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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
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| **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
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| 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
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| 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
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| 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
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