

ALDER COPPICE MEDIUM TERM KNOWLEDGE PLANNER ~ ENGLISH

Y3	AUTUMN		SPRING		SUMMER	
	Place Value for Punctuation & Grammar	Unit 1 Narratively Complex	Unit 2 Figurative	Unit 3 Non-Linear	Unit 4 Resistant	Unit 5 Archaic
Key Text <i>*To be read every day</i>		<i>The Stone Age Boy</i> By Satoshi Kitamura	<i>The Iron Man</i> by Ted Hughes <i>The Tunnel</i> by Anthony Brown (Picture Book)	<i>The Legend of Captain Crow's Teeth</i> by Eoin Colfer	<i>The Sound Collector</i> by Roger McGough (poem)	<i>The Lion, The Witch and the Wardrobe</i> by CS Lewis
Outcomes	Noun Focus, Verb Focus, Subject/Verb Focus Pronouns, Single Clause Sentences, Co-ordinating Conjunctions, Application POETRY - Clerihews	NON FICTION – RECOUNT Write Recount Diary/Letter (stone Age) Non Chronological Report – Prehistoric creatures National Poetry Day Range of poems	Write to Entertain Narrative NON FICTION – Recount linked to Science National Writing Week	Write to Entertain Narrative Write to Inform Recount - Biography - WBD POETRY - LIMERICKS	Write to Entertain Poetry Narrative NON FICTION – Non Chronological Report Write to Inform Non-Chronological Report linked to Geography - Volcanoes FREE VERSE POETRY	Write to Entertain Setting Descripton NON FICTION – Non Chronological Report Persuasive Advert National Writing Week
Reading <i>Word Reading</i>	To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). To apply their growing knowledge of root words and prefixes to begin to read aloud. To apply their growing knowledge of root words and suffixes/word endings to begin to read aloud. To begin to read Y3/Y4 exception words. <i>Any focus on word reading should support the development of vocabulary.</i>					
Reading <i>Comprehension</i>	To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. To use appropriate terminology when discussing texts. To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. To justify predictions using evidence from the text.					
	To discuss authors' choice of words and phrases for effect. To prepare and perform poems and show some awareness of the audience when reading aloud. To begin to use appropriate intonation and volume when reading aloud.	To discuss authors' choice of words and phrases for effect. To retrieve and record information from non-fiction texts.	To discuss authors' choice of words and phrases for effect. To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.	To discuss authors' choice of words and phrases for effect. To prepare and perform poems and show some awareness of the audience when reading aloud. To begin to use appropriate intonation and volume when reading aloud.	To discuss authors' choice of words and phrases for effect. To retrieve and record information from non-fiction texts.	

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Writing Planning, Writing, Editing

To begin to use ideas from their own reading and modelled examples to plan their writing.

To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.

To begin to organise their writing into paragraphs around a theme.

To compose and rehearse sentences orally (including dialogue).

Writing Audience, Purpose, Structure

To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.

To begin to use the structure of a wider range of text types, including the use of simple layout devices in non-fiction. *(Applicable to Units: 1, 2, 3, 6)*

To make deliberate ambitious word choices to add detail. *(Applicable to Units: 1, 2, 3, 5, 6)*

To begin to create settings, characters and plot in narratives. *(Applicable to Units: 1, 2, 3, 5, 6)*

Sentence Types:

2A sentences (Progression from Y2)

To use verb/person sentences.

To use As, Ly sentences

To use double ly sentences.

To use Emotion, comma sentences

To write simile sentences.

