

Year 1 English Curriculum Map

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lost in the Toy Museum: An Adventure by David Lucas	The Nutcracker by E.T.A Hoffman	The Princess and the Pea by Lauren Child	How to Catch a Dragon by Caryl Hart A range of non-fiction texts	The Lighthouse Keeper's Lunch by David and Ronda Armitage Our Island By Children of Gunana	Commotion in the Ocean by Giles Andreae
<i>Recount</i>	<i>Scene description</i>	<i>Character description</i>	<i>Instructions</i>	<i>Narrative (retelling a story)</i> <i>Scene description</i>	<i>Poetry</i> <i>Recount</i>
Name the letters of the alphabet in order Form capital and lower-case letters Using capital letters for names Separate words with spaces	Spell and read a few common exception words (e.g. I, the, he, said, of) Join words and clauses using and Use capital letters and full stops to demarcate sentences in some of his/her writing Think of and understand how to use a range of adjectives Identify the vowels and consonants in the alphabet	Spell the days of the week 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 Use regular plural noun suffixes -s or -es e.g. dog, dogs; wish, wishes, including the effects of these suffixes on the meaning of the noun Add prefixes and suffixes using un, -ing, -ed, -er	Spell and read some common exception words Use a capital letter for names of people, places, the days of the week, and the personal pronoun I Read words with contractions e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s)	Name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound Begin to punctuate work using exclamation marks and question marks	Spell the days of the week (continued) Understand the following terminology: letter, capital letter; word, singular, plural; sentence; and punctuation, full stop, question mark, exclamation mark Develop pleasure in reading, motivation to read, vocabulary and understanding by learning to appreciate rhymes and poems, and to recite some by heart

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		and -est where no change is needed in the spelling of root words e.g. helping, helped, helper, eating, quicker, quickest Use suffixes that can be added to verbs where no change is needed in the spelling of root words e.g. helping, helped, helper Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings			
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Throughout the academic year, in each term children in Year 1 are taught to:

- Sit correctly at a table, holding a pencil comfortably and correctly
- Form most lower-case letters correctly
- Form lower-case letters in the correct direction, starting and finishing in the right place
- Form digits 0-9
- Write sentences by saying out loud what he/she is going to write about, after discussion with the teacher
- Compose and write sentences independently to convey ideas
- Write sentences by re-reading what he/she has written to check that it makes sense
- Write sentences, sequencing them to form short narratives (real or fictional)
- Discuss what he/she has written with the teacher or other pupils
- Read aloud his/her writing clearly enough to be heard by his/her peers and the teacher
- Understand how words can combine to make sentences
- Segment spoken words into phonemes and represent them with graphemes, spelling some correctly and making phonically-plausible attempts at others
- Spell words containing each of the 40+ phonemes already taught

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- Discussing a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently
- Talking about events in what is read or heard read and link them to his/her own experiences

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- Joining in with predictable phrases when being read to
- Re-reading phonically decodable books to build up fluency and confidence in word reading
- Retelling some of a familiar story/rhyme, when being read to by an adult (one-to-one or in a small group)
- Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics

Understand both the books they can already read accurately and fluently and those they listen to by:

- Applying phonic knowledge and skills as the route to decode words
- Responding speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes and apply these to unfamiliar words including multi-syllabic words
- Re-reading phonically decodable books to build up fluency and confidence in word reading
- Checking that the text makes sense as he/she reads and corrects inaccurate reading
- Discussing word meanings, linking new meanings to those already known
- Drawing on what is already known or on background information and vocabulary provided by the teacher
- Discussing the significance of the title and events
- Making inferences on the basis of what is being said/done
- Predicting what may happen on the basis of what has been read so far
- Explaining clearly his/her understanding of what is read to him/her
- Participating in discussion about what is read to him/her, taking turns and listening to what others say
- Answering questions in discussion with the teacher and make simple inferences

At Roecroft, we believe it is very important, that the content taught in earlier years is revisited in subsequent years to consolidate children's knowledge and build on pupils' understanding. Therefore, throughout the academic year learning from the Early Years will be interwoven into the year 1 curriculum. For further details of when knowledge and skills are first introduced, please refer to our Roecroft Skills Progression Maps.