

Inspirational Learning Academies Trust

Year 1 English Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Text</u>	The Bog Baby - Jeanne Willis <i>Fantasy</i>	The Gingerbread Man - Jim Aylesworth <i>Fairy-tale/ traditional story</i>	Jack and the Beanstalk - Ed Bryan <i>Fairy-tale/ traditional story</i>	Old Bear - Jane Hissey <i>Classic fiction</i>	The Jolly Postman - Allan Ahlberg <i>Adventure</i>	Paddington Bear- Thomas Michael Bond <i>Humour</i>
<u>Supplementary Texts</u>	In Grandma's Day - Faye Gardner	Atlases	Animals Find it! Explore it! National Geographic Kids	Carnivores, Herbivores and Omnivores- Nicholas Tyrell	Little People, Big Dreams - Maria Isabelle	Alexander Bell: The Man Behind the Telephone - Sally Lee
<u>Poetry</u>	Acrostics		Riddles		Caligrams	
<u>Genre coverage</u>	Writing to describe: Setting description Character description	Writing to entertain: Sequencing and retelling	Writing to inform: Letter writing Writing to describe: Character description	Writing to entertain: Sequencing and retelling	Writing to inform: Letter/postcard	Writing to entertain: Story sequencing and retelling Writing to inform: Instruction writing
<u>Handwriting - Transcription</u>	Forms all lowercase letters correctly with lead out strokes. Capital letters formed correctly. Begin to have an awareness of handwriting 'families'.	Forms all lowercase letters correctly with lead out strokes. Capital letters formed correctly. Begin to have an awareness of handwriting 'families'.	Forms most lowercase letters correctly with some attempt at lead in and lead out strokes. Capital letters formed correctly. Have an awareness of handwriting 'families'.	Forms most lowercase letters correctly with some attempt at lead in and lead out strokes. Capital letters formed correctly. Have an awareness of handwriting 'families'.	Forms all lowercase (with lead in and lead out strokes) and uppercase letters correctly. Has a strong awareness of handwriting 'families'.	Forms all lowercase (with lead in and lead out strokes) and uppercase letters correctly. Has a strong awareness of handwriting 'families'.
<u>Handwriting - Composition</u>	Planning: -Say aloud what they are going to write about Drafting: -Compose a sentence orally before they write it Evaluating and Editing: -Re-read what they have written to check that it makes sense		Planning: -Say aloud what they are going to write about -Jot down key words Drafting: -Compose a sentence orally before they write it Evaluating and Editing: -Re-read what they have written to check that it makes sense -Read their writing aloud, clearly enough to be heard by their peers and the teacher		Planning: -Jot down key words and new vocabulary -Say aloud what they are going to write about Drafting: -Compose a sentence orally before they write it Evaluating and Editing: -Re-read what they have written to check that it makes sense and begin to edit appropriately. -Read their writing aloud, clearly enough to be heard by their peers and the teacher	

<u>Grammar & Punctuation</u>	Simple sentence Capital letters Finger spaces Full stops	Capital letters Finger spaces Full stops Capital letter for 'I'.	Capital letters Finger spaces Full stops Capital letter for 'I'. Joining clauses with 'and'. Exclamation marks to demarcate sentences. Question marks Capital letters for names of people and places.	Capital letters Finger spaces Full stops Time adverbs- first, next, after that, last. Capital letter for 'I'. Joining clauses with 'and'. Exclamation marks to demarcate sentences. Question marks Capital letters for names of people and places. Exclamation mark Capital letters for days of the week. Use more ambitious vocab	Capital letters Finger spaces Full stops Time adverbs- first, next, after that, last Capital letter for 'I' Joining clauses with 'and' Question marks Capital letters for names of people and places Exclamation mark Capital letters for days of the week Use more ambitious vocab Regular plural noun suffix - s or -es. Use of suffixes (ing/ed/er)	Secure at all Year 1 expectations: Regular plural noun suffixes - s or -es. Suffixes that can be added to verbs where no change is needed in the spelling of root words. How the prefix-un changes the meaning of verbs and adjectives How words can combine to make sentences. Joining words and clauses using and. Frequently and consistently uses full stops, capital letters at the start of a sentence and separation of words with spaces. Capital letters used correctly for personal pronoun 'I' and names of people/places and days. Ambitious vocabulary Use of exclamation and question marks
<u>Word Reading and spelling</u>	Words containing: oy, ou, ie, ea, oy, ir, ue, aw, wh, ew, oe, au, ey, i_e, o_e, a_e, u_e, e_e, ph. Common exception words in line with phonics scheme.	Alternative phonemes for: <a> and <y>, <c> and <ch>, <ea> and <ear>, <ey> and <g>, <i> and <ie>, <o> and <oo>, <ou> and <ow>, Common exception words in line with phonics scheme.	Alternative phonemes for; <s> and <th>, <u> and <ue> and <u_e>, /ai/, /ee/ and three syllable words, /igh/ and compound words Common exception words in line with phonics scheme.	Alternative graphemes for long- /oa/ /oo/ /ue/ and /oy/, short- /oo/ and /ow/, /or/ and /o/, /er/ and /ear/ Common exception words in line with phonics scheme.	Alternative graphemes for /air/ and /ar/ short- /ch/ /f/j/ /k/ /m/ /n/ /ng/ /r/ /sh/ /s/ Alternative graphemes /w/ and /v/ Consonant GPCs Common exception words in line with phonics scheme.	<s> <es> <ies> suffix endings and <un> prefix <er> <est> <ed> and <ing> suffix endings Common exception words in line with phonics scheme.
<u>Comprehension</u> Reading friends Vocabulary Victor Inference Iggy Predicting Pip Retrieval Rex Sequencing Suki	<u>Vocabulary:</u> Discuss word meanings and link new meanings to those already known. <u>Inference:</u> -Make inferences on the basis of what is being said and done -Link what they have read or hear to their own experiences -Draw on what they already know or on background information and vocabulary provided by the teacher <u>Prediction:</u> Predict what might happen on the basis of what has been read so far <u>Retrieval:</u> Retrieve and recount simple, explicitly stated information from texts (who, what, where, when). -Recognise and join in with predictable phrases. <u>Sequencing Suki:</u> Become very familiar with key stories, fairy tales and traditional tales. -Retell stories and consider their particular characteristics -Explain clearly their understanding of what is read to them. -Discuss the significance of the title and events. -Listen and discuss a range of poems, stories and non-fiction at a level beyond which they can read independently -Participate in discussions about what is read to them, taking turns and listening to what others say.					

