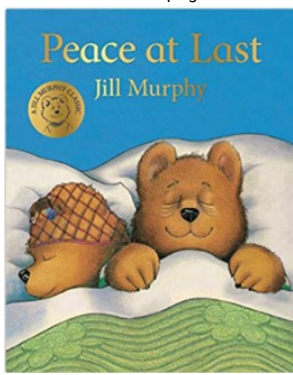
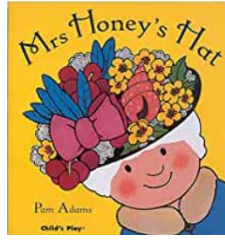
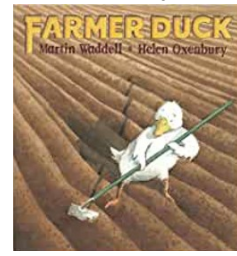


English Writing Coverage

	Term 1:1	Term 1:2	Term 2:1	Term 2:2	Term 3:1	Term 3:2
Nursery Topics	Let's Explore (Me/Nursery/ Colours)	Family Time (Home/Size/ Celebrations)	Food Glorious Food (Food/ Textures/ Shapes)	What shall I wear today? (Clothes/ Pattern/ People who help us)	Down on the Farm (Animals/ Transport)	Opposites Attract (Prepositions/ Opposites)
Key Text	Brown Bear, Brown Bear, What do you see? Bill Martin Jnr/Eric Carle 	Peace at Last Jill Murphy 	The Hungry Caterpillar Eric Carle 	Mrs Honey's Hat Pam Adams 	Farmer Duck Martin Waddell and Helen Oxenbury 	Goldilocks and the Three Bears 
Supporting Texts	Anna's Amazing Multi Coloured Glasses by Wendy Body Wow said the Owl by Tim Hopgood	The Large Family Jill Murphy	Supertato by Sue Hendra and Paul Linnet Supertato Veggies Assemble by Sue Hendra and Paul Linnet	Rosie's Hat Julia Donaldson	Rosie's Walk by Pat Hutchins Oh Dear by Rod Campbell Farm 1,2,3 by Rod Campbell On the Farm by Axel Scheffler	The Bear Hunt by Michael Rosen and Helen Oxenbury Titch by Pat Hutchins Mr Big by Ed Vere
Nursery Rhymes	Twinkle Twinkle Head Shoulders Knees and Toes If your happy and you Know it The Mulberry Bush	Miss Polly Hickory Dickory Dock Hush Little Baby Rock a Bye Baby I'm a Little Teapot	Hey Diddle Diddle Little Jack Horner Little Miss Muffet Sing a Song of Sixpence Hot Cross Buns	There was an old woman Row, Row, Row Your boat This old man It's Raining, It's Pouring Whether the Weather	Old MacDonald Mary had a little lamb Wheels on the Bus Baa Baa Black Sheep	Incy Wincer Spider 1,2,3,4,5 Once I caught a Fish Alive Jack and Jill The Grand Old Duke of York London Bridge is Falling Down

English Writing Coverage

<p>Handwriting Penpals</p>	<p>Developing Gross Motor Skills</p> <ol style="list-style-type: none"> 1. Whole-body responses to the language of movement. 2. Large movements with equipment 3. Large movements with malleable materials 4. Body response to music. 	<p>Developing Fine Motor Skills</p> <ol style="list-style-type: none"> 5. Hand and finger play 6. Making and modelling 7. Messy Play 8. Links to art 9. Using one handed tools and equipment 10. Hand responses to music 	<p>Developing Patterns</p> <ol style="list-style-type: none"> 11. Pattern Making 12. Investigating dots 13. Investigating straight line and crosses 14. Investigating circles 15. Investigating curves, loops and waves 16. Investigating joined straight lines an angled patterns 17. Investigating eights and spirals
<p>Transcription</p>	<p>(DM 2020: Literacy)</p> <p>Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother</p> <p>(DM 2020: Communication and Language)</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.</p>		
<p>Composition</p>	<p>(DM 2020: Literacy)</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book -page sequencing <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>(DM 2020: Communication and language)</p> <p>Use longer sentences of four to six words.</p>		

