|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **English Coverage Map – Pears Class**  **2020 - 2021** | | | | | | |
|  | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Narrative (Book Focus)** | The Three Little Pigs  Little Red Riding Hood | The Gingerbread Man  Goldilocks and the Three Bears | LEGO – Absolutely everything you need to know | Lost in the Toy Museum – David Lucas  Dogger – Shirley Hughes | Serious Graffiti – Barbara Mitchelhill | The Magic Paintbrush – Julia Donaldson |
| Final Written Outcome | * Planning a story (story mountain) * Retelling of a story from the viewpoint of a different character * Writing a letter/postcard to another character | * Descriptive writing of the home of Goldilocks * Reciting stories * Talk for Writing strategies | * Sentence openers to hook * To plan * To write a story set in a toy museum | | * Setting descriptions * Character descriptions * Use of vocabulary for meaning | * Emotive language |
| **Non-Fiction** | Labels and lists | Non-chronological report writing | Fact File | Explanation Writing | Recount writing | Instruction Writing |
| Final Written Outcome | * Write labels for the identifiable materials * Focus on techincal language and spellings/phonic sounds and application * Create lists of the items the characters have | * Non-chronological report of pigs (Three Little Pigs) * Assemble information on a subject (animal), sorting and categorising information, use comparative language to describe and differentiate) | * Writing a fact file about LEGO toys, facts and figures | * Produce writing explaining the similarities/ differences between LEGO and Victorian toys | * Write first person recounts, re-telling Damien’s journey, using adverbs of time to aid sequencing and maintaining consistency in tense and person | * Instructions for creating graffiti art |
| Poetry | Harvest acrostic poems | Christmas poetry – rhyming couplets | List Poems (vocabulary building) | | Slam Poetry/Rap | |
| Final Outcome | * Write in pairs and perfrom at the Harvest Festival | * Create rhyming couplets to recite and perfom in the Nativity | * Create list poems based on the toys we use | | * Write and perform own versions   Focus on hidden messages/meanings and word selection | |
| Reading Focus | * Assessing initial sounds (Y1) * Blending and vocabulary (Y2) | * Whole class reading | * Whole class reading using whole class approach as adapted from KS2 | | * Synonymns and antonyms | * 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 |