

## ALDER COPPICE MEDIUM TERM KNOWLEDGE PLANNER ~ ENGLISH

Y2	AUTUMN		SPRING		SUMMER	
	Place Value of Punctuation & Grammar	Unit 1 Archaic	Unit 2 Resistant	Unit 3 Narratively Complex	Unit 4 Figurative	Unit 5 Non-Linear
Key Text *To be read every day	Noun Focus, Verb Focus, Subject Focus, Subject/Verb Focus	The Owl and the Pussycat By Edward Lear	The Tadpole's Promise By Jeanne Willis	The True Story of The Three Little Pigs By John Scieszka & Who's Afraid of the Big Bad Book? By Lauren Child	The Owl Who Was Afraid of the Dark By Jill Tomlinson	The Last Wolf By Mini Grey
Outcomes	To understand how to use and recognise Nouns & Verbs in sentences Recognising irregular action verbs & Phrases Building Single Clause sentences Using co-ordinating conjunctions to join sentences/clauses NON FICTION – Non-Chronological Report (Mini-Beasts)	Write to Entertain Imitation Writing Write to Entertain Performance Poetry  National Poetry Day  Poetry - Diamantes	Write to Entertain Narrative - Story Re-tell Missing Poster  Write to Inform NON FICTION UNIT - Explanation - What is the life cycle of a butterfly?  National Writing Day Poetry - Haikus	Write to Inform Newspaper Report  Write to Persuade Letter	Write to Entertain Narrative  POETRY – Free Verse Poem	NON FICTION – Persuasive Letter  Write to Persuade Letter  National Writing Day
Reading Word Reading	To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. To accurately read most words of two or more syllables. To read most words containing common suffixes.* To read most Y1 and Y2 common exception words*, noting unusual correspondences To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. To reread these books to build up fluency and confidence in word reading. To read words accurately and fluently without overt sounding and blending. To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. To check that the text makes sense to them as they read and to correct inaccurate reading.					
Reading Comprehension	To ask and answer questions about a text. To discuss and clarify the meanings of words, linking new meanings to known vocabulary.					
	To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.  To recognise simple recurring literary language in stories and poetry.	To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.  To discuss the sequence of events in books and	To participate in discussion about books, poems and other works that are read to them, explaining their understanding and expressing their views. To discuss their favourite words and phrases.  To make inferences on the basis of what is being said and done.	To participate in discussion about books, poems and other works that are read to them, explaining their understanding and expressing their views.	To participate in discussion about books, poems and other works that are read to them, explaining their understanding and expressing their views.	

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	<p>To make links between the text they are reading and other texts they have read (in texts that they can read independently).</p> <p>To discuss their favourite words and phrases.</p> <p>To continue to build up a repertoire of poems learnt by heart, and reciting some with appropriate intonation to make the meaning clear.</p> <p>To predict what might happen on the basis of what has been read so far in a text.</p>	<p>how items of information are related.</p> <p>To recognise simple recurring literary language in stories and poetry.</p> <p>To make inferences on the basis of what is being said and done.</p> <p>To recognise that non-fiction texts are often structured in different ways.</p>	<p>To predict what might happen on the basis of what has been read so far in a text.</p> <p>To recognise that non-fiction texts are often structured in different ways.</p> <p>To make links between the text they are reading and other texts they have read (in texts that they can read independently).</p> <p>To recognise simple recurring literary language in stories and poetry.</p> <p>To continue to build up a repertoire of poems learnt by heart, and reciting some with appropriate intonation to make the meaning clear.</p>	<p>To discuss the sequence of events in books and how items of information are related.</p> <p>To predict what might happen on the basis of what has been read so far in a text.</p>	<p>To discuss the sequence of events in books and how items of information are related.</p> <p>To recognise simple recurring literary language in stories and poetry.</p> <p>To discuss their favourite words and phrases.</p> <p>To make inferences on the basis of what is being said and done.</p> <p>To continue to build up a repertoire of poems learnt by heart, and reciting some with appropriate intonation to make the meaning clear.</p> <p>To recognise that non-fiction texts are often structured in different ways.</p>
<p><b>Writing</b> Planning, Writing, Editing</p>	<p>To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary</p> <p>To encapsulate what they want to say, sentence by sentence.</p> <p>To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</p> <p>To reread to check that their writing makes sense and that the correct tense is used throughout.</p> <p>To proofread to check for errors in spelling, grammar and punctuation.</p> <p><i>To write narratives (Applicable to Units: 1, 3, 5)</i>  <i>To write about real events <a href="#">*Linked to Cross-Curricular/Real Life Opportunities</a></i>  <i>To write simple poetry (Applicable to Units: 1, 4, 6)</i></p> <p><b>ALAN PEATE</b></p> <p><i>List Sentences</i>  <i>2A (Recap from Year 1 and progression)</i>  <i>BOYS/BOBS Sentences</i>  <i>What Sentences</i>  <i>Similes</i>  <i>LY Sentences</i></p>				

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**Writing**  
Audience,  
Purpose,  
Structure

To use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences.

