



| www.janeconsidine.com                                     |                                                                                                               |                                                                                                                                                                    | UNIT PLAN TITLE                                                                                   |                |                  |                            |                 |                   |                       |                        |          |                  |                 |                       |           |                  |                    |                             |           |                       |                           |         |              |                |                     |        |   |
|-----------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|----------------|------------------|----------------------------|-----------------|-------------------|-----------------------|------------------------|----------|------------------|-----------------|-----------------------|-----------|------------------|--------------------|-----------------------------|-----------|-----------------------|---------------------------|---------|--------------|----------------|---------------------|--------|---|
|                                                           |                                                                                                               |                                                                                                                                                                    | NARRATIVE                                                                                         |                |                  |                            |                 |                   |                       |                        |          |                  |                 |                       |           |                  |                    | NON-FICTION                 |           |                       |                           |         |              |                |                     | POETRY |   |
| Year 1                                                    |                                                                                                               |                                                                                                                                                                    | SONG OF THE SEA                                                                                   | THE TRAIN RIDE | GRANDAD'S ISLAND | LAST STOP ON MARKET STREET | THE QUEEN'S HAT | THE WAY BACK HOME | WOMBAT GOES WALKABOUT | LITTLED RED RIDINGHOOD | PINOCHIO | BEAR & THE PIANO | THE STORM WHALE | IF ALL THE WORLD WERE | THE COMET | GRANDAD'S CAMPER | TOYS FROM THE PAST | BOLD WOMEN IN BLACK HISTORY | ON SAFARI | OUR TRIP TO THE WOODS | ICE PLANET ADVENTURE PARK | SEASONS | GRANDMA BIRD | FIREWORK NIGHT | WHEN I AM BY MYSELF |        |   |
| NATIONAL CURRICULUM IN ENGLAND AND STATUTORY REQUIREMENTS | SPOKEN LANGUAGE                                                                                               | Pupils should be taught to ask relevant questions to extend their understanding and knowledge.                                                                     | ✓                                                                                                 | ✓              | ✓                | ✓                          | ✓               | ✓                 | ✓                     | ✓                      | ✓        | ✓                | ✓               | ✓                     | ✓         | ✓                | ✓                  | ✓                           | ✓         | ✓                     | ✓                         | ✓       | ✓            | ✓              | ✓                   | ✓      |   |
|                                                           |                                                                                                               | Pupils should be taught to use relevant strategies to build their vocabulary.                                                                                      | ✓                                                                                                 | ✓              | ✓                | ✓                          | ✓               | ✓                 | ✓                     | ✓                      | ✓        | ✓                | ✓               | ✓                     | ✓         | ✓                | ✓                  | ✓                           | ✓         | ✓                     | ✓                         | ✓       | ✓            | ✓              | ✓                   | ✓      |   |
|                                                           |                                                                                                               | Pupils should be taught to articulate and justify answers, arguments and opinions.                                                                                 | ✓                                                                                                 | ✓              | ✓                | ✓                          | ✓               | ✓                 | ✓                     | ✓                      | ✓        | ✓                | ✓               | ✓                     | ✓         | ✓                | ✓                  | ✓                           | ✓         | ✓                     | ✓                         | ✓       | ✓            | ✓              | ✓                   | ✓      |   |
|                                                           |                                                                                                               | Pupils should be taught to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.               | ✓                                                                                                 | ✓              | ✓                | ✓                          | ✓               | ✓                 | ✓                     | ✓                      | ✓        | ✓                | ✓               | ✓                     | ✓         | ✓                | ✓                  | ✓                           | ✓         | ✓                     | ✓                         | ✓       | ✓            | ✓              | ✓                   | ✓      |   |
|                                                           |                                                                                                               | Pupils should be taught to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. | ✓                                                                                                 | ✓              | ✓                | ✓                          | ✓               | ✓                 | ✓                     | ✓                      | ✓        | ✓                | ✓               | ✓                     | ✓         | ✓                | ✓                  | ✓                           | ✓         | ✓                     | ✓                         | ✓       | ✓            | ✓              | ✓                   | ✓      |   |
|                                                           |                                                                                                               | Pupils should be taught to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.                         | ✓                                                                                                 | ✓              | ✓                | ✓                          | ✓               | ✓                 | ✓                     | ✓                      | ✓        | ✓                | ✓               | ✓                     | ✓         | ✓                | ✓                  | ✓                           | ✓         | ✓                     | ✓                         | ✓       | ✓            | ✓              | ✓                   | ✓      | ✓ |
