

KS1 English Curriculum – Cycle 2

Topic	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Famous People	Sound and Force Winter	Lifecycles/ Spring	Local Area	Water	
Narrative	2. Stories	Stories with predictable phrases	Contemporary fiction reflecting children’s own experiences.	Traditional Tales	Stories with predictable phrases	
Suggested final written outcome	Write a re-telling of a story.	Write simple sentences using patterned language, words and phrases taken from familiar stories.	Write a series of sentences to retell events based on personal experiences.	Write a re-telling of a traditional story.	Write simple sentences using patterned language, words and phrases taken from familiar stories.	
Opportunities/texts:	The Queen`s Knickers Princess and the Pea	Singing Mermaid Rainbow Fish	Harry and His Bucketful of Dinosaurs The Tiger Who Came For Tea	Jack And The Beanstalk The 3 Little Pigs Little Red Riding Hood The Elves and the Shoemaker	Light House Keepers Lunch Tiddler	
Non Fiction	1.Labels, lists and captions	Reports	Recount	Instructions	Reports	Explanations
Suggested final outcome	Year 1 -Write labels and sentences relating to family, houses, people and places etc. Year 2 - Following a practical	A simple’s non-chronological report with a series of sentences to describe aspects of the subject.	Write first person recounts retelling events from the area.	Following a practical experience, write up the instructions using imperative verbs.	A simple’s non-chronological report with a series of sentences to describe aspects of the subject.	Draw pictures to illustrate a simple process and prepare several sentences to support an explanation.

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	experience, write up the instructions using imperative verbs.					
Opportunities/texts:	Write instructions – How to make an odd bed	Write a report about Winter, Christmas	Recount of our Wow Day, Christmas	Write instructions- How to grow a bean	Write a report about lighthouses	Explanation text – How lighthouses work
Poetry	Vocabulary building	Vocabulary building	Structure	Structure/ Pace	Rhyme	Vocabulary building
Suggested outcome	Read list poems.	Read, write and perform free verse.	Recite familiar poems by heart.	Write and perform own poems	Recite familiar poems by heart.	Read, write and perform free verse.
Opportunities/texts:	Hull Fair Poetry	Autumn Sense Poems	Jump or Jiggle by Evelyn Beyer	To perform own verb poem	Steve Hanson - Water	Summer Poetry
Essentials for writing	Composition: To write with purpose To use imaginative description To organise writing appropriately To use paragraphs To use sentences appropriately		Transcription: To present neatly To spell correctly To punctuate accurately.		Analysis and presentation: To analyse writing To present writing	
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 		<ul style="list-style-type: none"> Write for a wide range of 		<ul style="list-style-type: none"> Identify the audience 	

	<p>others about ideas</p> <ul style="list-style-type: none"> • 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 	<p>purposes using the main features identified in reading</p> <ul style="list-style-type: none"> • Use techniques used by authors to create character and setting • Compose and rehearse sentences orally 	<ul style="list-style-type: none"> • 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 • Organise writing in line with its purpose 	<ul style="list-style-type: none"> • Use organisational devices such as headings and subheadings • Use the perfect form of verb to mark relationships of time and cause • Use connectives that signal time, shift attention, inject suspense and shift the setting. 	<ul style="list-style-type: none"> • Guide the reader by using a range of organisational devices including a range of connectives • 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	<ul style="list-style-type: none"> • Write so that other people can 	<ul style="list-style-type: none"> • Use a mixture of simple, 	<ul style="list-style-type: none"> • Write sentences that include:

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appropriately	understand the meaning of sentences <ul style="list-style-type: none">• Sequence sentences to form a short narrative• Convey ideas sentence by sentence• Join sentences with conjunctions and connectives• Vary the way sentences begin	compound and complex sentences <ul style="list-style-type: none">• Write sentences that include:• Conjunctions• Adverbs• Direct speech, punctuated• Correctly• Clauses• Adverbial phrases	<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
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