English Writing Coverage and Progression through Genres

Term Key					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Early Learning Goal	Reception	Genre	Year 1	Year 2
Comprehension • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play. **Word Reading** • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	Throughout the year – Little Wandle weekly comprehension reading session TEXTS The Growing Story (Helen Oxenbury) Peepo (Janet and Allan Ahlberg) Let's Make Faces (Hanoch Piven) Where the Poppies Grow (Hilary Robinson) It's My Birthday (Helen Oxenbury) Kipper Birthday (Mick Inkpen) The Christmas Book (Dick Bruna) Explore sounds – sounds of talking but also environmental sounds, listen and discriminate between sounds – how are sounds different/same. Traditional nursery rhymes and rhyming stories. Say words correctly and talk about meanings. Say sentences. Nursery rhymes: Incy WIncy Spider, I'm a little Teapot, Little Miss Muffet, Story cards and sequencing to retell stories, use puppets. Wide variety of books available in different areas of classroom. Learn about non-fiction texts and ch taught how to use them. Draw ch's attention to text around classroom and school. Opportunities for independent reading as much as possible. Ch read back their own writing to check and edit where appropriate. Guided reading group activities.	Instructions		**How to Make a Bird Feeder** Text Structure: • A goal is outlined – a statement about what is to be achieved. • Written in sequenced steps to achieve the goal. • Diagrams and illustrations are used to make the process clearer. Sentence: • Imperative verbs are used to begin sentences. • Use simple adverbs e.g. slowly, quickly. • Use simple noun phrases e.g. long stick. Useful Vocabulary: • First of all, To start with, Firstly, Lastly, Finally, Carefully, Gently, Slowly, Softly … Word Classes: • **Noun** -Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns. • **Verbs** - Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. • **Adjectives -** Add 'er' and 'est' to adjectives where no change is needed to root word. • **Conjunctions -** Subordination – when, if, that, because. Coordination – or, and, but. • **Tense -** Correct and consistent use of past and present tense. • **Adverbs** - 'ly' added to adjective to form adverb. Punctuation: • Use spaces that reflect the size of the letters. • Use full stops and capital letters correctly. • Use question marks and exclamation marks correctly. • Apostrophes for contractions. • Possessive apostrophes for singular nouns. • Commas to separate items in lists.
		Recount	**Our Trip to the Woods** **(IW – Recount of forest school)** Text Structure: • Ideas grouped together in time sequence. • Written in first person. • Written in the past tense. • Focused on individual or group participants e.g. I, we Sentence: • Simple connectives are used to construct simple sentences e.g. and, but, then, so. Useful Vocabulary: • First, Next, After, Finally, The best part was, The worst part was, I liked, I didn't like … Word Classes: • **Noun-** What a noun is, Regular plural nouns with 'er'	**Diary – The Great Fire of London (22/23)** **Travel Journal - On Safari** Text Structure: • Brief introduction and conclusion. • Written in the past tense e.g. I went…I saw… • Main ideas organised in groups. • Ideas organized in chronological order using connectives that signal time. Sentence: • Subject/verb sentences e.g. He was… They were… • It happened… • Some modal verbs introduced • e.g. would, could,should. • Use simple adverbs e.g. quickly, slowly. • Use simple noun phrases e.g. large tiger.

