

ENGLISH KS1 LONG TERM MAP A B

	AUTUMN A	SPRING A	SUMMER A	AUTUMN B	SPRING B	SUMMER B
ENGLISH GENRES FICTION NON-FICTION POETRY UNIT	Year 1: Stories with Familiar Settings (Fiction) Labels and Captions (Non-Fiction) Senses (Poetry) Year 2: Stories with Familiar Settings (Fiction) Information Posters and Reports (Non-Fiction) Senses (Poetry)	Year 1: Traditional Stories and Cultural Stories (Fiction) Instructions (Non-Fiction) Pattern and Rhymes (Poetry) Year 2: Traditional Stories with a Twist and Cultural Stories (Fiction) Reports (Non-Fiction) Classical Poems Around a Theme (Poetry)	Year 1: Fantasy Stories (Fiction) Recounts (Non-Fiction) Funny Rhymes/Poems (Poetry) Year 2: Fantasy Stories (Fiction) Recounts and Explanations (Non-Fiction) Classical Poems (Poetry)	Year 1: Stories with Familiar Settings (Fiction) Labels and Captions (Non-Fiction) Senses (Poetry) Year 2: Stories with Familiar Settings (Fiction) Information Posters and Reports (Non-Fiction) Senses (Poetry)	Year 1: Traditional Stories and Cultural Stories (Fiction) Instructions (Non-Fiction) Pattern and Rhymes (Poetry) Year 2: Traditional Stories with a Twist and Cultural Stories (Fiction) Reports (Non-Fiction) Classical Poems Around a Theme (Poetry)	Year 1: Fantasy Stories (Fiction) Recounts (Non-Fiction) Funny Rhymes/Poems (Poetry) Year 2: Fantasy Stories (Fiction) Recounts and Explanations (Non-Fiction) Classical Poems (Poetry)
PROGRESSION IN ENGLISH SKILLS FICTION UNITS	<u>Text Structure</u> Using letters and words. Using simple sentence structures. Writing relates to the context of the task. Using phonic knowledge to write words.	Uses a mixture of simple and compound sentences using 'and'. Some sentences are extended using 'but' 'so'. Some variety of sentence openings. Beginning to use tense appropriate to the task.	Uses a variety of simple conjunctions. Subordination-when, if, that, because. Coordination- or, and, but. Sentences match their purpose (statement, question, exclamation or command). Subject verb agreement- was/is,	<u>Text Structure</u> Using letters and words. Using simple sentence structures. Writing relates to the context of the task.	Uses a mixture of simple and compound sentences using 'and'. Some sentences are extended using 'but' 'so'. Some variety of sentence openings. Beginning to use tense appropriate to the task.	Uses a variety of simple conjunctions. Subordination-when, if, that, because. Coordination- or, and, but. Sentences match their purpose (statement, question, exclamation or command). Subject verb agreement- was/is,

	<p><u>Punctuation</u> To separate words with spaces. Showing some evidence of capital letters and full stops.</p> <p><u>Effective use of Language</u> Can express ideas into recognisable words or phrases. Beginning to use story language. Using simple vocabulary that is appropriate to the subject. Uses some adjectives for description.</p>	<p>Beginning to use exclamation and question marks. Capital letter used for I. Beginning to use capital letters for names.</p> <p>Using some expanded noun phrases.</p>	<p>was/were, we/I, children/child.</p> <p>Using some capital letters for days of the week, months and place names. Beginning to use apostrophes for simple contractions. Some use of commas to separate items in a lists. Starting to use apostrophes for singular possession.</p> <p>Uses adjectives, some adverbs and expanded noun phrases to describe.</p>	<p><u>Punctuation</u> To separate words with spaces. Showing some evidence of capital letters and full stops.</p> <p><u>Effective use of Language</u> Can express ideas into recognisable words or phrases. Beginning to use story language. Using simple vocabulary that is appropriate to the subject. Uses some adjectives for description.</p>	<p>Beginning to use exclamation and question marks. Capital letter used for I.</p> <p>Using some expanded noun phrases.</p>	<p>was/were, we/I, children/child.</p> <p>Using some capital letters for days of the week, months and place names. Beginning to use apostrophes for simple contractions. Some use of commas to separate items in a lists. Starting to use apostrophes for singular possession.</p> <p>Uses adjectives, some adverbs and expanded noun phrases to describe.</p>
<p>PROGRESSION IN ENGLISH SKILLS NON-FICTION UNITS</p>	<p>Year 1 Labels and Captions</p> <p>Using letters and words to convey meaning.</p>	<p>Instructions</p> <p>Writing is beginning to show some awareness of the reader. Understands the purpose of instructions.</p>	<p>Recounts</p> <p>Writing shows awareness of the reader- to retell events, telling what happened, a sequence of events.</p>	<p>Year 1 Labels and Captions</p> <p>Using letters and words to convey meaning.</p>	<p>Instructions</p> <p>Writing is beginning to show some awareness of the reader. Understands the purpose of instructions.</p>	<p>Recounts</p> <p>Writing shows awareness of the reader- to retell events, telling what happened, a sequence of events.</p>

