



ENGLISH – YEAR 1		
Texts	Spring 1	Spring 2
The Gingerbread man What a waste: rubbish, recycling and protecting our planet. The enormous turnip We're going on a bear hunt	<ul style="list-style-type: none"> • Plan and tell a three part traditional tale with basic ideas sequenced and traditional story language adopted. • Write a simple first person recount linked to topic or personal experience, incorporating at least three events in order, whilst maintaining past tense. • Poems about senses • Role play & Oracy 	<ul style="list-style-type: none"> • Retell a familiar story in 3 parts. Include accurate sentence punctuation. • Shape & Humorous Poems • Role play & Oracy
	<ul style="list-style-type: none"> • Use traditional story language • Structure story into three parts • Describe a setting, something or someone with some appropriate adjectives • Write in first person using capital letter for "I" • Write sentences mostly demarcated by full stops and capital letters • Experiment with exclamation marks • Write in sequence using words to signal time e.g. first, next, then, after • Maintain past tense • Spell most common exception words taught so far • Form most lower case letters in the correct direction, starting and finishing in the right place. • Form lower-case letters of the correct size relative to one another in some of their writing 	
	Greater Depth	Greater Depth
	<ul style="list-style-type: none"> • Focus on a descriptive setting. • Expand by using simple descriptive language to add detail. 	<ul style="list-style-type: none"> • Write own version of the story recounting the information in sequence– then, next, after etc. • Expand sentences with conjunction 'and' use capital letters for proper nouns. Include new vocabulary from reading and research. Include an opening statement.



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| | <ul style="list-style-type: none">• Independently choose to expand ideas and sentences using “and”• Independently choose to add detail using a variety of adjectives• Independently choose to use and apply vocabulary gathered from reading.• Consider the reader when making vocabulary choices• Read own writing to check it makes sense• Make simple edits and corrections to own writing after discussion with the teacher |
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