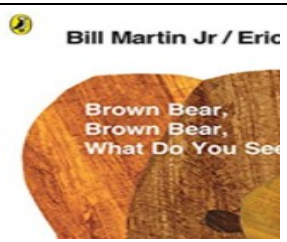
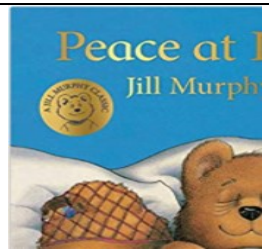
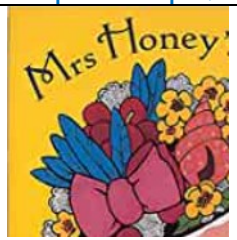
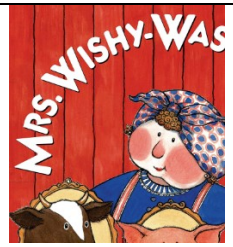
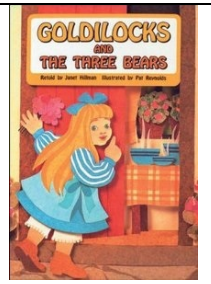
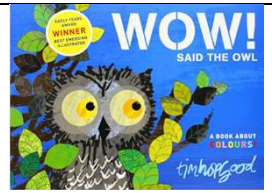
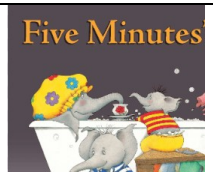
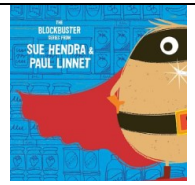
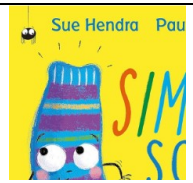
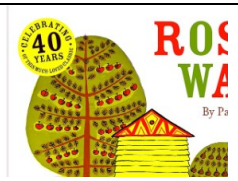
English Writing Coverage

	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 Texts						
						
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
Handwriting Penpals	**Developing Gross Motor Skills** 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** 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** 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	
Transcription	(DM 2020: Literacy) Develop their phonological awareness, so that they can: - spot and suggest rhymes					

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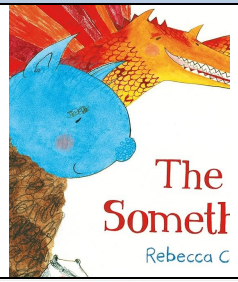
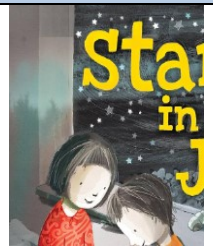
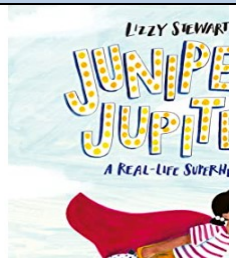
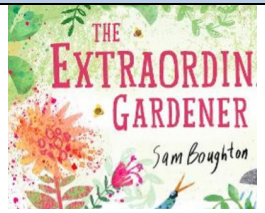
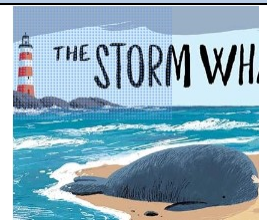
	- count or clap syllables in a word - recognise words with the same initial sound, such as money and mother (DM 2020: Communication and Language) Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.
Composition	(DM 2020: Literacy) Engage in extended conversations about stories, learning new vocabulary. Understand the five key concepts about print: - 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 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. (DM 2020: Communication and language) Use longer sentences of four to six words.

