

Year 1 English Map Autumn 1 2024-2025

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)

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Autumn 1							
	Text Types	Suggested Texts	Word reading	Comprehension	Writing Transcription	Writing Composition	Vocab, Grammar, Punctuation
Autumn 1 – 8 weeks	Narrative x 6 weeks	Texts linked to Black History Month and multiculturalism: <ul style="list-style-type: none"> • <i>So Much</i> • <i>Look Up</i> • <i>The New Small Person</i> • <i>All Are Welcome</i> Poems by Joseph Coelho – Children’s Laureate 2022	<ul style="list-style-type: none"> • Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings (appendix 1) 	<ul style="list-style-type: none"> • Develop pleasure in reading, motivation to read, vocabulary and understanding by: recognising and joining in with predictable phrases • Develop pleasure in reading, motivation to read, vocabulary and understanding by: learning to appreciate rhymes and poems, and to recite some by heart • Explain clearly their understanding of what is read to them 	<ul style="list-style-type: none"> • Naming the letters of the alphabet in order • 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 • Sit correctly at a table, holding a pencil comfortably and correctly • Spell the days of the week • Spell: common exception words 	<ul style="list-style-type: none"> • Write sentences by: saying out loud what they are going to write about • Write sentences by: composing a sentence orally before writing it • Begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 • understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. 	<ul style="list-style-type: none"> • Develop their understanding of the concepts set out in English Appendix 2 by: leaving spaces between words • learning the grammar for year 1 in English Appendix 2 • use the grammatical terminology in English Appendix 2 in discussing their writing
	Poetry x 1 week						

Autumn 2							
	Text Types	Suggested Texts	Word reading	Comprehension	Writing Transcription	Writing Composition	Vocab, Grammar, Punctuation
Autumn 2 – 7 weeks	Non-Fiction: Labels, lists and captions	<i>The Blue Giant</i> <i>Dear Greenpeace</i> <i>The Girl Who Spoke to the Moon</i> <i>Commotion in the Ocean</i>	<ul style="list-style-type: none"> • Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings (appendix 1) (phonics) 	<ul style="list-style-type: none"> • Develop pleasure in reading, motivation to read, vocabulary and understanding by: recognising and joining in with predictable phrases • Develop pleasure in reading, motivation to read, vocabulary and understanding by: learning to appreciate rhymes and poems, and to recite some by heart • Explain clearly their understanding of what is read to them • 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 	<ul style="list-style-type: none"> • Naming the letters of the alphabet in order • 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 • Sit correctly at a table, holding a pencil comfortably and correctly • Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far 	<ul style="list-style-type: none"> • Write sentences by: saying out loud what they are going to write about • Write sentences by: composing a sentence orally before writing it • Begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 • understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. 	<ul style="list-style-type: none"> • Develop their understanding of the concepts set out in English Appendix 2 by: leaving spaces between words • learning the grammar for year 1 in English Appendix 2 • use the grammatical terminology in English Appendix 2 in discussing their writing • Capital letters, full stops, question marks and exclamation marks to demarcate sentences
	Fiction: Narratives						

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**Spring 1:
Once Upon A Time
Fairy and Traditional Tales**

	Text Types	Suggested Texts	Word reading	Comprehension	Writing Transcription	Writing Composition	Vocab, Grammar, Punctuation
Spring 1 - 7 weeks	<p>Fairy Tales BW 1: Writing a fairy/traditional tale – retelling</p> <p>BW 2: Writing a fairy/traditional tale – retelling</p>	<p>The Elves and the Shoemaker</p> <p>The Frog Prince</p> <p>The Golden Goose</p>	<ul style="list-style-type: none"> Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings (appendix 1) (phonics) 	<ul style="list-style-type: none"> Develop pleasure in reading, motivation to read, vocabulary and understanding by: recognising and joining in with predictable phrases Explain clearly their understanding of what is read to them Being encouraged to link what they read or hear read to their own experiences Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics 	<ul style="list-style-type: none"> 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 Sit correctly at a table, holding a pencil comfortably and correctly Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far 	<ul style="list-style-type: none"> Write sentences by: saying out loud what they are going to write about Write sentences by: composing a sentence orally before writing it Begin to form lower-case letters in the correct direction, starting and finishing in the right place form capital letters form digits 0-9 understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. 	<ul style="list-style-type: none"> Develop their understanding of the concepts set out in English Appendix 2 by: leaving spaces between words learning the grammar for year 1 in English Appendix 2 use the grammatical terminology in English Appendix 2 in discussing their writing Capital letters, full stops, question marks and exclamation marks to demarcate sentences

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Spring 1: Mother Nature Adventures							
	Text Types	Suggested Texts	Word reading	Comprehension	Writing Transcription	Writing Composition	Vocab, Grammar, Punctuation
Spring 1 - 6 weeks	Poetry connected to Mother Nature 1 week Writing adventure stories based on class interests	To be decided and agreed on with the individual classes.	<ul style="list-style-type: none"> Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings (appendix 1) (phonics) 	Develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> recognising and joining in with predictable phrases Develop pleasure in reading, motivation to read, vocabulary and understanding by: learning to appreciate rhymes and poems, and to recite some by heart Explain clearly their understanding of what is read to them. 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 	<ul style="list-style-type: none"> Naming the letters of the alphabet in order 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 To 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 Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far 	<ul style="list-style-type: none"> Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. Sequence sentences to form short narratives Re-read what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils 	<ul style="list-style-type: none"> Join words and join clauses using and Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

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**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"> Retelling Describing the home planet A biography of Amelia Earhart – the focus here wouldn't be teaching the features of the biography, but that would be an outcome. 	<ul style="list-style-type: none"> Beegu – Alexis Deacon (there are a lot of resources available on the CLPE website for this) Man on the Moon – Simon Bartram Amelia Earhart (Little People, Big Dreams) 	<ul style="list-style-type: none"> Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings (appendix 1) (phonics) 	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> recognising and joining in with predictable phrases <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> learning to appreciate rhymes and poems, and to recite some by heart Explain clearly their understanding of what is read to them Discussing the significance of the title and events Making inferences on the basis of what is being said and done Discussing word meanings, linking new meanings to those already known 	<ul style="list-style-type: none"> Naming the letters of the alphabet in order 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 Sit correctly at a table, holding a pencil comfortably and correctly 	<ul style="list-style-type: none"> Write sentences by: saying out loud what they are going to write about Write sentences by: composing a sentence orally before writing it Begin to form lower-case letters in the correct direction, starting and finishing in the right place form capital letters form digits 0-9 Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. 	<ul style="list-style-type: none"> Develop their understanding of the concepts set out in English Appendix 2 by: leaving spaces between words learning the grammar for year 1 in English Appendix 2 use the grammatical terminology in English Appendix 2 in discussing their writing Capital letters, full stops, question marks and exclamation marks to demarcate sentences

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**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 Participate in discussion about what is read to them, taking turns and listening to what others say 	<ul style="list-style-type: none"> Spell the days of the week Spell: common exception words 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) Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far 	<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	<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
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