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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 report  labels, 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 Hedderwick  Jack and the Jelly Bean Stalk Rachael Mortimore  The True Story of the Three Little Pigs by Jan Scieska  tongue twisters  Allan Ahlberg  Tuesday 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 | |