English Writing Coverage

	Term 1:1	Term 1:2	Term 2:1	Term 2:2	Term 3:1	Term 3:2
Reception Topics	Marvellous Me <i>Are we all the same?</i>	In my Liverpool Home <i>What is a Liver bird and where would you find one?</i>	On Safari <i>Why do zebras have stripes?</i>	Once Upon a Time <i>Does everyone live happily ever after?</i>	Up, Up and Away! <i>Can we ride a bike to Australia?</i>	Here comes the sun! <i>What do plants need to grow?</i>
Coverage/Genres	Recount Lists	Recount Letter Description	Recount Letter Riddle Instructions	Recount Riddle Description	Recount Story Writing Instructions	Recount Poetry Story Writing
Key Text	The Rainbow Fish Marcus Pfister	Scouse Mouse, has lost his house! Nic Ryan Sean Ryan	Dear Zoo Rod Campbell	Hansel and Gretel	The Train Ride June Crebbin	The Lighthouse Keeper's Lunch Ronda Armitage
Supporting Texts	The Big Book of Families Todd Parr	Barnaby Bear	Rumble in the Jungle by Chantal Collings Giraffes Can't Dance by Giles Andreae	Cinderella Zog by Julia Donaldson The Dragon Machine by Helen Ward Puff the Magic Dragon by Peter Yarrow and Lenny Lipton How to Catch a Dragon by Caryl Hart and Ed Eaves There was an old Dragon who Swallowed a Knight by Penny Parker Klostermann	The Naughty Bus By Jan Oke	Billy's Bucket Kes Gra and Gary Parsons
Handwriting Penpals	<ol style="list-style-type: none"> Dots Straight lines and crosses Circles Waves Loops and bridges Joined straight lines Angled patterns Eights Spirals Left to right orientation Mix of patterns Review of patterns 		<ol style="list-style-type: none"> Introducing longed legged giraffe letters: l Practising longed legged giraffe letters: l, i Practising longed legged giraffe letters: u,t Practising longed legged giraffe letters: j,y Practising longed legged giraffe letters: l,i, t, u, j, y Introducing one armed robot letters: r Practising one armed robot letters: b,n Practising one armed robot letters: h,m Practising one armed robot letters: k,p Practising all the one armed robot letters: r, b, n, h, m, k, p Practising all the long legged giraffe and one armed robot letters Reviewing all the long legged giraffe and one armed robot letters 		<ol style="list-style-type: none"> Introducing the curly caterpillar letters: c Practising curly caterpillar letters: a,d Practising curly caterpillar letters: o,s Practising curly caterpillar letters: g,q Practising curly caterpillar letters: e, f Practising all the curly caterpillar letters: c,a,d,o,s,g,q,e,f Practising all the curly caterpillar, long legged giraffe and one-armed robot letters Introducing zig zag monster letter: z Practising zig-zag monster letters: v,w,x Practising all the zig-zag monster letters: z,v,w,x Practising all the curly caterpillar and zig-zag monster letters Reviewing all the curly caterpillar and zig-zag monster letters. 	

English Writing Coverage

<p>Transcription</p>	<p>(DM 2020: Literacy)</p> <p>Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Early Learning Goals Literacy ELG: Writing</p> <p>Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.</p>
<p>Composition</p>	<p>DM 2020: Literacy)</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p> <p>(DM 2020: Communication and Language)</p> <p>Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding.</p> <p>Early Learning Goals Literacy ELG: Writing</p> <p>Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.</p>
<p>Terminology</p>	<p>Letter, capital letter, sentence, punctuation, full stop,</p>

