



English Year 1

Why here, why now?

Autumn		
Text Focus	Why taught now?	Text studied
Labels and captions	Simple access to text at start of year, inclusive unit, images support children to develop language, supports emerging oracy from EYFS to Y1	Giggle Giggle Quack
Stories with predictable phrases	Lays foundation for WBD Author Focus for Year 1 (Jill Murphy)	Little Rabbit Foo Foo Peace At Last Penguin
Take one book	Reinforcement of predictable phrases, supports rhyme which feeds into poetry. Supports development of oracy and introduces adjectives.	Room On The Broom
Instructions	Following a practical experience write up a series of instructions – making a plate fish. This builds upon simple exposure to instructions as part of Writing curriculum.	Guided Write WAGOLL
Poetry	Links to work in Science on the senses and develops an understanding of verbs and adjectives that children generate through their own senses and first hand exploration.	Sound Collector
Take one book	The Night Before Christmas – reinforcement and consolidation	The Night Before Christmas
Spring Term		
Text Focus	Why taught now?	Text studied
Contemporary Fiction	Supports children's comprehension and understanding and inference. Supports development of question writing. Children develop their understanding of conjunctions and extending sentences. Further develops conjunctions and introduces prefixes for writing.	Beegu The Man On The Moon – A day in the life of Bob. Giraffes Can't Dance

Reports	An opportunity to explore a range of non-fiction texts with a focus on developing a heading. Writing for a purpose opportunity.	Guided Write WAGOLL
Poetry Week	Children throughout the school learn, recite and perform a poem to an audience and take part in a peer and self assessment opportunity. (Oracy support). The poem has been chosen to support the Y1 Geography curriculum where children learn about the UK and capital cities.	The London Eye
Performance Poetry	Building on children's experiences in poetry week, children have opportunity to work on a new performance poem within their class.	Where do teachers keep their pets?
World Book Day Author Focus	Revisit Jill Murphy from Autumn term. Compare and contrast works by same author.	Five Minutes Peace
Traditional Tales	This previously was taught in the Autumn term but has been moved to Spring as it is a really valuable way of supporting children to do sustained writing using skills developed to that point	Goldilocks and The Three Bears Three Billy Goats Gruff Red Riding Hood The Little Red Hen

Summer Term

Text Focus	Why taught now?	Text studied
Recount	Children will go on an educational visit and this will be the inspiration for writing, so that children have had first hand experience. This unit will give children the opportunity to sequence events, write in the first person and write words in the past tense (ed)	Guided Write WAGOLL
Non-Chronological Reports	Using knowledge children already have from GFoL children will write a simple non chronological report. Children have an opportunity to use their captions and labels from the Autumn and Spring Term. Children develop writing for purpose and have a go at writing simple letters, using questions and sentence punctuation.	Guided Write WAGOLL Dear Greenpeace
Take one book	Children apply all of the skills that they have learnt to date in their own independent writing linked to the text.	Hal The Highway Man

