

Park View Community School - Whole school English Map

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus text	 <u>Focus texts:</u> RWI focus- chn assessed on appropriate level Writing Focus- Narrative/rhyming narrative 	 Focus texts: RWI focus- chn assessed on appropriate level Writing Focus- Diary entry/ Letter writing 	 <u>Focus texts:</u> RWI focus- chn assessed on appropriate level Writing focus - Narrative/Non- chronological reports 	 Focus texts: RWI focus- chn assessed on appropriate level Writing focus Diary writing/ Narrative 	 Focus texts: RWI focus- chn assessed on appropriate level Writing focus – Poetry / Instructions 	 <u>Focus texts:</u> RWI focus- chn assessed on appropriate level Writing focus – instructions/ poetry
	Book 1 – Colour monster – Anna Llenas Book 2 – Peepo – Janet & Allan Ahlberg	Book 1 – Amazing grace – Mary Hoffman & Caroline Binch Book 2 –The jolly Christmas postman – Janet and Alan Ahlberg	Book 1 – Here we are – Oliver Jeffers Book 2 – Book of mistakes – Corrina Luyken	Book 1 – The great fire of London – Emma Adams & James Weston Lewis Book 2 – Lost and Found – Oliver Jeffers	Book 1 – Poems allowed – Joseph Cohello Book 2 – A tiny seed – Eric Carle (Instructions)	Book 1 – Simon Sock – Sue Hendra Book 2 – Oi frog Kes Gray
	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, he and your).	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 (you, be, are, two, me, go and baby). Read aloud accurately books that are consistent with their phonic knowledge. Reread books to build up fluency.	Reading Objectives Word reading Apply phonic knowledge to decode words. Read accurately by blending. Read common exception words (all, I've, want, call, we, her and she). Read speedily with the correct sound to grapheme/ alternative sounds for graphemes (Set 3). Read words of more than one syllable	Reading Objectives Word reading Apply phonic knowledge to decode words Read accurately by blending. Read common exception words (washing, some, so, what, they, do and old). Read speedily with the correct sound to grapheme/ alternative sounds for graphemes (Set 3). Read words of more than one syllable (Longer words).	Reading Objectives Word reading Apply phonic knowledge to decode words. Read accurately by blending. Read common exception words (was, watch, school, small, their, were, who, tall, brother, I'm, there, fall and one). Read speedily with the correct sound to grapheme/ alternative sounds for graphemes (Set 3).	Reading Objectives Word reading Apply phonic knowledge to decode words. Read accurately by blending. Read common exception words (water, any, anyone, over, wasn't, through, once, son, whole, people, where, wall, does, other, to, could, ball and would). Read speedily with the correct sound to grapheme/ alternative sounds for graphemes (Set 3).

1			(1 1)			
			(Longer words).	Read words containing	Read words of more	Read words of more
			Read aloud accurately	taught GPCs and endings	than one syllable	than one syllable
			books that are	s, es, in, ed, err and Est	(Longer words).	(Longer words).
			consistent with their	(Root words and suffix).	Read words containing	Read words containing
			phonic knowledge.	Read aloud accurately	taught GPCs and	taught GPCs and
			Reread books to build	books that are consistent	endings s, es, in, ed, er	endings s, es, ing, ed, er
			up fluency.	with their phonic	and est (Root words	and est (Root words and
				knowledge.	and suffix).	suffix).
		Comprehension	<u>Comprehension</u>	Reread books to build up		Read words of more
	<u>Comprehension</u>	Develop pleasure in reading.	Develop pleasure in	fluency.	Read words of more	than one syllable
	Listen and discuss a	Listen and discuss a wide	reading.		than one syllable	(Longer words).
	wide range of stories	range of stories (poetry,	Listen and discuss a	<u>Comprehension</u>	(Longer words).	
