more detailed answers and justification.</p> <p>To engage in longer and sustained discussions about a range of topics.</p> <p>To ask questions, offer suggestions, challenge ideas and give opinions in order to take an active part in discussions.</p> <p>To plan and present information clearly with ambitious added detail and description for the listener.</p>