


Year 1 English Curriculum Map (2022-23)

	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 6 weeks WBd 2nd March	Summer 1 6 weeks	Summer 2 7 weeks (inc 1 test week)
Theme	Weather		Best of British	Dungeons and Dragons	It's a Wonderful world	Tiddly Om Pom Pom
Author/ Poet	Various	Julia Donaldson Michael Rosen Martha Mumford	Lynley Dodd	Claire Freedman	Paul Geraghty Eileen Browne	Oliver Jeffers
Focus text/ collection of stories/ poem for learning	Little Red Riding Hood Goldilocks and the Three Bears Ning Nang Nong	Tyrannosaurus Drip Going on a Bear Hunt Going on an Elf Hunt	Hairy Maclary series	Aliens/Pirates/Dinosaurs	The Hunter Handa's Surprise	The Way Back Home
Unit + skills	<p>Traditional Tales 4 weeks</p> <p>Writing Skills:</p> <ul style="list-style-type: none"> • Say, and hold in memory whist writing, simple sentences which make sense. • Write simple sentences that can be read by themselves and others. • Separate words with spaces. • Use familiar plots for structuring the opening, middle and end of their stories. <p>Reading Skills:</p> <ul style="list-style-type: none"> • Orally retell using props and pictures • Recognise and join in with language patterns and repetition during class story times. • Develop and demonstrate their understanding of characters through role play and drama. • Demonstrate understanding of texts by answering questions related to who, what, where and when. • Identify the main characters in stories. 	<p>Recount: <i>Halloween</i> <i>Bonfire Night</i> <i>Pantomime Visit</i> 4 weeks</p> <p>Writing Skills:</p> <ul style="list-style-type: none"> • Sequence ideas and events in non-fiction. • Use the joining word and to link words and clauses • Use full stops to demarcate simple sentences. <p>Reading Skills:</p> <ul style="list-style-type: none"> • Identify and discuss the main events in stories using words like <i>first, next, after that, later on, at the end.</i> • Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how. • Recognise when a text does not make sense while reading and, with prompting, can correct 	<p>Stories by the same author Lynley Dodd 3 weeks</p> <p>Writing Skills:</p> <ul style="list-style-type: none"> • Separate words with spaces • Identify use and exclamation marks • Sequence ideas and events in narrative <p>Reading Skills:</p> <ul style="list-style-type: none"> • Read more challenging texts using phonics and common exception word recognition. • Recognise and join in with language patterns and repetition in stories, e.g. <i>fairy stories, traditional tales and stories by well-known authors.</i> • Enjoy and recite rhymes and poems including traditional verse. • Give opinions and, when prompted, support with reasons. • Identify and describe the main characters in stories. Capture simply in writing, e.g. <i>character profile, role on the wall.</i> 	<p>Fantasy settings 3 weeks</p> <p>Writing Skills:</p> <ul style="list-style-type: none"> • Use joining word and to link words and clauses • Write sentences that can be read by others. • Compose and sequence their own sentences to write short narratives. <p>Reading Skills:</p> <ul style="list-style-type: none"> • Read more challenging texts using phonics and common exception word recognition. • Discuss key vocabulary, linking meanings of new words to those already known. • Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. 	<p>Other cultures 2 weeks</p> <p>Writing Skills:</p> <ul style="list-style-type: none"> • Use capital letters for names of people and places days of the week and I. • Use capital letters and full stops in independent writing. • Common Exception Words <p>Reading Skills:</p> <ul style="list-style-type: none"> • Read more challenging texts using phonics and common exception word recognition. • Discuss key vocabulary, linking meanings of new words to those already known. • Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. 	<p>Fantasy Stories by the same author 3 weeks</p> <p>Writing Skills:</p> <ul style="list-style-type: none"> • Discuss their writing with adults and peers. • Use question marks and exclamation marks. • Say and hold in memory whilst writing, sentences that can be read by themselves and others. • Use familiar plots for structuring the opening, middle and end of their stories. <p>Reading Skills:</p> <ul style="list-style-type: none"> • Recognise and join in with language patterns and repetition. • Use patterns and repetition to support oral retelling, e.g. <i>fairy stories, traditional tales and stories by well-known authors.</i> • Introduce and discuss key vocabulary, linking meanings of new words to those already known.

