English Curriculum Map: Year 1

Autumn Term

Class Reader(s): Daily picture/text books chosen by children and teacher

Lead text	Written Pieces Purpose: Genre	Spoken Language (Specifics in brackets)	Reading	Writing (Including Grammar)
Peepo by Janet and Allan Ahlberg	Sounding out words, Sentence structure	Verbal sentence structure	Sounding out and reading words- Tricky words spotting Phonics focus: Recapping all Phase 3 sounds	Capital letters, full stops and finger spaces
	Identifying missing beginning, middle and end sounds in words	Sounding out letters	Phonics focus: ch, sh, th, ng, oo,ar, oa, ai	Writing words
	All about Me booklet Sentences about describing self/likes and dislikes- Using 'I' as focus		Sounding out and reading words- Tricky words spotting Phonics focus: er, or, qu, oi, ou, ie, ue	Writing checklist, sentence structure Handwriting practice: i, l, t, ilt
Rumble in the Jungle	Describing a setting	Saying sentence aloud	Sounding out and reading words- Tricky words spotting Phonics focus: Blending for reading cvcc words, segmenting for spelling cvcc words	Writing checklist- sentence structure, wow words. Handwriting practice: j, u, y, juy
	Identifying capital letters/ correcting capital letters, using capital letters correctly	Reading sentences	Tricky words Phonics focus: Spelling using phase 3 graphemes, introduce polysyllabic words, blending sound- cvcc words, cvcc words	Capital letters focus, colourful semantics- sentence structure. Handwriting practice: c, a, o, cao

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			where initial sound cannot be sustained	
Phonics Screening practice Aut 1	Sounding out and blending real and alien words. Thank you letter to Chessington		Tricky words Phonics focus: cvcc words- bl/br, fl,fr,nt,nd,sk,st	Handwriting practice: d, g, q, dgq
What is Pink? By Christina Rosetti	Colour poem	Rhyming words	Tricky words Phonics focus: cvcc words- Initial cluster- pl, pr, cl, cr, cvcc various words	Sentence structure. Question marks Handwriting practice: e, s, f, esf
Superworm by Julia Donaldson	Descriptive word bank, describing characters, writing letter		Reading clues around school to find Superworm. Tricky words Phonics focus: cvcc words, various final blends, various initial blends	Adjectives, writing tool kit, Sentence structure. Handwriting practice: r, b, n, rbn
Room on the Broom by Julia Donaldson	To plan for writing- Story maps beg, mid, end, writing story		Tricky words Phonics focus: ccvcc words, cccvc words, polysyllabic words, ccvccc words	Writing toolkit- Sentence structure, SPAG Handwriting practice: m, h k, mhk
The Bear and the Piano by David Litchfield	To plan for writing- Story maps beg, mid, end	Articulate and justify answers and opinions	Tricky words Phonics focus: Alternative sounds phase 5 er, ir, ur	Writing tool kit. Sentence structure Handwriting practice: p, v, w, pvw
The Bear and the Piano by David Litchfield	Writing Beg, mid and end of story	Participate in discussions, presentations, performances, role play/ improvisations and debates	Tricky words Phonics focus: Alternative sounds phase 5 or, au, aw al	Writing tool kit. Sentence structure Handwriting practice: x, z, xz

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Phonics Screening practice Aut 2	Sounding out and blending real and alien words.		Tricky words Phonics focus: Alternative sounds phase 5- oi, oy, ou, ow	Handwriting practice: joins
The Night Before Christmas	Letter to Father Christmas		Tricky words Phonics focus: Alternative sounds phase 5 ph, wh, ear, air, ure	Handwriting practice: rhyming words
Weekend Recount/ half term recount completed every other Monday	Recount,			Writing tool kit, SPAG

DERIC Texts	Spelling Patterns
Monkey Puzzle- Julia Donaldson How to Hide a Lion by Helen Stephens *SEE BELOW FOR UPDATED JOLLY PHONICS DAILY/WEEKLY LESSONS TAUGHT UPDATED JAN 2022 Recap sounds/ dictation/ dictation sentences/ spellings	*See Jolly Phonics Plan below

