



English LTP 2023-24
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> |
|--|---|--|---|--|--|--|
| Text focus | The Jolly Postman | Beegu | The Snail and the Whale | Meerkat Mail | Traction Man | Handa's Surprise |
| English NB. Text in red offers suggestions for writing. | <p><u>Non-Fiction - Recount</u> Write recounts telling events from first hand experiences they remember.</p> <p><u>Narrative – Traditional Tales</u> Write a re-telling of a traditional story.</p> | <p><u>Non-Fiction - Labels, lists and captions</u> Write labels, lists and captions.</p> <p><u>Poetry – Vocabulary building (list poems)</u> Read list poems and write and perform own versions.</p> | <p><u>Narrative – Stories with predictable and patterned language.</u></p> <p><u>Non-Fiction – Instructions</u></p> | <p><u>Narrative – Traditional tales from other cultures (Australia)</u> Read and retell a story from a different culture.</p> <p><u>Poetry – Structure – Rhyming couplets</u> Recite familiar poems by heart. Read, write and perform poems.</p> | <p><u>Non-Fiction – Explanations</u> Produce a simple explanation showing content has been clearly sequenced.</p> <p><u>Narrative – Stories with familiar settings</u></p> | <p><u>Non-Fiction – Non-chronological reports</u> Assemble information on a subject, sorting and categorising information; use comparative language to describe and differentiate.</p> <p><u>Narrative – Stories from different cultures</u></p> <p><u>Poetry – Take one poet – poetry appreciation</u> Personal responses to poetry. Recite familiar poems by heart.</p> |



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