<p>Unit + skills</p>	<p><i>Other non-fictions labels, captions, etc.</i> 2 weeks</p> <p>Writing Skills:</p> <ul style="list-style-type: none"> • Use capital letters for the personal pronoun I. • Read their writing to an adult. • Orally rehearse ideas linked to non-fiction. <p>Reading Skills:</p> <ul style="list-style-type: none"> • Recall information from non-fiction texts, e.g. by saying something they have found out. • Locate parts of text by naming or labelling e.g. titles, contents page and labelled diagram. 	<p><i>Stories with Repetitive patterns</i> 4 weeks</p> <p>Writing Skills:</p> <ul style="list-style-type: none"> • Orally compose every sentence before writing. • With adult support, re-read every sentence to check it makes sense. • Use full stops to demarcate simple sentences. <p>Reading Skills:</p> <ul style="list-style-type: none"> • Read aloud accurately books that are consistent with their developing phonic knowledge. • Relate texts to own experiences. • Recognise and join in with language patterns and repetition in stories, e.g. fairy stories, traditional tales and stories by well-known authors. • Discuss key vocabulary, linking meanings of new words to those already known. • Make personal reading choices and give simple reasons for their selection. 	<p><i>Recount (Class Trip to Brockholes)</i> 2 weeks</p> <p>Writing Skills:</p> <ul style="list-style-type: none"> • Orally compose and sequence their own sentences to write short non-fiction. • Compose and sequence their own sentences to write short non-fiction texts e.g. recount • Discuss their writing with adults, saying what they like about it. <p>Reading Skills:</p> <ul style="list-style-type: none"> • Identify and discuss the main events in stories using words like <i>first, next, after that, later on, at the end.</i> • Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how. • Recognise when a text does not make sense while reading and, with prompting, can correct 	<p><i>Instructions Recipe</i> 2 weeks</p> <p>Writing Skills:</p> <ul style="list-style-type: none"> • Sequence events in a non-fiction recount. • Say and hold in memory sentences that can be read by themselves and others. • Use the joining word 'and' to link sentences. <p>Reading Skills:</p> <ul style="list-style-type: none"> • Recall specific information from nonfiction texts. • Use parts of text to find information, e.g. titles, contents page and labelled diagram. 	<p><i>Information Text Africa information booklet</i> 2 weeks</p> <p>Writing Skills:</p> <ul style="list-style-type: none"> • Sequence ideas and events in non-fiction. • Orally compose every sentence before writing including compound sentences using the joining words 'and' and 'or'. • Independently reread every sentence to check it makes sense focusing on joining words. • Orally compose and sequence their own sentences to write short non-fiction. <p>Reading Skills:</p> <ul style="list-style-type: none"> • Recall specific information from nonfiction texts. • Use parts of text to find information, e.g. titles, contents page and labelled diagram. • Activate prior knowledge of the subject e.g. <i>what do you know about minibeasts?</i> 	<p><i>Work form children's interests. Postcards</i> 2 weeks</p> <p>Writing Skills:</p> <ul style="list-style-type: none"> • Use formulaic phrases to open and close texts. <p>Reading Skills:</p> <ul style="list-style-type: none"> • Relate texts to own experiences. • Recall specific information in fiction and non-fiction texts. • Make basic inferences about what is being said and done. • Explain clearly their understanding of what is read to them. • Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how.
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<p>Unit + skills</p>	<p><i>Learning by Heart</i> <i>Ning Nang Nong</i> <i>Weather poems</i> <i>1 week</i></p> <p>Writing Skills:</p> <ul style="list-style-type: none"> Write in different forms with simple texts type features e.g. instructions, narratives, recounts, poems, information texts Read aloud their writing audibly to adults and peers <p>Reading Skills:</p> <ul style="list-style-type: none"> Enjoy and recite simple rhymes and poems. Discuss key vocabulary, linking meanings of new words to those already known. Give opinions about books, stories and poems. Enjoy and recite rhymes and poems by heart. 		