



| ENGLISH – YEAR 1 | | |
|--|--|---|
| Texts | Spring 1 | Spring 2 |
| The Gingerbread man | <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 |
| What a waste: rubbish, recycling and protecting our planet. | <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 | |
| The enormous turnip | Greater Depth | Greater Depth |
| We're going on a bear hunt | <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. |



- 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