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| **English Coverage Map – Pears Class**  **2019 – 2020** | | | | | | |
|  | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Narrative (Book Focus)** | ‘The Day the Crayons Quit’ by Drew Daywalt | ‘Greedy Zebra’ by Mwenye Hadithi and Adrienne Kennaway | ‘The Tin Forest’ by Helen Ward | Woodland Writing – Stimulus from Pobble 365 picture or a Literacy Shed clip | ‘Handa’s Surprise’ by Eileen Browne | ‘The Lion King’ by Disney (U rated film or the adapted story book) |
| Final Written Outcome | * Planning a story (story mountain) * Retelling of a story from the viewpoint of a made-up character (Indigo) * Writing a letter/postcard | * Mystical habitat writing for a fantasy creature (description of the habitat) | * Description writing * Sentence openers to hook * To plan * To write a story set in a woodland | | * Setting descriptions * Character descriptions | * Retelling of a story from a different viewpoint (Timon or Pumbaa) * Emotive language |
| **Non-Fiction** | Labels and lists | Non-chronological report writing | Explanation Writing | Instruction Writing | Recount writing | Fact File |
| Final Written Outcome | * Write labels for the human body * Focus on techincal language and spellings/phonic sounds and application * Create lists of foods to include in a fruit salad | * Non-chronological report of an animal (linked to project) * Assemble information on a subject (animal), sorting and categorising information, use comparative language to describe and differentiate) | * Produce a flowchart, explaining how the music made you feel, to ensure content is clearly sequenced | * Write a series of instructions ie ‘How to build a sculpture’ | * Write first person recounts, re-telling Handa’s journey, using adverbs of time to aid sequencing and maintaining consistency in tense and person | * Writing an African Savannah fact file using fact boxes/headings to organise |
| Poetry | Harvest acrostic poems | Christmas poetry – rhyming couplets | Nature Poems | | List Poems (Vocabulary building) | African Poetry |
| Final Outcome | * Write in pairs and perfrom at the Harvest Festival | * Create rhyming couplets to recite and perfom in the Nativity | * Senses based poems being out in the wood. | | * Read list poems * Write and perform own versions | * Creating ‘songs’ in the form of African poetry |
| Reading Focus | * Assessing initial sounds (Y1) * Blending and vocabulary (Y2) | * Whole class reading of ‘Greedy Zebra’ | * Whole class reading of ‘Pigsticks and Harold in the mysterious case of the Tuptown thief’ * Using whole class approach as adapted from KS2 | | * African stories (stories from different cultures) ie Meercat Tales | * Reading stamina challenges |
| RWI | See Oxford Owl website for individual units | | | | | |
| EGPS | * Full stops * Capital Letters * Finger Spaces * Adjectives, Nouns and Verbs | * Adverbs * Adverbial openers | * Conjunctions * Tenses * sentences with different forms: statement, question, exclamation, command | | * Similes * Apostrophes for contraction/ommision | * Prefixes * Suffixes |