			• **Verbs -** Third person, first person singular, Ending added to verbs where there is change to root. Simple past tense 'ed' • **Adjectives -** Add 'er' and 'est' to adjectives where no change is needed to root word. • **Conjunctions -** Join words and sentences using and/then. • **Tense -**Simple past tense 'ed'. Punctuation • Use spaces to separate words. • Begin to use full stops. • Begin to use exclamation marks. • Begin to use question marks. • Capital letters for start of sentence, names, personal pronouns	Useful Vocabulary: • Afterwards, After that, When, Suddenly, Just then, Next, Much later,I found it interesting, when, I found it boring when, I didn't expect … Word Classes: • **Noun** -Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns. • **Verbs** - Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. • **Adjectives -** Add 'er' and 'est' to adjectives where no change is needed to root word. • **Conjunctions -** Subordination – when, if, that, because. Coordination – or, and, but. • T**ense -** Correct and consistent use of past and present tense. • **Adverbs** - 'ly' added to adjective to form adverb. Punctuation: • Use spaces that reflect the size of the letters. • Use full stops and capital letters correctly. • Use question marks and exclamation marks correctly. • Apostrophes for contractions. • Possessive apostrophes for singular nouns. • Commas to separate items in lists.
		Explanation		
		Non Chronological Reports	**Seasons (Information Text)** **(IW – Information text about hedgehogs through different seasons)** Text Structure: • Ideas grouped together for similarity. • Attempts at third person writing.e.g. The hedgehog was underfed. • Written in the appropriate tense. e.g. Hedgehogs were… Sentence: • Simple connectives are used to construct simple sentences e.g. and, but, then, so. Useful Vocabulary: • Hedgehogs are, the hedgehog is, They are, The different, This is a, There are, They can be grouped… Word Classes: • **Noun-** What a noun is, Regular plural nouns with 'er' • **Verbs -** Third person, first person singular, Ending added to verbs where there is change to root. Simple past tense 'ed' • **Adjectives -** Add 'er' and 'est' to adjectives where no change is needed to root word. • **Conjunctions -** Join words and sentences using and/then. • **Tense -**Simple past tense 'ed'. Punctuation • Use spaces to separate words. • Begin to use full stops. • Begin to use exclamation marks.	**Big Cats/plants** **Pirates** Text Structure: • Brief introduction and conclusion. • Written in the appropriate tense eg. Pirates were, • Main ideas organised in groups. Sentence: • Subject/verb sentences e.g. He was… They were… • It happened… • Some modal verbs introduced e.g. would, could, should. • Use simple adverbs e.g. quickly, slowly. • Use simple noun phrases e.g. fierce pirate. Useful Vocabulary: • They like to, They can,It can, Like many, I am going to tell you,There are two sorts of, They sailed in, The ___ have but the ___ have ____ Word Classes: • **Noun** -Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns. • **Verbs** - Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. • **Adjectives -** Add 'er' and 'est' to adjectives where no change is needed to root word. • **Conjunctions -** Subordination – when, if, that, because. Coordination – or, and, but. • T**ense -** Correct and consistent use of past and present tense. • **Adverbs** - 'ly' added to adjective to form adverb.

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Begin to use question marks.
Capital letters for start of sentence, names, personal pronouns.

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Punctuation:

Use spaces that reflect the size of the letters.
Use full stops and capital letters correctly.
Use question marks and exclamation marks correctly.
Apostrophes for contractions.
Possessive apostrophes for singular nouns.
Commas to separate items in lists.

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<td rowspan="2">Writing
• 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 other</td>
<td rowspan="2">Encourage writing throughout all areas of learning.
Incentives and purpose for writing in different activities.
Letter prompt cards, tricky word lists available for support, Ch write lists and labels, make simple books with individual words or captions.
Opportunities for independent writing as much as possible.
Incorporate writing expectations into range of activities eg. To keep a lego model it has to be labelled. Teach ch to use words banks to support writing. Ch taught to write between lines, capital letters, full stops and finger spaces.
Write simple poems, rhymes, lists, notes, sentences, simple books.</td>
<td>Letters</td>
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Postcard – Meerkat Christmas
Text Structure:

Brief introduction and conclusion.
Written in the past tense.
Main ideas organized in groups.
Using sequencing techniques – time related words.

Sentence:

Subject/verb sentences e.g. I think, I want…
Some modal verbs introduced e.g. would, could, should.
Use simple adverbs e.g. yesterday, today.
Use simple noun phrases e.g. hard ground

Useful Vocabulary:

And, then, but, so, when.
Dear …..
Yours Sincerely, Best wishes, love from
Later, Afterwards, After that, Eventually
I would like to…
I felt…

Word Classes:

Noun -Form nouns using suffixes and compounding. Expanded noun phrases for description. Add ‘es’ to nouns.
Verbs - Progressive form of verbs in the past and present tense. Add ‘es’, ‘ed’ and ‘ing’ to verbs.
Adjectives - Add ‘er’ and ‘est’ to adjectives where no change is needed to root word.
Conjunctions - Subordination – when, if, that, because. Coordination – or, and, but.
Tense - Correct and consistent use of past and present tense.
Adverbs - ‘ly’ added to adjective to form adverb.

