

Gresham Primary School
English Curriculum Map
Year One

	Text and Literary form	Spoken Language	Reading & Phonics	Writing	Grammar	Punctuation	Spellings
Autumn 1	<p>Jack and the Beanstalk <i>(Fiction -Fairy Tales)</i></p> <p>The Snail and the Whale <i>(Fiction -Rhyming Picture book)</i></p>	<p>Participate in discussion about what is read, taking turns and listening to what others say;</p> <p>Ask relevant questions to extend their understanding and build vocabulary and knowledge;</p> <p>Listen and respond appropriately to adults and their peers;</p> <p>Articulate and justify answers and opinions</p> <p>Use spoken language to develop understanding;</p> <p>Speak audibly and fluently with an increasing command of Standard English;</p> <p>Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama.</p>	<p>Comprehension:</p> <p>Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently;</p> <p>Become familiar with key stories, fairy stories and traditional tales retelling them and considering their particular characteristics</p> <p>Recognising and joining in with predictable phrases;</p> <p>Discussing word meanings, linking new meanings to those already known</p> <p>Making inferences on the basis of what is being said and done;</p> <p>Predict what might happen on the basis of what has been read so far;</p> <p>Participate in discussion about what is being read to them taking turns and listening to what others say;</p> <p>Explain clearly their understanding of what is being read to them;</p>	<p>Outcomes:</p> <p>Character/setting descriptions Letters Retelling the story Changing the ending Diary entries Persuasive writing</p> <p>Composition:</p> <p>Saying out loud what they are going to write;</p> <p>Composing a sentence orally before writing it;</p> <p>Sequencing sentences to form short narratives;</p> <p>Re-reading what they have written to check that it makes sense;</p> <p>Discuss what they have written with the teacher or other pupils;</p> <p>Read aloud their writing clearly enough to be heard by their peers and teachers.</p> <p>Handwriting:</p> <ul style="list-style-type: none"> • Sit correctly at a table, holding a pencil comfortably and correctly • Begin to form lower- 	<ul style="list-style-type: none"> ▪ leaving spaces between words ▪ joining words and joining clauses using and ▪ Sequencing sentences to form short narratives ▪ learning the grammar for Year 1 in English Appendix 2 ▪ use the grammatical terminology in English: <i>letter, capital letter, word, sentence, punctuation, full-stop.</i> 	<ul style="list-style-type: none"> ▪ separate words with spaces ▪ beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark ▪ using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' 	<p>As per phonics, spellings with new graphemes: ay, ou, ie, ea, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, a_e, e_e, i_e, o_e, u_e</p> <p>Revision of Reception work</p> <p>words containing each of the 40+ phonemes already taught</p> <p>names of the letters of the alphabet</p> <p>naming the letters of the alphabet in order</p> <p>writing from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p> <p>Vowel digraphs and trigraphs: ai, oi, ay, oy, a-e, e-e, i-e, o-e, u-e, ar, ee, ea, er, ir, ur, oo (both sounds), oa, oe, ou, ow (both sounds), ue, ew, ie (both sounds), igh, or, ore, aw, au, air, ear (both sounds), are;</p> <p>new consonant spellings ph and wh</p>

