



Corporation Road Community Primary School

English LTP 2021-2022

English: Year 1												
<p>Vision: We believe that reading, writing and verbally communicating are key life skills. Language unlocks the curriculum and is essential for success across all subjects. Through our English curriculum, we develop the skills and knowledge that will enable children to communicate effectively and creatively, through spoken and written language and equip them with the skills needed to become lifelong learners. We want our children to enjoy and appreciate literature and its rich variety. Children will access a wide range of challenging and language rich texts, which will engage, interest and open the door to both the real world and a world of imagination. They will have opportunities to read together and independently, listen to, share, discuss and write from these texts. Literacy is at the heart of all children's learning. It enables children to communicate with others effectively for a variety of purposes. It also allows them to examine their own and others' experiences, feelings and ideas, giving these order and meaning. It is integral to broadening a child's intellectual, emotional, spiritual, moral and social development.</p>												
Domains		Key Concepts				End point						
Sentence Structure		<ul style="list-style-type: none"> Punctuation Tense Sentence Types Cohesive Devices 				Children will have the knowledge and skills required to compose sentences which are grammatically accurate, cohesive and punctuated correctly. They will be able to select and move between sentence structures for impact and effect upon the reader.						
Text Structure and Organisation		<ul style="list-style-type: none"> Order and Sequence Conventions Paragraphs 				Children will be able to produce writing which is sequenced and flows. Our children will be able to select and use genre specific conventions within their writing.						
Composition and Effect		<ul style="list-style-type: none"> Audience Purpose Language and vocabulary Evaluation 				Children will be able to write confidently and consistently for a variety of purposes. They will be able to select language for effect and consider the impact upon the reader.						
Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2		
Genre	Retelling stories with predictable phrases/repeated patterned language	Instructions		Retelling		Retelling stories with characterisation (good and bad characters)	Non-Chronological report	Instructions	Retelling stories from a well-known author	Recount	Narrative – changing the setting, characters or event(s)	Poetry (Narrative)
	Stimulus	We're going on a bear hunt We're going on a lion hunt	At the Supermarket	The Enormous Turnip, Rumpelstiltskin, Tortoise and the Hare, The Frog Prince	The Snowman The Nativity (RE)	Three Little Pigs Little Red Riding Hood	Links to topic 'Our School'/'Our Town'/The UK Paddington Bear Katie in London	Mr Wolf's Pancakes Links to DT	Oliver Jeffers – Lost and Found, Up and Down	The Smartest Giant in Town, After the Fall, Grandad's Island, Oliver's Vegetables, Gorilla *Experience to be planned for	Meg and Mog	The Owl and the Pussycat
<p>-Leaving spaces between words -Reliance on simple phrases -Some simple sentences often brief, starting with <i>pronoun</i> and verbs -Sentences demarcated by both capital letter and full stops -Capital letters used for names and personal pro-noun 'I' on more than one occasion, where appropriate</p> <p>-Reliance on simple phrases or clauses -Some use of imperatives -Some use of timeless or present tense statements using <i>you</i> or <i>we</i> -Sentences demarcated by both capital letter and full stops</p> <p>-Some simple sentences often brief, starting with <i>pronoun</i> and verbs -Sentences demarcated by both capital letter and full stops -Capital letters used for names and personal pro-noun 'I' on more than one occasion, where appropriate -Leaving spaces between words</p> <p>-Some simple sentences often brief, starting with <i>pronoun</i> and verbs -Sentences demarcated by both capital letter and full stops -Leaving spaces between words -Capital letters used for names and personal pro-noun 'I' on more than one occasion, where appropriate -Some use of past tense</p> <p>-Some use of present tense statements -Sentences demarcated by both capital letter and full stop on more than one occasion -Some clauses joined by simple conjunctions <i>and</i>, <i>then</i> often with some repetition -Uses causal conjunctions e.g. because</p> <p>-Some use of imperatives -Sentences demarcated by both question marks and exclamation marks where necessary -Some clauses joined by simple connectives <i>and</i>, <i>and</i>, <i>then</i>, <i>because</i> to establish the sequence of events, often with some repetition to express chronological sequence</p> <p>-Sentences demarcated by both capital letter and full stops -Capital letters used for names and personal pro-noun 'I' on more than one occasion, where appropriate -Leaving spaces between words -Some clauses joined by simple connectives <i>and</i>, <i>and</i> then, <i>because</i> to establish the sequence of events often with some repetition to express chronological sequence -Some use of past tense</p> <p>-Some use of past tense -Some clauses joined by simple connectives <i>next</i> to establish the sequence of events, often with some repetition to express chronological sequence -Some clauses joined by simple conjunctions <i>and</i>, <i>and</i> then, <i>because</i> to establish the sequence of events, often with some repetition to express chronological sequence -Sentences demarcated by question marks and exclamation marks where necessary</p> <p>-Sentences demarcated by both question marks and exclamation marks where necessary -Some clauses joined by simple conjunctions <i>and</i>, <i>and</i> then, <i>because</i> to establish the sequence of events, often with some repetition to express chronological sequence -Sentences demarcated by both capital letter and full stops question marks and exclamation marks where necessary</p>												

-Beginning or ending of narrative signaled conventionally	-Numbering or bullet points used to separate ideas -Ideas developed in short statements and some instructions are linked as a simple sequence, which may be chronological.	-Beginning or ending of narrative signaled conventionally	-Ideas grouped into sequences of clauses or sentences, with events/ideas in appropriate order to sequence events	-A simple statement to introduce the topic Final statement to conclude -A series of sections detailing some qualities of the chosen topic -Ideas developed in short statements and some points are set out under headings	-A simple statement of what is to be achieved -List of equipment	-Ideas grouped into sequences of clauses or sentences, with events/ideas in appropriate order to sequence events	-Ideas grouped into sequences of clauses or sentences, with events/ideas in appropriate order to sequence events -Beginning and end of recount signaled conventionally -Some connection between clauses or sentences, for example pronouns referring to the same person, thing or main idea	-Some connection between clauses or sentences, for example pronouns referring to the same person, thing or main idea	-Ideas grouped into sequences of clauses or sentences, with events/ideas in appropriate order to sequence events -Beginning and end of recount signaled conventionally -Some connection between clauses or sentences, for example pronouns referring to the same person, thing or main idea
-Sequencing sentences to form short narratives -Discuss what they have written with the teacher or other pupils	-Writing includes some recognisable instructions or points for the chosen procedure	-Sequencing sentences to form short narratives -Discuss what they have written with the teacher or other pupils	-Simple story with good, bad or relevant characters. -Read aloud their writing clearly enough to be heard by their peers and the teacher.	-Writing includes some simple facts about the topic. -Writing shows some awareness of audience. -Writing includes a title, some simple facts under headings and a final statement	-Writing includes a title, some basic equipment/ingredients & two consecutive instructions -Writing shows some awareness of audience.	-Simple story with good, bad or relevant characters . -Read aloud their writing clearly enough to be heard by their peers and the teacher.	-A brief sequence of connected events, showing a simple chronological sequence -Simple recount in the first person -Some descriptive language -Indication of basic purpose to inform someone about what has happened	-Some descriptive language -Indication of basic purpose to entertain -Simple story with a linear structure; beginning, middle and end -Re-reading what they have written to check that it makes sense	-Sequencing sentences to form short narratives -Read aloud their writing clearly enough to be heard by their peers and the teacher.
Ongoing	Construction of simple clauses mostly (90%) grammatically accurate.								

