

### Year 1 English Matrix

Autumn Term	Class Novel	Autumn 1: <b>**Elmer</b> by David McKee and other Elmer stories . <i>The text is part of our diversity and inclusion thread and encourages discussion around acceptance and tolerance of difference.</i> Autumn 2: The Owl Who Was Afraid of The Dark by Jill Tomlinson. <i>Short chapters introduces children to a chapter book to progress their reading.</i>  Performance Poem: On the Ning Nang Nong by Spike Milligan Poetry Form: Alliteration – Tongue Twisters					
	Core Texts	<b>Cave Baby by Julia Donaldson</b> <i>Rhyming narrative text with predictable pattern</i>  <b>Written Outcome</b> Retelling of the story in simple sentences.	<b>*The Gigantic Turnip</b> <i>Part of our school traditional tales thread and allows the children to explore more traditional vocabulary and story structure.</i>  <b>Written Outcome</b> Re-telling of the story	<b>How to Wash a Woolly Mammoth</b> <i>The text acts as a mentor text showing children features of instructional writing.</i>  <b>Written Outcome</b> Instructions	<b>**Amazing Grace by Mary Hoffman</b> <i>This book is part of our school thread on Celebrating Difference with a BAME main character.</i>  <b>Written Outcome</b> Letter to Grace recounting some of the things she has done.	<b>Wolves by Emily Gravett</b> <i>The story shows the children the character reading an information text which will help them to see the difference between fiction and non-fiction. Resistant Text where meaning is more difficult to establish.</i>  <b>Written Outcome</b> Information text about wolves	<b>Tongue Twisters</b> <i>Use established tongue twisters as the mentor text</i> <b>Written Outcome</b> Children to write their own tongue twisters
Spring Term	Class Novel	Spring 1: A Bear Called Paddington by Micheal Bond. <i>Classic text with older forms of language for children to be exposed to</i> Spring 2: <b>**Sona Sharma: Looking After Planet Earth</b> by Chitra Soundar. BAME main character and included as part of our diversity and inclusion thread.  Performance Poem: What We Found at the Seaside by Kate Williams Poetry Form: List poems					
	Core Texts	<b>*Aesop’s Fables – The Hare and The Tortoise</b> <i>Part of the traditional tales thread.</i> <b>Written Outcome</b>	<b>Reptiles by Angela Layton</b> <i>Use as a mentor text to show children how a</i>	<b>**Fatou Fetch the Water by Neil Griffiths</b> <i>Exposes children to a setting in a different country.</i>	<b>A Lighthouse Story by Holly James and Laura Chamberlain/Visit to St Mary’s Lighthouse</b>	<b>List Poems</b> <i>Use the performance poem to show how we can list things about a topic in a poetic way.</i>	<b>Wanted: The Perfect Pet by Fiona Robertson</b> <i>Mentor text showing how an advert is</i>

		Re-telling of the story	<i>non-fiction book is presented and written</i> <b>Written Outcome</b> Information Text	<b>Written Outcome</b> Narrative retelling	<i>Links to Year 1 history unit</i> <b>Written Outcome</b> Information text about Lighthouses Recount of the trip.	<b>Written Outcome</b> List poems about the Beach	<i>written and what its purpose is.</i> <b>Written Outcome</b> Description/Persuasion – Writing an advert for a pet
Summer Term	Class Novel	<p>Summer 1: Rabbit and Bear – Rabbit’s Bad Habits by Julian Gough and Jim Field <i>Story centred around friendship with lots of discussion points for children to raise in line with their learning in PSHE theme of Relationships.</i></p> <p>Summer 2: Fantastic Mr Fox by Roald Dahl – <i>Story with a more complex narrative</i></p> <p>Performance Poem: There was an Old Lady Who Swallowed A Fly Poetry Form: Acrostic Poems</p>					
	Core Texts	<b>Beegu</b> Appealing story which given children lots of opportunities to make inferences about the main character. <b>Written Outcome</b> Character Description Recount letters	<b>The Way Back Home – Lit Shed Animation</b> The video can be used to stimulate writing <b>Written Outcome</b> Character description Narrative writing	<b>Look Inside Space</b> The book acts as a mentor text and offers examples of how to write information. <b>Written Outcome</b> Information Text about Space .	<b>*Prince Cinders by Babette Cole</b> Builds on the traditional tales thread and challenges children to think about how this differs from the original story. <b>Written Outcome</b> Character Description Retelling of the story	<b>Tad by Benji Davies</b> <i>More complex plot line where the children need to infer what is happening to the characters.</i> <b>Written Outcome</b> Explanation Text - Life Cycle of a frog	<b>Acrostic Poems</b> Mentor text with children looking at examples of acrostic poems linked to the four seasons. <b>Written Outcome</b> Acrostic poems about the seasons.

**\*Traditional Tales Thread**

**\*\*Diversity and Inclusion Thread**