

ALDER COPPICE MEDIUM TERM KNOWLEDGE PLANNER ~ ENGLISH

Y4	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 Midnight Fox By Betsy Byars</i>	<i>Alice's Adventures in Wonderland By Lewis Carroll</i> Or <i>Just So Stories By Rudyard Kipling Extracts</i>	<i>The Legend of Podkin One-Ear By Keiran Larwood</i>	<i>The Jabberwocky By Lewis Carroll (poem) & Cloud Busting By Malorie Blackman (poem)</i>	<i>Voices in the Park By Anthony Browne (Picture)</i>
Outcomes	Noun Focus, Verb Focus, Subject/Verb Focus Pronouns, Single Clause Sentences, Co-ordinating Conjunctions, Application POETRY - Kenning	Write to Entertain Narrative Write to Inform NON FICTION - Non-Chronological Report National Poetry Day Range of poems	NON FICTION UNIT – Persuasive Writing – (Ancient Egypt) Write to Persuade Leaflet National Writing Day POETRY- TTRACTYS	Write to Entertain Narrative Diary World Book Week	Write to Entertain Poetry Write to Inform Newspaper Report	Write to Entertain Play Script National Writing Day NON FICTION UNIT – Factual Setting Description
Reading <i>Word Reading</i>	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently. To read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and these occur in the word. <i>Any focus on word reading should support the development of vocabulary.</i>					
Reading <i>Comprehension</i>	To read for a range of purposes. To justify predictions from details stated and implied. To use dictionaries to check the meaning of words that they have read.					
	To identify themes and conventions in a wide range of books. To refer to authorial style, overall themes (e.g. triumph of good over evil) To refer to authorial style, in terms of features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).	To discuss and compare texts from a wide variety of genres and writers. To refer to authorial style, overall themes (e.g. triumph of good over evil) To refer to authorial style, in terms of features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings). To identify how	To identify main ideas drawn from more than one paragraph and summarise these. Discuss vocabulary used to capture readers' interest and imagination. Discuss vocabulary used to capture readers' interest and imagination. To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). To prepare and perform poems with appropriate techniques. To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.	To discuss and compare texts from a wide variety of genres and writers. To refer to authorial style, in terms of features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings). To identify how language, structure and presentation contribute to meaning.	To identify themes and conventions in a wide range of books. To identify themes and conventions in a wide range of books. To refer to authorial style, overall themes (e.g. triumph of good over evil) To identify main ideas drawn from more than one paragraph and summarise these. To draw inferences from	

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	<p>To identify how language, structure and presentation contribute to meaning.</p> <p>Discuss vocabulary used to capture readers' interest and imagination.</p> <p>To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.</p>	<p>language, structure and presentation contribute to meaning.</p> <p>To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).</p> <p>To prepare and perform poems with appropriate techniques.</p> <p>To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.</p>		<p>Discuss vocabulary used to capture readers' interest and imagination.</p> <p>To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.</p>	<p>characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.</p>
<p>Writing Planning, Writing, Editing</p>	<p>To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.</p> <p>To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.</p>				
<p>Writing Audience, Purpose, Structure</p>	<p>To use Verb, Person (Progression Y3) To write emotion, comma sentences. (From Y3)</p> <p>To use 2 adjective pairs sentences.</p> <p>To use 2 - ed progressing to 3 _ed sentences correctly.</p> <p>To write personification of weather sentences.</p> <p>To use last word/first word sentences along with Then, Then, Then, Now sentences</p> <p>Ing/ed sentences</p> <p>Ad, Same ad sentences</p> <p>To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</p> <p>To write a range of narratives that are well- structured and well-paced. <i>(Applicable to Units: 1, 3, 5, 6)</i></p> <p>To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere. <i>(Applicable to Units: 1, 3, 5, 6)</i></p>				

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To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.

