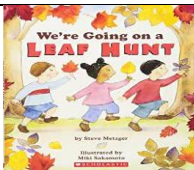
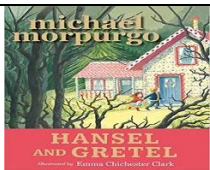


# Pennyhill's English Coverage

Year Group: 1

Aut 1

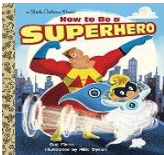



Text Used	Genre taught	Possible Writing Journal outcomes	
 <p>We're Going on a Leaf Hunt Autumn leaves By: Steve Metzger</p>	 <p>Hansel &amp; Gretel By: Michael Morpurgo</p>	Poetry	
		Descriptive writing	Description of settings
		Creative writing	Hansel and Gretel story
		Recount	Recount of trip

## Writing Progression document

Words and spelling	Grammar	Punctuation	Handwriting
<p>-Most words containing previously taught phonemes, GPCs, common exception words are spelt accurately.</p> <p>-There is increasingly accurate use of the prefix un- and suffixes when adding – ing, -ed, -er and – est where there is no needed in the spelling of the root word (see NC appendix 1)</p> <p>-Name the letter of the alphabet in order.</p> <p>-Spell words containing the 40 sounds I should know.</p>	<ul style="list-style-type: none"> <li>• Write simple sentences.</li> <li>• Write simple compound sentences using 'and'</li> <li>• Sequence sentences to form short narratives based on fictional and real experiences, this may include some characteristics of narrative writing but the form may not be sustained.</li> <li>• Sentences planned orally before they are written.</li> <li>• Children's writing may begin to show some features of different text types, as demonstrated through their own reading and teacher modelling (e.g. list, caption or simple instructions).</li> <li>• Uses vocabulary which is appropriate to the subject matter.</li> <li>• Some use of adjectives for description</li> <li>• Writing refers to the context of task.</li> </ul>	<ul style="list-style-type: none"> <li>• Separates words with spaces.</li> <li>• Beginning to use capital letters and full stops to demarcate some sentences.</li> <li>• Begin to use question marks and exclamation marks .</li> <li>• Consistently use capital letters for the personal pronoun I and begin to use capital for some proper nouns</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to form lower-case letters in the correct direction, starting at and finishing in the right place (may be inconsistencies in orientation and size).</li> <li>• Holds a pencil comfortably and correctly.</li> <li>• Form capital letters and digits 0-9.</li> <li>• Understand which letters belong to the handwriting 'families' and practise these</li> </ul>

# Pennyhill's English Coverage

## Aut 2

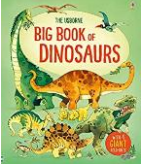
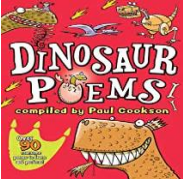
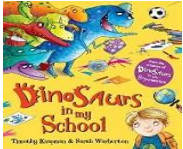

Text	Genres	Possible Writing Journal outcomes
 How to be a superhero By: Sue Fliess	Descriptive writing	Invent own superhero (power, costume etc)
 The Incredible By: Don Clarke	Instructions	How to make a superhero sandwich "What to do in the event of a fire."
 Supertato By: Sue Hendra & Paul Linnet	Fact files	Fact file real life superhero
 The Cow Who Fell to Earth By: Nadia Shireen	Letters	Thank you letter/post cards to a real life superhero (To be posted)

## Writing Progression document

Words and spelling	Grammar	Punctuation	Handwriting
-Most words containing previously taught phonemes, GPCs, common exception words are spelt accurately. -There is increasingly accurate use of the prefix un- and suffixes when adding -ing, -ed, -er and -est where there is no needed in the spelling of the root word (see NC appendix 1) -Name the letter of the alphabet in order. -Spell words containing the 40 sounds I should know.	<ul style="list-style-type: none"> <li>• Write simple sentences.</li> <li>• Write simple compound sentences using 'and'</li> <li>• Sequence sentences to form short narratives based on fictional and real experiences, this may include some characteristics of narrative writing but the form may not be sustained.</li> <li>• Sentences planned orally before they are written.</li> <li>• Children's writing may begin to show some features of different text types, as demonstrated through their own reading and teacher modelling (e.g. list, caption or simple instructions).</li> <li>• Uses vocabulary which is appropriate to the subject matter.</li> <li>• Some use of adjectives for description</li> <li>• Writing refers to the context of task.</li> </ul>	<ul style="list-style-type: none"> <li>• Separates words with spaces.</li> <li>• Beginning to use capital letters and full stops to demarcate some sentences.</li> <li>• Begin to use question marks and exclamation marks .</li> <li>• Consistently use capital letters for the personal pronoun I and begin to use capital for some proper nouns.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to form lower-case letters in the correct direction, starting at and finishing in the right place (may be inconsistencies in orientation and size).</li> <li>• Holds a pencil comfortably and correctly.</li> <li>• Form capital letters and digits 0-9.</li> <li>• Understand which letters belong to the handwriting 'families' and practise these</li> </ul>

