

Gresham Primary School
English Curriculum Map
Year One

	Text and Literary form	Spoken Language	Reading	Writing	Grammar	Punctuation	Spellings
Autumn 1	Lila and the Secret of Rain by David Conway and Juck Daly (<i>Fiction with non fiction links</i>) (<i>Link with weather topic</i>)	<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> <ul style="list-style-type: none"> • Increase familiarity with a range of stories • Explain and discuss understanding of books • Discuss the sequence of events in books • Discuss favourite words and phrases • Be introduced to non-fiction texts that are structured in different ways • Answer and ask questions • Predict what might happen on the basis of what has been read • Draw inferences on the basis of what is being said and done 	<p>Outcomes:</p> <p>Short narrative descriptions Thought bubbles/speech bubbles/ direct speech Story maps Narratives based on known text Poems Fact files Non-chronological reports/information texts Signs with captions</p> <p>Composition:</p> <ul style="list-style-type: none"> • Draft and write by composing and rehearsing sentences orally • Sequence sentences to form short narratives • In narrative create settings, characters and plot • Write for different purposes including fictional narratives and information 	<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' 	See English Appendix and Little Wandle plans

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				<ul style="list-style-type: none"> • Reread writing to check it makes sense and make simple revisions • Discuss and evaluate what they have written with the teacher or other pupils • Read aloud what they have written with appropriate intonation to make the meaning clear 			
Autumn 2	<p>Winter Sleep A hibernation story by Sean Taylor and Alex Morss (Fiction with non-fiction links) (Link to seasonal changes topic)</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, 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</p>	<p>Comprehension:</p> <ul style="list-style-type: none"> • listen to, discuss and express views about books at a level beyond that which they can read independently • discuss the significance of the title and events • link what they hear or read to own experiences • explain understanding of what is read • discuss the sequence of events in books and how items of information are related 	<p>Writing Outcomes:</p> <p>Free verse poetry about winter Notes to record thinking and ideas Expressive writing in role Thoughts, ideas and inferences about characters Setting illustrations Comparative free verse poetry Nature study drawings and annotations Scripts for a documentary video Referential writing – science experiment write up Explanation writing Instructions</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' 	See English Appendix and Little Wandle plans

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		<p>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>	<ul style="list-style-type: none"> • discuss favourite words and phrases • answer and ask questions • predict what might happen on the basis of what has been read • draw inferences on the basis of what is being said and done • participate in discussion about what is read, taking turns and listening to others • express views about reading 	<p>Notes and illustrations to summarise learning</p> <p>Storyboard for a picture book narrative</p> <p>Own picture book narratives</p> <p><u>Composition</u></p> <ul style="list-style-type: none"> • draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally • sequence sentences to form short narratives • write for different purposes including about fictional personal experiences, poetry, nonfiction and real events • re-read and evaluate writing to check it makes sense and make simple revisions • read writing aloud with appropriate intonation to make the meaning clear • use new and familiar punctuation correctly 			
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				<ul style="list-style-type: none"> • use sentences in different forms • expand noun phrases to describe and specify • use past and present tense correctly and consistently • use simple conjunctions to link subordinate and co-ordinating clauses 			
Spring 1	Egg Box Dragon – Richard Adams (Link sculpt topic)	<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>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>Writing Outcomes</p> <ul style="list-style-type: none"> ▪ Personal Narrative ▪ Diagrams and Plans ▪ Instructions ▪ Narrative ▪ Kennings ▪ Speech / Thought Bubbles ▪ Story mapping ▪ Persuasive Letter (informal) ▪ News Script ▪ Lists and Invitations ▪ Persuasive Letter (formal) ▪ Poetry ▪ Information Writing ▪ Personal Narrative ▪ Extended Narrative and Book making 	<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' 	See appendix and Little Wandle

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Spring 2	<p>Traction Man is Here by Mini Grey (Fiction) (Link to toys topic)</p>	<p>Consider and evaluate viewpoints, attending to and building on the contribution of others.</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, 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 debate about what has been read;</p> <p>Use spoken language to develop</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 understanding of what is being read to them;</p> <p>Predict what might happen on the basis of</p>	<p>Writing Outcomes:</p> <p>Thought /speech bubbles Oral narratives Labelled drawings Character fact files Letter writing Play scripts Narrative writing</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>See appendix and Little Wandle</p>
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		understanding through imagining and exploring ideas.	what has been read so far; Making inferences on the basis of what is being said and done;				
Summer 1	<p>The Puffin Book of Fantastic First Poems (Poetry book)(3 week sequence)</p> <p><i>Lonely Beast by Chris Judge (PSHE links)</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>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</p>	<p>Writing outcomes:</p> <p>Notes Vocabulary and phrase collections Poems inspired by the collection Descriptive writing</p> <p>Composition</p> <ul style="list-style-type: none"> • Develop positive attitudes and stamina for writing by writing poetry; • draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing phrases and sentences orally; • write for different purposes including poetry; • reread and evaluate writing to check it makes 	<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 	See appendix and Little Wandle

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		<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>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 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>sense and make simple revisions;</p> <ul style="list-style-type: none"> • read writing aloud with appropriate intonation to make the meaning clear; • use new and familiar punctuation correctly; • use sentences in different forms; • expand noun phrases to describe and specify. <p><u>Lonely Beast:</u> <u>Writing outcomes</u> Tell Me' responses Role on the Wall Character descriptions of The Beast and a friend for The Beast An underwater creature poem Interview questions Script for news report including interview Front page newspaper article Persuasive letter to the city Mayor The story of a Beast's journey Writing in role (diary entries, postcards, letters and invitations)</p>			
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				<p>Caption for Tourist Information Poster Party preparations (lists, invitations, banners, etc)</p> <p>Composition</p> <ul style="list-style-type: none">• Draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally;• sequence sentences to form short narratives;• write for different purposes including about fictional personal experiences, poetry, non-fiction and real events;• reread and evaluate writing to check it makes sense and make simple revisions;• read writing aloud with appropriate intonation to make the meaning clear;• use new and familiar punctuation correctly;			
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				<ul style="list-style-type: none"> • use sentences in different forms; • expand noun phrases to describe and specify; • use past and present tense correctly and consistently; • use simple conjunctions to link subordinate and co-ordinating clauses 			
Summer 2	<p>Finish The Lonely Beast if needed</p> <p>Look Up by Nathan Bryon (PSHE links and diversity)</p>	<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>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>Writing outcomes:</p> <p>Personal stories Persuasive flyers Scripts for a press conference Note taking Making lists Writing in role Poetry Biographies</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 	See appendix and Little wandle

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		<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>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 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>				
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