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			<p>Phonics:</p> <p>Phase 5a – new graphemes ay, ou, ie, ea, oy, ir, ue</p>	<p>case letters in the correct direction, starting and finishing in the right place;</p> <ul style="list-style-type: none"> • Form capital letters; • Form digits • Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. • Printing letters in handwriting sessions then letters c, a individually. 			<p>NO SPELLING TEST WORDS UNTIL AUTUMN 2</p>
Autumn 2	Traction Man is Here- Mini Grey	<p>Listen and respond appropriately to adults and peers;</p> <p>Ask relevant questions to extend knowledge and understanding;</p> <p>Articulate and justify answers, arguments and opinions;</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments;</p> <p>Consider and evaluate viewpoints, attending to and building on the contributions of others;</p> <p>Participate in discussions, performances, role play, improvisations and</p>	<p>Comprehension:</p> <p>Become increasingly familiar with a wide range of books;</p> <p>Discuss the sequence of events in books;</p> <p>Ask and answer questions;</p> <p>Be encouraged to link what they read or hear read to their own experiences</p> <p>Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently;</p> <p>Discussing the significance of the title and events</p> <p>Explain clearly their</p>	<p>Writing Outcomes:</p> <p>Thought /speech bubbles Oral narratives Labelled drawings Character fact files Letter writing Narrative writing</p> <p>Composition:</p> <p>See above</p> <p>Handwriting:</p> <p>See autumn term 1 (continuation) and cursive formation - letters g, o, q, p, b, n, h</p>	<ul style="list-style-type: none"> ▪ leaving spaces between words ▪ joining words and joining clauses using and ▪ Sequencing sentences to form short narratives ▪ learning the grammar for Year 1 in English Appendix 2 ▪ use the grammatical terminology in English: <i>letter, capital letter, word, sentence, punctuation, full-stop.</i> 	<ul style="list-style-type: none"> ▪ separate words with spaces ▪ beginning to punctuate sentences using a capital letter and a full stop ▪ using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ 	<p>As per phonics, learning these sounds: aw, wh, ph, ew, oe, au, a_e, e_e, i_e, o_e, u_e</p> <p>Beginning to learn alternative pronunciations: l, o, g, c.</p> <p>Spelling test words – Y1 common exception words</p> <p>Vowel digraphs and trigraphs: ai, oi, ay, oy, a-e, e-e, i-e, o-e, u-e, ar, ee, ea, er, ir, ur, oo (both sounds), oa, oe, ou, ow (both sounds), ue, ew, ie (both sounds), igh, or, ore, aw, au, air/are, ear (both sounds) (CONTINUATION).</p> <p>writing from memory simple sentences dictated by the teacher</p>

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		<p>debate about what has been read;</p> <p>Use spoken language to develop understanding through imagining and exploring ideas.</p>	<p>understanding of what is being read to them;</p> <p>Predict what might happen on the basis of what has been read so far;</p> <p>Making inferences on the basis of what is being said and done;</p> <p>Phonics:</p> <p><u>Phase 5a – new graphemes</u> aw, wh, ph, ew, oe, au, a_e, e_e, i_e, o_e, u_e</p> <p><u>Phase 5b – alternative pronunciations</u> i, o, c, g</p>				<p>that include words using the GPCs and common exception words taught so far (CONTINUATION)</p>
<p>Spring 1</p>	<p>The Incredible Book-Eating Boy- Oliver Jeffers</p> <p>Where the Wild Things Are (<i>Fiction – Classic picture book</i>)</p>	<p>Listen and respond appropriately to adults and peers;</p> <p>Ask relevant questions to extend knowledge and understanding;</p> <p>Articulate and justify answers and opinions</p> <p>Use spoken language to develop understanding through imagining and exploring ideas</p> <p>Participate in discussions, performances, role play, improvisations and debate about what has been read;</p> <p>Consider and evaluate viewpoints, attending to</p>	<p>Comprehension:</p> <p>Discuss significance of title and events;</p> <p>Be encouraged to link what they read or hear read to their own experiences;</p> <p>Explain clearly their understanding of what is read to them;</p> <p>Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently;</p> <p>Become familiar with key</p>	<p>Writing Outcomes:</p> <p>Story predictions Character/setting descriptions Writing in role Letter writing Drama/drawing activities Writing in role</p> <p>Composition:</p> <p>See above</p> <p>Handwriting:</p> <p>See autumn term 1 (continuation) and cursive formation - letters m, l, i, t, u, v</p>	<ul style="list-style-type: none"> ▪ leaving spaces between words ▪ joining words and joining clauses using and ▪ Sequencing sentences to form short narratives ▪ learning the grammar for Year 1 in English Appendix 2 ▪ use the grammatical terminology in English: <i>letter, capital letter, word, singular, plural, sentence, punctuation, full-stop, question mark, exclamation mark</i> 	<ul style="list-style-type: none"> ▪ separate words with spaces ▪ beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark ▪ using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' 	<p>As per phonics, continuing to learn alternative pronunciations: u, ow, ie, ea, er, a, y, ch, ou.</p> <p>Beginning to learn alternative spellings of sounds: ai, ee, igh, oa, oo, ow</p> <p>Spelling test words – high frequency words</p> <p>using the letter names to distinguish between alternative spellings of the same sound</p> <p>words ending in-y</p> <p>writing from memory simple sentences dictated by the teacher</p>

