

Sedgeberrow CE First School

ENGLISH CURRICULUM DESIGN: YEAR 1

ENGLISH CURRICULUM DESIGN – YEAR 1		
FICTION: STORY WRITING and DESCRIPTIONS		
NATIONAL CURRICULUM		
Reading	Writing	
<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> -listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. -being encouraged to link what they read or hear read to their own experiences. -becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. -recognising and joining in with predictable phrases. <p>discussing word meanings, linking new meanings to those already known.</p> <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> -drawing on what they already know or on background information and vocabulary provided by the teacher. -checking that the text makes sense to them as they read and correcting inaccurate reading. -discussing the significance of the title and events. -making inferences on the basis of what is being said and done. - predicting what might happen on the basis of what has been read so far. <p>-participate in discussion about what is read to them, taking turns and listening to what others say,</p> <p>-explain clearly their understanding of what is read to them.</p>	Composition	Vocabulary, Punctuation and Grammar
	<p>Write sentences by:</p> <ul style="list-style-type: none"> -saying out loud what they are going to write about. -composing a sentence orally before writing it. -sequencing sentences to form short narratives. -re-reading what they have written to check that it makes sense. -discuss what they have written with the teacher or other pupils. -read aloud their writing clearly enough to be heard by their peers and the teacher. 	<ul style="list-style-type: none"> -leaving spaces between words. -joining words and joining clauses using 'and'. -beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. -using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.
KNOWLEDGE	KEY QUESTIONS	
<ul style="list-style-type: none"> -Authors write books. -Illustrators draw the pictures in books. -The title and author of the book being studied. -Know that the narrator is the person (or character) telling the story. -Be able to name the main characters in the story and say something about how they behave or look. -Be able to describe where the story is set. -Give examples of different types of settings, e.g. forest, castle, space, jungle etc. -Stories comprise of a beginning, middle and ending. -There are different types of fictional stories: fairy tales, adventure stories, picture books etc. -Recognise that specific story types have certain structures and language, e.g. fairy tales begin with 'Once upon a time', there are good vs bad characters, a problem to overcome etc. -Adjectives are describing words used to depict characters and settings. -Know how to use conjunctions such as 'and' to extend sentences about characters, settings and events. -Learn and retell a collection of stories which are relevant to Year 1 (Talk4Writing). -Be able to name examples of fairy tales and give a brief summary of the story. -Be able to name several well-known authors and the books they have written. -Have an awareness that questions can be used by the author to provoke a response from the reader and experiment with questions in their own story writing and descriptions. 	<ul style="list-style-type: none"> What is the title? Who is the author? Who is the illustrator? What are the three main parts to a story? What do you think is going to happen in the story? Who are the main characters? Where is the story set? Can you think of any other stories set in a similar place? What are the characters like? What is the story about? What happens in the beginning? What happens in the middle? How does the story end? What words describe the character? What words describe the setting? 	

<p>*Knowledge of punctuation is a common theme throughout all English units:* Have an awareness that:</p> <ul style="list-style-type: none"> -Capital letters are used at the beginning of a sentence, for names of people, places, months of the year and the capital pronoun 'I'. -Full stops are used at the end of a sentence. -Question marks are used at the end of a question sentence. -Exclamation marks show shock, surprise or if something is loud. 	
POSSIBLE OUTCOMES	
Reading/Discussion	Composition
<ul style="list-style-type: none"> -Identify the beginning, middle and ending in stories and use familiarity with this structure to make predictions about story endings; recall the main events. -Listen with sustained concentration and then talk about how the author created interest or excitement in the story; the voice telling the story is called the narrator. -Recognise main characters and typical characteristics, for example, good and bad characters in traditional tales; identify the goal or motive of the main character and talk about how it moves the plot on; notice how dialogue is presented in text and begin to use different voices for particular characters when reading dialogue aloud. -Settings can be familiar or unfamiliar and based on real life or fantasy. Respond by making links with own experience and identify story language used to describe imaginary settings. 	<ul style="list-style-type: none"> -Say a sentence, write and read it back to check it makes sense. -Re-tell familiar stories and recount events; include main events in sequence, focusing on who is in the event, where events take place and what happens in each event; use story language, sentence patterns and sequencing words to organise events, e.g. then, next, after etc. -Imitate: Orally recite stories using story maps and learn new vocabulary etc. (Talk4Writing). -Act out stories and portray characters and their motives. -Innovate: Begin to innovate well-known stories with support, by changing the character or setting from the model text. (Talk4Writing). -Use patterns and language from familiar stories in own writing, e.g. 'Once upon a time...' taken from fairy tales. -Write complete stories with a simple structure: beginning – middle – ending, decide where it is set and use ideas from reading for some incidents and events. -Write simple sentences to describe a character or setting – predominantly focusing on what the character/setting looks like but then expanding the description by using their senses.. -Explore word choices when writing – create word banks for use in written work. -Begin to use the conjunction 'and' to build longer sentences about characters, settings or events.
<p>Previous learning: EYFS:</p> <ul style="list-style-type: none"> -Oral retelling of fairy tales and short stories. -Explore stories through role play, puppets etc. -Sequence stories through pictures. -Begin to write a sentence or simple sentences to represent a story. -Listen to stories being told and read. Know when a story has begun and ended. Recognise simple repeatable story structures and some typical story language, for example, 'Once upon a time...' -Be aware that books have authors; someone is telling the story. -Stories are about characters; identify and describe their appearance referring to names and illustrations; notice when characters are speaking in the story by joining in, e.g. with a repeated phrase. -Stories happen in a particular place; identify settings by referring to illustrations and descriptions. 	<p>Next Learning: Year 2:</p> <ul style="list-style-type: none"> -Know the 5 parts to a story: opening, build-up, problem/conflict, resolution and ending. -Know what expanded noun phrases are and use them to describe characters and settings. -Learn and retell a collection of stories which are relevant to Year 2 (Talk4Writing). -Understand how to describe characters using the 'show not tell' technique. -Know what similes are and that they can be used to describe characters and setting. -Recognise and use examples of subordination (using when, if, that, or because) in their sentences. -Know that there are different types of sentences (statement, command, question, exclamation) and use sentences which are appropriate to story writing. -Recognise and use examples of co-ordination (using or, and, or but) in their sentences. -Know basic story structures of fairy tales/ traditional tales etc and use these structures in their own writing. -Be able to name examples of fairy tales, traditional tales etc and retell these orally. -Have a growing knowledge of well-known authors and the books they have written. -Stories are usually written in the past tense. -Recognise the difference between the past and present tense. -Have an increasing knowledge of vocabulary (adjectives, verbs, nouns, conjunctions) which can be applied to their writing. -Identify speech in a story and use expression when reading to show the character is speaking. -Know what reported speech is and use this in their own story writing.

	<p>*Knowledge of punctuation is a common theme throughout all English units:*</p> <p>-Know where to use full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive.</p>
Types of Stories Covered in Year 1:	Key Vocabulary:
<p>Fairytales</p> <p>Classic Literature/Traditional Tales</p> <p>Fantasy Stories</p> <p>Adventure Stories</p> <p>Journey Stories</p> <p>Stories about Being Brave</p> <p>Picture Books.</p>	<p>Character, setting, adjectives, beginning, middle, ending, author, illustrator, conjunctions, sentences, full stop, capital letters, question marks, exclamation marks, narrator, fairy tale, 'once upon a time', adventure stories, illustrations, fantasy, journeys.</p>

ENGLISH CURRICULUM DESIGN – YEAR 1			
POETRY			
NATIONAL CURRICULUM			
Reading		Writing	
Listen, discuss, respond	Understanding	Composition	Vocabulary, Punctuation and Grammar
<ul style="list-style-type: none">- Listen and discuss a wide range of poems. Link to own experiences.- Join in with predictable phrases.- Appreciate rhymes and poems and recite some by heart.- Discuss word meanings.- Discuss significance of title and events.- Participate in discussions.	<ul style="list-style-type: none">-Draw on background knowledge and vocabulary provided.- Check text makes sense, correcting inaccurate Reading.- Infer and predict on the basis of what is said and done and has been ready so far- Explain understanding.	<p>Write sentences by:</p> <ul style="list-style-type: none">- saying out loud what they are going to write about.- composing a sentence orally before writing it.- sequencing sentences to form short narratives- re-reading what they have written to check that it makes sense. <p>-Discuss what they have written with the teacher or other pupils.</p> <p>-Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<ul style="list-style-type: none">-Leaving spaces.-Joining words and clauses using ‘and’- Capital letters for names of people, places, days of week and the I
KNOWLEDGE		KEY QUESTIONS	
<ul style="list-style-type: none">-Recite a range of nursery rhymes and simple poems off my heart.-Know that not all poems rhyme.-Recognise rhyming words.-Understand that poems are set out in lines (not sentences).-Understand that poems are set out in verses.-Know that poets write poems.-Understand that poems can be performed out loud with expression and actions.-Know that that list poems often have a list of words, phrases or sentences on a subject. They often have the same starter word or sentence.-Know that adjectives are describing words and are used in poems.-Each new line of a poem starts with a capital letter.		<p>Who wrote this poem? What is the title of the poem? What is the poem about? What do you like about the poem? Why? Does this poem rhyme? Can you find the rhyming words? Can you name other words that would rhyme with the words in the poem? Which words do you think are the most interesting in the poem? Has the poet used good describing words (adjectives)? Do any of the lines repeat in the poem? Is this a happy/sad/funny/ poem? How do you know? Do you like the poem? Why?</p>	
POSSIBLE OUTCOMES			
Reading	Performing	Composition	
<ul style="list-style-type: none">-Discuss own response and what the poem is about.-Talk about favourite words or parts of a poem.-Notice the poem’s pattern.-Identify rhyming words.-Give examples of other words that rhyme.-Talk about how the poem makes them feel or what they imagine.	<ul style="list-style-type: none">-Perform rhymes and poems, including from other cultures.-Use expression.-Perform poems with repeated phrases.-Create and include actions.-Perform in unison, following the rhythm and keeping time.-Learn and recite a poem by heart.	<ul style="list-style-type: none">-Verbally compose a free verse: based on experiences/objects/places/feelings/curriculum links/senses etc.-Add words/phrases/captions to images-Generate rhyming words/phrases.-Use a scaffolding frame/templates for creating short poems.	

<p>Previous learning:</p> <p>EYFS</p> <p>Reciting nursery rhymes.</p> <p>Listen to poems being read and talk about likes and dislikes – including ideas or puzzles, words, and patterns.</p> <p>Listen and learn simple repetitive poems and copy actions.</p>	<p>Next learning:</p> <p>Year 2:</p> <p>-Recite a collection of poems of by heart using appropriate expression and intonation.</p> <p>-Recognise rhyming words, near rhymes and half-rhymes.</p> <p>-Know what a rhyming couplet is (two lines of a poem that have the same rhythm and rhyme)</p> <p><i>-Recognise and name different types of poems: calligram, rap, tongue twister, riddle etc:</i></p> <p>-A calligram is a word, phrase or poem that is presented in a visual way. This may be by the shape of the letters, some words or the whole poem which links to the meaning/theme of the words/poem.</p> <p>-A rap is a poem that has a musical vocal delivery involving rhythm and rhyme.</p> <p>-A riddle is generally presented as a puzzle to be solved. They may often have clues to a unknown object or person.</p> <p>-A tongue twister is a short poem or lines that are hard to say because they use a lot of similar sounds.</p> <p><i>-Recognise and name different literary techniques used in poetry – similes, alliteration and onomatopoeia.</i></p> <p>-Alliteration is when words that start with the same sound are used repeatedly in a phrase or sentence.</p> <p>-Onomatopoeia is a word that describes a sound.</p> <p>-Simile is when something is compared to another thing using ‘as’ or ‘like’ to paint a picture in reader’s mind.</p>							
<p>Text Types:</p>	<p>Key Vocabulary:</p>							
<p>List poems</p> <p>Nursery Rhymes</p> <p>Cultural Poems</p>	<p>Poem Title</p>	<p>Verse Rhythm</p>	<p>Expression</p>	<p>Rhyme</p>	<p>Lines</p>	<p>Adjectives</p>	<p>Senses</p>	<p>Poet</p>

