LONGTON LANE PRIMARY

‘***Believe and Achieve’* Whole School coverage of genres, texts and writing opportunities**

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| **YEAR 1- CYCLE A** | | | | | | | | | | | | | | | **Other texts to share**  **with Year 1** |
| **Year 1 genres** | | **Narrative**  **Recount – diary / letter**  **Information**  **Instructions** | | | | | **Story maps**  **Diary**  **Narrative and Information** | | | | | **Questions to characters**  **Diaries and letters** | | | **Possible Film Units for Text Led Planning from The Literacy Shed:**  Bubbles  Book of butterflies  **Texts Suggested for Year 1**  Avocado Baby  Elmer  Where the Wild Things Are  The Elephant and the Bad Baby  Only one you  **Stories by Julia Donaldson** linked to poetry focus:  Monkey Puzzle  Tiddler  Tabby McTat  The Gruffalo |
| **Writing**  **Opportunities** | | Combine words to make a single clause sentence  Use *and* to join words and clauses  Some full stops and capital letters | | | | | Use capital letters for names of people, places and days of the week.  Use the personal pronoun *I* | | | | | Use punctuation in some sentences:  Some full stops and capital letters  Some question marks  Some exclamation marks | | |
| **Creative term overview to establish cross curricular work where relevant** | | | | | | | | | | | | | | |
| **First Half of Year** | | | | | | | | **Second Half of Year** | | | | | | |
| **Geography –** Wild Africa- 1. Kenya 2. Malawi 3. Congo  **History –** What is History? 1. Their life / Chronology (inc local) 2.Celebrations through time (inc national) 3. Toys | | | | | | | | **Geography – Locality 1. Maps/ Locality 2. Rainhill 3. Blackpool**  **History –** Time Travelling Doctors 1. Florence Nightingale 2.Edith Cavell 3.How hospitals have changed | | | | | | |
| **DT –** Bridges- Levers and Sliders  **Art –**  Gaudi- Craftmaker- Clay spire- Collage work | | | | | **DT –** Cooking and Nutrition- Pizza  **Art –**  Mary Quant- Designer- Sewing- Printing | | | | | **DT –** Fabric Books  **Art –** Van Gogh- Artist- Painting | | | | |
| **BOOKS** For Guided Reading and Text Led Planning | | | | | | | | | | | | | | |
| Text Led Planning | Wish you were here  Once there were giants  The Smartest Giant in town | | | Giraffe’s Can’t Dance  Handa’s surprise | | Meerkat Mail  Dogger | | | Little Red Riding Hood  The Three Little Pigs  Jack and the Beanstalk | | Tiger who came to tea  Singing Mermaid | | | You Choose  Would you rather  Troll Stroll |
| Guided Reading | Kitchen Disco  We’re Going on a Bear Hunt  Shark in the Park | | | Giraffe’s Can’t Dance  Handa’s surprise  Stick Man | | Meerkat (NF)  Meerkat Mail  Dogger | | | Jack and the Beanstalk  Goldilocks and the Three Bears  The Gingerbread Man  Florence Nightingale (NF) | | Superworm  What the Ladybird Heard  Tiger who came to tea | | | The Scarecrow’s Wedding  Frog and the Stranger  The Bog Baby |
| **GENRES** | | | | | | | | | | | | | | |
| Wish you were here  Lists, labels and captions  Postcards  Once there were giants  Sequencing captions  The Smartest Giant in Town  Descriptive writing | | | Giraffe’s Can’t Dance  Narrative  Setting description  Handa’s Surprise  Story map/journey  Recount  Instructions (NF)  How to brush your teeth | | Meerkat Mail  Diary/Log Book  Letters  Meerkat (NF)  Information leaflet  Dogger  Recount  Lost poster  Poetry – Julia Donaldson | | | Traditional Tales  Character description  Setting description  Story map  Recount  Florence Nightingale  Information report (NF) | | Tiger who came to tea  Story map  Character description  Letters/ diary  Singing Mermaid  Narrative  Persuasive writing  Poetry – Julia Donaldson | | | You Choose/Would you rather  Narrative  Instructions  Persuasive writing  Troll Stroll  Narrative  Questions to a character  Recount of visit (TRIP- NF) | |
