

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

					about and change the space creature.	
<b>SPOKEN LANGUAGE</b>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• listen and respond appropriately to adults and their peers</li> <li>• ask relevant questions to extend their understanding and knowledge</li> <li>• use relevant strategies to build their vocabulary</li> <li>• articulate and justify answers, arguments and opinions</li> <li>• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• speak audibly and fluently with an increasing command of Standard English</li> <li>• participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>• gain, maintain and monitor the interest of the listener(s)</li> <li>• consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>• select and use appropriate registers for effective communication.</li> </ul>					
<b>WORD READING</b>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• apply phonic knowledge and skills as the route to decode words</li> <li>• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</li> <li>• read other words of more than one</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</li> <li>• read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other</li> </ul>			

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

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

	<ul style="list-style-type: none"> <li>• form capital letters</li> <li>• form digits 0-9</li> <li>• understand which letters belong to which writing 'families' (i.e. letters that are formed in similar ways) and to practise these.</li> </ul>	<ul style="list-style-type: none"> <li>• form capital letters</li> <li>• form digits 0-9</li> <li>• understand which letters belong to which writing 'families' (i.e. letters that are formed in similar ways) and to practise these.</li> </ul>	<ul style="list-style-type: none"> <li>• form capital letters</li> <li>• form digits 0-9</li> <li>• understand which letters belong to which writing 'families' (i.e. letters that are formed in similar ways) and to practise these.</li> </ul>
COMPOSITION	<p>Pupils should be taught to:</p> <p><i>write sentences by:</i></p> <ul style="list-style-type: none"> <li>• saying out loud what they are going to write about</li> <li>• composing a sentence orally before writing it</li> <li>• sequencing sentences to form short narratives</li> <li>• re-reading what they have written to check that it makes sense</li> </ul>	<p>Pupils should be taught to:</p> <p><i>write sentences by:</i></p> <ul style="list-style-type: none"> <li>• sequencing sentences to form short narratives</li> <li>• re-reading what they have written to check that it makes sense</li> <li>• discuss what they have written with the teacher or other pupils</li> </ul>	<p>Pupils should be taught to:</p> <p><i>write sentences by:</i></p> <ul style="list-style-type: none"> <li>• sequencing sentences to form short narratives</li> <li>• re-reading what they have written to check that it makes sense</li> <li>• discuss what they have written with the teacher or other pupils</li> </ul>
VOCABULARY GRAMMAR AND PUNCTUATION	<p>Pupils should be taught to recognise and use :</p> <p>(Word)</p> <p>Regular <b>plural noun suffixes</b> -s or -es</p>	<p>Pupils should be taught to recognise and use:</p> <p>(Word)</p> <p><b>Suffixes</b> that can be added to <b>verbs</b></p>	<p>Pupils should be taught to recognise and use:</p> <p>(Word)</p> <p>How the <b>prefix un-</b> 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 <b>words</b> can combine to make <b>sentences</b></p> <p>Joining <b>words</b> and joining <b>clauses</b> using <i>and</i> (Text)</p> <p>Sequencing <b>sentences</b> to form short narratives (Punctuation)</p> <p>Separation of <b>words</b> with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b></p> <p>Capital letters for names and for the personal <b>pronoun I</b> (Terminology) <b>letter, capital letter</b> <b>word, singular, plural</b> <b>sentence</b></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 <b>words</b> can combine to make <b>sentences</b></p> <p>Joining <b>words</b> and joining <b>clauses</b> using <i>and</i> (Text)</p> <p>Sequencing <b>sentences</b> to form short narratives (Punctuation)</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b> (Terminology) letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark</p>	<p>of <b>verbs</b> and <b>adjectives</b> [negation, for example, <i>unkind</i>, or <i>undoing: untie the boat</i>]</p> <p>(Sentence)</p> <p>How <b>words</b> can combine to make <b>sentences</b></p> <p>Joining <b>words</b> and joining <b>clauses</b> using <i>and</i> (Text)</p> <p>Sequencing <b>sentences</b> to form short narratives (Punctuation)</p> <p>Capital letters for names and for the personal <b>pronoun I</b> (Terminology) letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark</p>
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