To read aloud what they have written with appropriate intonation to make the meaning clear.

To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. (Specifically Applicable to Units: 2, 3, 4, 6)

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GPV Knowledge *In addition to revision of previously taught terminology	To understand how to use and recognise Nouns & Verbs in sentences Recognising irregular action verbs & Phrases Building Single Clause sentences Using co-ordinating conjunctions to join sentences/clauses	To use the present tense and the past tense mostly correctly and consistently.  To using co-ordination (or/and/but).  To use expanded noun phrases to describe and specify (e.g. the blue butterfly).  To use the full range of punctuation taught at key stage 1 mostly correctly including: capital letters, full stops, question marks and exclamation marks.  To recognise and use the terms noun, noun phrase, question, compound, adjective, present tense, past tense.	To use the present tense and the past tense mostly correctly and consistently.  To using co-ordination (or/and/but).  To use the full range of punctuation taught at key stage 1 mostly correctly including: capital letters, full stops, question marks and exclamation marks.  To recognise and use the terms noun, noun phrase, statement, question, exclamation, compound, adjective, present tense, past tense.  To form sentences with different forms:	To use the present tense and the past tense mostly correctly and consistently.  To use expanded noun phrases to describe and specify (e.g. the blue butterfly).  To use the full range of punctuation taught at key stage 1 mostly correctly including: capital letters, full stops, question marks and exclamation marks.  commas to separate lists  To recognise and use the terms noun, noun phrase, statement, question, exclamation, compound, adjective.	To use the present tense and the past tense mostly correctly and consistently.  To use expanded noun phrases to describe and specify (e.g. the blue butterfly).  commas to separate lists  Apostrophes to mark singular possession and contractions.  To form sentences with different forms: statement, question, exclamation, command.  To use some features of written Standard English.	To use the present tense and the past tense mostly correctly and consistently.  To using co-ordination (or/and/but).  To use expanded noun phrases to describe and specify (e.g. the blue butterfly).  commas to separate lists  Apostrophes to mark singular possession and contractions.  To form sentences with different forms: statement, question, exclamation,

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			<p>statement, question, exclamation</p> <p>Apostrophes to mark singular possession and contractions.</p> <p>To use some features of written Standard English. To use some subordination (when/if/that/because).</p>	<p>present tense, past tense, adverb, verb and comma.</p> <p>To form sentences with different forms: statement, question, exclamation, command.</p> <p>Apostrophes to mark singular possession and contractions.</p> <p>To recognise and use the terms compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.</p> <p>To using co-ordination (or/and/but).</p>	<p>To use some subordination (when/if/that/because).</p>	<p>command.</p> <p>To use some features of written Standard English.</p> <p>To use some subordination (when/if/that/because).</p>
<b>Spelling Knowledge</b>	<p>Spelling Curriculum Objectives are mapped out for the academic year in the Little Wandle Spelling Scheme.</p> <p>*Please refer to the Little Wandle Spelling Scheme for reference to where Spelling Objectives should be taught discretely.</p>					
<b>Handwriting</b>	<p>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>To form lower case letters of the correct size, relative to one another.</p> <p>To use spacing between words that reflects the size of the letters.</p> <p>To begin to use the diagonal and horizontal strokes needed to join letters.</p>					

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<p><b>Spoken Language</b>  <i>*These objectives should be considered within all areas of the National Curriculum</i></p>	<p>To start to vary language according to the situation between formal and informal.</p> <p>To take on a different role in a drama or role play and discuss the character's feelings.</p> <p>To answer questions using clear sentences.</p> <p>To listen carefully and respond with increasing appropriateness to what has been said, e.g. make a helpful contribution when speaking in a small reading group.</p> <p>To show that they are following a conversation by asking relevant and timely questions.</p> <p>To begin to give reasoning behind their answers when prompted to do so.</p> <p>To speak confidently within a group of peers so that their message is clear.</p> <p>To usually speak in grammatically correct sentences.</p>	<p>To start to vary language according to the situation between formal and informal.</p> <p>To take on a different role in a drama or role play and discuss the character's feelings.</p> <p>To answer questions using clear sentences.</p> <p>To fully understand instructions with more than one point in many situations and independently seek clarification when a message is not clear.</p> <p>To attempt to follow instructions before seeking assistance.</p> <p>To practise and rehearse reading sentences and stories aloud.</p> <p>To verbally recount experiences with some added interesting details.</p> <p>To talk about themselves clearly and confidently.</p>	<p>To start to vary language according to the situation between formal and informal.</p> <p>To take on a different role in a drama or role play and discuss the character's feelings.</p> <p>To answer questions using clear sentences.</p> <p>To remain focused on a discussion when not directly involved and be able to recall the main points when questioned.</p> <p>To start to use subject- specific vocabulary to explain, describe and add detail.</p> <p>To suggest words or phrases appropriate to the topic being discussed.</p> <p>To recognise that sometimes speakers talk differently and discuss reasons why this might happen.</p> <p>To engage in meaningful discussions that relate to different topic areas.</p>
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