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|  | Purpose |
| Writing to entertain  | Writing to inform | Writing to persuade | Writing to discuss |
| Kingfisher Year 1 Year 2 | **Text types**\*stories with familiar settings \*acrostic poems \* twisted traditional tales \*stories from other cultures \*Rhythm poetry \*Adventure stories \* Character description\*Alliteration poems \* Stories from the same author \*fantasy story (space)  | **Text types**\*Recount familiar events – Diary (informal)\*revisit instruction (fiction)\*Non-chronological reportlabels, and captions – History/ Geography \*chronological report - TV newsreader newspaper recount \*recount of familiar event (personal recount) \* letter |  |  |
| **Books at the center of reading and writing (although not an exhaustive list)**Katie Morag by Mairi HedderwickJack and the Jelly Bean Stalk Rachael MortimoreThe True Story of the Three Little Pigs by Jan Scieskatongue twistersAllan AhlbergTuesday by David Wiesner |  |
| **Curriculum coverage** |
| **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\*spell by:- segmenting spoken words into phoneme and represent these by graphemes- learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones\* learning to spell:- common exception words- w0rds with contracted forms- possessive apostrophe (singular)\* distinguish between homophones and near-homophones \* add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly\* apply spelling rules for Year 2\* write from memory simple sentences dictated by the teacher**Handwriting**\* form lower case letters to the correct size related to each other\* start using diagonal and horizontal strokes and decide which may be better left un joined\*write capital letters and digits\* use the correct spacing between words | **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\* develop positive attitudes, towards and stamina for writing by: - writing narratives about personal experiences and those of others (real and fictional)- writing about real events- writing poetry- writing for different purposes\* consider what they are going to write before beginning by:- planning or saying out loud what they are going to write about- writing down ideas and/ or key words, including new vocabulary- encapsulating what they want to say, sentence by sentence\*make simple additions, revisions and corrections to their own writing by:- evaluating their writing with the teacher and other pupils- re-reading to check that their writing makes sense and that verbs to indiocate time are used correctly and consistently, including verbs in the continuous form- proof reading to check for errors in spelling, grammar and punctuation \* read aloud what they have written with appropriate intonation to make the meaning clear  | **Vocabulary, grammar and punctuation** **Word**\* use of suffixes (-s, -es, -ing, ed, er)\* use of prefixes (un-)\* forming adjectives using –ful, -less\* forming nouns using –ness, -er\* forming nouns using cmpound wordss\* forming adverbs from adjectives using –er, -est, -ly**Sentence**\* orally compose sentences \* read writing out loud \*combine words to make sentences\* coordinating conjunctions to link two main ideas (and)\* subordinating conjunctions (when, if, that, because)\* coordinating conjunctions (or, and, but)\* expanded noun phrases for desccription and specification\* statement, question, exclamation and command sentences**Text**\* Sequence sentences to form short narratives\* correct and consistent use of past and present tense\* use of progressive verbs in present and past tense**Punctuation**\* finger spaces to separate words\* to demarcate sentences, introduce:-capital letters-full stops- question marks -exclamation marks \* capital letters for names and I\* to demarcate sentences, use of:- capital letters- full stops- question marks- exclamation marks\* apostrophes for posession\* apostrophes for contracted forms |