<u>Statutory terminology for pupils</u>	Letter, capital letter Word, singular, plural Sentence Punctuation, full stop, question mark, exclamation mark.
<u>National Curriculum Expectations</u>	Spoken language: Listen and respond appropriately to adults and their peers, ask relevant questions to extend their understanding and knowledge, use relevant strategies to build their vocabulary, articulate and justify answers, arguments and opinions, give well-structured descriptions, explanations and narratives for different purposes, including expressing feelings, maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments, use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas, speak audibly and fluently with an increasing command of Standard English, participate in discussions, presentations, performances, role-play, improvisations and debates, gain, maintain and monitor the interest of the listener(s), consider and evaluate the different viewpoints, attending to and building on contributions of others, select and use appropriate registers for effective communication. <u>Word Reading:</u> -Apply phonic knowledge to decode words -Respond speedily with the correct sound to graphemes for all 40+ graphemes including alternative sounds, -Blend unfamiliar words containing GPCs that have been taught -Read tricky words, Read words containing GPCs and -s, -es, -ing, -ed, -er and -est endings, -Read words with more than one syllable -Read words with contractions (I'm, I'll, we'll) and understand the apostrophe and understand that the apostrophe represents letter -Read books aloud accurately (consistent with phonics) do not require strategies to work out words. -Reread these books to build up their fluency and confidence in word reading. <u>Comprehension:</u> Develop pleasure in reading, motivation to read, vocab and understanding by: -Listening to and discussing poems, stories and non-fiction at a level beyond that at which they can read independently -Being encouraged to link what they read to their own experiences, Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics -Recognise and join in with predictable phrases -Learn to appreciate rhymes and poems and to recite some by heart -Discuss word meanings, linking new meanings to those already known Understand both the books they can already read accurately and fluently and those they listen to by: -Drawing on what they already know or on background information and vocab provided by the teacher -Check that the text makes sense to them as they read -Discuss the significance of the title and events -Make inferences on the basis of what is being said and done -Predict what might happen on the basis of what has been read so far -Participate in discussion about what is read to them, taking turns and listening to what others say -Explain clearly their understanding of what is read to them. <u>Writing - spelling:</u> -Spell words containing each of the 40+ phonemes already taught -Spell common exception words, days of the week, -Name the letters of the alphabet in order, using letter names to distinguish between alternative spellings of the same sound -Add prefixes and suffixes: Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs -Using the prefix un-, Using -ing, -ed, -er, and -est where no change is needed in the spelling of root words (e.g. helping, helped, helper, eating, quicker, quickest), -Apply simple spelling rules and guidance -Write from memory simple sentences dictated by the teacher that include words using the GPCs and CEW taught so far <u>Handwriting:</u> -Sit correctly at a table, holding pencil comfortably and correctl -Begin to form lowercase letters in the correct direction -Form capital letters -Form digits 0-9 -Understand which letters belong to handwriting families. <u>Composition:</u> Write sentences by - orally rehearsing, sequencing to form narratives, re-read to check, discuss what they have written with the teacher, read their writing aloud, clearly enough to be heard by their peers and the teacher <u>Vocab, grammar, punctuation:</u> -Leave spaces between words

	-Join words using and, Begin to punctuate sentences - capital letter, full stop, question mark, exclamation mark -Use capital letters correctly for names of people, places, days of the week and personal pronoun -Learning grammar for year 1 in appendix, use of grammatical terminology in English appendix 2. -Use grammatical terminology in English appendix in discussing their writing
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