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?**
Outcomes	Losing Story Sentences Animal Information Sentences	Finding Story Sentences Poster Sentences	A Superhero Narrative A Letter	A Traditional Tale Instructions	Instructions Transformation Sentences	Friendship Story Sentences Whale Poem Sentences
Key Text						
Breath of Reading						
Writing Outcome and Purpose	Narrative: A Friendship & Animal Theme Purpose: To tell and write sentences around the theme	Narrative: A Star Theme Purpose: To tell and write sentences around the theme	Narrative: A Superhero Theme Purpose: To tell and write sentences around the theme	Narrative: A Traditional Tale Theme Purpose: To tell and write sentences around the theme	Narrative: A Plant Growing Theme Purpose: To tell and write sentences around the theme	Narrative: A Seaside Theme Purpose: To tell and write sentences around the theme
	Recount: Animal Information Purpose: To inform	Information: Poster to find a lost star Purpose: To inform (and describe)	Information: A letter wanting to be a sidekick Purpose: To inform	Instructions: How to trap an animal Purpose: To instruct	Instructions: How to grow a garden plant / vegetable Purpose: To instruct	Poems: Sea creature poems Purpose: To describe
Grammar: Word	Focus on: •Recognised spoken word can be represented in	Build on previous units & focus on: •Represent words in	Build on previous unit & focus on: •Represent words in print	Build on previous units & focus on: •Represent words in print segmenting	Build on previous units & focus on: •Represent words in print segmenting	Build on previous units & focus on: •Represent words in print segmenting

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	print (some children will be emergent mark makers whilst others may have some GPCs) •Begin to represent a word with an initial sound or make phonemically plausible attempts at spelling *Teach high frequency words: Common Exception Words; is, I, the, to, into, no, go, so	print segmenting using known GPCs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach Common Exception Words; is, I, the, to, into, no, go, so, he, me, we, be, she, was	segmenting using growing number GPCs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach Common Exception Words; is, I, the, to, into, no, go, so, he, me, we, be, she, was, my, by, her, you, they, all, are	using growing number GPCs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach Common Exception Words; is, I, the, to, into, no, go, so, he, me, we, be, she, was, my, by, her, you, they, all, are	using growing number GPCs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach Common Exception Words; is, I, the, to, into, no, go, so, he, me, we, be, she, was, my, by, her, you, they, all, are, said, have, like, some	using growing number GPCs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach Common Exception Words; is, I, the, to, into, no, go, so, he, me, we, be, she, was, my, by, her, you, they, all, are, said, have, like, some,come
Grammar: Sentence	Focus on: •Orally rehearse sentences and Word Count the number of words spoken prior to writing •Focus on a simple sentence - Subject, verb object. e.g. Dan had a dog. •Combining words to make labels, captions, lists, phrases and short sentences (depending on developmental stage) •Teacher model use of the Sentence Accuracy Check	Build on previous units & focus on: •Orally rehearse sentences and Word Count the number of words spoken prior to writing •Focus on a simple sentence - Subject, verb object. e.g. I got a gem. •Combining words to make labels, captions, lists, phrases and short sentences (depending on developmental stage) •Teacher model and support correct use of the Sentence Accuracy Check	Build on previous units & focus on: •Orally rehearse sentences and Word Count the number of words spoken prior to writing •Orally connect one idea or action using a range of connectives •Re-read what they have written to check for meaning Write: Combining words to make labels, captions, lists, phrases and short sentences. •Joining words using and, joining words and clauses using 'and' •Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check	Build on previous units & focus on: •Orally rehearse and recall sentence prior to writing •Orally connect one idea or action using a range of connectives •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 Write: Combining words to make labels, captions, lists, phrases and short sentences. •Joining words using and, joining words and clauses using 'and' •Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check	Build on previous units & focus on: •Orally rehearse and write: short sentences with known letter correspondences using a capital letter and full stop that can be read by themselves and others. •Re-read what they have written to check that it makes sense Write: Combining words to make labels, captions, lists, phrases and short sentences. •Joining words using and, joining words and clauses using connectives (e.g. but, because, and). •Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check	Build on previous units & focus on: •Orally rehearse and write: short sentences with known letter correspondences using a capital letter and full stop that can be read by themselves and others. •Re-read what they have written to check that it makes sense Write: Combining words to make labels, captions, lists, phrases and short sentences. •Joining words using and, joining words and clauses using connectives (e.g. but, because, and). •Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check
Grammar: Text	Focus on: •Listen to and talk about stories to build familiarity and understanding •Learn new vocabulary from texts •Support recognition of the four parts of a simple narrative - opening, build up, problem and ending •Begin to retell familiar stories and	Build on previous units & focus on: •Listen to and talk about stories to build familiarity and understanding •Learn new vocabulary from texts •Recognise four parts of a simple narrative - opening, build up, problem and	Build on previous units & focus on: •Listen to and talk about stories to build familiarity and understanding •Learn new vocabulary from texts •Recognise four parts of a simple narrative - opening, build up, problem and ending •Retell the story - some as exact	Build on previous units & focus on: •Listen to and talk about stories to build familiarity and understanding •Learn new vocabulary from texts •Recognise four parts of a simple narrative - opening, build up, problem and ending •Retell the story - some as exact repetition and some in own words including; Once upon a time,	Build on previous units & focus on: •Learn new vocabulary from texts •Recognise four parts of a simple narrative - opening, build up, problem and ending •Tell stories making use of recently introduced vocabulary from known stories, non-fiction and poems. •Retell the story - some as exact repetition and some in own words	Build on previous units & focus on: •Learn new vocabulary from texts •Recognise four parts of a simple narrative - opening, build up, problem and ending •Tell stories making use of recently introduced vocabulary from known stories, non-fiction and poems. •Retell the story - some as exact repetition and some