Punctuation:

Use spaces that reflect the size of the letters.
Use full stops and capital letters correctly.
Use question marks and exclamation marks correctly.
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<td>Persuasion</td>
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The Day the Crayons Quit
(IW - pending)
Text Structure:

Ideas grouped together for similarity.
Written in first person

Sentence:

Simple connectives are used to construct simple sentences e.g. and, but, then, so.

Useful Vocabulary:
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			• It was, brilliant, best, exciting, the most, super, great, it will, now you can, try… Word Classes: • **Noun-** What a noun is, Regular plural nouns with 'er' • **Verbs -** Third person, first person singular, Ending added to verbs where there is change to root. Simple past tense 'ed' • **Adjectives -** Add 'er' and 'est' to adjectives where no change is needed to root word. • **Conjunctions -** Join words and sentences using and/then. • **Tense -**Simple past tense 'ed'. Punctuation • Use spaces to separate words. • Begin to use full stops. • Begin to use exclamation marks. • Begin to use question marks. • Capital letters for start of sentence, names, personal pronouns.	
		Biography	**Neil Armstrong (Questions & Answers)** **(IW – Questions & Answers about Mae Jemison)** Text structure: • Ideas grouped together in time sequence • Written in first person • Written in past tense • Focused on individual or group participants eg. I, we Sentence: • Simple connectives are used to construct simple sentences e.g. and, but, then, so. Useful Vocabulary: • First, next, after, finally, When she was born, When he was young, An interesting thing about, She will be remembered for… Word Classes: • **Noun-** What a noun is, Regular plural nouns with 'er' • **Verbs -** Third person, first person singular, Ending added to verbs where there is change to root. Simple past tense 'ed' • **Adjectives -** Add 'er' and 'est' to adjectives where no change is needed to root word. • **Conjunctions -** Join words and sentences using and/then. • **Tense -**Simple past tense 'ed'. Punctuation • Use spaces to separate words. • Begin to use full stops. • Begin to use exclamation marks. • Begin to use question marks.	

