

Year 1 English Map

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus text	<p><u>Focus texts:</u></p> <ul style="list-style-type: none"> • RWI focus- chn assessed on appropriate level • 2-week English Focus-Narrative traditional tales '3 Little Pigs 	<p><u>Focus texts:</u></p> <ul style="list-style-type: none"> • RWI focus- chn assessed on appropriate level • 2-week English Focus- Instructions-Link with PHSE and Christmas 	<p><u>Focus texts:</u></p> <ul style="list-style-type: none"> • RWI focus- chn assessed on appropriate level • 2-week English Focus-Narrative Fantasy stories 	<p><u>Focus texts:</u></p> <ul style="list-style-type: none"> • RWI focus- chn assessed on appropriate level • 2-week English Focus-Non-chronological reports 	<p><u>Focus texts:</u></p> <ul style="list-style-type: none"> • RWI focus- chn assessed on appropriate level • 2-week English Focus-Stories from another culture 	<p><u>Focus texts:</u></p> <ul style="list-style-type: none"> • RWI focus- chn assessed on appropriate level • 2-week English Focus-Poetry and Rhyme.
	<p><u>Reading Objectives</u> 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).</p>	<p><u>Reading Objectives</u> 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). Read aloud accurately books that are consistent with their phonic knowledge.</p>	<p><u>Reading Objectives</u> Word reading Apply phonic knowledge to decode words. Read accurately by blending. Read common exception words (the, I, my, said, of). Read speedily with the correct sound to grapheme/ alternative sounds for graphemes (Set 3). Read words of more than one syllable</p>	<p><u>Reading Objectives</u> Word reading Apply phonic knowledge to decode words. Read accurately by blending. Read common exception words (the, I, my, said, of). Read speedily with the correct sound to grapheme/ alternative sounds for graphemes (Set 3). Read words of more than one syllable</p>	<p><u>Reading Objectives</u> Word reading Apply phonic knowledge to decode words. Read accurately by blending. Read common exception words (the, I, my, said, of). Read speedily with the correct sound to grapheme/ alternative sounds for graphemes (Set 3). Read words of more than one syllable</p>	<p><u>Reading Objectives</u> Word reading Apply phonic knowledge to decode words. Read accurately by blending. Read common exception words (the, I, my, said, of). Read speedily with the correct sound to grapheme/ alternative sounds for graphemes (Set 3). Read words of more than one syllable</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 all ready read and those they listen to.</p>	<p>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</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</p>	<p>(Longer words). 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</p>	<p>(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</p>	<p>(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.</p>
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	<p>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>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>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>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>those they listen to. Draw on what they already know or on background information provided by the teacher. 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>	<p>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 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>
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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> 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.</p>	<p><u>Genres/ Big Writes:</u> Instructions-washing hands linked to PHSE Extra topic-based big write in topic/RE/science book Description of self-linked to Science topic 'Humans'</p>	<p><u>Genres/ Big Writes:</u> Narrative story writing-Fantasy story Extra topic-based big write in topic/RE/science book Recount of local area work (Fieldwork)</p>	<p><u>Genres/ Big Writes:</u> 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</p>	<p><u>Genres/ Big Writes:</u> Narrative-writing story based on a different culture. Extra topic-based big write in topic/RE/science book Write about 'Samuel Wilderspin' significant person</p>	<p><u>Genres/ Big Writes:</u> poetry Extra topic-based big write in topic/RE/science book Diary entry from Victorian era-What was school like?</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-</p>	<p><u>Writing Objectives</u> Spell using taught phonemes. Spell common exceptions words. Name the letters of the</p>	<p><u>Writing Objectives</u> Spell using taught phonemes. Spell common exceptions words. Spell days of the</p>	<p><u>Writing Objectives</u> Spell using taught phonemes. Spell common exceptions words. Spell days of the</p>	<p><u>Writing Objectives</u> Spell using taught phonemes. Spell common exceptions words. Spell days of the</p>	<p><u>Writing Objectives</u> Spell using taught phonemes. Spell common exceptions words. Spell days of the</p>

	<p>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>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>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>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>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>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>
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<p>Speaking and Listening objectives</p>	<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 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>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 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>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 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</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 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</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 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</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 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</p>
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Class Author	Janet and Alan Ahlberg	Faith Ringgold	Oliver Jeffers	Oliver Jeffers	Sue Hendra	Sue Hendra