<p><i>Rhyming in Hairy Maclary books.</i> <i>1 week</i></p> <p>Writing Skills:</p> <ul style="list-style-type: none"> Orally plan and rehearse ideas Read aloud their writing audibly to adults and peers. <p>Reading Skills:</p> <ul style="list-style-type: none"> Recognise and join in with language patterns and repetition in stories, e.g. <i>fairy stories, traditional tales and stories by well-known authors.</i> Enjoy and recite rhymes and poems including traditional verse. 	<p><i>Poems on a theme</i> <i>Food</i> <i>Link to DT.</i> <i>1 week</i></p> <p>Writing Skills:</p> <ul style="list-style-type: none"> Re-read every sentence to check it makes sense. Use capital letters for pronouns. <p>Reading Skills:</p> <ul style="list-style-type: none"> Give opinions and support with reasons e.g. <i>I like the Little Red Hen because she...</i> Enjoy and recite rhymes and poems and express preferences. Discuss key vocabulary, linking meanings of new words to those already known. 	<p><i>Poems from a range of cultures(classwork's)</i> <i>1 week</i></p> <p>Writing Skills:</p> <ul style="list-style-type: none"> Read aloud their writing audibly to adults and peers Discuss their writing with adults and peers <p>Reading Skills:</p> <ul style="list-style-type: none"> Give opinions and support with reasons e.g. <i>I like the Little Red Hen because she...</i> Enjoy and recite rhymes and poems and express preferences. Discuss key vocabulary, linking meanings of new words to those already known. 	<p>Plants poetry</p> <p>Writing Skills:</p> <ul style="list-style-type: none"> Orally compose and sequence their own sentences. Re-read their writing audibly to adults and peers. <p>Reading Skills:</p> <ul style="list-style-type: none"> Give opinions and support with reasons e.g. <i>I like the Little Red Hen because she...</i> Read more challenging texts using phonics and common exception word recognition. Enjoy and recite rhymes and poems and express preferences. Discuss key vocabulary, linking meanings of new words to those already known.
<p>Writing opportunities</p>	<p><u>Scaffolded outcomes</u> Writing a new beginning for a traditional tale. Adding labels and captions to photographs for role play.</p> <p><u>Independent</u> Lists, labels and captions for role play area.</p>	<p><u>Scaffolded outcomes</u> Model own repetitive dinosaur stories Model a Halloween/bonfire recount. <u>Independent</u> Pantomime trip recount.</p>	<p><u>Scaffolded outcomes</u> Class trip recount.</p> <p>Writing poem in the style.</p> <p><u>Independent</u> Current event recount (assembly, visitor, etc.)</p>	<p><u>Scaffolded outcomes</u> Story in a similar style. Recipe. (link DT)</p> <p><u>Independent</u> D.T. recipe</p>	<p><u>Scaffolded outcomes</u> . Fable style story. Report linked to topic.</p> <p><u>Independent</u> ICT link ppt/poster about Africa?</p>	<p><u>Scaffolded outcomes</u> Model post card to friend Plants poem-science link</p> <p><u>Independent</u> Post card to a friend</p>
<p>Enrichments</p>	<p>Role play, puppets</p>	<p>Pantomime trip-December</p>		<p>Cooking-recipe</p>		<p>Theatre production - Jungle Book</p> <p>Library visit to see suitcase from the 50's</p>

**On-Going
Reading Skills**

- Read aloud accurately books that are consistent with their developing phonic knowledge.
- Apply phonic knowledge and skills as the route to decode words.
- Respond speedily with the correct sound to grapheme for the 44 phonemes.
- Recognise and use the different ways of pronouncing the same grapheme; e.g. ow in snow and cow.
- Read accurately by blending sounds in unfamiliar words.
- Read common exception words, noting tricky parts (see below).
- Read words containing -s, -es, -ing, -ed, -er, -est endings.
- Split two and three syllable words into the separate syllables to support blending for reading.
- Read words with contractions e.g. I'm, I'll, we'll and understand that the apostrophe represents the omitted letter.
- Develop fluency, accuracy and confidence by re-reading books.
- Read more challenging texts using phonics and common exception word recognition.
- Orally retell familiar stories in a range of contexts e.g. small world, role play, storytelling.
- Check that texts make sense while reading and self-correct.
- Discuss the title and how it relates to the events in the whole story e.g. Peace at Last by Jill Murphy.
- Listen to what others say. Take turns.