|                                                           |                                                                                                               | Pupils should be taught to speak audibly and fluently with an increasing command of Standard English.                                                              | ✓                                                                                                 | ✓              | ✓                | ✓                          | ✓               | ✓                 | ✓                     | ✓                      | ✓        | ✓                | ✓               | ✓                     | ✓         | ✓                | ✓                  | ✓                           | ✓         | ✓                     | ✓                         | ✓       | ✓            | ✓              | ✓                   | ✓      |   |
|                                                           |                                                                                                               | Pupils should be taught to participate in discussions, presentations, performances, role play, improvisations and debates.                                         | ✓                                                                                                 | ✓              | ✓                | ✓                          | ✓               | ✓                 | ✓                     | ✓                      | ✓        | ✓                | ✓               | ✓                     | ✓         | ✓                | ✓                  | ✓                           | ☐         | ☐                     | ☐                         | ☐       | ☐            | ☐              | ☐                   | ✓      | ✓ |
|                                                           |                                                                                                               | Pupils should be taught to gain, maintain and monitor the interest of the listener(s).                                                                             | ✓                                                                                                 | ✓              | ✓                | ✓                          | ✓               | ✓                 | ✓                     | ✓                      | ✓        | ✓                | ✓               | ✓                     | ✓         | ✓                | ✓                  | ✓                           | ✓         | ✓                     | ✓                         | ✓       | ✓            | ✓              | ✓                   | ✓      | ✓ |
|                                                           |                                                                                                               | Pupils should be taught to consider and evaluate different viewpoints, attending to and building on the contributions of others.                                   | ✓                                                                                                 | ✓              | ✓                | ✓                          | ✓               | ✓                 | ✓                     | ✓                      | ✓        | ✓                | ✓               | ✓                     | ✓         | ✓                | ✓                  | ✓                           | ✓         | ✓                     | ✓                         | ✓       | ✓            | ✓              | ✓                   | ✓      | ✓ |
|                                                           |                                                                                                               | Pupils should be taught to select and use appropriate registers for effective communication.                                                                       | ✓                                                                                                 | ✓              | ✓                | ✓                          | ✓               | ✓                 | ✓                     | ✓                      | ✓        | ✓                | ✓               | ✓                     | ✓         | ✓                | ✓                  | ✓                           | ✓         | ✓                     | ✓                         | ✓       | ✓            | ✓              | ✓                   | ✓      | ✓ |
|                                                           |                                                                                                               | WRITING COMPOSITION                                                                                                                                                | Pupils should be taught to write sentences by saying out loud what they are going to write about. | ✓              | ✓                | ✓                          | ✓               | ✓                 | ✓                     | ✓                      | ✓        | ✓                | ✓               | ✓                     | ✓         | ✓                | ✓                  | ✓                           | ✓         | ✓                     | ✓                         | ✓       | ✓            | ✓              | ✓                   | ☐      | ☐ |
|                                                           | Pupils should be taught to write sentences by composing a sentence orally before writing it.                  |                                                                                                                                                                    | ✓                                                                                                 | ✓              | ✓                | ✓                          | ✓               | ✓                 | ✓                     | ✓                      | ✓        | ✓                | ✓               | ✓                     | ✓         | ✓                | ✓                  | ✓                           | ✓         | ✓                     | ✓                         | ✓       | ✓            | ✓              | ☐                   | ☐      |   |
|                                                           | Pupils should be taught to write sentences by sequencing sentences to form short narratives.                  |                                                                                                                                                                    | ✓                                                                                                 | ✓              | ✓                | ✓                          | ✓               | ✓                 | ✓                     | ✓                      | ✓        | ✓                | ✓               | ✓                     | ✓         | ✓                | ✓                  | ✓                           | ✓         | ✓                     | ✓                         | ✓       | ✓            | ✓              | ☐                   | ☐      |   |
|                                                           | Pupils should be taught to write sentences by re-reading what they have written to check that it makes sense. |                                                                                                                                                                    | ✓                                                                                                 | ✓              | ✓                | ✓                          | ✓               | ✓                 | ✓                     | ✓                      | ✓        | ✓                | ✓               | ✓                     | ✓         | ✓                | ✓                  | ✓                           | ✓         | ✓                     | ✓                         | ✓       | ✓            | ✓              | ☐                   | ☐      |   |
|                                                           | Pupils should be taught to discuss what they have written with the teacher or other pupils.                   |                                                                                                                                                                    | ✓                                                                                                 | ✓              | ✓                | ✓                          | ✓               | ✓                 | ✓                     | ✓                      | ✓        | ✓                | ✓               | ✓                     | ✓         | ✓                | ✓                  | ✓                           | ✓         | ✓                     | ✓                         | ✓       | ✓            | ✓              | ✓                   | ✓      | ✓ |
