

ALDER COPPICE MEDIUM TERM KNOWLEDGE PLANNER ~ ENGLISH

Y1	AUTUMN 1	AUTUMN 2	SPRING		SUMMER
	Place Value of Punctuation & Grammar	Unit 1 Archaic	Unit 2 Figurative	Unit 3 Resistant	Unit 4 Narratively Complex
Key Text *To be read every day	<i>Year 1 – Noun Focus, Verb Focus, Subject/Verb Focus, single clauses & Application</i> LISTS & CAPTIONS	<i>Where The Wild Things Are By Maurice Sendak & Traditional Tales (The Gingerbread Man/Red Riding Hood)</i>	<i>The Tiger Who Came to Tea By Judith Kerr & Owl Babies By Martin Waddell</i>	<i>Wolves By Emily Gravett & Lost and Found By Oliver Jeffers</i>	<i>The Day the Crayons Quit By Drew Daywalt & Hey, Little Ant By Hannah and Phillip Hoose</i>
Outcomes	Write to Label Captions Describe Inform Explain National Poetry Day Poetry Week – Acrostics Non- Chronological Report (e.g Grammarsaurus Seasons)	Write to Inform (2) Captions, Labels and Sentence Building Descriptive writing Write to Entertain (2) 'Once Upon a Time' Story Re-tell	Write to Entertain (2) Sentence Building Story Re-tell Write to Inform (2) Information Sentences Diary Entry – first person National Writing Week POETRY WEEK – Shape Poems - Calligrams	Writing to Inform (2) Non-Chronological Report Write to Inform (2) NF- Instructions Word Book Week	Write to Persuade (2) Letter Write to Persuade (2) Poster National Writing Week POETRY WEEK – Riddles
Reading <i>Word Reading</i>		To apply phonic knowledge and skills as the route to decode words. To blend sounds in unfamiliar words using the GPCs that they have been taught. To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes. To read words containing taught GPCs. To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words. To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. To reread texts to build up fluency and confidence in word reading. To check that a text makes sense to them as they read and to self- correct. To read words containing -s, -es, -ing, -ed and -est endings. To read words with contractions.			
Reading <i>Comprehension</i>		To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. To link what they have read or have read to them to their own experiences. To join in with discussions about a text, taking turns and listening to what others say.			
	To predict what might happen on the basis of what has been read so far. To begin to make simple inferences. To discuss word meaning and link new meanings to those already known.	To predict what might happen on the basis of what has been read so far. To begin to make simple inferences. To discuss word meaning and link new meanings to those already known.	To retell familiar stories in increasing detail. To begin to recognise that non-fiction texts are often structured in different ways. To begin to make simple inferences.	To predict what might happen on the basis of what has been read so far. To discuss word meaning and link new meanings to those already known.	To begin to recognise that non-fiction texts are often structured in different ways. To predict what might happen on the basis of what has been read so far. To discuss the significance of titles and events. To begin to make simple inferences.

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	<p>To begin to recognise that non-fiction texts are often structured in different ways.</p> <p>To discuss word meaning and link new meanings to those already known.</p>		<p>To discuss word meaning and link new meanings to those already known.</p> <p>To recite simple poems/rhymes by heart.</p>		<p>To recite simple poems/rhymes by heart.</p>
<p>Writing <i>Planning, Writing, Editing</i></p>		<p>To say out loud what they are going to write about.</p> <p>To compose a sentence orally before writing it.</p> <p>To discuss what they have written with the teacher or other pupils.</p> <p>To reread their writing to check that it makes sense and to independently begin to make changes.</p> <p>To read their writing aloud clearly enough to be heard by their peers and the teacher.</p> <p><i>To sequence sentences to form short narratives (Applicable to Units 1, 2, 4 and 6)</i></p> <p><i>ALAN PEATE – 1A progressing to 2A Sentences.</i></p> <p><i>All the W's</i></p> <p><i>Connected Sentences (BOYS/BOBS)</i></p>			
<p>Writing <i>Audience, Purpose, Structure</i></p>		<p>To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</p> <p><i>Applicable to Units 1 – 4.</i></p>			