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	Place Value for Punctuation & Grammar	Unit 1 Non-Linear	Unit 2 Archaic	Unit 3 Narratively Complex	Unit 4 Resistant	Unit 5 Figurative
Key Text		<i>The Midnight Fox By Betsy Byars</i>	<i>Alice's Adventures in Wonderland By Lewis Carroll & Just So Stories By Rudyard Kipling EXTRACTS</i>	<i>The Legend of Podkin One-Ear By Keiran Larwood</i>	<i>The Jabberwocky By Lewis Carroll (poem) & Cloud Busting By Malorie Blackman (poem)</i>	<i>Voices in the Park By Anthony Browne (Picture)</i>
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 always maintain an accurate tense throughout a piece of writing. To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'. (Y3) To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, (Y4) which are sometimes in varied positions within sentences. E.g. Fronted Adverbials To expand noun phrases with adjectives and	To always maintain an accurate tense throughout a piece of writing. To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'. (Y3) To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, (Y4) which are sometimes in varied positions within sentences. E.g. Fronted Adverbials To consistently choose nouns or pronouns appropriately to aid cohesion and avoid	To always maintain an accurate tense throughout a piece of writing. To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'. (Y3) To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, (Y4) which are sometimes in varied positions within sentences. E.g. Fronted Adverbials To expand noun phrases with adjectives and prepositional phrases, e.g. the heroic soldier with an	To always maintain an accurate tense throughout a piece of writing. To expand noun phrases with adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit. To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it. To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas. To recognise and use the terms determiner, pronoun,	To always maintain an accurate tense throughout a piece of writing. To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it. To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas. To recognise and use the terms determiner, pronoun,

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		<p>prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.</p> <p>To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.</p> <p>To recognise and use the terms pronoun, possessive pronoun and adverbial.</p> <p>To use Verb, Person (Progression Y3) To write emotion, comma sentences. (From Y3)</p> <p>To use 2 adjective pairs sentences.</p>	<p>repetition, e.g. he, she, they, it.</p> <p>To consistently use apostrophes for singular and plural possession.</p> <p>To use 2 _ed sentences correctly. To use ing, ed sentences</p>	<p>unbreakable spirit.</p> <p>To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.</p> <p>To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas.</p> <p>To recognise and use the terms <i>determiner</i>, pronoun, possessive pronoun and adverbial.</p> <p>To write then; then; then, now sentences. To write personification of weather sentences.</p>	<p>punctuation within the inverted commas.</p> <p>To consistently use apostrophes for singular and plural possession.</p> <p>To recognise and use the terms <i>determiner</i>, pronoun, possessive pronoun and adverbial.</p> <p>To use last word/first word sentences To use 2 _ed progressing to 3 ed sentences correctly.</p>	<p>possessive pronoun and adverbial.</p> <p>To write emotion, comma sentences. Ad, same ad, sentences</p>
<p>Spelling Knowledge</p>	<p style="text-align: center;">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.</p>					
<p>Handwriting</p>	<p style="text-align: center;">Follow <i>Letter Join</i> Unit Plans To increase the legibility, consistency and quality of their handwriting. To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.</p>					
<p>Spoken Language <i>*These objectives should be considered within all areas of the National Curriculum</i></p>	<p>To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.</p> <p>To follow complex directions/multi-step instructions without the need for repetition.</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 give descriptions, recounts and narrative retellings with specific details to actively engage listeners.</p>	<p>To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.</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 give descriptions, recounts and narrative retellings with specific details to actively engage listeners.</p> <p>To practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers.</p> <p>To take on a specific role in role-play/drama activities and</p>	<p>To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.</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 give descriptions, recounts and narrative retellings with specific details to actively engage listeners.</p> <p>To discuss the language choices of other speakers and how this may vary in different situations.</p>			

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	<p>To use intonation when reading aloud to emphasise punctuation.</p> <p>To practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers.</p> <p>To take on a specific role in role-play/drama activities and participate in focused discussion while remaining in character.</p> <p>To debate issues and make their opinions on topics clear.</p> <p>To adapt their ideas in response to new information.</p>	<p>participate in focused discussion while remaining in character.</p> <p>To regularly offer answers that are supported with justifiable reasoning.</p> <p>To engage in discussions, making relevant points and ask for specific additional information or viewpoints from other participants.</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>
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