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	texts in their words and / or repetition.	ending •Retell the story - some as exact repetition and some in own words. including; Once upon a time, So, First, Next, Finally. •Sequence sentences to form short narratives.	repetition and some in own words including; Once upon a time, So, and Suddenly. •Sequence sentences to form short narratives.	So, Soon, and Suddenly. •Sequence sentences to form short narratives.	including; Once upon a time, Then one night, The very next morning and Then. •Sequence sentences to form short written narratives.	in own words including; Once upon a time, Then, Suddenly and Late that night. •Sequence sentences to form short written narratives.
Grammar Punctuation	Focus on: Letter formation Separation of words and spaces	Build on previous units & focus on: Letter formation Separation of words with spaces Personal pronoun - I, he	Build on previous units & focus on: Letter formation Separation of words with spaces Capital letters Personal pronoun - I, she, he Full Stops	Build on previous units & focus on: Letter formation Separation of words with spaces Capital letters Personal pronoun - I, he, she Full Stops	Build on previous units & focus on: Letter formation Separation of words with spaces Capital letters Personal pronoun - I, he Full Stops Capital Letters for names	Build on previous units & focus on: Letter formation Separation of words with spaces Capital letters Personal pronoun - I, he, she Full Stops Capital Letters for names
Handwriting Penpals	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		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		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. Practsing all the curly caterpillar and zig-zag monster letters 36. Reviewing all the curly caterpillar and zig-zag monster letters.	
Composition	DM 2020: Literacy) 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. (DM 2020: Communication and Language) 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. **Early Learning Goals** **Literacy** **ELG: Writing**					

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	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.
Terminology	Letter, capital letter, word, sentence, full stop, question mark

