Year 1 English Map

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus text	 Focus texts: RWI focus- chn assessed on appropriate level 2-week English Focus-Narrative traditional tales '3 Little Pigs 	 Focus texts: RWI focus- chn assessed on appropriate level 2-week English Focus- Instructions-Link with PHSE and Christmas 	 Focus texts: RWI focus- chn assessed on appropriate level 2-week English Focus-Narrative Fantasy stories 	 Focus texts: RWI focus - chn assessed on appropriate level 2-week English Focus-Non- chronological reports 	 Focus texts: RWI focus- chn assessed on appropriate level 2-week English Focus-Stories from another culture 	 Focus texts: RWI focus- chn assessed on appropriate level 2-week English Focus-Poetry and Rhyme.
	Reading Objectives Word Reading Apply phonic knowledge to decode words. Read speedily with the correct sound to grapheme (Set 1 and 2 sounds). Read accurately by blending. Read common exception words (the, I, my, said, of).	Reading ObjectivesWord readingApply phonicknowledge to decodewords.Read speedily with thecorrect sound tographeme (Set 1 and 2sounds).Read accurately byblending.Read commonexception words (the, I,my, said, of).Read aloud accurately	Reading ObjectivesWord readingApply phonicknowledge todecode words.Read accurately byblending.Read commonexception words(the, I, my, said, of).Read speedily withthe correct sound tographeme/alternative soundsfor graphemes (Set	Reading ObjectivesWord readingApply phonicknowledge todecode wordsRead accurately byblending.Read commonexception words(the, I, my, said, of).Read speedily withthe correct sound tographeme/alternative soundsfor graphemes (Set	Reading ObjectivesWord readingApply phonicknowledge todecode words.Read accurately byblending.Read commonexception words(the, I, my, said, of).Read speedily withthe correct sound tographeme/alternative soundsfor graphemes (Set	Reading ObjectivesWord readingApply phonicknowledge todecode words.Read accurately byblending.Read commonexception words(the, I, my, said, of).Read speedily withthe correct sound tographeme/alternative soundsfor graphemes (Set
		books that are consistent with their phonic knowledge.	3). Read words of more than one syllable	3). Read words of more than one syllable	3). Read words of more than one syllable	3). Read words of more than one syllable

	Reread books to build	(Longer words).	(Longer words).	(Longer words).	(Longer words).
	up fluency.	Read aloud	Read words	Read words	Read words
	ap naonoy.	accurately books	containing taught	containing taught	containing taught
		that are consistent	GPCs and endings s,	GPCs and endings s,	GPCs and endings s,
		with their phonic	es, in, ed, err and Est	es, in, ed, er and est	es, ing, ed, er and est
		knowledge.	(Root words and	(Root words and	(Root words and
		Reread books to	suffix).	suffix).	suffix).
		build up fluency.	Read aloud	Surfix).	Read words of more
		build up fluency.	accurately books	Read words of more	than one syllable
		<u>Comprehension</u>	that are consistent	than one syllable	(Longer words).
<u>Comprehension</u>	<u>Comprehension</u>	Develop pleasure in	with their phonic	(Longer words).	(Longer words).
Listen and discuss a	Develop pleasure in	reading.		Read aloud	
	reading.	Listen and discuss a	knowledge. Reread books to		Read aloud
wide range of stories	Listen and discuss a			accurately books that are consistent	
(poetry, fiction, non-		wide range of stories	build up fluency.		accurately books that are consistent
fiction).	wide range of stories	(poetry, fiction, non-	Osmanshansian	with their phonic	
Link what they have	(poetry, fiction, non-	fiction).	<u>Comprehension</u>	knowledge. Reread books to	with their phonic
read to their own	fiction).	Link what they have	Develop pleasure in		knowledge.
experiences.	Link what they have	read to their own	reading.	build up fluency.	Reread books to
Develop pleasure in	read to their own	experiences.	Listen and discuss a	Comprehension	build up fluency.
reading.	experiences.	Become very	wide range of stories	Develop pleasure in	<u>Comprehension</u>
Join in with predictable	Join in with predictable	familiar with key	(poetry, fiction, non-	reading.	Develop pleasure in
phrases.	phrases.	stories, fairy stories	fiction).	Listen and discuss a	reading.
Discuss word meanings.	Learn to appreciate	and traditional tales,	Link what they have	wide range of stories	Listen and discuss a
Answer basic retrieval	rhymes and poems and	retelling them and	read to their own	(poetry, fiction, non-	wide range of stories
questions about a text.	recite some by heart.	considering their	experiences.	fiction).	(poetry, fiction, non-
Become very familiar	Discuss word	characteristics.	Join in with	Link what they have	fiction).
with key stories, fairy	meanings.	Join in with	predictable phrases.	read to their own	Link what they have
stories and traditional	Understand the books	predictable phrases.	Discuss word	experiences.	read to their own
tales, retelling them	they can already read	Discuss word	meanings.	Join in with	experiences.
and considering their	and those they listen	meanings.	Understand the	predictable phrases.	Join in with
characteristics.	to.	Understand the	books they can	Discuss word	predictable phrases.
Discuss word meanings.	Draw on what they	books they can	already read and	meanings.	Learn to appreciate
Understand the books	already know or on	already read and	those they listen to.	Understand the	rhymes and poems
they can all ready read	background	those they listen to.	Draw on what they	books they can	and recite some by
and those they listen to.	information provided	Draw on what they	already know or on	already read and	heart.

