

## Year 1 English Map



**Text-types covered in Year 1 English lessons:** labels, lists, captions, poetry, classic narratives, letters, fact sheets, traditional tales, instructions, contemporary narratives, fairy tales and recounts.

### Objectives which must be promoted/taught throughout the year:

#### Spoken Language (Years 1-6)

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build 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 actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication

#### Reading - Decoding

- 1.1.a.1 Apply phonic knowledge and skills as the route to decode words
- **1.1.a.2 Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes**
- **1.1.a.3 Read accurately by blending sounds in unfamiliar words containing GPCs2 that have been taught (e.g. coach, morning, cried)**
- **1.1.a.8 Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words**
- 1.1.a.9 Re-read these books to build up their fluency and confidence in word reading

#### Reading - Comprehension

- 1.2.a.1 Develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- 1.2.a.2 Develop pleasure in reading, motivation to read, vocabulary and understanding by: being encouraged to link what they read or hear read to their own experiences
- **1.2.b.1 Develop pleasure in reading, motivation to read, vocabulary and understanding by: becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics**
- 1.2.j.1 Participate in discussion about what is read to them, taking turns and listening to what others say

#### Writing - Transcription

- **1.1.a.1 Spell words containing each of the 40+ phonemes already taught**
- **1.1.c.1 Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far (RWI – hold a sentence)**

|          | Word reading  | Comprehension   | Writing Transcription   | Writing Composition  | Vocab, Grammar, Punctuation   |
|----------|---|---|---|--|---|
| Autumn 1 | <p>1.1.a.5 Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings (appendix 1)</p>  | <p>1.2.b.2 Develop pleasure in reading, motivation to read, vocabulary and understanding by: recognising and joining in with predictable phrases</p> <p>1.2.c.1 Develop pleasure in reading, motivation to read, vocabulary and understanding by: learning to appreciate rhymes and poems, and to recite some by heart</p> <p>1.2.j.2 Explain clearly their understanding of what is read to them</p>                   | <p><b>1.1.a.4 Naming the letters of the alphabet in order</b></p> <p>1.1.b.3 Add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words: e.g. helping, helped, helper, eating, quicker, quickest</p> <p>1.1.d.1 Sit correctly at a table, holding a pencil comfortably and correctly</p> | <p>1.2.b.1 Write sentences by: saying out loud what they are going to write about</p> <p>1.2.b.2 Write sentences by: composing a sentence orally before writing it</p> | <p>1.3.a.1 Develop their understanding of the concepts set out in English Appendix 2 by: leaving spaces between words</p> |
| Autumn 2 | <p>1.1.a.5 Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings (appendix 1)</p> <p><b>1.1.a.6 Read other words of more than one syllable that contain taught GPCs (e.g. December, measurement)</b></p> | <p>1.2.c.1 Develop pleasure in reading, motivation to read, vocabulary and understanding by: learning to appreciate rhymes and poems, and to recite some by heart</p> <p>1.2.d.1 Develop pleasure in reading, motivation to read, vocabulary and understanding by: discussing word meanings, linking new meanings to those already known</p> <p>1.2.j.2 Explain clearly their understanding of what is read to them</p> | <p>1.1.a.3 Spell the days of the week</p> <p><b>1.1.a.4 Naming the letters of the alphabet in order</b></p> <p>1.1.b.3 Add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words: e.g. helping, helped, helper, eating, quicker, quickest</p> <p>1.1.d.4 Form digits 0–9</p>            | <p>1.2.b.1 Write sentences by: saying out loud what they are going to write about</p> <p>1.2.b.2 Write sentences by: composing a sentence orally before writing it</p> | <p>1.3.a.1 Develop their understanding of the concepts set out in English Appendix 2 by: leaving spaces between words</p> |

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|----------|--|---|--|---|---|
| Spring 1 | <p><b>1.1.a.4 Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word (e.g. their, people, asked)</b></p> | <p>1.2.b.2 Develop pleasure in reading, motivation to read, vocabulary and understanding by: recognising and joining in with predictable phrases</p> <p>1.2.e.1 Understand both the books they can already read accurately and fluently and those they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p><b>1.2.f.1 Understand both the books they can already read accurately and fluently and those they listen to by: discussing the significance of the title and events</b></p>                 | <p>1.1.a.2 Spell common exception words - e.g. pupil writes 'frend' instead of 'friend' or 'yoo' instead of 'you' (see Appendix 1 p 44 and refer to RWI scheme)</p> <p><b>1.1.d.2 Begin to form lower-case letters in the correct direction, starting and finishing in the right place</b></p> <p>1.1.d.4 Form digits 0–9</p>      | <p><b>1.2.b.3 Write sentences by: sequencing sentences to form short narratives</b></p>   | <p>1.3.b.1 Develop their understanding of the concepts set out in English Appendix 2 by: joining words and joining clauses using and</p>  |
| Spring 2 | <p><b>1.1.a.6 Read other words of more than one syllable that contain taught GPCs (e.g. December, measurement)</b></p>   | <p>1.2.d.1 Develop pleasure in reading, motivation to read, vocabulary and understanding by: discussing word meanings, linking new meanings to those already known</p> <p><b>1.2.e.2 Understand both the books they can already read accurately and fluently and those they listen to by: checking that the text makes sense to them as they read and correcting inaccurate reading</b></p> <p>1.2.f.2 Understand both the books they can already read accurately and fluently and those they listen to by: making inferences on the basis of what is being said and done</p> | <p>1.1.a.2 Spell common exception words - e.g. pupil writes 'frend' instead of 'friend' or 'yoo' instead of 'you' (see Appendix 1 p 44 and refer to RWI scheme)</p> <p><b>1.1.d.2 Begin to form lower-case letters in the correct direction, starting and finishing in the right place</b></p> <p>1.1.d.3 Form capital letters</p> | <p><b>1.2.b.3 Write sentences by: sequencing sentences to form short narratives</b></p> <p>1.2.d.1 Read aloud their writing clearly enough to be heard by their peers and the teacher</p> | <p>1.3.b.1 Develop their understanding of the concepts set out in English Appendix 2 by: joining words and joining clauses using and</p> <p><b>1.3.c.1 Capital letters, full stops, question marks and exclamation marks to demarcate sentences</b></p> |

|          | Word reading   | Comprehension  | Writing Transcription   | Writing Composition   | Vocab, Grammar, Punctuation   |
|----------|--|--|---|---|---|
| Summer 1 | 1.1.a.7 Read words with contractions: e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s) | <p>1.2.e.1 Understand both the books they can already read accurately and fluently and those they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p><b>1.2.e.2 Understand both the books they can already read accurately and fluently and those they listen to by: checking that the text makes sense to them as they read and correcting inaccurate reading</b></p> <p><b>1.2.g.1 Understand both the books they can already read accurately and fluently and those they listen to by: predicting what might happen on the basis of what has been read so far</b></p> | <p>1.1.a.3 Spell the days of the week</p> <p>1.1.a.5 Using letter names to distinguish between alternative spellings of the same sound (e.g. pupil says letter names when spelling 'ai' as in rain and 'ay' as in play)</p> <p>1.1.b.2 Add prefixes and suffixes using the prefix un- (e.g. unhappy, undo, unload, unfair, unlock)</p>                      | <p><b>1.2.b.4 Write sentences by: re-reading what they have written to check that it makes sense</b></p> <p>1.2.c.1 Discuss what they have written with the teacher or other pupils</p> <p>1.2.d.1 Read aloud their writing clearly enough to be heard by their peers and the teacher</p> | <b>1.3.c.1 Capital letters, full stops, question marks and exclamation marks to demarcate sentences</b> |
| Summer 2 | 1.1.a.7 Read words with contractions: e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s) | <p><b>1.2.f.1 Understand both the books they can already read accurately and fluently and those they listen to by: discussing the significance of the title and events</b></p> <p>1.2.f.2 Understand both the books they can already read accurately and fluently and those they listen to by: making inferences on the basis of what is being said and done</p> <p><b>1.2.g.1 Understand both the books they can already read accurately and fluently and those they listen to by: predicting what might happen on the basis of what has been read so far</b></p>   | <p>1.1.b.1 Add prefixes and suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</p> <p>1.1.d.3 Form capital letters</p> <p>1.1.d.5 Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these</p> | <p><b>1.2.b.4 Write sentences by: re-reading what they have written to check that it makes sense</b></p> <p>1.2.c.1 Discuss what they have written with the teacher or other pupils</p>   | <b>1.3.c.1 Capital letters, full stops, question marks and exclamation marks to demarcate sentences</b> |