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Key Text	<i>Year 1 – Noun Focus, Verb Focus, Subject/Verb Focus, single clauses & Application</i> LISTS & CAPTIONS		<i>Where The Wild Things Are By Maurice Sendak & Traditional Tales (Gingerbread Man/ Red Riding Hood)</i>	<i>The Tiger Who Came to Tea By Judith Kerr & Owl Babies By Martin Waddell</i>	<i>Wolves By Emily Gravett & Lost and Found By Oliver Jeffers</i>	<i>The Day the Crayons Quit By Drew Daywalt & Hey, Little Ant By Hannah and Phillip Hoose</i>
GPV Knowledge - PVPG <i>*In addition to revision of previously taught terminology</i>	<p>To use simple sentence structures.</p> <p>To use capital letters for names, places, the days of the week and the personal pronoun 'I'.</p> <p>To use finger spaces.</p> <p>To use full stops to end sentences.</p> <p>To recognise and use the terms: letter, capital letter, word, sentence, full stop.</p> <p>To use the joining word (conjunction) 'and' to link ideas and sentences.</p>		<p>To use simple sentence structures.</p> <p>To use capital letters for names, places, the days of the week and the personal pronoun 'I'.</p> <p>To use finger spaces.</p> <p>To use full stops to end sentences.</p> <p>To recognise and use the terms: letter, capital letter, word, sentence, full stop, question mark and exclamation mark</p> <p>To use the joining word (conjunction) 'and' to link ideas and sentences.</p>	<p>To use simple sentence structures.</p> <p>To use capital letters for names, places, the days of the week and the personal pronoun 'I'.</p> <p>To use finger spaces.</p> <p>To use full stops to end sentences.</p> <p>To recognise and use the terms: letter, capital letter, word, sentence, full stop.</p> <p>To use the joining word (conjunction)</p>	<p>To use simple sentence structures.</p> <p>To use capital letters for names, places, the days of the week and the personal pronoun 'I'.</p> <p>To use the joining word (conjunction) 'and' to link ideas and sentences.</p> <p>To begin to use question marks and exclamation marks.</p> <p>To begin to form simple compound sentences.</p>	<p>To use simple sentence structures.</p> <p>To use capital letters for names, places, the days of the week and the personal pronoun 'I'.</p> <p>To recognise and use the terms letter, capital letter, word, sentence, full stop, question mark and exclamation mark.</p> <p>To use the joining word (conjunction) 'and' to link ideas and sentences.</p> <p>To begin to use question marks and exclamation marks.</p> <p>To begin to form simple compound sentences.</p>
Spelling Knowledge	EYFS and Year 1 follow a phonics-based approach with the teaching and learning of spellings. Designated daily slots will be allocated to the teaching of phonics.					
Handwriting	<p>To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.</p> <p>To sit correctly at a table, holding a pencil comfortably and correctly.</p>					

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		<p style="text-align: center;">To form digits 0-9.</p> <p style="text-align: center;">To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>		
<p>Spoken Language</p> <p><i>*These objectives should be considered within all areas of the National Curriculum</i></p>		<p>To listen to others in a range of situations and usually respond appropriately.</p> <p>To understand instructions with more than one point in many situations.</p> <p>To know when it is their turn to speak in a small group presentation or play performance.</p> <p>To speak in front of larger audiences, e.g. in a class assembly, during a show 'n' tell session.</p> <p>To take part in a simple role play of a known story.</p> <p>To organise their thoughts into sentences before expressing them.</p> <p>To retell simple stories and recounts aloud.</p> <p>To recognise when it is their turn to speak in a discussion.</p>	<p>To organise their thoughts into sentences before expressing them.</p> <p>To speak in front of larger audiences, e.g. in a class assembly, during a show 'n' tell session.</p> <p>To retell simple stories and recounts aloud.</p> <p><i>To recognise that different people will have different responses and that these are as valuable as their own opinions and ideas.</i></p> <p><i>To begin to ask questions that are linked to the topic being discussed.</i></p> <p><i>To answer questions on a wider range of topics (sometimes may only be one-word answers).</i></p> <p><i>To speak clearly in a way that is easy to understand.</i></p>	<p>To retell simple stories and recounts aloud.</p> <p>To recognise that different people will have different responses and that these are as valuable as their own opinions and ideas.</p> <p>To organise their thoughts into sentences before expressing them.</p> <p><i>To think of alternatives for simple vocabulary choices.</i></p> <p><i>To use appropriate vocabulary to describe their immediate world and feelings.</i></p>