	<p><i>Beginning to express ideas in simple sentence structures.</i></p> <p><i>Beginning to show an awareness of the purpose of the writing-to describe the illustration/photograph or picture. Using simple words and phrases related to the picture.</i></p> <p>Year 2 Information Posters</p> <p><i>Includes a catchy title (slogan) and an interesting layout. Understands the purpose of the poster and the intended audience. Use of bold exclamation sentences.</i></p>	<p><i>Uses simple sentence structures. Writing attempts to show information.</i></p> <p><i>Beginning to show an awareness of different text types. Includes a 'How to' title, lists, numbers/letters/bullet points to show order.</i></p> <p>Reports</p> <p><i>Title covers the whole subject. Some factual language used. Grouping similar information together. Each category has a sub-heading. Use of present tense throughout.</i></p>	<p><i>Uses a mixture of simple and compound sentences using 'and'.</i></p> <p><i>Sentences begin with a capital letter and end with a full stop. Sequence of events written in order. Can use time connectives First...Later...Next... to join events together.</i></p> <p>Recounts and Explanations</p> <p><i>A clear title-what is being explained? Use of time conjunctions-before, after, first. Illustrations/diagrams with labels. Application of present tense in a new genre. Technical vocabulary sometimes in bold.</i></p>	<p><i>Beginning to express ideas in simple sentence structures.</i></p> <p><i>Beginning to show an awareness of the purpose of the writing-to describe the illustration/photograph or picture. Using simple words and phrases related to the picture.</i></p> <p>Year 2 Information Posters</p> <p><i>Includes a catchy title (slogan) and an interesting layout. Understands the purpose of the poster and the intended audience. Use of bold exclamation sentences.</i></p>	<p><i>Uses simple sentence structures. Writing attempts to show information.</i></p> <p><i>Beginning to show an awareness of different text types. Includes a 'How to' title, lists, numbers/letters/bullet points to show order.</i></p> <p>Reports</p> <p><i>Title covers the whole subject. Some factual language used. Grouping similar information together. Each category has a sub-heading. Use of present tense throughout.</i></p>	<p><i>Uses a mixture of simple and compound sentences using 'and'.</i></p> <p><i>Sentences begin with a capital letter and end with a full stop. Sequence of events written in order. Can use time connectives First...Later...Next... to join events together.</i></p> <p>Recounts and Explanations</p> <p><i>A clear title-what is being explained? Use of time conjunctions-before, after, first. Illustrations/diagrams with labels. Application of present tense in a new genre. Technical vocabulary sometimes in bold.</i></p>
READING TEXTS	<p>Year 1 St Christopher Stories with Familiar Settings: Snow Lambs, Peace at Last by Jill Murphy. Senses Poetry: A Selection of Firework Poems. Fireworks by Gareth Lancaster and</p>	<p>Year 1 St Christopher Traditional Stories and Cultural Stories: Little Red Hen, Three Billy Goats Gruff, The Three Little Pigs. Handa's Surprise and Handa's Hen by Eileen Browne.</p>	<p>Year 1 St Christopher Fantasy Stories: Aliens Love Underpants by Claire Feedman. Recounts: Lucy and Tom at the Seaside by Shirley Hughes. St David</p>	<p>Year 1 St Christopher Stories with Familiar Settings: Snow Lambs, Peace at Last by Jill Murphy. Senses Poetry: A Selection of Firework Poems. Fireworks by Gareth Lancaster and</p>	<p>Year 1 St Christopher Traditional Stories and Cultural Stories: Little Red Hen, Three Billy Goats Gruff, The Three Little Pigs. Handa's Surprise and Handa's Hen by Eileen Browne.</p>	<p>Year 1 St Christopher Fantasy Stories: Aliens Love Underpants by Claire Feedman. Recounts: Lucy and Tom at the Seaside by Shirley Hughes. St David</p>

