

## English Modules – Year 1

	Term 1		Term 2		Term 3	
<b>Narrative</b>	Contemporary fiction – stories reflecting children’s own experience (4 weeks – or 2 + 2 weeks)		Traditional Tales - Fairy tales (6 weeks – or 2 + 2 + 2 weeks)		Stories with predictable phrasing (6 weeks – or 2 + 2 + 2 weeks)	
<b>Grammar focus</b>	W1, W2, S1, S2, T1, P1, P2, P3 W3		W1, W2, S1, S2, T1, P1, P2, P3 W3		W1, W2, S1, S2, T1, P1, P2, P3 W3	
<b>Suggested final written outcome</b>	Write a series of sentences to retell events based on personal experience.		Write a re-telling of a traditional story.		Write simple sentences using patterned language, words and phrases taken from familiar stories	
<b>Audience &amp; Purpose</b>						
<b>Non-fiction1</b>	Labels, lists and captions 1 week (transition unit)	Recount 2 weeks - or 1 + 1 week	Report 2 weeks	Instructions 2 weeks	Report 2 weeks	Explanations 2 weeks
<b>Grammar focus</b>	W1, P1, P3, S1	W1, W2, S1, S2, T1, P1, P2, P3	W1, W2, S1, S2, T1, P1, P2, P3	W1, W2, S1, S2, T1, P1, P2, P3 W3	W1, W2, S1, S2, T1, P1, P2, P3	W1, W2, S1, S2, T1, P1, P2, P3
<b>Suggested final written outcome</b>	Write labels and sentences for an in-class	Write simple first person	A simple non-chronological report with a	Following a practical experience,	A simple non-chronological report with a	Draw pictures to illustrate a simple process and prepare
	‘Take One Book’  (1 or 2 weeks)  One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term		‘Take One Book’  (1 or 2 weeks)  One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term		‘Take One Book’  (1 or 2 weeks)  One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term	

	exhibition/museum display	recounts based on personal experience, using adverbs of time to aid sequencing		series of sentences to describe aspects of the subject; distinguish between a description of a single member of a group and the group in general	write up the instructions for a simple recipe		series of sentences to describe aspects of the subject; distinguish between a description of a single member of a group and the group in general	several sentences to support the explanation	
Audience & Purpose									
<b>Poetry</b>	<b>Vocabulary Building (1 week)</b>	<b>Structure – rhyming couplets (1 week)</b>		<b>Vocabulary Building (1 week)</b>	<b>Structure – rhyming couplets (1 week)</b>		<b>Vocabulary Building (1 week)</b>	<b>Take One Poet – poetry appreciation (1 week)</b>	
Suggested outcome	Read, write and perform free verse	Recite familiar poems by heart (dinosaurs)		Read, write and perform free verse	Recite familiar poems by heart		Read, write and perform free verse	Personal responses to poetry Recite familiar poems by heart	
Audience & purpose									
Read Aloud Programme	Ian Whybrow (dinosaurs) Allan Ahlberg (ourselves)		Visual text: Owl Babies – Martin Waddell	Little Red Riding Hood Jack and the Beanstalk The Elves and the Shoemaker		Visual text: ‘The Dark’- Lemony Snicket	Julia Donaldson- The Gruffalo The Smartest Giant in Town Squash and a Squeeze		Visual text: Literacy Shed- ‘Shadow of Blue’