# Pennyhill's English Coverage

Spr 1

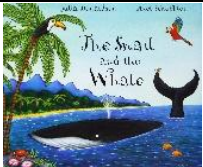

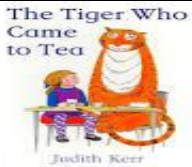
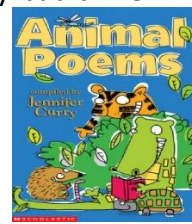
Text	Genres	Possible Writing Journal outcomes
 <p>The big book of Dinosaurs By: Alex Frith</p>  <p>Dinosaur poems By: Paul Cookson</p>	Non chronological report	Non chronological report about a dinosaur
	Narrative writing	Plan and write own story about a dinosaur
	Poetry	Learn and perform poems Write poem they performed
	Fact file	Dinosaur fact file/ Zig zag booklet of dinosaur facts
	Instructional text	How to make a dinosaurs salad (Title/Headings, sub-heading, list, imperative verb)
 <p>Dinosaurs in my school By: Timothy Knapman</p>  <p>Dinosaur Rocket! By Penny Dale</p>		

## Writing Progression document

Words and spelling	Grammar	Punctuation	Handwriting
<p>-Most words containing previously taught phonemes, GPCs, common exception words are spelt accurately.</p> <p>-There is increasingly accurate use of the prefix un- and suffixes when adding – ing, -ed, -er and – est where there is no needed in the spelling of the root word (see NC appendix 1)</p> <p>-Name the letter of the alphabet in order.</p> <p>-Spell words containing the 40 sounds I should know.</p>	<ul style="list-style-type: none"> <li>• Write simple sentences.</li> <li>• Write simple compound sentences using 'and'</li> <li>• Sequence sentences to form short narratives based on fictional and real experiences, this may include some characteristics of narrative writing but the form may not be sustained.</li> <li>• Sentences planned orally before they are written.</li> <li>• Children's writing may begin to show some features of different text types, as demonstrated through their own reading and teacher modelling (e.g. list, caption or simple instructions).</li> <li>• Uses vocabulary which is appropriate to the subject matter.</li> <li>• Some use of adjectives for description</li> <li>• Writing refers to the context of task.</li> </ul>	<ul style="list-style-type: none"> <li>• Separates words with spaces.</li> <li>• Beginning to use capital letters and full stops to demarcate some sentences.</li> <li>• Begin to use question marks and exclamation marks .</li> <li>• Consistently use capital letters for the personal pronoun I and begin to use capital for some proper nouns.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to form lower-case letters in the correct direction, starting at and finishing in the right place (may be inconsistencies in orientation and size).</li> <li>• Holds a pencil comfortably and correctly.</li> <li>• Form capital letters and digits 0-9.</li> <li>• Understand which letters belong to the handwriting 'families' and practise these</li> </ul>

## Pennyhill's English Coverage

### SPRING 2


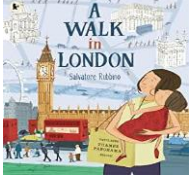
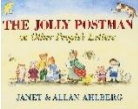
Text	Genres	Possible Writing Journal outcomes
 <p>The Snail and the Whale By Julia Donaldson</p>  <p>Splat the Cat By: Rob Scotton</p>	Descriptive writing	Characters and setting description
	Traditional tales	Retell their own version of a traditional tale
	List and leaflet	List of things needed to care for an animal Leaflet on how to care for an animal
	Poster	Missing poster for pet
 <p>The Tiger Who Came to Tea. By: Judith Kerr</p>  <p>Animal Poems By: Jennifer Curry</p>	Poetry	Acrostic poem

### Writing Progression document

Words and spelling	Grammar	Punctuation	Handwriting
<p>-Most words containing previously taught phonemes, GPCs, common exception words are spelt accurately.</p> <p>-There is increasingly accurate use of the prefix un- and suffixes when adding – ing, -ed, -er and – est where there is no needed in the spelling of the root word (see NC appendix 1)</p> <p>-Name the letter of the alphabet in order.</p> <p>-Spell words containing the 40 sounds I should know.</p>	<ul style="list-style-type: none"> <li>• Write simple sentences.</li> <li>• Write simple compound sentences using 'and'</li> <li>• Sequence sentences to form short narratives based on fictional and real experiences, this may include some characteristics of narrative writing but the form may not be sustained.</li> <li>• Sentences planned orally before they are written.</li> <li>• Children's writing may begin to show some features of different text types, as demonstrated through their own reading and teacher modelling (e.g. list, caption or simple instructions).</li> <li>• Uses vocabulary which is appropriate to the subject matter.</li> <li>• Some use of adjectives for description</li> <li>• Writing refers to the context of task.</li> </ul>	<ul style="list-style-type: none"> <li>• Separates words with spaces.</li> <li>• Beginning to use capital letters and full stops to demarcate some sentences.</li> <li>• Begin to use question marks and exclamation marks .</li> <li>• Consistently use capital letters for the personal pronoun I and begin to use capital for some proper nouns.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to form lower-case letters in the correct direction, starting at and finishing in the right place (may be inconsistencies in orientation and size).</li> <li>• Holds a pencil comfortably and correctly.</li> <li>• Form capital letters and digits 0-9.</li> <li>• Understand which letters belong to the handwriting 'families' and practise these</li> </ul>