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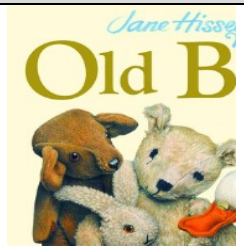
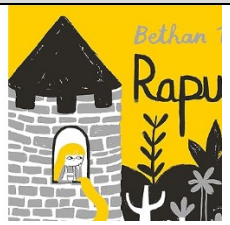
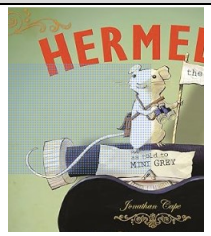
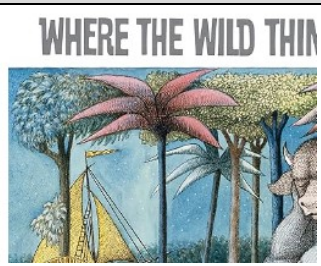
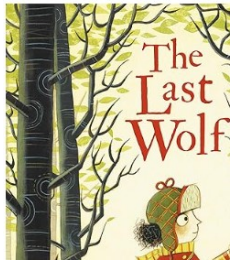
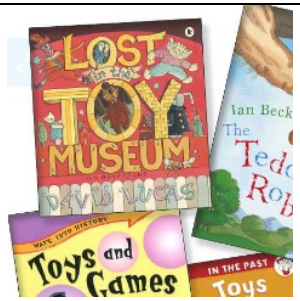
	Term 1:1	Term 1:2	Term 2:1	Term 2:2	Term 3:1	Term 3:2
Key Text						
Steps to Read						
Writing Outcome and Purpose	Narrative: Finding Narrative Purpose: To retell a story	Narrative: A Traditional Tale Purpose: To narrate	Narrative: A Detective Story Purpose: To narrate	Narrative: A Portal Story Purpose: To narrate	Narrative: A Return Story Purpose: To narrate	Narrative: A Hunting Story Purpose: To narrate
	Recount: Messages Purpose: To inform and explain events that have happened	Instructions: How to catch a witch Purpose: To instruct	Recount: Letters Purpose: To recount	Information: Wild Things Purpose: To inform	Recount: Postcards Purpose: To recount	Instructions: Recipes Purpose: To instruct
Grammar: Word	Build on previous year & focus on: Regular plural noun suffix -s or -es	Build on previous units & focus on: Reinforce plural noun suffix -s/-es Adding the suffix -er to verbs	Build on previous units & focus on: Reinforce plural noun suffix -s/-es How the prefix un- changes the meaning of verbs and adjectives Adding the suffixes -er and -est to adjectives	Build on previous units & focus on: Adding the suffixes -ing, -ed and -er to verbs Adding the suffixes -er and -est to adjectives How the prefix un- changes the meaning of verbs and adjectives	Build on previous units & focus on: Reinforce plural noun suffix -s/-es Adding the suffixes -er and -est to adjectives Adding the suffixes -ing and -ed to verbs Reinforce how the prefix	Build on previous units & focus on: Reinforce plural noun suffix -s/-es Adding the suffixes -ing and -ed to verbs Adding the suffixes -er and -est to adjectives

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					un- changes the meaning of verbs and adjectives	
Grammar: Sentence	Build on previous year & focus on: Combining words to make sentences Joining words and clauses using 'and'	Build on previous units & focus on: Combining words to make sentences Joining words and clauses using 'and'	Build on previous units & focus on: Combining words to make sentences Joining words and clauses using 'and'	Build on previous units & focus on: Combining words to make sentences Joining words and clauses using 'and'	Build on previous units & focus on: Combining words to make sentences Joining words and clauses using 'and'	Build on previous units & focus on: Combining words to make sentences Joining words and clauses using 'and'
Grammar: Text	Build on previous year & focus on: Sequencing sentences to form short narratives	Build on previous units & focus on: Sequencing sentences to form short narratives	Build on previous units & focus on: Sequencing sentences to form short narratives	Build on previous units & focus on: Sequencing sentences to form short narratives	Build on previous units & focus on: Sequencing sentences to form short narratives	Build on previous units & focus on: Sequencing sentences to form short narratives
Grammar: Punctuation	Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops	Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops	Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark	Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark Capital Letters for names and personal pronoun - I	Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark Capital Letters for names and personal pronoun - I	Build on previous year & focus on: Separation of words with spaces Capital letters Full Stops Question mark Exclamation mark
Handwriting Pupils should be taught to: • 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 phoenemes : 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.	