Draw on what they	by the teacher.	already know or on	background	those they listen to.	Discuss word
already know or on	Discuss the	background	information provided	Draw on what they	meanings.
background information	significance of title	information provided	by the teacher.	already know or on	Understand the
provided by the teacher.	and events.	by the teacher.	Discuss the	background	books they can
Discuss the significance	Predict what might	Discuss the	significance of title	information provided	already read and
of title and events.	happen on the basis of	significance of title	and events.	by the teacher.	those they listen to.
Predict what might	what has happened so	and events.	Make inferences of	Check that the text	Draw on what they
happen on the basis of	far.	Make inferences of	what is being said	makes sense to	already know or on
what has happened so	Participate in	what is being said	and done.	them and correct in	background
far.	discussion about what	and done.	Predict what might	accurate reading.	information provided
Participate in discussion	is read to them.	Predict what might	happen on the basis	Discuss the	by the teacher.
about what is read to		happen on the basis	of what has	significance of title	Check that the text
them.		of what has	happened so far.	and events.	makes sense to
		happened so far.	Participate in	Make inferences of	them and correct in
		Participate in	discussion about	what is being said	accurate reading.
		discussion about	what is read to	and done.	Discuss the
		what is read to	them.	Predict what might	significance of title
		them.	Explain clearly what	happen on the basis	and events. Make
		Explain clearly what	is read to them.	of what has	inferences of what is
		is read to them.		happened so far.	being said and done.
				Participate in	Predict what might
				discussion about	happen on the basis
				what is read to	of what has
				them.	happened so far.
				Explain clearly what	Participate in
				is read to them.	discussion about
					what is read to
					them.
					Explain clearly what
					is read to them.

SPAG focus	SPAG focus/Objectives Use full stops and capital letters. Spacing between words.	SPAG focus/Objectives Use full stops and capital letters. Spacing between words.	SPAG focus/Objectives Use 'and' to join ideas. Using adjectives. Use capital letters for proper nouns. Use full stops and capital letters. Spacing between words.	SPAG focus/Objectives Conjunctions other than 'and' – so but. Use full stops and capital letters. Spacing between words.	SPAG focus/Objectives Exclamation and question marks used in sentences. Use full stops and capital letters. Spacing between words.	SPAG focus/Objectives Prefixes and suffixes used in writing Prefix-un Suffixes-ing, ed, er Plurals- s, es Use full stops and capital letters. Spacing between words.
Big Write and genre	Genres/ Big Writes: Narrative-Retelling traditional tale changing characters *Extra topic-based big write in topic/RE/science book Link to simple sentences-SPAG chn to write about their families from family tree work.	<u>Genres/</u> <u>Big Writes:</u> Instructions- washing hands linked to PHSE <u>Extra topic-based big</u> write in topic/RE/science book Description of self- linked to Science topic 'Humans'	<u>Genres/</u> <u>Big Writes:</u> Narrative story writing-Fantasy story <u>Extra topic-based</u> <u>big write in</u> <u>topic/RE/science</u> <u>book</u> Recount of local area work (Fieldwork)	Genres/ Big Writes: Non- chronological report about school Extra topic-based big write in topic/RE/science book Link with London and great fire of London-Non- chronological report on GFOL	<u>Genres/</u> <u>Big Writes:</u> Narrative-writing story based on a different culture. <u>Extra topic-based</u> <u>big write in</u> <u>topic/RE/science</u> <u>book</u> Write about 'Samuel Wilderspin' significant person	<u>Genres/</u> <u>Big Writes:</u> poetry <u>Extra topic-based</u> <u>big write in</u> <u>topic/RE/science</u> <u>book</u> Diary entry from Victorian era-What was school like?
	Writing Objectives Name the letters of the alphabet in order. Use correct formation of lower-case letters. Correctly form digits 0-	<u>Writing Objectives</u> Spell using taught phonemes. Spell common exceptions words. Name the letters of the	Writing Objectives Spell using taught phonemes. Spell common exceptions words. Spell days of the	Writing ObjectivesSpell using taughtphonemes.Spell commonexceptions words.Spell days of the	Writing Objectives Spell using taught phonemes Spell common exceptions words. Spell days of the	<u>Writing Objectives</u> Spell using taught phonemes. Spell common exceptions words. Spell days of the

9.	alphabet in order.	week.	week.	week.	week.
Write simple sentence	Write a simple	Name the letters of			
structures.	sentence using 'hold a	the alphabet in	the alphabet in	the alphabet in	the alphabet in
Sit correctly at a table	sentence'	order.	order.	order.	order.
and hold a pencil	Use correct formation	Write a simple	Write a simple	Write a simple	Add prefix un and
correctly.	of lower-case letters.	sentence using 'hold	sentence using 'hold	sentence using 'hold	suffixes (ing, ed, er,
Form letters correctly	Correctly form digits.	a sentence'	a sentence'	a sentence'	est)
inc capital letters	Write simple sentence	Use correct	Use correct	Use correct	Write a simple
Spell using taught	structures.	formation of lower-	formation of lower-	formation of lower-	sentence using 'hold
phonemes	Sit correctly at a table	case letters.	case letters.	case letters.	a sentence'
Write a simple sentence	and hold a pencil	Correctly form digits.	Correctly form digits.	Correctly form digits.	Use correct
using 'hold a sentence'.	correctly.	Write simple	Write simple	Write simple	formation of lower-
Compose a sentence	Form letters correctly	sentence structures.	sentence structures.	sentence structures.	case letters.
orally before writing it.	inc capital letters.	Sit correctly at a	Sit correctly at a	Sit correctly at a	Correctly form digits.
Sequence sentences to	Compose a sentence	table and hold a	table and hold a	table and hold a	Write simple
form short narratives.	orally before writing it.	pencil correctly.	pencil correctly.	pencil correctly.	sentence structures.
	Sequence sentences to	Form letters	Form letters	Form letters	Sit correctly at a
	form short narratives.	correctly inc capital	correctly inc capital	correctly inc capital	table and hold a
	Reread what they have	letters.	letters.	letters.	pencil correctly.
	written to check it	Compose a	Compose a	Compose a	Form letters
	makes sense.	sentence orally	sentence orally	sentence orally	correctly inc capital
		before writing it.	before writing it.	before writing it.	letters.
		Sequence sentences	Sequence sentences	Sequence sentences	Compose a
		to form short	to form short	to form short	sentence orally
		narratives.	narratives.	narratives.	before writing it.
		Reread what they	Reread what they	Reread what they	Sequence sentences
		have written to	have written to	have written to	to form short
		check it makes	check it makes	check it makes	narratives.
		sense.	sense.	sense.	Reread what they
					have written to
					check it makes
					sense.

