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|  | Purpose | | | | | |
| Writing to entertain | Writing to inform | | Writing to persuade | | Writing to discuss |
| Owls  Reception  Year 1 | **Text types**  \*Kenning poetry  \* traditional tales  \* Stories by same author  \*Character description  \*silly rhyming words  \* Stories from other cultures  \* Stories set in familiar settings (setting description)  \*Repetition/ patterns  \*fantasy stories (pirates)  \*Stories with repetitive language patterns | **Text types**  -\*Recount familiar events - postcards  \*Instructions - lists  \*Retrieving information from non-fiction texts  \*Chronological report – newspaper  \*Labels and captions  \*Non-chronological report – retrieving and presenting information | |  | |  |
| **Books at the center of reading and writing (although not an exhaustive list)**  A Kennings Poem Anita Kellik  Rosie’s Walk  Nursery rhymes – Each Peach Pear Plum  Julia Donaldson selection (smartest Giant in town, Stick Man, A Squash and a Squeeze, Gruffalo)  Nursery rymes - Jolly Pocket Christmas Postman  Handa’s Surprise  Handa’s Hen  Non-fiction books about Africa  Roald Dahl Tummy Beast  We’re going on a Bear hunt  Brown Bear What Do You See  The Grouchy Ladybug  This is the house that Jack Built  News First  Traditional Nursery Rhymes - Pussy Cat Pussy Cat, A Sailor Went To Sea, Sea, Sea etc  Pirates wear Underpants  The Pirate Cruncher  The Troll  Lost and Found  Non-fictions books linked to Science  Light House Keeper’s Lunch  Snail and a Whale  Dinosaurs and All That Rubbish  Harry and the Bucket Full of Dinosaurs  Non-fiction texts about Mary Anning | | |  | | |
| **Curriculum coverage** | | | | | |
| **Early Learning Goals Literacy (40 – 60+)**  \* Gives meaning to marks they make as they draw, write and paint.  \* Begins to break the flow of speech into words.  \* Continues a rhyming string.  \* Hears and says the initial sound in words.  \* Can segment the sounds in simple words and blend them together.  \* Links sounds to letters, naming and sounding the letters of the alphabet.  \* Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.  \* Writes own name and other things such as labels,captions.  \* Attempts to write short sentences in meaningful contexts.  Early Learning Goal Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible | | | | | |
| **Transcription**  \* spell:  - words containing phonemes taught  - common exception words  - days of the week  \* name the letters of the alphabet  \* add prefixes and suffixes (see vocabulary, grammar and punctuation)  \* apply simple spelling rules  \* write from memory simple dictated sentences  **Handwriting**  \* begin to form lower-case letters correctly  \* form capital letters  \* form digits 0 – 9  \* practice handwriting families | | **Composition**  \* say out loud what is to be written about  \* compose sentences orally before writing  \* re-read what has been written to make sure it makes sense  \* discuss what has been written with the teacher and other pupils  \* read writing aloud clearly  \* Sequence sentences to form short narratives | | **Vocabulary grammar and punctuation**  **Word**  \* use of suffixes (-s, -es, -ing, ed, er)  \* use of prefixes (un-)  **Sentence**  \* read writing out loud  \*combine words to make sentences  \* coordinating conjunctions to link two main ideas (and)  **Text**  **Punctuation**  \* finger spaces to separate words  \* to demarcate sentences, introduce:  -capital letters  -full stops  - question marks  -exclamation marks  \* capital letters for names and I | |