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		and building on the contribution of others.	<p>stories, fairy stories and traditional tales retelling them and considering their particular characteristics; Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Making inferences on the basis of what is being said and done;</p> <p>Predict what might happen on the basis of what has been read so far;</p> <p>Participate in discussion about what is being read to them taking turns and listening to what others say;</p> <p>Phonics:</p> <p><u>Phase 5b – alternative pronunciations:</u> u, ow, ie, ea, er, a, y, ch, ou.</p> <p><u>Phase 5c – alternative spellings</u> ai, ee, igh, oa, oo, ow</p>				that include words using the GPCs and common exception words taught so far (CONTINUATION)
Spring 2	<p>The Lonely Beast -Chris Judge</p> <p>The Puffin Book of Fantastic First Poems <i>(Poetry book)</i></p>	<p>Use spoken language to develop understanding through imagining and exploring ideas</p> <p>Participate in discussions, performances, role play, improvisations and debate about what has</p>	<p>Comprehension:</p> <p>Become familiar with key stories, fairy stories and traditional tales retelling them and considering their particular characteristics;</p> <p>Making inferences on the basis of what is being said</p>	<p>Writing Outcomes:</p> <p>Character/setting descriptions Story writing Diary entries Writing in role</p> <p>‘Tell Me’ responses Labels and captions for recycling, displays and</p>	<ul style="list-style-type: none"> ▪ leaving spaces between words ▪ joining words and joining clauses using and ▪ Sequencing sentences to form short narratives ▪ learning the grammar for Year 1 in English Appendix 2 	<ul style="list-style-type: none"> ▪ separate words with spaces ▪ beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark ▪ using a capital letter for names of people, places, the days of the week, 	<p>As per phonics, continuing to learn alternative spellings of sounds: ow, oi, ear, air, c, ch, f, m, n, ng, r, s, sh, v, w, e, i, u and general revision in preparation for the Phonics Screening Check.</p>

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		<p>been read;</p> <p>Articulate and justify answers and opinions</p> <p>Consider and evaluate viewpoints, attending to and building on the contributions of others;</p> <p>Listen and respond appropriately to adults and peers;</p> <p>Ask relevant questions to extend knowledge and understanding;</p>	<p>and done;</p> <p>Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently;</p> <p>Participate in discussion about what is being read to them taking turns and listening to what others say;</p> <p>Learning to appreciate rhymes and poems</p> <p>Be encouraged to link what they read or hear read to their own experiences</p> <p>Discussing the significance of the title and events</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Explain clearly their understanding of what is being read to them;</p> <p>Phonics:</p> <p><u>Phase 5c – alternative spellings</u> ow, oi, ear, air, c, ch, f, m, n, ng, r, s, sh, v, w, e, i, u and general revision in preparation for the Phonics Screening Check.</p>	<p>areas</p> <p>Conservation posters</p> <p>Letter to the headteacher</p> <p>Call and response poem</p> <p>Information writing</p> <p>Bookmaking</p> <p>Composition:</p> <p>See above</p> <p>Handwriting:</p> <p>See autumn term 1 (continuation) and cursive formation - letters w, y, e, f, j, k</p>	<p>use the grammatical terminology in English: <i>letter, capital letter, word, singular, plural, sentence, punctuation, full-stop, question mark, exclamation mark</i></p>	<p>and the personal pronoun</p>	<p>Spelling test words – high frequency words). Then moving onto division of words into syllables, -tch endings, v sound at end of words (give).</p> <p>Division of words into syllables</p> <p>The /ŋ/ sound spelt n before k</p> <p>-tch</p> <p>The /v/ sound at the end of words</p> <p>the k sound spelt as k rather than c before e, i and y;</p> <p>writing from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far (CONTINUATION)</p>
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Summer 1	<p>If I ran the Circus <i>(Fiction – Humorous Illustrated novel)</i></p>	<p>Listen and respond appropriately to adults and peers;</p> <p>Ask relevant questions to extend knowledge and understanding;</p> <p>Consider and evaluate viewpoints, attending to and building on the contributions of others;</p> <p>Participate in discussions, performances, role play, improvisations and debate about what has been read;</p> <p>Use spoken language to develop understanding through imagining and exploring ideas</p> <p>Use relevant strategies to build their vocabulary;</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings;</p> <p>Articulate and justify answers, arguments and opinions;</p>	<p>Comprehension:</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding;</p> <p>Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently;</p> <p>Be encouraged to link what they read or hear read to their own experiences;</p> <p>Recognising and joining in with predictable phrases in poems;</p> <p>Learn to appreciate rhymes and poems and to recite some by heart;</p> <p>Discuss word meanings, linking new meanings to those already known;</p> <p>Make inferences on the basis of what is being said and done;</p> <p>Explain and discuss understanding of poems; those they listen to and those they read independently.</p> <p>Drawing on what they already know or on background information</p>	<p>Writing outcomes:</p> <p>Notes Vocabulary and phrase collections Poems inspired by the collection Descriptive writing</p> <p>Story predictions Character/setting descriptions Writing in role Letter writing Drama/drawing activities Writing in role</p> <p>Composition: See above</p> <p>Handwriting: See autumn term 1 (continuation) and cursive formation - letters r, s, x, z</p>	<ul style="list-style-type: none"> ▪ leaving spaces between words ▪ joining words and joining clauses using and ▪ Sequencing sentences to form short narratives ▪ learning the grammar for Year 1 in English Appendix 2 ▪ use the grammatical terminology in English: <i>letter, capital letter, word, singular, plural, sentence, punctuation, full-stop, question mark, exclamation mark</i> 	<ul style="list-style-type: none"> ▪ separate words with spaces ▪ beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark ▪ using a capital letter for names of people, places, the days of the week, and the personal pronoun 	<p>As per phonics, continued revision of learnt sounds, pronunciations and spellings.</p> <p>Spelling test words – ore, k for k sound, n before k (bank), zz, ll, ss, ff, ck</p> <p>Adding s and es to words (plural of nouns and the third person singular of verbs)</p> <p>The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck</p> <p>writing from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far (CONTINUATION)</p>
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			<p>and vocabulary provided by the teacher;</p> <p>Participate in discussion about what is being read to them taking turns and listening to what others say.</p> <p>Phonics: Phase 5c – alternative spellings er, i, ure, o, zh, u and revision for phonics test.</p>				
Summer 2	A Visit to the Seaside (Non-Fiction)	<p>Listen and respond appropriately to adults and peers;</p> <p>Ask relevant questions to extend knowledge and understanding;</p> <p>Use relevant strategies to build their vocabulary;</p> <p>Use spoken language to develop understanding through imagining and exploring ideas</p> <p>Articulate and justify answers, arguments and opinions;</p> <p>Consider and evaluate different viewpoints, attending to and building on the contribution of others.</p>	<p>Comprehension:</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding;</p> <p>Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently;</p> <p>Be encouraged to link what they read or hear read to their own experiences;</p> <p>Discuss word meanings, linking new meanings to those already known;</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher;</p> <p>Participate in discussion</p>	<p>Writing outcomes:</p> <p>Tell Me’ responses Labels and captions Information writing Non-chronological reports Persuasive writing (Poster/leaflet) Recounts</p> <p>Composition:</p> <p>See above</p> <p>Handwriting:</p> <p>See autumn term 1 (continuation) and dictation in weekly sessions.</p>	<ul style="list-style-type: none"> ▪ leaving spaces between words ▪ joining words and joining clauses using and ▪ Sequencing sentences to form short narratives ▪ learning the grammar for Year 1 in English Appendix 2 ▪ use the grammatical terminology in English: <i>letter, capital letter, word, singular, plural, sentence, punctuation, full-stop, question mark, exclamation mark</i> 	<ul style="list-style-type: none"> ▪ separate words with spaces ▪ beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark ▪ using a capital letter for names of people, places, the days of the week, and the personal pronoun 	<p>As per phonics, suffixes and prefixes (-s, -es, -ing, -ed, -er, -est, -un, compound words, days of the week).</p> <p>Adding the prefix un-</p> <p>Compound words</p> <p>The days of the week</p> <p>Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word</p> <p>Adding –er and –est to adjectives where no change is needed to the root word</p> <p>adding prefixes and suffixes</p> <p>writing from memory simple sentences dictated by the teacher that include words</p>

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			<p>about what is being read to them taking turns and listening to what others say.</p> <p>Explain clearly their understanding of what is read to them.</p> <p>Phonics:</p> <p>Revision for phonics test and <u>phase 5D – suffixes and prefixes</u> adding –s and -es, adding –er and –est, adding –ing and –er, adding –ed, spelling days of the week, adding un- and compound words.</p>				<p>using the GPCs and common exception words taught so far (CONTINUATION)</p>
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