

KS1 English Curriculum – Cycle 1

Topic	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Magical Me	Out of this world	British History	Materials	Wonderful World	
Narrative	Stories with predictable phrasing	Contemporary fiction – stories reflecting children’s own experience	Stories with predictable phrasing	Traditional tales/fairy tales	Traditional tales/fairy tales	Traditional tales/fairy tales
Suggested final written outcome	Write simple sentences using patterned language, words and phrases taken from familiar stories.	Write a series of sentences to retell events based on personal experience	Write simple sentences using patterned language, words and phrases taken from familiar stories.	Write a retelling of a traditional story.	Write a retelling of a traditional story	Write a retelling of a traditional story
Opportunities/Texts:	Write a story from another culture based on Handa’s Surprise/ Oliver’s Vegetables.	Story based on familiar setting – Can’t you sleep little bear? Owl babies	Toy Boat	Traditional Tale – The 3 Little Pigs	Diary entry – Living in a different place. Consider senses and feelings. Fairy tale	Traditional Story - The Leopard’s Drum
Non Fiction	Instructions/ Non chronological report	Instructions/ labels, lists and captions	Recount	Explanations	Non chronological report	Captions
Suggested final outcome	Following a practical experience, write simple instructions using imperative verbs.	Write labels and sentences to present information effectively. Following a practical experience, write simple instructions	Write simple first person recounts based on personal experience, using time connectives to aid sequencing.	Use diagrams and sentences to present information about step by step instructions.	A simple non-chronological report with a series of sentences to describe aspects of a	Write captions and sentences to present information effectively.

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		using imperative verbs and simple time connectives.			subject.	
Opportunities/Texts:	Instructional Writing – Fruit Salad/Smoothies Non-Chronological report – Healthy Lifestyles	Present Information/Fact File – on a variety of light sources. Instructional Writing – How to make a bird feeder? Glossary – items required.	Recount – How to make a moving toy	Explanation text based on Let’s build a house. Present information/ Fact file – Materials Lists – What materials do we need to make a house? Captions – Link to pictures/plans/ Diagrams of houses.	Non-chronological report - how the weather changes around the UK?	Captions – favourite holiday destinations Labels/caption – Label a diagram using captions explaining why you would prefer to live in England/Africa
Poetry	Vocabulary building	Vocabulary building	Structure	Vocabulary building	Rhyme	Structure/Pace
Suggested outcome	Read and perform free verse	Recite familiar poems by heart	Read and perform free verse	Recite familiar poems by heart	Read and perform free verse	Recite familiar poems by heart
Opportunities/Texts:	Recite/Write Poetry – Fussy Eaters - S Jackson Senses Poem	Poetry: Light and Dark Poetry www.sustainability.sellafieldsites.com	Poetry:	Poetry: Home poetry – see new curriculum file/shared area/PowerPoint.	Poetry: When all the world’s asleep – Anita E Posey	Poetry: Going on a lion hunt (based on Going on a bear hunt)
Essentials for writing	Composition:		Transcription:		Analysis and presentation:	

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	<p>To write with purpose To use imaginative description To organise writing appropriately To use paragraphs To use sentences appropriately</p>	<p>To present neatly To spell correctly To punctuate accurately.</p>	<p>To analyse writing To present writing</p>
Essentials for Progress	Milestone 1	Milestone 2	Milestone 3
To write with purpose	<ul style="list-style-type: none"> • Say first and then write to tell others about ideas • Write for a variety of purposes • Plan by talking about ideas and writing notes • Use some of the characteristic features of the type of writing used 	<ul style="list-style-type: none"> • Write for a wide range of purposes using the main features identified in reading • Use techniques used by authors to create character and setting • Compose and rehearse sentences orally 	<ul style="list-style-type: none"> • Identify the audience • Choose the appropriate form of writing using the main features identified in reading • Note, develop and research ideas
To use imaginative description	<ul style="list-style-type: none"> • Use adjectives to add detail • Use names of people, places and things • Use well-chosen adjectives • Use nouns and pronouns for variety • Use adverbs for extra detail 	<ul style="list-style-type: none"> • Create character, settings and plots • Use alliteration effectively • Use similes effectively • Use a range of descriptive phrases including some collective nouns 	<ul style="list-style-type: none"> • Use the techniques that authors use to create characters, settings and plots • Create vivid images by using alliteration, similes, metaphors and personification • Interweave description of characters, setting and atmospheres with dialogue
To organise writing appropriately	<ul style="list-style-type: none"> • Reread writing to check it makes sense • Use the correct tenses 	<ul style="list-style-type: none"> • Use organisational devices such as headings and subheadings • Use the perfect form of verb to 	<ul style="list-style-type: none"> • Guide the reader by using a range of organisational devices including a range of connectives

	<ul style="list-style-type: none"> Organise writing in line with its purpose 	<p>mark relationships of time and cause</p> <ul style="list-style-type: none"> Use connectives that signal time, shift attention, inject suspense and shift the setting. 	<ul style="list-style-type: none"> Choose effective grammar and punctuation and purpose changes to improve clarity Ensure correct use of tenses throughout a piece of writing
To use paragraphs	<ul style="list-style-type: none"> Write about more than one idea 	<ul style="list-style-type: none"> Organise paragraphs around a theme Sequence paragraphs 	<ul style="list-style-type: none"> Write paragraphs that give the reader a sense of clarity Write paragraphs that makes sense if read alone
To use sentences appropriately	<ul style="list-style-type: none"> Write so that other people can understand the meaning of sentences Sequence sentences to form a short narrative Convey ideas sentence by sentence Join sentences with conjunctions and connectives Vary the way sentences begin 	<ul style="list-style-type: none"> Use a mixture of simple, compound and complex sentences Write sentences that include: <ul style="list-style-type: none"> Conjunctions Adverbs Direct speech, punctuated Correctly Clauses Adverbial phrases 	<ul style="list-style-type: none"> Write sentences that include: <ul style="list-style-type: none"> Relative clauses Modal verbs Relative pronouns Brackets Parenthesis A mixture of active and passive voice Clear subject and object Hyphens, colons and semi colons Bullet points