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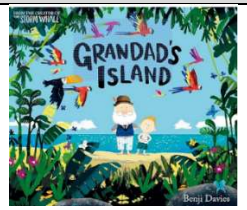
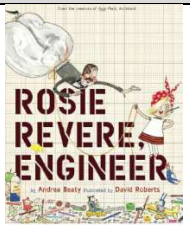
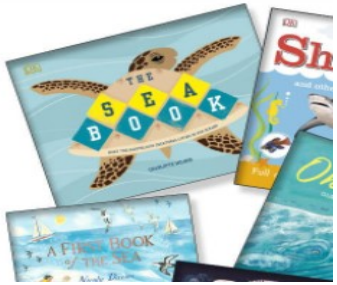
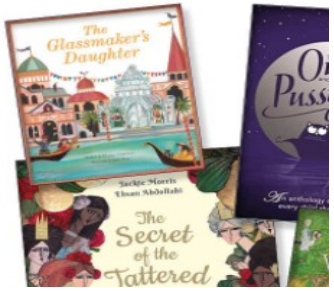
Composition	Pupils should be taught to: • write sentences by: • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense • discuss what they have 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
Key Text						
Steps to Read						
Grammar: Word	Build on previous units & focus on: Use of the Suffixes –er & –est in adjectives Learn how to use -ly in Standard English to turn adjectives into adverbs Develop understanding of regular plural noun suffixes -s or -es	Build on previous units & focus on: Use of the suffix –ly to turn adjectives into adverbs Form adjectives using suffixes -ful and -less	Build on previous units & focus on: Formation of adjectives using suffixes e.g. –ful, –less Use of the suffix –ly to turn adjectives into adverbs	Build on previous units & focus on: Use of the Suffixes –er & –est in adjectives Use of the suffix –ly to turn adjectives into adverbs	Build on previous units & focus on: Formation of nouns using suffixes e.g. –ness, –er Formation of adjectives using suffixes e.g. –ful, –less Use of the suffix –ly to turn adjectives into adverbs	Build on previous units & focus on: Formation of nouns by compounding Use of the Suffixes –er & –est in adjectives Use of the suffix –ly to turn adjectives into adverbs
Grammar: Sentence	Build on previous year & focus on: Subordination (using when, if, that, because) Co-ordination (or, and, but)	Build on previous units & focus on: Co-ordination (or, and, but, so) Sentence indicates its function as an exclamation or a question Expanded Noun Phrases for description and specification	Build on previous units & focus on: Subordination (using when, if, that, because) Co-ordination (or, and, but) Expanded noun phrases for description and specification How the grammatical patterns in a sentence indicates its function as a question and command	Build on previous units & focus on: Learn that the grammatical patterns in sentence indicates its function as a question and an exclamation Expanded Noun Phrases for description and specification	Build on previous units & focus on: Expanded noun phrases for description and specification Subordination (using when, if, that, because) Co-ordination (or, and, but) How the grammatical patterns in a	Build on previous units & focus on: Subordination (using when, if, that, because) Co-ordination (or, and, but)

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	Expanded Noun Phrases for description and specification Learn that the grammatical patterns in a sentence indicate its function as a question or command				sentence indicates its function as question and a statement.	Sentence indicates its function as an exclamation. Expanded Noun Phrases for description and specification
Grammar: Text	Build on previous year & focus on: Correct choice and consistent use of past and present tense throughout writing	Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing	Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing	Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs	Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing	Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing
Grammar: Punctuation	Build on previous units & focus on: Use of capital letters, full stops and question marks to demarcate sentences Use apostrophes to mark singular possession in nouns	Build on previous year & focus on: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark where letters are missing in spelling (contractions) Apostrophes to mark singular possession in nouns Commas to separate items in a list	Build on previous units & focus on: Use of capital letters, full stops and question marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling (contractions)	Build on previous units & focus on: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark singular possession in nouns	Build on previous units & focus on: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark where letters are missing in spellings Commas to separate items in a list	Build on previous units & focus on: Use of capital letters, full stops and question marks to demarcate sentences Apostrophes to mark singular possession in nouns Commas to separate items in a list
Handwriting Pupils should be taught to: • form lower-case letters of the correct size relative to one another • start using some of the diagonal	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. Introducin 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. Bulding 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	

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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.			29. Assessment 30. Capitals
Composition	Pupils should be taught to: • 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 purposes • consider what they are going to write before beginning by: -planning or saying out loud what they are going to write about -writing down ideas and/or key words, including new vocabulary		

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	encapsulating what they want to say, sentence by sentence • make simple additions, revisions and corrections to their own writing by: -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.
Terminology	noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma