



Park View Community School - Whole school English Map

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus text	<p>Focus texts:</p> <ul style="list-style-type: none"> RWI focus- chn assessed on appropriate level Writing Focus- Narrative/ rhyming narrative <p>Book 1 – Colour monster – Anna Llenas</p> <p>Book 2 – Peepo – Janet & Allan Ahlberg</p>	<p>Focus texts:</p> <ul style="list-style-type: none"> RWI focus- chn assessed on appropriate level Writing Focus- Diary entry/ Letter writing <p>Book 1 – Amazing grace – Mary Hoffman & Caroline Binch</p> <p>Book 2 – The jolly Christmas postman – Janet and Alan Ahlberg</p>	<p>Focus texts:</p> <ul style="list-style-type: none"> RWI focus- chn assessed on appropriate level Writing focus – Narrative/ Non-chronological reports <p>Book 1 – Here we are – Oliver Jeffers</p> <p>Book 2 – Book of mistakes – Corrina Luyken</p>	<p>Focus texts:</p> <ul style="list-style-type: none"> RWI focus- chn assessed on appropriate level Writing focus Diary writing/ Narrative <p>Book 1 – The great fire of London – Emma Adams & James Weston Lewis</p> <p>Book 2 – Lost and Found – Oliver Jeffers</p>	<p>Focus texts:</p> <ul style="list-style-type: none"> RWI focus- chn assessed on appropriate level Writing focus – Poetry / Instructions <p>Book 1 – Poems allowed – Joseph Coelho</p> <p>Book 2 – A tiny seed – Eric Carle (Instructions)</p>	<p>Focus texts:</p> <ul style="list-style-type: none"> RWI focus- chn assessed on appropriate level Writing focus – instructions/ poetry <p>Book 1 – Simon Sock – Sue Hendra</p> <p>Book 2 – Oi frog – Kes Gray</p>
	<p>Reading Objectives</p> <p>Word Reading</p> <p>Apply phonic knowledge to decode words.</p> <p>Read speedily with the correct sound to grapheme (Set 1 and 2 sounds).</p> <p>Read accurately by blending.</p> <p>Read common exception words (the, I, my, said, of, he and your).</p>	<p>Reading Objectives</p> <p>Word reading</p> <p>Apply phonic knowledge to decode words.</p> <p>Read speedily with the correct sound to grapheme (Set 1 and 2 sounds).</p> <p>Read accurately by blending.</p> <p>Read common exception words (you, be, are, two, me, go and baby).</p> <p>Read aloud accurately books that are consistent with their phonic knowledge.</p> <p>Reread books to build up fluency.</p>	<p>Reading Objectives</p> <p>Word reading</p> <p>Apply phonic knowledge to decode words.</p> <p>Read accurately by blending.</p> <p>Read common exception words (all, I've, want, call, we, her and she).</p> <p>Read speedily with the correct sound to grapheme/ alternative sounds for graphemes (Set 3).</p> <p>Read words of more than one syllable</p>	<p>Reading Objectives</p> <p>Word reading</p> <p>Apply phonic knowledge to decode words.</p> <p>Read accurately by blending.</p> <p>Read common exception words (washing, some, so, what, they, do and old).</p> <p>Read speedily with the correct sound to grapheme/ alternative sounds for graphemes (Set 3).</p> <p>Read words of more than one syllable (Longer words).</p>	<p>Reading Objectives</p> <p>Word reading</p> <p>Apply phonic knowledge to decode words.</p> <p>Read accurately by blending.</p> <p>Read common exception words (was, watch, school, small, their, were, who, tall, brother, I'm, there, fall and one).</p> <p>Read speedily with the correct sound to grapheme/ alternative sounds for graphemes (Set 3).</p>	<p>Reading Objectives</p> <p>Word reading</p> <p>Apply phonic knowledge to decode words.</p> <p>Read accurately by blending.</p> <p>Read common exception words (water, any, anyone, over, wasn't, through, once, son, whole, people, where, wall, does, other, to, could, ball and would).</p> <p>Read speedily with the correct sound to grapheme/ alternative sounds for graphemes (Set 3).</p>