| **Year 1 agreed poet -Julia Donaldson**  Suggested Poetry ideas for KS1 –  Invent impossible ideas e.g. magical wishes; experiment with alliteration to create humorous and surprising combinations.  Use the senses / Experiment with similes / Make adventurous word choices  List words and phrases, use a repeating pattern or shape on the page | | | | | | | | | | | | | | |

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| **YEAR 1/2- CYCLE A** | | | | | | | | | | | | | | | | | | **Other texts to share with Year 1/2** |
| **Year 1 genres** | | **Narrative**  **Recount – diary / letter**  **Information**  **Instructions** | | | | | **Story maps**  **Diary**  **Narrative and Information** | | | | | | **Questions to characters**  **Diaries and letters** | | | | | **Possible Film Units for Text Led Planning from The Literacy Shed:**  Catch it  Little Boat  **Texts Suggested for Year 1/2**  Avocado Baby  Elmer  Where the Wild Things Are  The Elephant and the Bad Baby  Only one you  **Texts Suggested for Year 2**  Flat Stanley  Emily Brown and the Thing  Fantastic Mr Fox  Willa and Old Miss Annie  Traction Man  Amazing Grace  The Hodgeheg  Not Now Bernard  Dr Xargle’s Book of Earthlets  **Stories by Julia Donaldson** linked to poetry focus:  Monkey Puzzle  Tiddler  Tabby McTat  The Gruffalo |
| **Writing**  **Opportunities** | | Combine words to make a single clause sentence  Use *and* to join words and clauses  Some full stops and capital letters | | | | | Use capital letters for names of people, places and days of the week.  Use the personal pronoun *I* | | | | | | Use punctuation in some sentences:  Some full stops and capital letters  Some question marks  Some exclamation marks | | | | |
| **Year 2 genres** | | **Narrative**  **Recount – diary, letter, news**  **Report for information** | | **Character / setting descriptions**  **Recount**  **Information/Instructions** | | | **Instructions** | | | **Narrative**  **Information** | | | **Narrative**  **Instructions**  **Letters/Diary** | | | **Narrative**  **Information**  **Setting description** | |
| **Writing**  **Opportunities** | | Use co-ordination (and, or, but)  Some use of subordination (when, if, that, because)  Use adjectives /adverbs to describe | | Use adjectives /adverbs to describe /specify:- Some expanded noun phrases  -Some use of –ly to turn adjectives into adverbs | | | Use past and present tense mostly correctly throughout writing  Some use of verbs to mark in progress | | | Some use of commas to separate items in lists | | | Some apostrophes for simple contracted forms | | | Begin to use apostrophes for singular possession in nouns | |
| Write statements, questions, commands and exclamations. Use a variety of punctuation with increasing accuracy: Most sentences demarcated accurately with full stops and capital letters. Some use of exclamation marks for effect / Some use of question marks | | | | | | | | | | | | | | | |
| **Creative term overview to establish cross curricular work where relevant** | | | | | | | | | | | | | | | | | |
| **First Half of Year** | | | | | | | | | **Second Half of Year** | | | | | | | | |
| **Geography –** Wild Africa- 1. Kenya 2. Malawi 3. Congo  **History –** What is History? 1. Their life / Chronology (inc local)2. Celebrations through time (inc national) 3. Toys | | | | | | | | | **Geography – Locality 1. Maps/ Locality 2. Rainhill 3. Blackpool**  **History –** Time Travelling Doctors 1. Florence Nightingale 2.Edith Cavell 3.How hospitals have changed | | | | | | | | |
