

## Year 1 English Map 2023-24

Objectives typed in blue are the key performance indicators (KPIs).

Objectives which must be promoted/taught throughout the year:
<b>Spoken Language (Years 1-6)</b>
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ listen and respond appropriately to adults and their peers</li> <li>▪ ask relevant questions to extend their understanding and knowledge</li> <li>▪ use relevant strategies to build their vocabulary</li> <li>▪ articulate and justify answers, arguments and opinions</li> <li>▪ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>▪ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>▪ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>▪ speak audibly and fluently with an increasing command of Standard English</li> <li>▪ participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>▪ gain, maintain and monitor the interest of the listener(s)</li> <li>▪ consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>▪ select and use appropriate registers for effective communication</li> </ul>
<b>Reading - Decoding</b>
<ul style="list-style-type: none"> <li>▪ Apply phonic knowledge and skills as the route to decode words</li> <li>▪ Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>▪ Read accurately by blending sounds in unfamiliar words containing GPCs2 that have been taught (e.g. coach, morning, cried)</li> <li>▪ 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</li> <li>▪ Re-read these books to build up their fluency and confidence in word reading</li> </ul>
<b>Reading - Comprehension</b>
<ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ 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</li> <li>▪ 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</li> <li>▪ Participate in discussion about what is read to them, taking turns and listening to what others say</li> </ul>
<b>Writing - Transcription</b>
<ul style="list-style-type: none"> <li>▪ Spell words containing each of the 40+ phonemes already taught</li> <li>▪ 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)</li> </ul>

Summer 1: Travelling and explorers							
	Outcomes	Suggested Texts	Word reading	Comprehension	Writing Transcription	Writing Composition	Vocab, Grammar, Punctuation
Summer 1 - 6 weeks	<ul style="list-style-type: none"> <li>Retelling</li> <li>Describing the home planet</li> <li>A biography of Amelia Earhart – the focus here wouldn't be teaching the features of the biography, but that would be an outcome.</li> </ul>	<ul style="list-style-type: none"> <li>Beegu – Alexis Deacon (there are a lot of resources available on the CLPE website for this)</li> <li>Man on the Moon – Simon Bartram</li> <li>Amelia Earhart (Little People, Big Dreams)</li> </ul>	<ul style="list-style-type: none"> <li>Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings (appendix 1) (phonics)</li> </ul>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>recognising and joining in with predictable phrases</li> </ul> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>learning to appreciate rhymes and poems, and to recite some by heart</li> <li>Explain clearly their understanding of what is read to them</li> </ul> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> </ul>	<ul style="list-style-type: none"> <li>Naming the letters of the alphabet in order</li> <li>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</li> <li>Sit correctly at a table, holding a pencil comfortably and correctly</li> </ul>	<ul style="list-style-type: none"> <li>Write sentences by: saying out loud what they are going to write about</li> <li>Write sentences by: composing a sentence orally before writing it</li> </ul>	<ul style="list-style-type: none"> <li>Develop their understanding of the concepts set out in English Appendix 2 by: leaving spaces between words</li> <li>Capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> </ul>
<b>Year group non-negotiables to be taught through every lesson</b>							
<b>Spoken language</b>		Pupils should be taught to: <ul style="list-style-type: none"> <li>listen and respond appropriately to adults and their peers</li> <li>ask relevant questions to extend their understanding and knowledge</li> <li>use relevant strategies to build their vocabulary</li> <li>articulate and justify answers, arguments and opinions</li> <li>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>speak audibly and fluently with an increasing command of Standard English</li> <li>participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>gain, maintain and monitor the interest of the listener(s)</li> <li>consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>select and use appropriate registers for effective communication</li> </ul>					