	<p><u>Comprehension</u> Listen and discuss a wide range of stories (poetry, fiction, non-fiction). Link what they have read to their own experiences. Develop pleasure in reading. Join in with predictable phrases. Discuss word meanings. Answer basic retrieval questions about a text. Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their characteristics. Discuss word meanings. Understand the books they can already read and those they listen to. Draw on what they already know or on background information provided by the teacher. Discuss the significance of title and events. Predict what might happen on the basis of what has happened so</p>	<p><u>Comprehension</u> Develop pleasure in reading. Listen and discuss a wide range of stories (poetry, fiction, non-fiction). Link what they have read to their own experiences. Join in with predictable phrases. Learn to appreciate rhymes and poems and recite some by heart. Discuss word meanings. Understand the books they can already read and those they listen to. Draw on what they already know or on background information provided by the teacher. Discuss the significance of title and events. Predict what might happen on the basis of what has happened so far. Participate in discussion about what is read to them.</p>	<p>(Longer words). Read aloud accurately books that are consistent with their phonic knowledge. Reread books to build up fluency.</p> <p><u>Comprehension</u> Develop pleasure in reading. Listen and discuss a wide range of stories (poetry, fiction, non-fiction). Link what they have read to their own experiences. Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their characteristics. Join in with predictable phrases. Discuss word meanings. Understand the books they can already read and those they listen to. Draw on what they already know or on background information provided by the teacher. Discuss the significance of title and events. Make inferences of what is being said and</p>	<p>Read words containing taught GPCs and endings s, es, in, ed, err and Est (Root words and suffix). Read aloud accurately books that are consistent with their phonic knowledge. Reread books to build up fluency.</p> <p><u>Comprehension</u> Develop pleasure in reading. Listen and discuss a wide range of stories (poetry, fiction, non-fiction). Link what they have read to their own experiences. Join in with predictable phrases. Discuss word meanings. Understand the books they can already read and those they listen to. Draw on what they already know or on background information provided by the teacher. Discuss the significance of title and events. Make inferences of what is being said and done. Predict what might happen on the basis of what has happened so far. Participate in discussion about what is read to them. Explain clearly what is read to them.</p>	<p>Read words of more than one syllable (Longer words). Read words containing taught GPCs and endings s, es, in, ed, er and est (Root words and suffix). Read words of more than one syllable (Longer words). Read aloud accurately books that are consistent with their phonic knowledge. Reread books to build up fluency.</p> <p><u>Comprehension</u> Develop pleasure in reading. Listen and discuss a wide range of stories (poetry, fiction, non-fiction). Link what they have read to their own experiences. Join in with predictable phrases. Discuss word meanings. Understand the books they can already read and those they listen to. Draw on what they already know or on background information provided by the teacher. Check that the text</p>	<p>Read words of more than one syllable (Longer words). Read words containing taught GPCs and endings s, es, ing, ed, er and est (Root words and suffix). Read words of more than one syllable (Longer words). Read aloud accurately books that are consistent with their phonic knowledge. Reread books to build up fluency.</p> <p><u>Comprehension</u> Develop pleasure in reading. Listen and discuss a wide range of stories (poetry, fiction, non-fiction). Link what they have read to their own experiences. Join in with predictable phrases. Learn to appreciate rhymes and poems and recite some by heart. Discuss word meanings. Understand the books they can already read and those they listen to. Draw on what they already know or on background information provided by the teacher.</p>
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	<p>far. Participate in discussion about what is read to them.</p>		<p>done. Predict what might happen on the basis of what has happened so far. Participate in discussion about what is read to them. Explain clearly what is read to them.</p>		<p>makes sense to them and correct in accurate reading. Discuss the significance of title and events. Make inferences of what is being said and done. Predict what might happen on the basis of what has happened so far. Participate in discussion about what is read to them. Explain clearly what is read to them.</p>	<p>Check that the text makes sense to them and correct in accurate reading. Discuss the significance of title and events. Make inferences of what is being said and done. Predict what might happen on the basis of what has happened so far. Participate in discussion about what is read to them. Explain clearly what is read to them.</p>
SPAG focus	<p><u>SPAG focus/Objectives</u> Use full stops and capital letters. Spacing between words.</p>	<p><u>SPAG focus/Objectives</u> Use full stops and capital letters. Spacing between words.</p>	<p><u>SPAG focus/Objectives</u> Use 'and' to join ideas. Using adjectives. Use capital letters for proper nouns. Use full stops and capital letters. Spacing between words.</p>	<p><u>SPAG focus/Objectives</u> Conjunctions other than 'and' –so but. Use full stops and capital letters. Spacing between words.</p>	<p><u>SPAG focus/Objectives</u> Exclamation and question marks used in sentences. Use full stops and capital letters. Spacing between words.</p>	<p><u>SPAG focus/Objectives</u> Prefixes and suffixes used in writing. Prefix-un Suffixes-ing, ed, er Plurals- s, es Use full stops and capital letters. Spacing between words.</p>
Big Write and genre	<p><u>Genres/ Big Writes:</u> A narrative about emotions (Linked to text – Colour monster) Poem writing using linked text- Peepo as a stimulus.</p>	<p><u>Genres/ Big Writes:</u> Writing a recount linked to text – Amazing Grace. Letter writing linked to text – The jolly Christmas postman.</p>	<p><u>Genres/ Big Writes:</u> Non-chronological report linked to text – Here we are. Narrative writing linked to text – Book of mistakes.</p>	<p><u>Genres/ Big Writes:</u> Diary entry linked to text – Great Fire of London. Narrative writing linked to text – Lost and found.</p>	<p><u>Genres/ Big Writes:</u> Poetry writing linked to text -Poems allowed. Instructional writing linked to text – A tiny seed.</p>	<p><u>Genres/ Big Writes:</u> Poetry writing linked to text – Oi dog. Instructional writing linked to text – Simon sock.</p>

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

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