English Writing Coverage

	Term 1:1	Term 1:2	Term 2:1	Term 2:2	Term 3:1	Term 3:2
Year One Topics	Paws, Claws and Whiskers Why do tigers have sharp teeth?	Superheroes Why do people wear a poppy?	Memory Box Why is Frank Hornby famous?	Street Detectives Why is Tuebrook called Tuebrook?	Africa Oye! Can you grow tangerines in Liverpool?	Splendid Skies Why are the Wright brothers famous?
Coverage/Genres	Recount Labels and Captions Dictionary skills Stories with a familiar setting	Recount Poetry- using the senses Stories with a fantasy setting	Recount Traditional and Fairy Tales Instructions	Recount Poetry – pattern and rhyme Information text	Recount Stories from a range of cultures Instructions	Recount Poems on a theme Information text
Key Text	The Tiger Who Came to Tea Judith Kerr	Superkid Claire Freedman	Traction Man by Mini Grey Little Red Riding Hood	Burglar Bill Janet and Allan Ahlberg	Handa's Surprise Eileen Browne	Stickman Julia Donaldson
Supporting Texts	The Gruffalo by Julia Donaldson I Want My Hat Back by Jon Klassen National Geographic non-fiction books	Non-fiction texts based on World War I	Dogger Shirley Hughes	Not Now, Bernard! David McKee	Handa's Hen by Eileen Browne We're Going on a Lion Hunt by David Axtell Fresh Fish by John Kilaka Tue Friends by John Kilaka We all went on Safari by Laurie and Julia Cairns	Amelia Earhart Little People, Big World By Isabel Sanchez Vegara and Maria Diamantes
Transcription Spelling	Using the prefix un- using -ing, -ed, where no change is needed in the spelling of root words				using-er and -est where no change is needed in the spelling of root	Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs
Vocabulary, Grammar and Punctuation	leaving spaces between words Beginning to punctuate sentences using a capital letter and a full stop using a capital letter for the days of the week, and the personal pronoun 'I'	question mark Sequencing sentences to form short narratives		using a capital letter for names of people, places	joining words and joining clauses using and exclamation mark	
Handwriting Pupils should be taught to: • sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case	1. Practising long legged giraffe letters 2. Writing words with ll 3. Introducing capitals for long legged giraffe letters 4. Practising one-armed robot letters 5. Practising long legged giraffe letters and one armed robot letters 6. Introducing capitals for one armed robot letters		11. Practising long legged giraffe letters, one armed robot letters and curly caterpillar letters 12. Practising zig-zag monster letters 13. Writing words with double zz 14. Mixing all the letters families 15. Practising all the capital letters 16. Practising all the numbers 0-9		21. Numbers 10-20: spacing 22. Practising ch unjoined 23. Introducing diagonal join to ascender: ch 24. Practising ai unjoined 25. Introducing diagonal join, no ascender: ai 26. Practising wh unjoined 27. Introducing horizontal join to ascender: wh	

English Writing Coverage

<p>letters in the correct direction, starting and finishing in the right place</p> <ul style="list-style-type: none"> • form capital letters • form digits 0-9 • understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these 	<p>7. Practising curly caterpillar letters 8. Writing words with double ff 9. Writing words with double ss 10. Introducing capitals for curly caterpillar letters</p>	<p>17. Writing words with ck and qu 18. Practising long vowel phonemes : ai, igh, oo 19. Practising vowels and adjacent consonants: ee, oa, oo 20. End of term check</p>	<p>28: Practising ow unjoined 29. Introducing horizontal join, no ascender: ow 30 Assessment.</p>
<p>Composition</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • write sentences by: • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils • read aloud their writing clearly enough to be heard by their peers and the teacher. 		
<p>Terminology</p>	<p>Letter, capital letter, word, singular, plural. sentence, punctuation, full stop, question mark, exclamation mark</p>		