# Pennyhill's English Coverage

## SUMMER 1


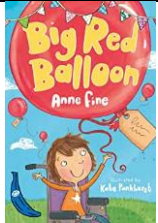
Text	Genre	Possible Writing Journal outcomes
 <p>Katie in London By: James Mayhem</p>  <p>A walk in London By: Salvatore Rubbino</p>  <p>The Jolly Postman – Janet and Allan Ahlberg</p>	Diary entry	Diary entry about a London visit
	Letter writing	Letter inviting Queen to our party (To be posted)
	Invitations/menu	Invitation and menus for party (To accompany the letter)
	Recount	Recount of party -video account for the newsletter. (speech & language)

## Writing Progression document

Words and spelling	Grammar	Punctuation	Handwriting
<p>-Most words containing previously taught phonemes, GPCs, common exception words are spelt accurately.</p> <p>-There is increasingly accurate use of the prefix un- and suffixes when adding – ing, -ed, -er and – est where there is no needed in the spelling of the root word (see NC appendix 1)</p> <p>-Name the letter of the alphabet in order.</p> <p>-Spell words containing the 40 sounds I should know.</p>	<ul style="list-style-type: none"> <li>• Write simple sentences.</li> <li>• Write simple compound sentences using 'and'</li> <li>• Sequence sentences to form short narratives based on fictional and real experiences, this may include some characteristics of narrative writing but the form may not be sustained.</li> <li>• Sentences planned orally before they are written.</li> <li>• Children's writing may begin to show some features of different text types, as demonstrated through their own reading and teacher modelling (e.g. list, caption or simple instructions).</li> <li>• Uses vocabulary which is appropriate to the subject matter.</li> <li>• Some use of adjectives for description</li> <li>• Writing refers to the context of task.</li> </ul>	<ul style="list-style-type: none"> <li>• Separates words with spaces.</li> <li>• Beginning to use capital letters and full stops to demarcate some sentences.</li> <li>• Begin to use question marks and exclamation marks .</li> <li>• Consistently use capital letters for the personal pronoun I and begin to use capital for some proper nouns.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to form lower-case letters in the correct direction, starting at and finishing in the right place (may be inconsistencies in orientation and size).</li> <li>• Holds a pencil comfortably and correctly.</li> <li>• Form capital letters and digits 0-9.</li> <li>• Understand which letters belong to the handwriting 'families' and practise these</li> </ul>

# Pennyhill's English Coverage

## Sum 2

Text	Genres	Possible Writing Journal outcomes
 <p>Meerkat mail Emily Gravett</p>	Postcards	List of what we would pack in suitcase for different weather Postcards (to and from)
	lists	
	letter	Message to release in a balloon
	Instructions	Instructions on how to fly a kite
	Narrative	Retell the story of the Meerkat's experience
 <p>Big Red Balloon By: Anne Fine &amp; Kate Pankhurst</p>	Explanation	Create a Meerkat booklet-How to care for a Meerkat

## Writing Progression document

Words and spelling	Grammar	Punctuation	Handwriting
<p>-Most words containing previously taught phonemes, GPCs, common exception words are spelt accurately.</p> <p>-There is increasingly accurate use of the prefix un- and suffixes when adding -ing, -ed, -er and -est where there is no needed in the spelling of the root word (see NC appendix 1)</p> <p>-Name the letter of the alphabet in order.</p> <p>-Spell words containing the 40 sounds I should know.</p>	<ul style="list-style-type: none"> <li>• Write simple sentences.</li> <li>• Write simple compound sentences using 'and'</li> <li>• Sequence sentences to form short narratives based on fictional and real experiences, this may include some characteristics of narrative writing but the form may not be sustained.</li> <li>• Sentences planned orally before they are written.</li> <li>• Children's writing may begin to show some features of different text types, as demonstrated through their own reading and teacher modelling (e.g. list, caption or simple instructions).</li> <li>• Uses vocabulary which is appropriate to the subject matter.</li> <li>• Some use of adjectives for description</li> <li>• Writing refers to the context of task.</li> </ul>	<ul style="list-style-type: none"> <li>• Separates words with spaces.</li> <li>• Beginning to use capital letters and full stops to demarcate some sentences.</li> <li>• Begin to use question marks and exclamation marks .</li> <li>• Consistently use capital letters for the personal pronoun I and begin to use capital for some proper nouns.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to form lower-case letters in the correct direction, starting at and finishing in the right place (may be inconsistencies in orientation and size).</li> <li>• Holds a pencil comfortably and correctly.</li> <li>• Form capital letters and digits 0-9.</li> <li>• Understand which letters belong to the handwriting 'families' and practise these</li> </ul>