

# Year 1 Literacy Coverage & Genres

Year 1	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Genre	<ol style="list-style-type: none"> <li>1. Technical</li> <li>2. Narrative</li> <li>3. Description</li> <li>4. Poetic</li> </ol>	<ol style="list-style-type: none"> <li>1. Descriptive</li> <li>2. Narrative</li> <li>3. Technical</li> </ol>	<ol style="list-style-type: none"> <li>1. Technical</li> </ol>	<ol style="list-style-type: none"> <li>1. Description</li> <li>2. Persuasive</li> </ol>	<ol style="list-style-type: none"> <li>1. Narrative</li> <li>2. Persuasive</li> </ol>	<ol style="list-style-type: none"> <li>1. Technical</li> <li>2. Expository</li> <li>3. Poetic</li> </ol>
Outcome for assessment	<ol style="list-style-type: none"> <li>1. Instruction writing</li> <li>2. Retell of the story</li> <li>3. Book review</li> <li>4. Acrostic</li> </ol>	<ol style="list-style-type: none"> <li>1. Drawing based on instruction</li> <li>2. Forming questions to tell a story</li> <li>3. Invitation</li> </ol>	<ol style="list-style-type: none"> <li>1. Instructions</li> </ol>	<ol style="list-style-type: none"> <li>1. Diary</li> <li>2. Debate</li> </ol>	<ol style="list-style-type: none"> <li>1. Story Writing</li> <li>2. Persuasive letter</li> </ol>	<ol style="list-style-type: none"> <li>1. Non chronological</li> <li>2. Character description</li> <li>3. Cinquain poem</li> </ol>
Stimulus Hook	<ul style="list-style-type: none"> <li>• Whatever Next</li> <li>• The Big Beyond</li> </ul>	<ul style="list-style-type: none"> <li>• Not my hat</li> <li>• Pick a pine tree</li> </ul>	<ul style="list-style-type: none"> <li>• How to wash a Woolly Mammoth</li> </ul>	<ul style="list-style-type: none"> <li>• Oliver's vegetables</li> <li>• Peter Rabbit (video stimulus)</li> </ul>	<ul style="list-style-type: none"> <li>• Somebody swallowed Stanley</li> </ul>	<ul style="list-style-type: none"> <li>• Tell me a dragon</li> <li>• Here we are</li> </ul>
Opportunities for Independent learning (Ideas – not extensive list)	<p>Role playing – story telling</p> <p>Home corner – building a rocket based on Whatever next -</p> <p>Thank you letters to planetarium</p> <p>Labelling planets</p>	<p>Lost hat posters – Role play a hat shop labelling different hats.</p> <p>Making puppets and creating / filming nativity scenes</p> <p>Range of Characters from familiar and past stories to</p>	<p>Museum descriptions for bones – Sand / mud area</p> <p>Fact files – dinosaurs or own choice animals etc</p> <p>Bath time small world</p>	<p>Keeping a plant diary</p> <p>Mapping and labelling describing different gardens / settings</p> <p>Exploring a range of poems</p>	<p>Science – recycling plastics and other materials that can be recycled</p> <p>Labelling different objects</p> <p>Story stones / cards</p>	<p>Science investigations – independent write up</p> <p>Diaries</p> <p>Dragon labels</p> <p>Sketching different dragons</p>

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<b>Text Skills</b>	Spaces between words, writing a list, label, captions, simple sentences, sequencing to create and write a short narrative
<b>Sentence skills</b>	Know how words combine to make a sentence, understand and orally use a variety of grammatical structures, joining words and joining clauses, using and, use because to develop reasoning and justify, use a range of time words to aid sequencing, use present tense, past tense and add endings ing, ed, er to verbs
<b>Punctuation skills</b>	Read and identify words with contractions, know that the apostrophe represents the omitted letter, spell some contracted words, begin to use capital letters, full stops, question marks and exclamation marks to demarcate a sentence, use capital letters for names and the personal pronoun I, compose a sentence orally before writing it, separate words with spaces, know how to use capital letters for proper nouns.
<b>Grammar skills</b>	Spell regular plural noun suffixes, write proper nouns with capital letters, read words containing -s, -es ending, including change to the root, spell suffixes that can be added to verbs where no change is needed in the spelling, know and use words where the prefix un changes the meaning of verbs and adjectives, read back words they have spelt, read back and check writing makes sense, spell CEW, use letter names to distinguish between alternative spellings of the same sound, spell words; was, were, are ,am

Genre overview: Technical x 4, Narrative x3, Description x 3, Poetic x 2, Persuasive x2 and Expository x1

