

St. Mary's CE Primary School

ENGLISH Curriculum Map - Year 1



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TEXTS	<p>Lost and Found by Oliver Jeffers</p> <p>Salina Yoon's Penguin stories Be Brave Little Penguin by Giles Andreae The Emperor's Egg by Martin Jenkins The Penguin who Wanted to Find Out by Jill Tomlinson</p>	<p>Nibbles by Emma Yarlett</p> <p>Goldilocks and the Three Bears by Emma Chichester Clark Little Red Riding Hood and Jack and the Beanstalk texts The Gruffalo by Julia Donaldson Where the Wild Things are by Maurice Sendak</p>	<p>The Lion Inside by Rachel Bright</p> <p>How to be a Lion by Ed Vere The Tiger Who Came to Tea by Judith Kerr Mog the Forgetful Cat by Judith Kerr</p>	<p>The Curious Case of the Missing Mammoth by Ellie Hattie</p> <p>Lost in the Toy Museum by David Lucas Woolly Mammoth by Mick Manning How to Wash a Woolly Mammoth by Michelle Robinson and Kate Hindley</p>	<p>Toys in Space by Mini Grey</p> <p>Space Dog by Mini Grey It was a Dark and Stormy Night by Janet and Allan Ahlberg One True Bear by Ted Dewan</p>	<p>Goldilocks and just the one bear by Leigh Hodgkinson</p> <p>Old Bear Stories by Jane Hissey Dogger by Shirley Hughes Scaredy Bear by Steve Smallman</p>
Writing Outcomes	<p>Outcome Fiction: story based on the structure of <i>Lost and Found</i></p> <p>Greater Depth Change the setting of the story</p>	<p>Outcome Recount: diary</p> <p>Greater Depth Add in further details about other characters' feelings</p>	<p>Outcome Fiction: story based on the structure of <i>The Lion Inside</i>.</p> <p>Greater Depth Change both animals in the story.</p>	<p>Outcome Fiction: story based on the structure of <i>The Curious Case of the Missing Mammoth</i>.</p> <p>Greater Depth Change the setting of the story.</p>	<p>Outcome Fiction: story based on the structure of <i>Toys in Space</i>.</p> <p>Extension: Instructions</p> <p>Greater Depth Choose their own toy to write</p>	<p>Outcome Fiction: story based on the structure of <i>Goldilocks and just the one bear</i>.</p> <p>Extension: Non-chronological report</p> <p>Greater Depth Change the</p>

					about and change the space creature.	
SPOKEN LANGUAGE	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 for 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 different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication. 					
WORD READING	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • apply phonic knowledge and skills as the route to decode words • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings • read other words of more than one 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) • read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other 			

	<ul style="list-style-type: none"> • read accurately by blending sounds in unfamiliar words containing <i>GPCs</i> that have been taught 	<p>syllable that contain taught <i>GPCs</i></p>	<p>strategies to work out words</p> <ul style="list-style-type: none"> • re-read these books to build up their fluency and confidence in word reading
<p>COMPREHENSION</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • <i>develop pleasure in reading, motivation to read, vocabulary and understanding by:</i> • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • being encouraged to link what they read or hear read to their own experiences • understand both the books they can already read accurately and fluently and those they listen to by: 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • <i>develop pleasure in reading, motivation to read, vocabulary and understanding by:</i> • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • recognising and joining in with predictable phrases • learning to appreciate rhymes and poems, and to recite some by heart • discussing word meanings, linking new meanings to those already known 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • <i>develop pleasure in reading, motivation to read, vocabulary and understanding by:</i> • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading • discussing the significance of the title and events • making inferences on the basis of what is being said and done • predicting 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

			<p>listening to what others say</p> <ul style="list-style-type: none"> explain clearly their understanding of what is read to them.
SPELLINGS	<p>Pupils should be taught to:</p> <p><i>spell:</i></p> <ul style="list-style-type: none"> words containing each of the 40+ phonemes already taught common exception words the days of the week <i>name the letters of the alphabet:</i> naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound 	<p>Pupils should be taught to:</p> <p><i>add prefixes and suffixes:</i></p> <ul style="list-style-type: none"> using 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 [for example, helping, helped, helper, eating, quicker, quickest] 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> apply simple spelling rules and guidance as listed in Appendix 1 2014 NC document. write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
HANDWRITING	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place

	<ul style="list-style-type: none"> • form capital letters • form digits 0-9 • understand which letters belong to which writing 'families' (i.e. letters that are formed in similar ways) and to practise these. 	<ul style="list-style-type: none"> • form capital letters • form digits 0-9 • understand which letters belong to which writing 'families' (i.e. letters that are formed in similar ways) and to practise these. 	<ul style="list-style-type: none"> • form capital letters • form digits 0-9 • understand which letters belong to which writing 'families' (i.e. letters that are formed in similar ways) and to practise these.
COMPOSITION	<p>Pupils should be taught to:</p> <p><i>write sentences by:</i></p> <ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense 	<p>Pupils should be taught to:</p> <p><i>write sentences by:</i></p> <ul style="list-style-type: none"> • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils 	<p>Pupils should be taught to:</p> <p><i>write sentences by:</i></p> <ul style="list-style-type: none"> • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils
VOCABULARY GRAMMAR AND PUNCTUATION	<p>Pupils should be taught to recognise and use :</p> <p>(Word)</p> <p>Regular plural noun suffixes -s or -es</p>	<p>Pupils should be taught to recognise and use:</p> <p>(Word)</p> <p>Suffixes that can be added to verbs</p>	<p>Pupils should be taught to recognise and use:</p> <p>(Word)</p> <p>How the prefix un- changes the meaning</p>

	<p>[for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun</p> <p>(Sentence)</p> <p>How words can combine to make sentences</p> <p>Joining words and joining clauses using <i>and</i> (Text)</p> <p>Sequencing sentences to form short narratives (Punctuation)</p> <p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun I (Terminology) letter, capital letter word, singular, plural sentence</p>	<p>where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)</p> <p>(Sentence)</p> <p>How words can combine to make sentences</p> <p>Joining words and joining clauses using <i>and</i> (Text)</p> <p>Sequencing sentences to form short narratives (Punctuation)</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences (Terminology) letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark</p>	<p>of verbs and adjectives [negation, for example, <i>unkind</i>, or <i>undoing: untie the boat</i>]</p> <p>(Sentence)</p> <p>How words can combine to make sentences</p> <p>Joining words and joining clauses using <i>and</i> (Text)</p> <p>Sequencing sentences to form short narratives (Punctuation)</p> <p>Capital letters for names and for the personal pronoun I (Terminology) letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark</p>
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