ENGLISH CURRICULUM DESIGN – YEAR 1		
INSTRUCTIONAL WRITING		
NATIONAL CURRICULUM		
Reading	Writing	
Listening, Responding and Understanding	Composition	Vocabulary, Punctuation and Grammar
<ul style="list-style-type: none"> -Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. -Be encouraged to link what they read or hear read to their own experiences. 	<p>Write sentences by:</p> <ul style="list-style-type: none"> -saying out loud what they are going to write about. -composing a sentence orally before writing it. -sequencing sentences to form short narratives. -re-reading what they have written to check that it makes sense. -discuss what they have written with the teacher or other pupils. -read aloud their writing clearly enough to be heard by their peers and the teacher. 	<ul style="list-style-type: none"> -Leave spaces between words. -Join words and joining clauses using and. -Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. -Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.
KNOWLEDGE		KEY QUESTIONS
<p>Children know that instructions:</p> <ul style="list-style-type: none"> -Tell us how to do or make something. -Give information on how to complete a task. -Describe a process in chronological order. <p>Children will know and understand the meaning of these grammatical features (including vocabulary and punctuation):</p> <ul style="list-style-type: none"> -Know what imperative verbs are and find/give examples. <p>Children will know that these are features of instructional writing:</p> <ul style="list-style-type: none"> -Title or Goal to show what the instructions are about. -List of equipment or ingredients – use commas in a list with support. -Use of simple sentence structures, e.g. Cut out the circle. -Numbered steps to show the order the instructions should be completed in. -Imperative verbs at the beginning of each sentence which give the command of what to do, e.g. cut, weigh, chop, glue, draw, etc. <p>*Knowledge of punctuation is a common theme throughout all English units:*</p> <p>Have an awareness that:</p> <ul style="list-style-type: none"> -Capital letters are used at the beginning of a sentence, for names of people, places, months of the year and the capital pronoun 'I'. -Full stops are used at the end of a sentence. -Question marks are used at the end of a question sentence. -Exclamation marks show shock, surprise or if something is loud. 		<p>What are these instructions telling us to do?</p> <p>What equipment do we need?</p> <p>Why are the instructions in a certain order?</p> <p>Why do we number each step?</p> <p>What are imperative verbs?</p>
POSSIBLE OUTCOMES		
Reading/Discussion	Composition	
<ul style="list-style-type: none"> -Listen to and follow a single instruction and then a longer series of instructions. -Think out and give clear single oral instructions. -Routinely read and follow written classroom labels carrying instructions. -Read and follow short series of instructions in shared context. -Identify imperative verbs in instructional texts that they follow or hear. 	<ul style="list-style-type: none"> - Contribute to class composition of instructions. -Write simple instructions using models and templates. -Carry out a practical activity and then verbally compose instructions based on what they did. Use this to then write a set of simple instructions. -Practise writing a list of equipment with commas. 	