Speaking and	Listen and respond to	Listen and respond to	Listen and respond	Listen and respond	Listen and respond	Listen and respond
Listening	adults and peers.	adults and peers.	to adults and peers.	to adults and peers.	to adults and peers.	to adults and peers.
objectives	Use relevant strategies	Use relevant strategies	Ask relevant	Ask relevant	Ask relevant	Ask relevant
	to build up their	to build up their	questions to extend	questions to extend	questions to extend	questions to extend
	vocabulary.	vocabulary.	their understanding	their understanding	their understanding	their understanding
	Maintain attention and	Give well structured	and knowledge.	and knowledge.	and knowledge.	and knowledge.
	participate in activities.	descriptions,	Use relevant	Use relevant	Use relevant	Use relevant
	Use spoken language to	explanations and	strategies to build	strategies to build	strategies to build	strategies to build
	develop understanding.	narratives for different	up their vocabulary.	up their vocabulary.	up their vocabulary.	up their vocabulary.
	Speak audibly and	purposes, including for	Give well-structured	Give well-structured	Articulate and justify	Articulate and justify
	fluently.	expressing feelings.	descriptions,	descriptions,	answers, arguments	answers, arguments
	Participate in	Maintain attention and	explanations and	explanations and	and opinions.	and opinions.
	discussions,	participate in activities.	narratives for	narratives for	Give well-structured	Give well-structured
	presentations,	Use spoken language	different purposes,	different purposes,	descriptions,	descriptions,
	performances, role	to develop	including for	including for	explanations and	explanations and
	play, improvisations	understanding.	expressing feelings.	expressing feelings.	narratives for	narratives for
	and debates.	Speak audibly and	Maintain attention	Maintain attention	different purposes,	different purposes,
	Gain, maintain and	fluently.	and participate in	and participate in	including for	including for
	monitor the interest of	Participate in	activities.	activities.	expressing feelings.	expressing feelings.
	the listener.	discussions,		Use spoken	Maintain attention	Maintain attention
	Consider and evaluate	presentations,	Use spoken	language to develop	and participate in	and participate in
	different viewpoints.	performances, role	language to develop	understanding.	activities.	activities.
	Select and use	play, improvisations	understanding.	Speak audibly and	Use spoken	Use spoken
	appropriate registers for	and debates.	Speak audibly and	fluently.	language to develop	language to develop
	effective	Gain, maintain and	fluently.	Participate in	understanding.	understanding.
	communication.	monitor the interest of	Participate in	discussions,	Speak audibly and	Speak audibly and
		the listener.	discussions,	presentations,	fluently.	fluently.
		Consider and evaluate	presentations,	performances, role	Participate in	Participate in
		different viewpoints.	performances, role	play, improvisations	discussions,	discussions,
		Select and use	play, improvisations	and debates.	presentations,	presentations,
		appropriate registers	and debates.	Gain, maintain and	performances, role	performances, role
		for effective	Gain, maintain and	monitor the interest	play, improvisations	play, improvisations
		communication.	monitor the interest	of the listener.	and debates.	and debates.
			of the listener.	Consider and	Gain, maintain and	Gain, maintain and
			Consider and	evaluate different	monitor the interest	monitor the interest

			evaluate different viewpoints. Select and use appropriate registers for effective communication.	viewpoints. Select and use appropriate registers for effective communication.	of the listener. Consider and evaluate different viewpoints. Select and use appropriate registers for effective communication.	of the listener. Consider and evaluate different viewpoints. Select and use appropriate registers for effective communication.
Class Author	Janet and Alan Ahlberg	Faith Ringgold	Oliver Jeffers	Oliver Jeffers	Sue Hendra	Sue Hendra