



## English long-term plan 2022-23

### Milestone 1: Year 1

#### **Intent:**

At Reynolds Academy, we believe that writing is an essential aspect of the curriculum which will support our children in developing into articulate and imaginative communicators, who are well-equipped with the basic skills that they need in order to become life-long learners. Through the exploration of high-quality texts, pupils from Foundation Stage through to Year 6 become increasingly more knowledgeable about the writing process and become more competent writers. The children develop their skills by exploring a range of genres; building upon their knowledge linked to a chosen text type. In order to achieve this, our children develop their knowledge of genre features, language and effective composition enabling them to apply their understanding across the English curriculum and into other curriculum areas. There are opportunities in other curriculum areas for the children to revisit previously taught units of writing. Through the editing and revising process, we encourage our children to be reflective learners and to have high expectations of their own writing. As the children reach the end of their time at Reynolds Academy, our aim is that they are competent, enthusiastic writers who have the ability to turn their voices, thoughts, knowledge, opinions and artistry into powerful writing.

|                   | <u>Autumn 1</u>   | <u>Autumn 2</u> | <u>Spring 1</u>  | <u>Spring 2</u> | <u>Summer 1</u>   | <u>Summer 2</u>  |
|-------------------|---|-----------------|--|-----------------|---|------------------|
| <b>Text focus</b> | The Jolly Postman   | Beegu           | The Snail and the Whale  | Meerkat Mail    | Traction Man  | Handa's Surprise |
| English           | <b>Non-Fiction - Labels, lists and captions</b><br>Write labels, lists and captions for different inventions<br><br><b>Non-Fiction - Recount</b><br>Write recounts telling events from first hand experiences they remember.<br><br><b>Narrative – Traditional Stories including those with predictable and patterned language.</b><br>Write a re-telling of a traditional story<br><br><b>Narrative – Character description</b><br>Sentence(s) to describe the character in the main text.<br><br><b>Poetry – Vocabulary building (list poems)</b><br>Read list poems and write and perform own versions |                 | <b>Non-Fiction – Recount</b><br>Write recounts retelling events from first hand experiences in form of letters and postcards<br><br><b>Non-Fiction – Instructions</b><br>Write instructions for growing/making foods<br><br><b>Narrative – Traditional tales from other cultures (Australia)</b> Read and retell a story from a different culture being studied in theme<br><br><b>Poetry – Structure – rhyming couplets</b><br>Recite familiar poems by heart. Read, write and perform poems. |                 | <b>Non-Fiction – Explanations</b><br>Produce a simple explanation showing content has been clearly sequenced.<br><br><b>Non-Fiction – Non-chronological reports</b><br>Assemble information on a subject, sorting and categorising information; use comparative language to describe and differentiate.<br><br><b>Narrative – Fictional Recount stories reflecting own experiences</b><br>Retell events based on personal experiences of a visit<br><br><b>Narrative – Setting or character description</b><br>Sentences/paragraph to describe a setting or character in one of the texts studied.<br><br><b>Poetry – Take one poet – poetry appreciation</b> |                  |



## English long-term plan 2022-23

### Milestone 1: Year 1

|  |  |  |   |
|--|--|--|---|
|  |  |  | Personal responses to poetry. Recite familiar poems by heart. |
|--|--|--|---|