| **BOOKS** For Guided Reading and Text Led Planning | | | | | | | | | | | | | | | | | |
| Text Led Planning | Wish you were here  Once there were giants  Don’t forget to write | | | | Giraffe’s can’t dance  Handa’s surprise  Disgusting sandwich | | | Meerkat Mail  Dogger | | | Little Red Riding Hood  The Three Little Pigs  Jack and the Beanstalk  Florence Nightingale (NF) | | | Tiger who came to tea  Singing Mermaid | | | You Choose  Would you rather  The Naughty Naughty Baddies |
| Guided Reading | The Huge Bag of Worries  Can’t you sleep little bear  Superhero Hotel  The Smartest Giant in town | | | | Giraffe’s can’t dance  Why Elephants Has a Trunk  Stick Man | | | Meerkat (NF)  Meerkat Mail  Dogger  Rabbit’s Bad Habit | | | Little Red Riding Hood  The Three Billy Goats Gruff  The Ugly Duckling | | | Superworm  The Highway Rat  Tiger who came to tea | | | Tyrannosaurus Drip  Norman the Naughty Knight |
| **GENRES** | | | | | | | | | | | | | | | | | |
| Wish you were here/Once there were giants  List, labels, captions  Recount  Don’t forget to write  Letters  Poetry – Julia Donaldson | | | Giraffe’s Can’t Dance  Story map/narrative  Handa’s Surprise  Character and setting description  Disgusting Sandwich  Instructions | | | Meerkat Mail/Meerkat (NF)  Diary/Log Book  Information leaflet  Dogger  Recount  Poster  Rabbit’s Bad Habit  Narrative | | | Traditional Tales  Character and setting description  Letters  Narrative/ alternative version  Florence Nightingale (NF)  Information report | | | Tiger who came to tea  Narrative  Diary  Singing Mermaid  Letters  Narrative  Poetry- riddles | | | You Choose/ Would you rather  Persuasive writing  The Naughty Naughty Baddies  Story map  Narrative  Recount of visit (TRIP) | | |
| **Year 1/2 agreed poet - Julia Donaldson**  Suggested Poetry ideas for KS1 –  Invent impossible ideas e.g. magical wishes; experiment with alliteration to create humorous and surprising combinations.  List words and phrases, use a repeating pattern or shape on the page | | | | | | | | | | | | | | | | | |



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| **YEAR 2- CYCLE A** | | | | | | | | | | | | | | | | | | | | **Other texts to share with Year 2** |
| **Year 2 genres** | | **Narrative**  **Recount – diary, letter, news**  **Report for information** | | **Character / setting descriptions**  **Recount**  **Information/Instructions** | | | | **Instructions** | | | **Narrative**  **Information** | | | | **Narrative**  **Instructions**  **Letters/Diary** | | | **Narrative**  **Information**  **Setting description** | | **Possible Film Units for Text Led Planning from The Literacy Shed:**  Once in a lifetime  The Silent Blue Book  The Ugly Sharkling  **Texts Suggested for Year 2**  Emily Brown and the Thing  Fantastic Mr Fox  Willa and Old Miss Annie  Traction Man  Amazing Grace  The Hodgeheg  Not Now Bernard  Dr Xargle’s Book of Earthlets  **Walter de la Mare** linked to poetry focus:  Snow  Silver  The Ride by Nights |
| **Writing**  **Opportunities** | | Use co-ordination (and, or, but)  Some use of subordination (when, if, that, because)  Use adjectives /adverbs to describe | | Use adjectives /adverbs to describe /specify:- Some expanded noun phrases  -Some use of –ly to turn adjectives into adverbs | | | | Use past and present tense mostly correctly throughout writing  Some use of verbs to mark in progress | | | Some use of commas to separate items in lists | | | | Some apostrophes for simple contracted forms | | | Begin to use apostrophes for singular possession in nouns | |
