

English Intent Document – St Briavels Parochial C of E Primary School

September 2021 Onwards

Daisy (Years 1 and 2) chronological age 5-7

Core Texts

Year A: 2022- 2023

Term	Title	Author	Genre	Main Character	Setting	Driver link
1	Wild	Emily Hughes (BAME author)	Contemporary Fiction	White Female	Woods/ Home	Independence
2	Rapunzel	Bethan Woollvin	Fairy tale with a twist	White Female	Forest	Independence
3	The Day the Crayons Quit	Drew Daywalt	Contemporary Fiction	Coloured Crayons/ male – never seen	Home	Active
4	Rabbit and Bear – Rabbit’s Bad Habits	Julian Gough	Animal Story/ Friendship	Male Rabbit and Female Bear	Woods	Belonging
5	The Fire Children: A West African Folk Tale	Eric Maddern	Myth	Black Female	West African village	Diversity
6	Flat Stanley	Jeff Brown	Classic/ Adventure	White Male	Various	Active

Year B: 2021-2022

Term	Title	Author	Genre	Main Character	Setting	Driver link
1	The Story Machine	Tom McLaughlin	Fantasy	White Male	Home	Active
2	Little Red Reading Hood	Lucy Rowland	Fairy tale with a twist rhyming	White Female	Woods	Independence
3	Pattan’s Pumpkin	Chitra Soundar (BAME author)	Traditional Tale	Asian Male	South Indian Village	Diversity
4	Meerkat Mail	Emily Gravett	Contemporary Fiction	Male Meerkat	Kalahari Desert	Belonging
5	Rosie Revere and The Raucous Riveters	Andrea Beaty	Contemporary Fiction	White Female	Home	Diversity/ Independence
6	The Hodgehog	Dick King-Smith	Classic Animal Story	Male Hedgehog	Outdoors	Active

Annual Writing Genre and Skills Coverage

Genre coverage for Daisy Class: Narrative, recount/diary, letter, instructions. Year 2 children should also learn to write simple non-chronological reports.

Each Genre to be matched to core text and skills and taught in genre focussed units. They can also be used for use it activities linked to practicing the writing skills.

Each genre once taught is available for children to use when writing in other subjects.

Daisy/Robins Writing Skills Progression: Wye Forest Federation			
Target	Year 1	Year 2	<i>Through teaching and systemic practice: (Assessed)</i>
T1	Use the names of people, places and things.	Add –er, -est, -ing nd –ed when there is no change in spelling of the root word.	<i>Regularly orally rehearse sentences before writing. (Year 1 and 2)</i>
T2	Demarcate most sentences using a capital letter and full stop.*	Use full stops and capital letters consistently.*	
T3	Join words using ‘and’.	Use commas in a list.	<i>Proof read their writing in relation to the Yr 1 / Yr 2 grammar and spelling expectations. (Year 1 and 2)</i>
T4	Use ‘and’ to join simple sentences.	Use co-ordination (and, or, but, so) *	
T5	Identify proper nouns	Use simple expanded noun phrases to describe and specify	<i>Begin to use some features of standard English (Year 1)</i>
T6	Use a capital letter for names of people, places, days of the week and the person pronoun ‘I’.	Use a variety of simple pronouns (her, she, the girl, Lucy)	
T7	Begin to use ‘because’ to join ideas.	Use subordination (when, if, because, as)*	<i>Use some features of standard written English (Year 2)</i>
T8	Begin to demarcate sentences with a question mark	Use sentences of different forms: questions (Correct use of question mark)*	<i>Maintain stamina in longer pieces of writing (Year 2) Prioritise narratives.*</i>
T9	Use the past and present and past tenses accurately (generally)	Use the present and past sentences accurately (consistently)*	
T10	Begin to demarcate sentences using an exclamation mark	Use exclamation marks as an indication to the reader	<i>Balance writing opportunities with real and made up.*</i>
T11	Write sequenced or linked sentences	Use sentences with different forms: statements and commands	
T12		Use sentences with different forms: exclamations	
T13	Sequence short sentences to write short texts	Use the progressive form of verbs	<i>Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters*</i>
T14		Use apostrophes for contraction	