			• Capital letters for start of sentence, names, personal pronouns.	
		Balanced Argument		
Speaking • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher	Snack and chat time – reinforce behaviour for speaking in a group. Class roles eg, helpers/messengers to encourage children to ask adults questions and deliver messages. Small group talks about books, board games etc. Daily story time – expectation to listen, repetitive stories to encourage joining in. Present Tapestry content to class. All ongoing through year. Christmas perfromance – speaking to large audience Reporting back on what they have done or sharing ideas with a group. Talking partners, report their ideas and their partners too. Speak to larger audiences eg parents through learning café's and assemblies. 'Be the teacher' and teach peers how to do an activity.	Newspaper		
		Narrative	**Traditional Tale - Pinocchio** **(IW - Retell the ending)** **Adventure story - The Queen's Hat** **(IW – Continuation, hat blows to Blofield)** **Irish Myth – Song of the Sea** **(IW - pending)** **Adventure story – Grandad's Island** **(IW - Own narrative)** **Sci-Fi – The Way Back Home** **(IW - pending)** **Adventure Story – Wombat goes Walkabout** **(IW - Own narrative with different characters)** Text Structure: • Beginning or end of narrative signalled eg. One day • Ideas grouped together for similarity • Attempts at third person writing eg. Pinocchio was hiding Sentence: • Simple sentences, starting with a pronoun and a verb eg. He went home • Simple conjunctions are used to construct simple sentences e.g. and, but, then, so. Useful Vocabulary: • Year 1 ambitious vocabulary used • Range of size adjectives used e.g. big, small • Range of colour adjectives used e.g. red, blue • Range of emotion words used e.g. sad, angry, cross • Pronouns: I, she, he, they. • Conjunctions: and, • but, then, or, this • Prepositions: up, down, in, into, out, to, onto • Time connectives: first, then, next • Once upon a time, one day, happily ever after Word Classes: • **Noun-** What a noun is, Regular plural nouns with 'er' • **Verbs -** Third person, first person singular, Ending added to verbs where there is change to root. Simple past tense 'ed' • **Adjectives -** Add 'er' and 'est' to adjectives where no change is needed to root word. • **Conjunctions -** Join words and sentences using and/then.	**Traditional Tale – Red Reading Hood** **Independent Write - Children alter the story to produce one with an alternative character, focus item, setting and villain.** **Lila and the Story of Rain** **Legend – George and the Dragon** **Adventure story – The Building Boy** **change for Seaside text** Text Structure: • Sentences organised chronologically indicated by time related words e.g. finally • Divisions in narrative *may be* marked by sections/paragraphs • Connections between sentences make reference to characters e.g. Peter and Jane/ they • Connections between sentences indicate extra information e.g. but they got bored or indicate concurrent events e.g. as they were waiting Sentence: • Subject/verb sentences e.g. He was, they were, … • Simple conjunctions and, but, then, so, when, link clauses • Speech-like expression in dialogue eg. Chill out! • Use simple adverbs eg quickly, slowly • Use simple noun phrases e.g. dark wood Useful Vocabulary: • Year 2 ambitious vocabulary used • Time connectives: after, after that, at that moment, by next morning, in the end, one day, next morning, soon, as soon as, until, when, while, later, soon, never, now, tomorrow, finally, in the end, in conclusion, ultimately, to conclude, to summarise • Conjunctions: who, because • Adverbs: suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily, slowly, truthfully Word Classes: • **Noun** -Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns. • **Verbs** - Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. • **Adjectives -** Add 'er' and 'est' to adjectives where no change is needed to root word. • **Conjunctions -** Subordination – when, if, that, because. Coordination – or, and, but.

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		Poetry	**Firework Night – List Poem** **(IW – Christmas Senses Poem)** **When I am by Myself – Rhyming Poem** **(IW - pending)** Text Structure: Sentence: • Simple repetitive sentences, starting with a pronoun and a verb eg. I'm a leaf turning red • Metaphor • Use basic rhyming structure • Simple noun phrases • Notice verbs in present tense 'ing' suffix Useful Vocabulary: • Year 1 ambitious vocabulary used • Range of size adjectives used e.g. big, small • Range of colour adjectives used e.g. red, blue • Range of emotion words used e.g. sad, angry, cross Word Classes: • **Noun-** What a noun is, Regular plural nouns with 'er' • **Verbs -** Third person, first person singular, Ending added to verbs where there is change to root. Simple past tense 'ed' • **Adjectives -** Add 'er' and 'est' to adjectives where no change is needed to root word. • **Conjunctions -** Join words and sentences using and/then. • **Tense -**Simple past tense 'ed'. Punctuation • Use spaces to separate words. • Begin to use full stops. • Begin to use exclamation marks. • Begin to use question marks. • Capital letters for start of sentence, names, personal pronouns.	**If I were in charge of the World – Free Verse** Text Structure • Clear verses/stanza • Consistent tense • Alliteration for effect Sentence: • Subject/verb sentences e.g. He was, they were, … • Simple conjunctions and, but, then, so, when, link clauses • Use simple adverbs eg quickly, slowly • Use simple noun phrases e.g. dark wood Useful Vocabulary: • Year 2 ambitious vocabulary used • Conjunctions: who, because Word Classes: • **Noun** -Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns. • **Verbs** - Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. • **Adjectives -** Add 'er' and 'est' to adjectives where no change is needed to root word. • **Conjunctions -** Subordination – when, if, that, because. Coordination – or, and, but. • T**ense -** Correct and consistent use of past and present tense. • **Adverbs** - 'ly' added to adjective to form adverb. Punctuation: • Use spaces that reflect the size of the letters. • Use full stops and capital letters correctly. • Use question marks and exclamation marks correctly. • Apostrophes for contractions.