| Write statements, questions, commands and exclamations. Use a variety of punctuation with increasing accuracy: Most sentences demarcated accurately with full stops and capital letters. Some use of exclamation marks for effect / Some use of question marks | | | | | | | | | | | | | | | | | |
| **Creative term overview to establish cross curricular work where relevant** | | | | | | | | | | | | | | | | | | | |
| **First Half of Year** | | | | | | | | | | **Second Half of Year** | | | | | | | | | |
| **Geography –** Wild Africa- 1. Kenya 2. Malawi 3. Congo  **History –** What is History? 1. Their life / Chronology (inc local)2. Celebrations through time (inc national) 3. Toys | | | | | | | | | | **Geography – Locality 1. Maps/ Locality 2. Rainhill 3. Blackpool**  **History –** Time Travelling Doctors 1. Florence Nightingale 2.Edith Cavell 3.How hospitals have changed | | | | | | | | | |
| **DT –** Vehicles- Wheels/ Axels  **Art –**  Barbara Hepworth- Artist- Clay model | | | | | | | **DT – Cooking and Nutrition- Cookies**  **Art –**  Victoria Beckham- Designer- Sewing | | | | | | | **DT – Moving Pictures**  **Art –**  Picasso- Artist- Self-portraits - painting | | | | | |
| **BOOKS** For Guided Reading and Text Led Planning | | | | | | | | | | | | | | | | | | | |
| Text Led Planning | Owl babies  The owl who was afraid of the dark  Owls (NF) | | | | Disgusting sandwich  The Day the Crayons Quit  Lila and the Secret of the Rain | | | | Poetry: Walter de la Mare  Gigantosaurus  NF: Dinosaurs T-Rex | | | Little Red Riding Hood  The Three Little Pigs  Jack and the Beanstalk  Goldilocks  Jim and the Beanstalk  Florence Nightingale (NF) | | | | How to wash a woolly mammoth  Diary of a wombat  The Magnificent Book of…(NF) | | | The Flower  Crow’s Tale  All About Me Poems |
| Guided Reading | Poem: The Owl and the Pussycat  Owl babies  The owl who was afraid of the dark  Jamela’ Dress | | | | Lila and the Secret of the  Rain  The Day the Crayons Quit  The Day the Crayons Came Home | | | | Poetry: Walter de la Mare  Gigantosaurus  Dinosaurs (NF)  The Cat and the King | | | Daft Jack and the Beanstack  Cinderboy  Jim and the Beanstalk  It Wasn’t Me | | | | Esio Trot  The Giraffe, the Pelly and Me  The Magnificent Book of…(NF) | | | George’s Marvellous Medicine  Flat Stanley |
| **GENRES** | | | | | | | | | | | | | | | | | | | |
| Owl Babies/ The Owl Who was Afraid of the Dark  Recount  Diary /letter  Description  Owls (NF)  Information poster | | | Disgusting Sandwich  Instructions  The Day the Crayons Quit  Letters  Character descriptions  Lila and the Secret of the Rain  Narrative  Story Map | | | Poetry: Walter de la Mare  Gigantosaurus  Letters  Diary  Recount  Dinosaurs (NF)  Non-chronological report | | | | Traditional Tales  Letters  Diary  Newspaper report  Narrative twist/alternate ending  Florence Nightingale  Letters  Information report | | | How to wash a woolly ammoth  Instructions  Diary of a wombat  Setting description  Diary  The Magnificent Book of…  Non=chronological report  Poetry- riddles | | | | The Flower  Recount  Narrative  Story map  Crow’s Tale  Narrative  Recount of visit (TRIP NF)  All About Me Poetry | | |
| **Year 2 agreed poet - Walter De La Mare**  Suggested Poetry ideas for KS1 - Use the senses / Experiment with similes / Make adventurous word choices. Invent impossible ideas e.g. magical wishes; experiment with alliteration to create humorous and surprising combinations. List words and phrases, use a repeating pattern or shape on the page | | | | | | | | | | | | | | | | | | | |