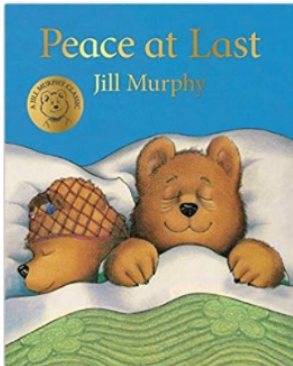

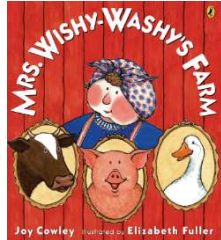







English Writing Coverage

Nursery Topics	Term 1:1 Let's Explore (Me/Nursery/ Colours)	Term 1:2 Family Time (Home/Size/ Celebrations)	Term 2:1 Food Glorious Food (Food/ Textures/ Shapes)	Term 2:2 What shall I wear today? (Clothes/ Pattern/ People who help us)	Term 3:1 Down on the Farm (Animals/ Transport)	Term 3:2 Opposites Attract (Prepositions/ Opposites)
Key Text	<p>Brown Bear, Brown Bear, What do you see? Bill Martin Jr/Eric Carle</p> 	<p>Peace at Last Jill Murphy</p> 	<p>The Hungry Caterpillar Eric Carle</p> 	<p>Mrs Honey's Hat Pam Adams</p> 	<p>Mrs Wishy-Washy's Farm By Joy Cowley</p> 	<p>Goldilocks and the Three Bears</p> 
Supporting Texts	<p>Anna's Amazing Multi Coloured Glasses by Wendy Body Wow said the Owl by Tim Hopgood Maisy Goes to Nursery by Lucy Cousins Maisy's Rainbow Dream by Lucy Cousins Hello Autumn by Shelley Rotner</p>	<p>The Large Family by Jill Murphy Mr Large in Charge by Jill Murphy Five Minutes Peace by Jill Murphy A Piece of Cake by Jill Murphy Dear Santa by Rod Campbell What's in the Witches Kitchen by Nick Sharratt</p>	<p>Supertato by Sue Hendra and Paul Linnet Supertato Veggies Assemble by Sue Hendra and Paul Linnet The Shopping Basket by John Burningham Veg Patch Party by Clare Foges and Al Murphy Kitchen Disco by Clare Foges and Al Murphy Little Red Hen Makes a Pizza by Philomena Sturges and Amy Walrod</p>	<p>Alien's Love Underpants by Claire Freedman Simon Sock by Sue Hendra and Paul Linnet The Weather Girls by AKI Delphine Mach Clothes Lines Clues to Jobs People Do by Kathryn Helling Froggy Gets Dressed by Jonathan London</p>	<p>Rosie's Walk by Pat Hutchins 1,2,3 a Farmer's Life for Me by Jan Dobbins Sheep in the Jeep by Nancy Shaw Noisy Farm by Rod Campbell</p>	<p>The Bear Hunt by Michael Rosen and Helen Oxbury Titch by Pat Hutchins Mr Big by Ed Vere</p>
Nursery Rhymes	<p>Twinkle Twinkle Head Shoulders Knees and Toes If your happy and you Know it The Mulberry Bush</p>	<p>Miss Polly Hickory Dickory Dock Hush Little Baby Rock a Bye Baby I'm a Little Teapot</p>	<p>Hey Diddle Diddle Little Jack Horner Little Miss Muffet Sing a Song of Sixpence Hot Cross Buns</p>	<p>There was an old woman Row, Row, Row Your boat This old man It's Raining, It's Pouring Whether the Weather</p>	<p>Old MacDonald Mary had a little lamb Wheels on the Bus Baa Baa Black Sheep</p>	<p>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</p>

English Writing Coverage

Handwriting Penpals	Developing Gross Motor Skills <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. 	Developing Fine Motor Skills <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 	Developing Patterns <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 and angled patterns 17. Investigating eights and spirals
Transcription	<p>(DM 2020: Literacy)</p> <p>Develop their phonological awareness, so that they can: - spot and suggest rhymes</p> <ul style="list-style-type: none"> - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother <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>		
Composition	<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 Are we all the same?	In my Liverpool Home What is a Liver bird and where would you find one?	On Safari Why do zebras have stripes?	Once Upon a Time Does everyone live happily ever after?	Up, Up and Away! Can we ride a bike to Australia?	Here comes the sun! What do plants need to grow?
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
Breath of Reading						