Crackle Spit! By Marie Thom.
St David
Stories with Familiar Settings:
The Tiger Who Came for Tea, Mog the Forgetful Cat and Mog and the Baby by Judith Kerr.
Senses Poetry:
That's what I Like by Janice Johnston, As Tasty as a Picnic by Celia Warren and Fireworks by James Reeves.
Year 2
St Patrick
Stories with Familiar Settings:
The Smartest Giant in Town by Julia Donaldson.
Information Posters and Reports:
Natural Disaster Big Books/Flood Texts/Interactive Web based Texts.
Senses Poetry:
Sound Collector, Tasty as a Picnic by Celia Warren and My Hands.
St Andrew:
Stories with Familiar Settings:
Esio Trot by Roald Dahl and Voices in the Park

Instructions:
Linked to topic.
Pattern and Rhyme:
A Selection of Nursery Rhymes. Playdoh People by Tony Mitton, and The Pirate Ship Song.
St David
Traditional Stories and Cultural Stories:
The Three Little Pigs, Goldilocks and the Three Bears, Jack and the Beanstalk, Bringing the Rain to Kapatu Plain by Verna Aardema, We all went on a Safari by Laurie Krebs.
Instructions:
Don't Let the Pigeon's Drive the Bus, Don't Let the Pigeons Stay up Let by Mo Willems.
Pattern and Rhyme:
Pussycat, Pussycat, Two Little Dicky Birds and various skipping rhymes.
Year 2
St Patrick
Traditional Stories with a Twist:
Three Little Pig and The Three Little Wolves.
Reports:
Owl Babies, Barn Owl Trust and BBC, Dusk until Dawn.
Classical Poems:

Fantasy Stories:
The Magic Bed and Oil Get off Our Train by John Burningham.
Recounts:
Animals Outing an Farmer Duck by Martin Waddell.
Year 2
St Patrick
Fantasy Stories:
George and the Dragon, The Dragon Machine.
Explanations:
Dinosaur Fact Books, Dino Directory, Harry and His Bucket Full of Dinosaurs. .
Classical Poems:
Complete The Owl and The Pussycat, Giraffes Can't Dance (Rhyme story).
St Andrew:
Fantasy Stories:
Leon and the Place Between by Graham Baker-Smith and Ocean meets Sky by Eric Fan and Fan Terry.
Explanations:
The Usborne Official detective's Handbook and Forensic Science: The Fascinating Methods Scientists Use to Solve Crimes.
Classical Poems:

Crackle Spit! By Marie Thom.
St David
Stories with Familiar Settings:
The Tiger Who Came for Tea, Mog the Forgetful Cat and Mog and the Baby by Judith Kerr.
Senses Poetry:
That's what I Like by Janice Johnston, As Tasty as a Picnic by Celia Warren and Fireworks by James Reeves.
Year 2
St Patrick
Stories with Familiar Settings:
The Smartest Giant in Town by Julia Donaldson.
Information Posters and Reports:
Natural Disaster Big Books/Flood Texts/Interactive Web based Texts.
Senses Poetry:
Sound Collector, Tasty as a Picnic by Celia Warren and My Hands.
St Andrew:
Traditional Stories with a Twist:
Little Red by Bethan Woollvin, Hansel and Gretel by Anthony Browne and Hansel and