		-Find alternative imperative verbs.
Previous learning: EYFS: -Listen to and follow single instructions, and then a series of two and three instructions. -Give oral instructions when playing. -Read and follow simple classroom instructions on labels with additional pictures or symbols. -Attempt to write instructions on labels, for instance in role play area		Next learning: Year 2 Children know that instructions: -Tell us how to do or make something. -Give information on how to complete a task. -Describe a process in chronological order. Children will know and understand the meaning of these grammatical features (including vocabulary and punctuation): -Know how to add -er and -est to adjectives. -Know how to construct a command sentence. -Know what noun phrases are. Children will know that these are features of instructional writing: -Title or outline statement about what will be achieved, e.g. How to make a Chinese lantern. -List of equipment or ingredients, correctly punctuated with commas. -Numbered steps to show the order the instructions should be completed in. -A variety of imperative verbs at the beginning of each sentence which give the command of what to do, e.g. pick, weigh, turn, glue, draw, etc. -Simple adverbs to express how to do an action, e.g. carefully, slowly. -Noun phrases to describe e.g. <i>Cut the <u>thick, yellow</u> card.</i> -Use comparatives by adding 'er' and 'est' to adjectives, e.g. <i>Use the <u>biggest</u> tomato.</i> -Command sentences. -Warning Triangle to indicate dangers. -Exclamation marks in the warning triangle. -Diagrams to support the written instructions. -Written in the third person. *Knowledge of punctuation is a common theme throughout all English units:* -Know where to use full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive.
Text Types:		Key Vocabulary:
Oral instructions Pictorial Instructions Simple Recipes Simple instructions to make something, e.g. a crown, a Christmas decoration, etc.		Instructions, steps, numbers, chronological order, steps, imperative verbs, list, equipment, title, ingredients, materials.

ENGLISH CURRICULUM DESIGN – YEAR 1		
INFORMATION TEXTS: NON-CHRONOLOGICAL REPORT		
NATIONAL CURRICULUM		
Reading	Writing	
Listening, Responding and Understanding	Composition	Vocabulary, Punctuation and Grammar
<ul style="list-style-type: none"> -Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. -Be encouraged to link what they read or hear read to their own experiences. 	<p>Write sentences by:</p> <ul style="list-style-type: none"> -saying out loud what they are going to write about. -composing a sentence orally before writing it. -sequencing sentences to form short narratives. -re-reading what they have written to check that it makes sense. -discuss what they have written with the teacher or other pupils. -read aloud their writing clearly enough to be heard by their peers and the teacher. 	<ul style="list-style-type: none"> -Leave spaces between words. -Join words and joining clauses using and. -Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. -Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.
KNOWLEDGE		KEY QUESTIONS
<p>Children know that non-chronological reports/ information texts:</p> <ul style="list-style-type: none"> -Contain facts about a topic. -May contain pictures and labels which are called diagrams. -Often have a contents page at the start and this shows the type of facts and page numbers. -Understand that information texts/non-chronological reports do not need to be read in order, like a story. -Use headings to help the reader understand the different type of facts. <p>Children will know that these are features of non-chronological reports/information texts and will demonstrate them in their writing:</p> <ul style="list-style-type: none"> -Factual information. -Diagrams and labels. -Clear title. -Sentences arranged a certain topic/fact. -Subheadings. -Contents page (not in own writing). <p>*Knowledge of punctuation is a common theme throughout all English units:*</p> <p>Have an awareness that:</p> <ul style="list-style-type: none"> -Capital letters are used at the beginning of a sentence, for names of people, places, months of the year and the capital pronoun 'I'. -Full stops are used at the end of a sentence. -Question marks are used at the end of a question sentence. -Exclamation marks show shock, surprise or if something is loud. 		<p>What have we found out from this information?</p> <p>Why is an information text/ non-chronological report different to a story?</p> <p>What is a contents page?</p> <p>What is the picture called that has been used in the information text?</p>
POSSIBLE OUTCOMES		
Research	Composition	
<ul style="list-style-type: none"> -Pose questions before reading non-fiction to find answers. -Secure alphabetic letter knowledge and use simplified dictionaries to assist with indexes etc.. -Read and use captions, labels and lists. Begin to locate parts of text that give particular information, e.g. titles, contents page, index, pictures, labelled diagrams, charts, and locate information using page numbers and words by initial letter. -Record information gleaned from books, e.g. as lists, a completed chart, extended captions for 	<ul style="list-style-type: none"> -Convey information and ideas in simple non-narrative forms such as labels for drawings and diagrams, extended captions and simple lists for planning or reminding. -Independently choose what to write about, orally rehearse, plan and write a short non-chronological report. 	

