

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:
Spoken Language (Years 1-6)
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ 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
<ul style="list-style-type: none"> ▪ Apply phonic knowledge and skills as the route to decode words ▪ Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes ▪ Read accurately by blending sounds in unfamiliar words containing GPCs2 that have been taught (e.g. coach, morning, cried) ▪ 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 ▪ Re-read these books to build up their fluency and confidence in word reading
Reading - Comprehension
<ul style="list-style-type: none"> ▪ 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 ▪ 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 ▪ 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 ▪ Participate in discussion about what is read to them, taking turns and listening to what others say
Writing - Transcription
<ul style="list-style-type: none"> ▪ Spell words containing each of the 40+ phonemes already taught ▪ 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)

Summer 2: Follow the Rules							
	Outcomes	Suggested Texts	Word reading	Comprehension	Writing Transcription	Writing Composition	Vocab, Grammar, Punctuation
Summer 2 – 7 weeks	<ul style="list-style-type: none"> Two Big Write pieces Writing a fact file about Marcus Rashford /Serena Williams Instructions for games Writing about their favourite game 	<ul style="list-style-type: none"> Playing games, sports day, reading books about different games. 	<ul style="list-style-type: none"> Read words with contractions: e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s) 	<ul style="list-style-type: none"> 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 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 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 	<ul style="list-style-type: none"> Spell the days of the week 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) Add prefixes and suffixes using the prefix un- (e.g. unhappy, undo, unload, unfair, unlock) 	<ul style="list-style-type: none"> Write sentences by: re-reading what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils Read aloud their writing clearly enough to be heard by their peers and the teacher 	<ul style="list-style-type: none"> Capital letters, full stops, question marks and exclamation marks to demarcate sentences
Year group non-negotiables to be taught through every lesson							
Spoken language		Pupils should be taught to: <ul style="list-style-type: none"> 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 					