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| **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 LucasDogger – 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
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| **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
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| 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
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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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