display, a fact file using ICT.	
<p>Previous learning:</p> <p>EYFS:</p> <ul style="list-style-type: none"> -Learn order of alphabet through alphabet books, rhymes and songs. -Distinguish between writing and drawing and write labels for pictures and drawings. -Listen to simple information books and find out simple facts, e.g. about animals. 	<p>Next learning:</p> <p>Year 2:</p> <p>Children know that information texts/ non-chronological reports:</p> <ul style="list-style-type: none"> -Can give different information and present similar information in different ways even when they are about the same topic. -Contain factual information and how this is different to fictional information. -Have a contents page at the start and can demonstrate how to use this independently. -Have an index page at the back and that the words are ordered alphabetically. -Contain glossaries which are set out alphabetically and explain the meanings of unfamiliar words/terms. <p>Children will know and understand the meaning of these grammatical features (including vocabulary and punctuation):</p> <ul style="list-style-type: none"> -Know how to add -er and -est to adjectives. -Know what noun phrases are. -Understand that information texts are often written in the present tense and usually 3rd person. <p>Children will know that these are features of information text/non-chronological reports and will include these in their writing:</p> <ul style="list-style-type: none"> -Clear title/heading to show what the information is about. -Subheadings. -Diagrams and labels. -Captions. -Glossary. -Sentences grouped around a specific fact or topic. -Simple and compound sentences to give information clearly and objectively, with well-chosen adjectives to denote size, colour, behaviour etc. For example, <i>Guinea pigs are small, docile, hairy animals... They eat mainly grass and need to exercise regularly.</i> -Present tense and usually 3rd person to give text an impersonal and objective voice. <p>*Knowledge of punctuation is a common theme throughout all English units:*</p> <ul style="list-style-type: none"> -Know where to use full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive.
Key Vocabulary:	
Facts, information, reports, subheadings, title, bullet points, fictional, non-fiction, contents page, diagrams, labels.	

ENGLISH CURRICULUM DESIGN – YEAR 1		
RECOUNTS		
NATIONAL CURRICULUM		
Reading	Writing	
Listening, Responding and Understanding	Composition	Vocabulary, Punctuation and Grammar
<p>-Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>-Be encouraged to link what they read or hear read to their own experiences.</p>	<p>Write sentences by:</p> <ul style="list-style-type: none"> -saying out loud what they are going to write about. -composing a sentence orally before writing it. -sequencing sentences to form short narratives. -re-reading what they have written to check that it makes sense. -discuss what they have written with the teacher or other pupils. -read aloud their writing clearly enough to be heard by their peers and the teacher. 	<ul style="list-style-type: none"> -Leave spaces between words. -Join words and joining clauses using and. -Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. -Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.
KNOWLEDGE		KEY QUESTIONS
<p>Children know that recounts:</p> <ul style="list-style-type: none"> -Retell events in time order. -Give an account of an event or experience <p>Children will know that these are features of recounts and will demonstrate them in their writing:</p> <ul style="list-style-type: none"> -Title. -Introductory sentence to show – who, what, when, where and why. -Series of sequences demarcating the passing of time. -Time conjunctions – next, then, after etc. -Simple ending stating what they liked or enjoyed etc. -Written in the first person using the pronoun 'I'. <p>*Knowledge of punctuation is a common theme throughout all English units:*</p> <p>Have an awareness that:</p> <ul style="list-style-type: none"> -Capital letters are used at the beginning of a sentence, for names of people, places, months of the year and the capital pronoun 'I'. -Full stops are used at the end of a sentence. -Question marks are used at the end of a question sentence. -Exclamation marks show shock, surprise or if something is loud. 		<p>What did you do? When did you do it? Who did you do it with? What was your favourite part? Why?</p> <p>What is a time conjunction?</p>