	(poetry, fiction, non-	fiction, non-fiction).	wide range of stories	Develop pleasure in	Read aloud accurately	
	fiction).	Link what they have read to	(poetry, fiction, non-	reading.	books that are	Read aloud accurately
	Link what they have read	their own experiences.	fiction).	Listen and discuss a wide	consistent with their	books that are consistent
	to their own experiences.	Join in with predictable	Link what they have	range of stories (poetry,	phonic knowledge.	with their phonic
	Develop pleasure in	phrases.	read to their own	fiction, non-fiction).	Reread books to build	knowledge.
	reading.	Learn to appreciate rhymes	experiences.	Link what they have read	up fluency.	Reread books to build up
	Join in with predictable	and poems and recite some	Become very familiar	to their own experiences.	<u>Comprehension</u>	fluency.
	phrases.	by heart.	with key stories, fairy	Join in with predictable	Develop pleasure in	<u>Comprehension</u>
	Discuss word meanings.	Discuss word meanings.	stories and traditional	phrases.	reading.	Develop pleasure in
	Answer basic retrieval	Understand the books they	tales, retelling them	Discuss word meanings.	Listen and discuss a	reading.
	questions about a text.	can already read and those	and considering their	Understand the books	wide range of stories	Listen and discuss a
	Become very familiar	they listen to.	characteristics.	they can already read and	(poetry, fiction, non-	wide range of stories
	with key stories, fairy	Draw on what they already	Join in with	those they listen to.	fiction).	(poetry, fiction, non-
	stories and traditional	know or on background	predictable phrases.	Draw on what they	Link what they have	fiction).
	tales, retelling them and	information provided by the	Discuss word	already know or on	read to their own	Link what they have
	considering their	teacher.	meanings.	background information	experiences.	read to their own
	characteristics.	Discuss the significance of	Understand the books	provided by the teacher.	Join in with	experiences.
	Discuss word meanings.	title and events.	they can already read	Discuss the significance of	predictable phrases.	Join in with predictable
	Understand the books	Predict what might happen	and those they listen	title and events.	Discuss word	phrases.
	they can already read	on the basis of what has	tơ.	Make inferences of what is	meanings.	Learn to appreciate
	and those they listen to.	happened so far.	Draw on what they	being said and done.	Understand the books	rhymes and poems and
	Draw on what they	Participate in discussion	already know or on	Predict what might	they can already read	recite some by heart.
	already know or on	about what is read to them.	background	happen on the basis of	and those they listen	Discuss word meanings.
	background information		information provided	what has happened so	tơ.	Understand the books
	provided by the teacher.		by the teacher.	far.	Draw on what they	they can already read
	Discuss the significance		Discuss the	Participate in discussion	already know or on	and those they listen to.
	of title and events.		significance of title and	about what is read to	background	Draw on what they
	Predict what might		events.	them.	information provided	already know or on
	happen on the basis of		Make inferences of	Explain clearly what is	by the teacher.	background information
	what has happened so		what is being said and	read to them.	Check that the text	provided by the teacher.

	Par		dana	I	mahas cance to them	Check that the text
	far.		done.		makes sense to them	
	Participate in discussion		Predict what might		and correct in accurate	makes sense to them
	about what is read to		happen on the basis of		reading.	and correct in accurate
	them.		what has happened so		Discuss the	reading.
			far.		significance of title	Discuss the significance
			Participate in		and events.	of title and events. Make
			discussion about what		Make inferences of	inferences of what is
			is read to them.		what is being said and	being said and done.
			Explain clearly what is		done.	Predict what might
			read to them.		Predict what might	happen on the basis of
					happen on the basis of	what has happened so
					what has happened so	far.
					far.	Participate in discussion
					Participate in	about what is read to
					discussion about what	them.
					is read to them.	Explain clearly what is
					Explain clearly what is	read to them.
					read to them.	
SPAG	SPAG focus/Objectives	SPAG focus/Objectives	<u>SPAG</u>	SPAG focus/Objectives	SPAG	SPAG focus/Objectives
focus	Use full stops and capital	Use full stops and capital	focus/Objectives	Conjunctions other than	focus/Objectives	Prefixes and suffixes
Joour	letters.	letters.	Use 'and' to join ideas.	'and' –so but.	Exclamation and	used in writing
	Spacing between words.	Spacing between words.	Using adjectives.	Use full stops and capital	question marks used in	Prefix-un
	Spacing between words.	Spacing between worth.	Use capital letters for	letters.	sentences.	Suffixes-ing, ed, er
			proper nouns.	Spacing between words.	Use full stops and	Plurals- s, es
			Use full stops and	Spacing between woras.	capital letters.	Use full stops and
			capital letters.		Spacing between	capital letters.
			Spacing between		words.	Spacing between words.
			words.		worus.	Spacing between words.
	Cammal	Commel		Commol	Commo /	Commel
Big Write	<u>Genres/</u>	<u>Genres/</u>	<u>Genres/</u>	<u>Genres/</u>	<u>Genres/</u>	<u>Genres/</u>
and genre	<u>Big Writes:</u>	<u>Big Writes:</u>	<u>Big Writes:</u>	<u>Big Writes:</u>	Big Writes:	<u>Big Writes</u> :
	A narrative about	Writing a recount linked to	Non-chronological	Diary entry linked to text	Poetry writing linked	Poetry writing linked to
	emotions (Linked to text	text – Amazing Grace.	report linked to text –	– Great Fire of London.	to text -Poems	text – Oi dog.
	– Colour monster)		Here we are.		allowed.	
		Letter writing linked to text		Narrative writing linked to		Instructional writing
	Poem writing using	– The jolly Christmas	Narrative writing	text – Lost and found.	Instructional writing	linked to text – Simon
	linked text- Peepo as a	postman.	linked to text – Book of		linked to text – A tiny	sock.
	stimulus.		mistakes.		seed.	

	Writing Objectives	Writing Objectives	Writing Objectives	Writing Objectives	Writing Objectives	Writing Objectives
	Name the letters of the	Spell using taught	Spell using taught	Spell using taught	Spell using taught	Spell using taught
	alphabet in order.	phonemes.	phonemes.	phonemes.	phonemes	phonemes.
	Use correct formation of	Spell common exceptions	Spell common	Spell common exceptions	Spell common	Spell common exceptions
	lower-case letters.	words.	exceptions words.	words.	exceptions words.	words.
	Correctly form digits 0-9.	Name the letters of the	Spell days of the week.	Spell days of the week.	Spell days of the week.	Spell days of the week.
	Write simple sentence	alphabet in order.	Name the letters of the	Name the letters of the	Name the letters of the	Name the letters of the
	structures.	Write a simple sentence	alphabet in order.	alphabet in order.	alphabet in order.	alphabet in order.
	Sit correctly at a table	using 'hold a sentence'	Write a simple	Write a simple sentence	Write a simple	Add prefix un and
	and hold a pencil	Use correct formation of	sentence using 'hold a	using 'hold a sentence'	sentence using 'hold a	suffixes (ing, ed, er, est)
	correctly.	lower-case letters.	sentence	Use correct formation of	sentence'	Write a simple sentence
	Form letters correctly inc	Correctly form digits.	Use correct formation	lower-case letters.	Use correct formation	using 'hold a sentence'
	capital letters	Write simple sentence	of lower-case letters.	Correctly form digits.	of lower-case letters.	Use correct formation of
	Spell using taught	structures.	Correctly form digits.	Write simple sentence	Correctly form digits.	lower-case letters.
	phonemes	Sit correctly at a table and	Write simple sentence	structures.	Write simple sentence	Correctly form digits.
	Write a simple sentence	hold a pencil correctly.	structures.	Sit correctly at a table and	structures.	Write simple sentence
	using 'hold a sentence'.	Form letters correctly inc	Sit correctly at a table	hold a pencil correctly.	Sit correctly at a table	structures.
	Compose a sentence	capital letters.	and hold a pencil	Form letters correctly inc	and hold a pencil	Sit correctly at a table
	orally before writing it.	Compose a sentence orally	correctly.	capital letters.	correctly.	and hold a pencil
	Sequence sentences to form short narratives.	before writing it. Sequence sentences to form	Form letters correctly inc capital letters.	Compose a sentence orally before writing it.	Form letters correctly inc capital letters.	correctly. Form letters correctly inc
	joint stort narraives.	short narratives.	Compose a sentence	Sequence sentences to	Compose a sentence	capital letters.
