



ENGLISH – YEAR 1		
Texts	Summer 1	Summer 2
Jack and the Beanstalk	<ul style="list-style-type: none"> • Write a complete simple story in three parts based on own experiences or linked to a topic. Include accurate sentence punctuation. • Write instructions with some expansion about something they know well including imperative verbs. Include accurate sentence punctuation. • Role play & Oracy 	<ul style="list-style-type: none"> • Persuasive advert. • Report- Assemble information about a topic, writing accurately demarcated sentences to describe different aspects of the subject. • Consolidation of fact files, instructions and letters. • Riddles • Role play & Oracy
Florence Nightingale	<ul style="list-style-type: none"> • Write sentences by: sequencing sentences to form short narratives; and re-reading what has been written to check it makes sense. • Structure writing using some features of the given form • Write instructions with some expansion about something they know well including imperative verbs. • Assemble information about a topic, describing different aspects of the subject. • Use the conjunction “and” • Use descriptive language with some use of comparative and superlative adjectives • Spell words containing each of the 40+ phonemes taught • Use simple past and present verbs mostly accurately • Use capital letters, full stops and some exclamation marks and question marks to demarcate sentences • Use spaces between words • Form letters correctly and confidently with most letters accurate in shape and size including capital letters and digits • Use features of standard English 	
The tiger who came to tea	Greater Depth	Greater Depth
	<ul style="list-style-type: none"> • Include some of the patterns & language of familiar stories e.g. repeating same words and phrases three times – “run, run as fast as you can” • Expand by including more instructional features eg. a list of equipment numbered lists. Sentence structure to include commas in a list. 	<ul style="list-style-type: none"> • Change the character to have the opposite traits to the first draft with a focus on comparative and superlative adjectives • Basic sequencing of ideas under simple sub-headings to form a report. Use vocabulary collected from research, reading and cross-curricular learning.



- | | |
|--|--|
| | <ul style="list-style-type: none">• Independently simply structure own writing based on the given form and choose to use some patterns and language of familiar stories• Always think about reader as they write, making precise choices• Choose to expand ideas with simple conjunctions and descriptive language• Consistently use the full range of punctuation taught by the end of Year 1 mostly accurately• Add the suffixes –ing, -ed, -er to spell many words correctly• Evaluate the impact of writing on the reader• Articulate own success criteria |
|--|--|