English Writing Coverage

	Term 1:1	Term 1:2	Term 2:1	Term 2:2	Term 3:1	Term 3:2
Year Two Topics	Scrumdiddlyumptious Why can't I have chocolate for breakfast?	Fire, Fire! Why are houses made from brick?	At Home and Further Away Why are the Beatles famous?	Extreme Earth Why are poles so cold?	Wonderful Woodland Why are squirrels suited to a woodland?	Changes Why do frogs eat butterflies?
Coverage/Genres	Instructions Recount Stories with a familiar setting	Report Recount Poetry – Really Looking	Traditional Tales Recount Poetry - Patterns on a Page	Different Stories by the same author Information Text	Poetry - Silly Stuff Recount	Stories with a familiar setting Explanation
Key Text	Sam's Sandwich David Pelham	The Great Fire of London Deborah Fox	Jack and the Beanstalk	Lost and Found The Way Back Home Oliver Jeffers	Owl Babies Martin Waddell	Tadpoles Promise Jeanne Willis
Supporting Texts	Oliver's Milkshake Oliver's Vegetables Oliver's Fruit Salad By Vivian French Mr Bunny's Chocolate Factory by Elys Dolan	The Queen's Hat by Steve Antony Paddington collection- London theme by Michael Bond	Jim and the Beanstalk by Raymond Briggs Trust Me, Jack's Beanstalk Stinks! by Eric Braun	National Geographic non-fiction books	Katie Morag and the Two Grandmothers National Geographic non-fiction books	Beach Story Storyboard
Transcription Spelling		<ul style="list-style-type: none"> add suffixes to spell longer words, including —ly 	<ul style="list-style-type: none"> learning the possessive apostrophe (singular) [for example, the girl's book] distinguishing between homophones and near homophones 	<ul style="list-style-type: none"> add suffixes to spell longer words, including —ment, —ness, —ful, —less, —ly 	<ul style="list-style-type: none"> add suffixes to spell longer words, including —ment, —ness, —ful, —less, —ly 	<ul style="list-style-type: none"> add suffixes to spell longer words, including —ment, —ness, —ful, —less, —ly
Vocabulary, Grammar and Punctuation	learning how to use both familiar and new punctuation correctly including full stops, capital letters	learning how to use both familiar and new punctuation correctly exclamation marks, question marks and apostrophes for contracted forms		Commas to separate items in a list		
<p>sentences with different forms: statement, question, exclamation, command expanded noun phrases to describe and specify [for example, the blue butterfly] the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p>						

English Writing Coverage

<p>Handwriting</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • use spacing between words that reflects the size of the letters. 	<ol style="list-style-type: none"> 1. Practising diagonal join to ascender : th, ch 2. Practising diagonal join, no ascender: ai, ay 3. Practising diagonal join, no ascender: ir, er 4. Practising diagonal join, to ascender: wh, oh 5. Practising diagonal join, no ascender: ow, ou 6. Introducing diagonal join to e: ie, ue 7. Introducing horizontal join to e: oe, ve 8. Introducing ee 9. Practising diagonal join, no ascender :le 10. Writing numbers 1-100 	<ol style="list-style-type: none"> 11. Introducing diagonal join to anticlockwise letters: ea 12. Practising diagonal join to anticlockwise letters: igh 13. Practising diagonal join to anticlockwise letters: dg, ng 14. Introducing horizontal join to anticlockwise letters: oo. oa 15. Practising horizontal join to anticlockwise letters: wa, wo 16. Introducing mixed joins for three letters: air, ear 17. Practising mixed joins for three letters: oor, our 18. Practising mixed joins for three letters: ing 19. Size and spacing 20. End of term check 	<ol style="list-style-type: none"> 21. Building on diagonal join to ascender: ck, al, el, at, il, ill 22. Building on diagonal join, no ascender: ui, ey, aw, ur, an, ip 23. Building on horizontal join no ascender: ok, ot, ob, ol 24. Building on horizontal join, no ascender: oi, oy, on, op, ov 25. Building on diagonal join to anticlockwise letters: ed, cc, eg, ic, ad, ug, dd, ag 26. Building on horizontal join to anticlockwise letters: oc, og, od, va, vo 27. Introducing joins to s: as, es, is, os, ws, ns, ds, ls, ts, ks 28. Practising joining ed and ing 29. Assessment 30. Capitals
<p>Composition</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> - writing narratives about personal experiences and those of others (real and fictional) -writing about real events -writing poetry -writing for different purposes • consider what they are going to write before beginning by: <ul style="list-style-type: none"> -planning or saying out loud what they are going to write about -writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence • make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> -evaluating their writing with the teacher and other pupils -re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form -proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] -read aloud what they have written with appropriate intonation to make the meaning clear. 		

English Writing Coverage

Terminology	noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma
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