# Year 2 Literacy Coverage & Genres

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Genre	<ol style="list-style-type: none"> <li>1. Technical</li> <li>2. Expository</li> <li>3. Descriptive</li> </ol>	<ol style="list-style-type: none"> <li>1. Persuasive</li> <li>2. Persuasive</li> <li>3. Narrative</li> <li>4. Technical</li> </ol>	<ol style="list-style-type: none"> <li>1. Persuasive</li> <li>2. Narrative</li> <li>3. Expository</li> <li>4. Technical</li> <li>5. Technical</li> </ol>	<ol style="list-style-type: none"> <li>1. Expository</li> <li>2. Persuasive</li> <li>3. Narrative</li> </ol>	<ol style="list-style-type: none"> <li>1. Technical</li> <li>2. Narrative</li> <li>3. Technical</li> </ol>	<ol style="list-style-type: none"> <li>1. Narrative</li> <li>2. Descriptive</li> <li>3. Narrative</li> <li>4. Persuasive</li> <li>5. Persuasive</li> </ol>
Outcome for assessment	<ol style="list-style-type: none"> <li>1. Non Chronological report</li> <li>2. Character Profile</li> <li>3. Retell of Familiar story</li> </ol>	<ol style="list-style-type: none"> <li>1. Letter</li> <li>2. Invitation</li> <li>3. Poem</li> <li>4. Instructions</li> </ol>	<ol style="list-style-type: none"> <li>1. Post card –</li> <li>2. Retell story from a character's point of view</li> <li>3. Character description</li> <li>4. Creating a spell</li> <li>5. Chronological recount</li> </ol>	<ol style="list-style-type: none"> <li>1. Biography of main character</li> <li>2. Letter / argument</li> <li>3. Retell – own version</li> </ol>	<ol style="list-style-type: none"> <li>1. Non chronological report</li> <li>2. Recital/ Own Poem</li> <li>3. Instruction / recipe</li> </ol>	<ol style="list-style-type: none"> <li>1. Diary</li> <li>2. Character profile</li> <li>3. Alternate story</li> <li>4. Debate</li> <li>5. Letter</li> </ol>
Stimulus / hook	<ul style="list-style-type: none"> <li>• Birds of Prey visit – range of nonfiction books and posters</li> <li>• Owl who was afraid of the dark</li> </ul>	<ul style="list-style-type: none"> <li>• Bear and the Piano including concert</li> <li>• The Christmas eve Tree</li> </ul>	<ul style="list-style-type: none"> <li>• Black Rock</li> <li>• Hansel and Gretel</li> <li>• Dock Yard school Trip (<i>History Cross curricular</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Tidy</li> <li>• Lost and found</li> </ul>	<ul style="list-style-type: none"> <li>• Street Beneath my feet</li> <li>• Poetry (Haiku)</li> <li>• Making a salad (<i>DT cross curricular</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• There is a monster in my Kitchen</li> <li>• Dear Greenpeace</li> </ul>
Opportunities for Independent learning (Ideas – not extensive list)	Story stones / Story Spoons – Linked to flight / birds Fact files around historical knowledge	Thank you letters to orchestra Bear fact files News reports – Christmas related or stories etc.	Stories about sea creatures – using stones and spoons Small world Black Rock Making spells - creative Designing a delicious house Diary entries – linked to Nelson and history	Posters about litter ICT video recreation	Labelling life cycles and habitats Exploring different poems	Letters to local companies about eco issues

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<b>Text Skills</b>	Use heading and sub headings to orientate around text, plan and write own stories with a logical sequence of events, using complete sentences grouped together to tell different parts of the story, correct choice and consistent use of tense throughout writing.
<b>Sentence skills</b>	Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation mark or command and use each sentence type. Expanded noun phrases for description and specification. Add more information to a sentence through using adverbs ending in -ly. Subordination; using conjunctions such as when, if, that, because and coordination; using and, but, or. Use a range of time words to aid sequencing, introduce as adverbs. Use present progressive: she is helping the boy. Use past progressive: She was helping the boy.
<b>Punctuation skills</b>	Use apostrophes to mark where letters are missing in spelling. Use apostrophes to mark singular possession in nouns. Use of capital letter, full stops, question marks and exclamation marks to demarcate sentences. Learn how to use both familiar and new punctuation accurately. Use commas to separate items into a list. Accurately use capital letters for proper nouns.
<b>Grammar skills</b>	Form nouns using suffixes such as -ment, -tion, -ness, -er. Formation of nouns by compounding. Spell adjectives using suffixes such as -er, -est in adjectives. Use -ly to turn adjective into adverbs. Use knowledge of adjectives when making correct choice of spelling. Use some features of standard written English. Make correct choice and consistent use of present and past tense throughout writing. Re read and check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.

Overview - Technical – 6x, Expository 3x, Descriptive 2x, Persuasive 6x, Narrative 6x