|                                                           | WORD                                                                                                          | Pupils should be taught to read aloud their writing clearly enough to be heard by their peers and the teacher.                                                     | ✓                                                                                                 | ✓              | ✓                | ✓                          | ✓               | ✓                 | ✓                     | ✓                      | ✓        | ✓                | ✓               | ✓                     | ✓         | ✓                | ✓                  | ✓                           | ✓         | ✓                     | ✓                         | ✓       | ✓            | ✓              | ✓                   | ✓      | ✓ |
|                                                           |                                                                                                               | Regular plural noun suffixes -s or -es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun.                 | ☐                                                                                                 | ☐              | ✓                | ☐                          | ✓               | ✓                 | ☐                     | ☐                      | ☐        | ☐                | ☐               | ☐                     | ☐         | ☐                | ☐                  | ☐                           | ☐         | ✓                     | ☐                         | ☐       | ☐            | ☐              | ☐                   | ✓      | ✓ |
|                                                           |                                                                                                               | Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper).                                        | ✓                                                                                                 | ☐              | ☐                | ☐                          | ☐               | ☐                 | ☐                     | ✓                      | ☐        | ☐                | ☐               | ☐                     | ☐         | ☐                | ☐                  | ✓                           | ✓         | ☐                     | ☐                         | ☐       | ✓            | ☐              | ☐                   | ☐      | ☐ |
|                                                           | SENTENCE                                                                                                      | How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat].                                        | ☐                                                                                                 | ☐              | ✓                | ✓                          | ✓               | ☐                 | ☐                     | ☐                      | ✓        | ☐                | ☐               | ☐                     | ☐         | ☐                | ☐                  | ✓                           | ☐         | ☐                     | ✓                         | ☐       | ☐            | ☐              | ☐                   | ☐      |   |
| How words can combine to make sentences.                  |                                                                                                               | ✓                                                                                                                                                                  | ✓                                                                                                 | ✓              | ✓                | ✓                          | ✓               | ✓                 | ✓                     | ✓                      | ✓        | ✓                | ✓               | ✓                     | ✓         | ✓                | ✓                  | ✓                           | ✓         | ✓                     | ✓                         | ✓       | ✓            | ☐              | ☐                   |        |   |
|                                                           | Joining words and joining clauses using 'and'.                                                                | ✓                                                                                                                                                                  | ✓                                                                                                 | ✓              | ✓                | ✓                          | ✓               | ✓                 | ✓                     | ✓                      | ✓        | ✓                | ✓               | ✓                     | ✓         | ✓                | ✓                  | ✓                           | ✓         | ✓                     | ✓                         | ✓       | ✓            | ☐              | ☐                   |        |   |
|                                                           | Sequencing sentences to form short narratives.                                                                | ✓                                                                                                                                                                  | ✓                                                                                                 | ✓              | ✓                | ✓                          | ✓               | ✓                 | ✓                     | ✓                      | ✓        | ✓                | ✓               | ✓                     | ✓         | ✓                | ☐                  | ☐                           | ☐         | ☐                     | ☐                         | ☐       | ☐            | ☐              | ☐                   |        |   |
| PUNCTUATION                                               | Separation of words with spaces.                                                                              | ✓                                                                                                                                                                  | ✓                                                                                                 | ✓              | ✓                | ✓                          | ✓               | ✓                 | ✓                     | ✓                      | ✓        | ✓                | ✓               | ✓                     | ✓         | ✓                | ✓                  | ✓                           | ✓         | ✓                     | ✓                         | ✓       | ✓            | ✓              | ✓                   |        |   |
|                                                           | Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.     | ✓                                                                                                                                                                  | ✓                                                                                                 | ✓              | ✓                | ✓                          | ✓               | ✓                 | ✓                     | ✓                      | ✓        | ✓                | ✓               | ✓                     | ✓         | ✓                | ✓                  | ✓                           | ✓         | ✓                     | ✓                         | ✓       | ✓            | ☐              | ☐                   |        |   |
|                                                           | Capital letters for names and for the personal pronoun 'I'.                                                   | ✓                                                                                                                                                                  | ✓                                                                                                 | ✓              | ✓                | ✓                          | ✓               | ✓                 | ✓                     | ✓                      | ✓        | ✓                | ✓               | ✓                     | ✓         | ✓                | ✓                  | ✓                           | ✓         | ✓                     | ✓                         | ✓       | ✓            | ☐              | ✓                   |        |   |

**Comments**

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YEAR 1