POSSIBLE OUTCOMES	
-Describe incidents from own experience in an audible voice using sequencing words and phrases such as then, after that, next etc. -Listen to other people's recounts and ask relevant questions. -Write simple first person recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing. -Create simple recounts by writing captions for photographs or pictures that show what happened during an activity, themed day or school trip.	
Previous learning: EYFS: -Informally recount incidents in own life to other children or adults and listen to others doing the same. Experiment with writing in a variety of play, exploratory and role-play situations. -Order pictures to sequence the event in the order it happened. -Begin to simple sentences to match pictures or sequences of pictures illustrating an event. -Use experience of simple recounts as a basis for shared composition with an adult such as retelling, substituting or extending, leading to simple independent writing.	Next learning: Year 2: Children know that recounts: -Retell events in time order. -Give an account of an event or experience. -May show how someone felt during the experience. -Can be written as a diary or letter. -Can be fictional and from a character's point of view. Children will know that these are features of recounts and will include these in their writing: -Title. -Clear introduction to give facts of who, when, what, where and why. -Clear conclusion to summarise the recount or to describe their favourite part of the activity being recounted. -Ideas organised into chronological paragraphs demonstrating the passing of time. -Use of different time conjunctions to link events and paragraphs. -Use of expanded noun phrases to add detail. -Use of the first person and the pronoun 'I'. -A diary could begin with 'Dear Diary'. *Knowledge of punctuation is a common theme throughout all English units:* -Know where to use full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive.
Text Examples	Key Vocabulary:
Recounts are based on the children's own experiences.	Recount, remember, what, who, when, why, how, time conjunctions, activity, school trip, yesterday, last week, next, after, then, lastly, happened, favourite.

ENGLISH CURRICULUM DESIGN – YEAR 1		
EXPLANATIONS		
NATIONAL CURRICULUM		
Reading	Writing	
Listening, Responding and Understanding	Composition	Vocabulary, Punctuation and Grammar
<ul style="list-style-type: none"> -Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. -Be encouraged to link what they read or hear read to their own experiences. 	Write sentences by: <ul style="list-style-type: none"> -saying out loud what they are going to write about. -composing a sentence orally before writing it. -sequencing sentences to form short narratives. -re-reading what they have written to check that it makes sense. -discuss what they have written with the teacher or other pupils. -read aloud their writing clearly enough to be heard by their peers and the teacher. 	<ul style="list-style-type: none"> -Leave spaces between words. -Join words and joining clauses using and. -Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. -Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.
KNOWLEDGE		KEY QUESTIONS
<p>Children know that explanations include:</p> <ul style="list-style-type: none"> -Pictures which we call diagrams. -Labels that name the different parts of a diagram. -Arrows which show the order that something is happening. -Sentences/captions which tell us how something works or why something happens. -The conjunction 'because' to show why something happens. <p>*Knowledge of punctuation is a common theme throughout all English units:*</p> <p>Have an awareness that:</p> <ul style="list-style-type: none"> -Capital letters are used at the beginning of a sentence, for names of people, places, months of the year and the capital pronoun 'I'. -Full stops are used at the end of a sentence. -Question marks are used at the end of a question sentence. -Exclamation marks show shock, surprise or if something is loud. 		<p>Can you read and tell me the different parts of the in this picture/diagram?</p> <p>What could we label in this picture/diagram?</p> <p>Can you explain to me how this happens or works?</p>
POSSIBLE OUTCOMES		
<ul style="list-style-type: none"> -Read captions, pictures and diagrams in books, wall displays etc. -Draw pictures to illustrate a process and use the picture to explain the process orally, e.g. life cycle of a frog, how trees change during the seasons. -Begin to label pictures/diagrams with more independence, e.g. label parts of the human face and explain how these parts are associated with the senses. -Label diagrams in the written form, e.g. parts of the body, parts of a fire engine, etc. -Write simple captions to match a picture to explain what is happening. 		
<p>Previous learning:</p> <p>EYFS:</p> <ul style="list-style-type: none"> -Talk about why things happen and how things work; ask questions and speculate. -Listen to someone explain a process and ask questions. -Give oral explanations e.g. why and how they made something out of construction etc. 	<p>Next learning:</p> <p>Year 2:</p> <p>Children know that explanations should include:</p> <p>3 part written explanations:</p> <ul style="list-style-type: none"> -A title which sets up expectations for the reader e.g. Why we must look after our bee? Why are Polar Bears White? -An opening that introduces reader to the topic and signals the purpose of the text e.g. <i>Bees are important because they can make honey. They also help trees and plants to grow ...</i> 	