		Reread what they have	orally before writing it.	form short narratives.	orally before writing it.	Compose a sentence
		written to check it makes	Sequence sentences to	Reread what they have	Sequence sentences to	orally before writing it.
		sense.	form short narratives.	written to check it makes	form short narratives.	Sequence sentences to
			Reread what they have	sense.	Reread what they have	form short narratives.
			written to check it		written to check it	Reread what they have
			makes sense.		makes sense.	written to check it makes
						sense.
Speaking	Listen and respond to	Listen and respond to	Listen and respond to	Listen and respond to	Listen and respond to	Listen and respond to
and	adults and peers.	adults and peers.	adults and peers.	adults and peers.	adults and peers.	adults and peers.
Listening	Use relevant strategies to	Use relevant strategies to	Ask relevant questions	Ask relevant questions to	Ask relevant questions	Ask relevant questions to
objectives	build up their	build up their vocabulary.	to extend their	extend their	to extend their	extend their
	vocabulary.	Give well structured	understanding and	understanding and	understanding and	understanding and
	Maintain attention and	descriptions, explanations	knowledge.	knowledge.	knowledge.	knowledge.
	participate in activities.	and narratives for different	Use relevant strategies	Use relevant strategies to	Use relevant strategies	Use relevant strategies to
	Use spoken language to	purposes, including for	to build up their	build up their vocabulary.	to build up their	build up their
	develop understanding.	expressing feelings.	vocabulary.	Give well-structured	vocabulary.	vocabulary.
	Speak audibly and	Maintain attention and	Give well-structured	descriptions, explanations	Articulate and justify	Articulate and justify

	fluently.	participate in activities.	descriptions,	and narratives for	answers, arguments	answers, arguments and
	Participate in	Use spoken language to	explanations and	different purposes,	and opinions.	opinions.
	discussions,	develop understanding.	narratives for different	including for expressing	Give well-structured	Give well-structured
	presentations,	Speak audibly and fluently.	purposes, including for	feelings.	descriptions,	descriptions,
	performances, role play,	Participate in discussions,	expressing feelings.	Maintain attention and	explanations and	explanations and
	improvisations and	presentations,	Maintain attention and	participate in activities.	narratives for different	narratives for different
	debates.	performances, role play,	participate in activities.	Use spoken language to	purposes, including for	purposes, including for
	Gain, maintain and	improvisations and debates.		develop understanding.	expressing feelings.	expressing feelings.
	monitor the interest of	Gain, maintain and monitor	Use spoken language	Speak audibly and	Maintain attention and	Maintain attention and
	the listener.	the interest of the listener.	to develop	fluently.	participate in activities.	participate in activities.
	Consider and evaluate	Consider and evaluate	understanding.	Participate in discussions,	Use spoken language	Use spoken language to
	different viewpoints.	different viewpoints.	Speak audibly and	presentations,	to develop	develop understanding.
	Select and use	Select and use appropriate	fluently.	performances, role play,	understanding.	Speak audibly and
	appropriate registers for	registers for effective	Participate in	improvisations and	Speak audibly and	fluently.
	effective communication.	communication.	discussions,	debates.	fluently.	Participate in
			presentations,	Gain, maintain and	Participate in	discussions,
			performances, role	monitor the interest of the	discussions,	presentations,
			play, improvisations	listener.	presentations,	performances, role play,
			and debates.	Consider and evaluate	performances, role	improvisations and
			Gain, maintain and	different viewpoints.	play, improvisations	debates.
			monitor the interest of	Select and use appropriate	and debates.	Gain, maintain and
			the listener.	registers for effective	Gain, maintain and	monitor the interest of
			Consider and evaluate	communication.	monitor the interest of	the listener.
			different viewpoints.		the listener.	Consider and evaluate
			Select and use		Consider and evaluate	different viewpoints.
			appropriate registers		different viewpoints.	Select and use
			for effective		Select and use	appropriate registers for
			communication.		appropriate registers	effective communication.
					for effective	<i>aa</i>
					communication.	
Class	Janet and Alan Ahlberg	Mary Hoffman & Caroline	<u>Oliver Jellers</u>	<u>Oliver Jeffers</u>	<u>Sue Hendra</u>	Sue Hendra
Author		Binch				