To include 1 pair conjunction sentence

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GPV Knowledge *In addition to revision of previously taught terminology	Noun Focus, Verb Focus, Subject/Verb Focus Pronouns, Single Clause Sentences, Co-ordinating Conjunctions, Application	<p>To try to maintain the correct tense.</p> <p>To recognise and use the terms: Co-ordinating conjunctions, clause, subordinate clause/conjunctions, consonant, vowel, preposition word family, prefix, Expanded Noun Phrases, Adverbials – time & Place Apostrophes for admission & plural possession Exclamation marks</p> <p>To use a range of conjunctions, adverbs and prepositions.</p> <p>To use double ly sentences.</p> <p>To use 2A sentences (Progression from Y2)</p>	<p>To use the full range of punctuation from KS1. direct speech and inverted commas (or speech marks)</p> <p>To try to maintain the correct tense.</p> <p>To use 'a' or 'an' correctly.</p> <p>To use 'expanded noun phrases'</p> <p>To use subordinate clauses by using a wider range of conjunctions, including when, if, because, and although.</p> <p>To recognise and use the terms: conjunction, clause, subordinate clause, consonant, vowel.</p> <p>To use adverbials of time and manner</p> <p>To use apostrophes for possession</p> <p>To use commas in a list</p> <p>To include paired conjunction sentences.</p> <p>To use Emotion, comma sentence</p>	<p>To use the full range of punctuation from KS1.</p> <p>To try to maintain the correct tense.</p> <p>To use 'a' or 'an' correctly. Adverbials – time & Place To use subordinate clauses by using a wider range of conjunctions, including when, if, because, and although.</p> <p>To use a range of conjunctions, adverbs and prepositions.</p> <p>To use 'expanded noun phrases'</p> <p>To punctuate direct speech accurately.</p> <p>To recognise and use the terms: conjunction, clause, subordinate clause, consonant, vowel, preposition, word family, prefix, direct speech and inverted commas (or speech marks)</p> <p>To try to maintain the correct tense, including the perfect tense.</p> <p>To Use Verb/Person Sentences</p> <p>To use As, Ly sentences</p>	<p>To use the full range of punctuation from KS1.</p> <p>To try to maintain the correct tense, including the present perfect tense.</p> <p>To use co-ordinating conjunctions and subordinating conjunctions</p> <p>To use 'expanded noun phrases'</p> <p>Comas for lists</p> <p>Apostrophes for possession</p> <p>To write simile sentences.</p>	<p>To use the full range of punctuation from KS1.</p> <p>To use a range of conjunctions, adverbs and prepositions.</p> <p>To try to maintain the correct tense.</p> <p>To use 'a' or 'an' correctly.</p> <p>To use co-ordinating conjunctions and subordinating conjunctions</p> <p>To recognise and use the terms: conjunction, clause, subordinate clause, consonant, vowel, preposition word family, prefix, direct speech and inverted commas (or speech marks) commands, commas for lists</p> <p>To use emotive language</p> <p>To use expanded noun phrases</p> <p>To recap sentence types</p>

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Spelling Knowledge	<p style="text-align: center;">Spelling Curriculum Objectives are mapped out for the academic year in The Place Value of Spelling *Please refer to Grammarsaurus Documentation for reference to where Spelling Objectives should be taught</p>		
Handwriting	<p style="text-align: center;">Follow Letter Join Unit Plans To use a neat, joined handwriting style with increasing accuracy and speed. To write legibly, fluently and with increasing speed by: -choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters; - choosing the writing implement that is best suited for a task.</p>		
Spoken Language <i>*These objectives should be considered within all areas of the National Curriculum</i>	<p>To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.</p> <p>To follow instructions in a range of unfamiliar situations.</p> <p>To rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers.</p> <p>To speak regularly in front of large and small audiences.</p> <p>To recognise powerful vocabulary in stories/ texts that they read or listen to and begin to try to use these words and phrases in their own talk.</p> <p>To begin to give descriptions, recounts and narrative retellings with added details to engage listeners.</p>	<p>To speak regularly in front of large and small audiences.</p> <p>To rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers.</p> <p>To recognise powerful vocabulary in stories/ texts that they read or listen to and begin to try to use these words and phrases in their own talk.</p> <p>To participate in role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions.</p> <p>To begin to offer support for their answers to questions with justifiable reasoning.</p> <p>To discuss topics that are unfamiliar to their own direct experience.</p>	<p>To recognise powerful vocabulary in stories/ texts that they read or listen to and begin to try to use these words and phrases in their own talk.</p> <p>To engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation.</p> <p>To take account of the viewpoints of others when participating in discussions.</p> <p>To organise what they want to say so that it has a clear purpose.</p> <p>To use vocabulary that is appropriate to the topic and/or the audience.</p> <p>To ask questions that relate to what has been heard or what was presented to them.</p>