	<p>-An ordered list of events or reasons leading up to the outcome signalled in the title e.g. First, she asked all the animals to help plant the seeds but they all said 'No', so she did it herself. Then she asked them to help...</p> <p>-A conclusion which follows from the reasons listed and links back to the title.</p> <p>-Use conjunctions such as 'because' to help explain reasons.</p> <p>*Knowledge of punctuation is a common theme throughout all English units:*</p> <p>-Know where to use full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive.</p> <p>Simple flowchart/diagram:</p> <p>-A labelled diagram or flowchart to show a simple process, e.g. the life cycle of a mammal.</p>
Suggested Topics for Explanations:	Key Vocabulary:
<p>-Link to Science, e.g. label parts of the body on a diagram, explain which parts of the body are associated with the sense, explain what a plant needs to grow and stay alive.</p> <p>-Link to topics, e.g. label a fire engine, explain how they made a puppet, explain how the Great Fire of London started and spread etc.</p>	<p>Labels, pictures, diagrams, arrows, explanation, captions.</p>

ENGLISH CURRICULUM DESIGN – YEAR 1		
PERSUASION		
NATIONAL CURRICULUM		
Reading	Writing	
Listening, Responding and Understanding	Composition	Vocabulary, Punctuation and Grammar
<p>-Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>-Be encouraged to link what they read or hear read to their own experiences.</p>	<p>Write sentences by:</p> <ul style="list-style-type: none"> -saying out loud what they are going to write about. -composing a sentence orally before writing it. -sequencing sentences to form short narratives. -re-reading what they have written to check that it makes sense. -discuss what they have written with the teacher or other pupils. -read aloud their writing clearly enough to be heard by their peers and the teacher. 	<p>-Leave spaces between words.</p> <p>-Join words and joining clauses using and.</p> <p>-Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>-Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</p>
KNOWLEDGE		KEY QUESTIONS
<p>Children will know that persuasion:</p> <p>-Can be a poster that is asking us or trying to get us to do something.</p> <p>Children will know that a 'Wanted Poster' is a form of persuasion which will include:</p> <ul style="list-style-type: none"> -The character/person's name. -Why they are wanted and why they need to be captured. -Use simple words or sentences to describe why the person is 'wanted'. -Use exclamation marks – 'Wanted! -Use a question mark – 'Have you seen this baddie?' 		<p>What is a 'wanted poster'?</p> <p>What would see on a wanted poster?</p>
POSSIBLE OUTCOMES		
<p>-Read captions, pictures, posters and adverts that are trying to persuade. Begin to recognise what they are trying to do and some of the ways they do it. -Through games and role play begin to explore what it means to persuade or be persuaded, and what different methods might be effective.</p> <p>-Design a 'Wanted Poster' for a character explaining in simple words and sentences why they are wanted.</p>		
<p>Previous learning:</p> <p>EYFS:</p> <p>Simple wanted posters for fairy tale villains.</p>	<p>Next learning:</p> <p>Year 2:</p> <p>Children will know that persuasion:</p> <p>-Is something that tries to convince us to buy or do something.</p> <p>In Year 2 the children will look at written posters for advertising products, events or actions (relating to the environment) and these will include:</p> <p>-A clear, bold title for the poster.</p>	

	<p>-A reason for why the buyer/reader should buy the product or go to this place using expanded noun phrases, e.g. It's a <u>great</u> day out! It is the most <u>delicious</u> fruit bar.</p> <p>-Use of a question to address the reader: E.g. <i>Have you tried it yet? Why not visit us this summer?</i></p> <p>-Use of exclamation marks – <i>The Best Circus In UK! Help To Save Our Polar Ice Caps!</i></p> <p>-Give extra information: e.g. prices, addresses, websites, etc.</p> <p>-An eye catching design, e.g. bright, colourful, bold etc.</p>
Suggested Topics for Explanations:	Key Vocabulary:
<p>Wanted Posters for:</p> <ul style="list-style-type: none"> -Evil Pea -Superhero villains -Guy Fawkes 	<p>Wanted poster, villain, crime, persuade, exclamation mark, question mark.</p>