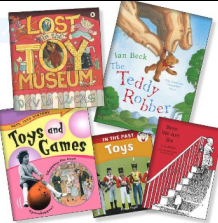



English Writing Coverage

Handwriting Penpals	<ol style="list-style-type: none"> 1. Dots 2. Straight lines and crosses 3. Circles 4. Waves 5. Loops and bridges 6. Joined straight lines 7. Angled patterns 8. Eights 9. Spirals 10. Left to right orientation 11. Mix of patterns 12. Review of patterns 	<ol style="list-style-type: none"> 13. Introducing longed legged giraffe letters: l 14. Practising longed legged giraffe letters: l, i 15. Practising longed legged giraffe letters: u, t 16. Practising longed legged giraffe letters: j, y 17. Practising longed legged giraffe letters: l, i, t, u, j, y 18. Introducing one armed robot letters: r 19. Practising one armed robot letters: b, n 20. Practising one armed robot letters: h, m 21. Practising one armed robot letters: k, p 22. Practising all the one armed robot letters: r, b, n, h, m, k, p 23. Practising all the long legged giraffe and one armed robot letters 24. Reviewing all the long legged giraffe and one armed robot letters 	<ol style="list-style-type: none"> 25. Introducing the curly caterpillar letters: c 26. Practising curly caterpillar letters: a, d 27. Practising curly caterpillar letters: o, s 28. Practising curly caterpillar letters: g, q 29. Practising curly caterpillar letters: e, f 30. Practising all the curly caterpillar letters: c, a, d, o, s, g, q, e, f 31. Practising all the curly caterpillar, long legged giraffe and one-armed robot letters 32. Introducing zig zag monster letter: z 33. Practising zig-zag monster letters: v, w, x 34. Practising all the zig-zag monster letters: z, v, w, x 35. Practising all the curly caterpillar and zig-zag monster letters 36. Reviewing all the curly caterpillar and zig-zag monster letters.
Transcription	<p>(DM 2020: Literacy)</p> <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Early Learning Goals</p> <p>Literacy</p> <p>ELG: Writing</p> <p>Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed;</p> <p>- Spell words by identifying sounds in them and representing the sounds with a letter or letters;</p> <p>- Write simple phrases and sentences that can be read by others.</p>		

English Writing Coverage

Composition	<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</p> <p>Literacy</p> <p>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>
Terminology	Letter, capital letter, sentence, punctuation, full stop,


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	Little Red Riding Hood	Scouse Mouse, has lost his house! Nic Ryan Sean Ryan	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 Traction Man by Mini Grey	Burglar Bill Janet and Allan Ahlberg Not Now,	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
Steps to Read						
Transcription Spelling	Beginning to use –ing, –ed, where no change is needed in the spelling of root words	Beginning to use –ing, –ed, where no change is needed in the spelling of root words	Beginning to use the prefix un–	Beginning to use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs	Beginning to use –er and –est where no change is needed in the spelling of root	Consolidation of all skills.
Vocabulary, Grammar and Punctuation	Leaving spaces between words Beginning to punctuate sentences using a capital letter and a full stop	Beginning to punctuate sentences with a question mark Sequencing sentences to form short narratives	Beginning to punctuate sentences with an exclamation mark.	Using a capital letter for names of people, places	Joining words and joining clauses using and	Consolidation of skills.

English Writing Coverage

	Using a capital letter for the days of the week, and the personal pronoun 'I'					
	Beginning to join words and joining clauses using and					
Handwriting Pupils should be taught to: <ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place • 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 	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 7. Practising curly caterpillar letters 8. Writing words with double ff 9. Writing words with double ss 10. Introducing capitals for curly caterpillar 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 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	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 28. Practising ow unjoined 29. Introducing horizontal join, no ascender: ow 30 Assessment.			
Composition	Pupils should be taught to: <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. 					
Terminology	Letter, capital letter, word, singular, plural. sentence, punctuation, full stop, question mark, exclamation mark					

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	Different Stories by the same author Poetry - Patterns on a Page 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
Steps to Read						
Transcription Spelling	Consolidation of Y1 skills.	<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	using because using adverbs	Beginning to use apostrophes for contracted forms using exclamation sentences	Commas to separate items in a list	Using a range of sentence types Using a range of subordination and coordination	Consolidation of skills

English Writing Coverage

	using and and beginning to use because					
	beginning to use adverbs					
	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)					
Handwriting Pupils should be taught to: <ul style="list-style-type: none">form lower-case letters of the correct size relative to one anotherstart using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoinedwrite capital letters and digits of the correct size, orientation and relationship to one another and to lower case lettersuse spacing between words that reflects the size of the letters.	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. Introduce ee 9. Practising diagonal join, no ascender :le 10. Writing numbers 1-100	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	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			
Composition	Pupils should be taught to: <ul style="list-style-type: none">develop positive attitudes towards and stamina for writing by: - writing narratives about personal experiences and those of others (real and fictional) -writing about real events -writing poetry -writing for different purposesconsider what they are going to write before beginning by: -planning or saying out loud what they are going to write about					

English Writing Coverage

	<p>-writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence</p> <ul style="list-style-type: none"> • make simple additions, revisions and corrections to their own writing by: <p>-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.</p>
Terminology	noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma