



Whole School Curriculum Map by Subject: English

Year 1

Oracy <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 	
Handwriting <ul style="list-style-type: none"> ✓ Sit correctly at a table, holding a pencil comfortably and correctly ✓ 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' 	Vocabulary, Grammar and Punctuation <ul style="list-style-type: none"> ✓ Leave spaces between words ✓ Know how words can combine to make a sentence ✓ Join words and clauses using 'and' ✓ 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 'I' ✓ Sequence sentences to make short narratives Terminology letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark



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Spelling

- ✓ The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck
- ✓ The sound spelt n before k
- ✓ Divide words into syllables
- ✓ -tch sound
- ✓ The v sound at the end of words
- ✓ Adding s and es to words
- ✓ Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word
- ✓ Adding -er and -est to adjectives where no change is needed to the root word
- ✓ Words ending -y
- ✓ New consonant spellings ph and wh
- ✓ Using k for the /k/ sound
- ✓ Adding the prefix un-
- ✓ Compound words
- ✓ Common exception words



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Spelling

Vowel digraphs and trigraphs:

- ✓ ai oi
- ✓ ay oy
- ✓ a-e
- ✓ e-e
- ✓ i-e
- ✓ o-e
- ✓ u-e
- ✓ ar
- ✓ ee
- ✓ ea/ea sea, dream, meat, each, read (present tense) /head, bread, meant, instead, read (past tense)
- ✓ er/er(stressed sound): her, term, verb, person/ (unstressed *schwa* sound): better, under, summer, winter, sister
- ✓ ir
- ✓ ur
- ✓ oo/oo food, pool, moon, zoo, soon/ book, took, foot, wood, good
- ✓ oa
- ✓ oe
- ✓ ou
- ✓ ow/ow/ue/ew now, how, brown, down, town / own, blow, snow, grow, show / blue, clue, true, rescue, Tuesday / new, few, grew, flew, drew, threw
- ✓ ie/ie lie, tie, pie, cried, tried, dried /chief, field, thief /
- ✓ igh
- ✓ or
- ✓ ore
- ✓ aw
- ✓ au
- ✓ air
- ✓ ear / ear dear, hear, beard, near, year / bear, pear, wear
- ✓ are



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Word Reading

- ✓ Apply phonic knowledge and skills as the route to decode words
- ✓ Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- ✓ Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- ✓ Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- ✓ Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- ✓ Read other words of more than one syllable that contain taught GPCs
- ✓ Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- ✓ 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 books to build up their fluency and confidence in word reading

Reading Comprehension

- ✓ Develop pleasure in reading, motivation to read, vocabulary and understanding
- ✓ Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- ✓ Be encouraged to link what they read or hear read to their own experiences
- ✓ Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- ✓ Recognise and join in with predictable phrases
- ✓ Learn to appreciate rhymes and poems, and recite some by heart
- ✓ Discuss word meanings, linking new meanings to those already known
- ✓ Understand both the books they can already read accurately and fluently and those they listen to
- ✓ Draw on what they already know or on background information and vocabulary provided by the teacher
- ✓ Check that the text makes sense to them as they read and correct inaccurate reading
- ✓ Discuss the significance of the title and events
- ✓ Make inferences on the basis of what is being said and done
- ✓ Predict what might happen on the basis of what has been read so far
- ✓ Participate in discussions about what is read to them, taking turns and listening to what others say
- ✓ Explain clearly their understanding of what is read to them



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Texts to lead learning

Autumn Term (Once upon a time) The very hungry caterpillar - Eric Carle The Three Billy Goats Gruff Jack and the Bean stalk. Various versions The Beasties – Jenny Nimmo	Spring Term (Please look after this bear) Paddington's post – Michael Bond Winnie The Pooh introduction- A A Milne The Bear and the Piano – David Litchfield	Summer Term (Together we can look after the planet) Smeds and Smoos – Julia Donaldson Christopher Nibble- Charlotte Middleton Christopher's caterpillars - Charlotte Middleton Christopher's bicycle - Charlotte Middleton We Build Our Homes – Laura Knowles A First Book of Nature – Nicola Davies This Moose Belongs to Me – Oliver Jeffers The Last Wolf – Mini Grey The Terrible Greedy Fossifoo – Charles Fuge
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Suggested texts for class reads (as well as above)

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Writing Transcription

- ✓ Learn to spell words containing each of the 40+ phonemes already taught
- ✓ Learn to spell common exception words
- ✓ Learn to spell the days of the week
- ✓ Name the letters of the alphabet in order
- ✓ Use letter names to distinguish between alternative spellings of the same sound
- ✓ Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- ✓ Use the prefix un–
- ✓ Use –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- ✓ Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

Writing Composition

Write sentences:

- ✓ Say out loud what they are going to write about
- ✓ Compose a sentence orally before writing it
- ✓ 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

Read aloud their writing clearly enough to be heard by their peers and the teacher