Instructions:
Linked to topic.
Pattern and Rhyme:
A Selection of Nursery Rhymes. Playdoh People by Tony Mitton, and The Pirate Ship Song.
St David
Traditional Stories and Cultural Stories:
The Three Little Pigs, Goldilocks and the Three Bears, Jack and the Beanstalk, Bringing the Rain to Kapatu Plain by Verna Aardema, We all went on a Safari by Laurie Krebs.
Instructions:
Don't Let the Pigeon's Drive the Bus, Don't Let the Pigeons Stay up Let by Mo Willems.
Pattern and Rhyme:
Pussycat, Pussycat, Two Little Dicky Birds and various skipping rhymes.
Year 2
St Patrick
Stories with Familiar Settings:
The Smartest Giant in Town by Julia Donaldson.
Information Posters and Reports:
Natural Disaster Big Books/Flood

Fantasy Stories:
The Magic Bed and Oil! Get off Our Train by John Burningham.
Recounts:
Animals Outing an Farmer Duck by Martin Waddell.
Year 2
St Patrick
Fantasy Stories:
George and the Dragon, The Dragon Machine.
Explanations:
Dinosaur Fact Books, Dino Directory, Harry and His Bucket Full of Dinosaurs. .
Classical Poems:
Complete The Owl and The Pussycat, Giraffes Can't Dance.
St Andrew:
Fantasy Stories:
George and the Dragon, The Dragon Machine.
Fantasy Stories:
Leon and the Place Between by Graham Baker-Smith and Ocean meets Sky by Eric Fan and Fan Terry.
Explanations:
The Usborne Official detective's Handbook and Forensic Science: The Fascinating Methods Scientists Use to Solve Crimes.

	<p>by Anthony Browne. Information Posters and Reports: Rainforests in 30 Seconds by Jen Green and Stephanie Murphey and Little Kids First Big Book of the Rainforest. Senses Poetry: Sniff, Sniff, Sniff by Julia Donaldson, Wings and From a Balcony I Can See (Pie Corbett).</p>	<p>The Owl and The Pussycat, Macavity, Selection of Pie Corbett Poems. St Andrew: Traditional Stories with a Twist: Little Red by Bethan Woollvin, Hansel and Gretel by Anthony Browne and Hansel and Gretel Alternative by Bethan Woollvin. Reports: Dogs and Matilda's Cat by Emily Gravett, How to Look After Your Pet Dog by David Alderton and Dogs (Usborne Spotter's Guide). Classical Poems: The Land of Counterpane, Windy Nights and From a Railway Carriage by Robert Louis Stevenson.</p>	<p>Railway Carriage by Robert Louis Stevenson and Revolting Rhymes by Roald Dahl.</p>	<p>Gretel Alternative by Bethan Woollvin. Reports: Dogs and Matilda's Cat by Emily Gravett, How to Look After Your Pet Dog by David Alderton and Dogs (Usborne Spotter's Guide). Classical Poems: The Land of Counterpane, Windy Nights and From a Railway Carriage by Robert Louis Stevenson.</p>	<p>Texts/Interactive Web based Texts. Senses Poetry: Sound Collector, Tasty as a Picnic by Celia Warren and My Hands. St Andrew: Stories with Familiar Settings: Esio Trot by Roald Dahl and Voices in the Park by Anthony Browne. Information Posters and Reports: Rainforests in 30 Seconds by Jen Green and Stephanie Murphey and Little Kids First Big Book of the Rainforest. Senses Poetry: Sniff, Sniff, Sniff by Julia Donaldson, Wings and From a Balcony I Can See (Pie Corbett).</p>	<p>Classical Poems: Railway Carriage by Robert Louis Stevenson and Revolting Rhymes by Roald Dahl.</p>
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St Christopher and St David (Year 1) are taught the same genres but with different reading texts.

St Patrick and St Andrew (Year 2) are taught the same genres but with different reading texts.

St Andrew will include skills from the Year 3 writing skills ladder.

Reading Texts have been prioritised for each genre and chosen for enjoyment and access to Year 1 and 2 English Skills.