T15	Add –er, -est, -ing and –ed when there is no change in spelling of the root word.	Use a variety of simple, compound and complex sentences (co-ordinating and subordinating conjunctions)	<i>Use spacing between the words that reflects the size of the letters.* (Year 1 and 2)</i>
T16		Use apostrophes for singular possession.	<i>Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others (Year 1 and 2)</i>

***Indicates objectives that are part of the end of Key Stage 1 Writing Assessment Framework. Assessment due in Term 6 (June)**

Year 1 Composition

- Plan by talking about ideas
- Create simple story maps
- Use simple narrative language features such as story language e.g once upon a time; power of three e.g he walked and walked and walked
- Write stories with characters based on class reading and role play
- Write stories based on familiar settings e.g from real life and traditional stories
- Use simple language features of non-fiction e.g first person in recounts; accurate nouns and verbs
- Use simple organisational features in fiction e.g beginning, middle, end
- Use simple organisational features in non-fiction e.g captions; instructions in the right order
- Write for simple audiences and purposes based on real life experiences e.g thank you letters, instructions, recounts, reports, stories
- Re-read writing to check it makes sense and make simple changes as necessary e.g spotting omissions

Year 2 Composition

- Write for a range of purposes and audiences
- Record ideas e.g through story maps, flow charts
- Create simple cohesive plots in narratives with an opening, build up, dilemma, resolution/ end based on class reading and stories with repetitive structures
- Create simple characters in narratives e.g heroes and villains, 2-3 characters, describe appearance, feelings and simple character traits
- Create simple settings in narratives e.g woods, under the sea, space
- Use the main language features of narrative e.g story language, powerful verbs, past tense, third person, alliteration, power of 3.
- Recurring language
- Write simple poetry
- Use the main language features of non-fiction e.g imperative verbs for instructions; adverbs such as firstly, next, then; third person for reports
- Use the main organisational features in fiction and non-fiction e.g clear beginning, middle and end; headings for posters; numbered instructions; information in sections
- Evaluate their writing through discussion and make improvements to clarify the meaning and sense e.g accurate verb/ tense and subject/verb agreement
- Proof read and edit writing in relation to Y2 grammar and spelling expectations

Cracking Comprehension (Reading) Coverage and Assessment

Year 1 complete Read Write inc Reading and Comprehension on their journey to learning to read throughout Year 1.

In the summer term, Cracking Comprehension is introduced in order to support transition to Year2.

Year 1	Autumn	Spring	Summer
1			Unit 10 (non-fiction) Unit 11 (poetry) Unit 12 (non-fiction) Assessment B
2			Unit 13 (fiction) Unit 14 (fiction) Unit 15 (non-fiction) NFER End of Year Reading Assessment

Year 2	Autumn	Spring	Summer
1	Unit 1 (fiction) Unit 2 (fiction) Unit 8 (non-fiction) Year 2 Practice SATs Assessment	Unit 4 (fiction) Unit 10 (non-fiction) Year 2 Practice SATs Assessment	Unit 6 (fiction) Unit 7 (fiction) Unit 11 (non-fiction) Year 2 SATs Assessment
2	Unit 3 (fiction) Unit 9 (non-fiction) Unit 13 (poetry) Assessment Task 1 (fiction) Assessment Task 5 (non-fiction)	Unit 5 (fiction) Unit 14 (poetry) Assessment Task 2 (fiction) Assessment Task 8 (poetry)	Unit 12 (non-fiction) Unit 15 (poetry) Assessment Task 3 Assessment Task 6

Phonics and Spelling

Year 1 Read, Write Inc

Year 2 Read, Write Inc/ Spelling Made easy

Handwriting

Year 1 - Letter-join Module 1 and 2

The Letter-join modules do not match the WFF approach to handwriting. At the WFF in Reception we teach printed letters with no joins. These work alongside our teaching of phonics. When children are ready or at the start of Y1, we introduce cursive script to children.

To enable us to get the best out of the Letter-join scheme, we have:

- Taken Printed Letters (lessons 96 -120) and assigned them to EYFS. The teachers can use these sessions alongside their current practice for teaching handwriting.

- Taken Easy letters and Easy Words and Harder Letters and Harder words (lessons 21 – 70) which introduce cursive letter formation and assigned them to the start of Y1.

Once this formation is mastered, Y1 will then learn capital letter formation.

Year 2 – Letter-join Module 3.