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wk	sound	dictation - words	dictation - sentences	spellings
1	sh	ship / shed / shelf / brush / rush / smash	I am on a ship. She shops for food. His toothbrush is red.	am / get / clap / shop /fish / shut / wish / I / the / shampoo
2	ch	chin / much / chop / bench / such / lunch	I am rich. She sat on the bench. He had chips for lunch.	if / hot/ blot / chips / lunch / chest / much / he / she / chicken
3	th	this / then / with / thin / think / thick	That moth is big. He is thin. She cut the cloth.	us / sad / flag / this / with / that / thank / me / we / thinking
4	ng	wing / song / bring / spring / sung / clang	The string was long. She sang a song. He had a sling on his arm.	in / leg / glad / ring / sang / strong / lung / be / was / length
5	qu	quit / quick / quench / quail / quest / liquid	She is quick. The ducks quack The quiz was hard	on / but / plum / quick / quiz / queen / squid / to / do / squirrel
6	ar	car / jar / part / start / shark / march	She has a red car. I ran to the park. A shark has sharp teeth.	at / yes / slug / arm /hard / scarf / card / are / all / farmyard
7	short vowels	robin / lemon / nutmeg / swam / rung / cobweb	The dog sits on the rug. The fish swims in the pond. She sings a song for her dad.	dog / bran / Monday / Tuesday / Wednesday / Thursday / Friday / you / your / Saturday
8	ff	off / cuff / huff / gruff / ruff / cliff	He can jump off the step. She ran up the cliff. We must not sniff.	up / man / crab / off / cliff / stiff / cuff / come / some / stuffing
9	ll	ill / tell / gull / doll / smell / drill	You must tell us all. She fell ill. He can spell well.	red / win / drum / will / bell / doll / skull / said / here / windmill
10	ss and zz	hiss / buzz / fuss / jazz / cross / press	You can floss your teeth. She must press the bell. I will miss you.	ox / run / from / buzz / cross / less / miss / there / they / crossroads
11	ck	pack / luck / peck / brick / block / truck	Pack your bag. The boys had a quick snack. This will bring you luck.	hop / fit / grin / duck / neck / clock / lick / go / no / broomsticks
12	y for ee	silly / fluffy / fuzzy / mucky / sleepy / frosty	It was a very funny story. Sally has a party. The car was rusty and mucky.	bed / wet / prod / holly / party / story / happy / so / my / family
13	vowels	pain / deep / lie / coat / rescue / coin	She sleeps in a bed. We sat on the train. The soap fell on the ground.	sad / let / trip / blue / orange / grey / black / one / by / colour
14	a-e	mad / made / at / ate / scrap / scrape	Dad made a cake. The gate is open. She was late.	ran / hat / scar / came / grape / name / cake / only / old / baseball
15	i-e	wine / win / slid / slide / spine / spin	I like my prize. She had a red bike. They had a red kite.	six / pad / smell / bike / time / smile / prize / like / have / bridesmaid

English Curriculum Map: Year 1

Spring Term

Lead text/Topic (Fiction/Non-Fiction/Classic Poetry/Modern Poetry/Play)	Written Pieces Purpose: Genre	Spoken Language (Specifics in brackets)	Reading	Writing (Including Grammar)
Non-Fiction: **New Year**	**Inform:** Holiday recount, New Year's resolutions/goals, Writing captions for pictures.	Listen and respond appropriately to adults and their peers. Build vocabulary. Participate in discussions.	Apply phonic knowledge, read accurately by blending sounds in unfamiliar words.	Finger spaces, CL and FS, adjectives, saying out loud what they are going to write, sounding out words, re-reading to check it makes sense, handwriting and tricky words.
Fiction: **Tyrannosaurus Drip**	**Inform:** Characteristics of T-Rex and Duckbill dinosaurs **Entertain:** Story maps; Story Writing	Listen and respond appropriately to adults and their peers. Build vocabulary. Participate in performances. Speak audibly and fluently.	Listen to and discuss stories beyond those they can read independently, become familiar with stories, recite some by heart, discuss the significance of events, make inferences and predictions, explain clearly their understanding of what is read to them.	Saying out loud what they are going to write; composing sentences; sequencing sentences to form short narratives and re-reading what they have written to check that it makes sense.
Poetry: **Rhyming** **What is rhyming?** **Rhyming couplets**	**Entertain:** Dinosaur rhyming	Building Vocabulary	Listen to and discuss poems beyond those they can read independently, discuss the significance of events, make inferences and predictions, explain clearly their understanding of what is read to them.	Saying out loud what they are going to write, sounding out, rhyming couplets, full stops, capital letters, joining words, finger spaces, adjectives, exclamation marks, question marks.
Poetry: **Dinosaur poem**	**Entertain:** Animal rhyming poets	Building Vocabulary	Listen to and discuss poems beyond those they can read independently, discuss the significance of events, mae inferences and predictions, explain clearly their understanding of what is read to them.	Rhyming couplets, saying out loud what they are going to write, sounding out, rhyming couplets full stops, capital letters, joining words, finger spaces, describing words, exclamation marks, question marks.
Fiction: **Harry and his Bucketful of Dinosaurs**	**Instruct:** Writing Instructions on 'How to Catch a Dinosaur'	Listen and respond appropriately to adults and their peers. Build vocabulary. Participate in discussions.	Participate in discussion about what is read to them, discuss word meanings, read non-fiction at a level beyond that at which they can read independently.	Saying out loud what they are going to write, sounding out, full stops, capital letters, joining words, finger spaces, describing words, exclamation marks, question marks.

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Fiction: **Bucket Filler**	**Instruct:** Instructions making a jam sandwich.	Listen and respond appropriately to adults and their peers. Build vocabulary. Participate in discussions.	Participate in discussion about what is read to them, discuss word meanings, read non-fiction at a level beyond that at which they can read independently, link what they read/hear to their own experiences.	Saying out loud what they are going to write, sounding out, full stops, capital letters, joining words, finger spaces, describing words, exclamation marks, question marks.
Fiction: **Little Red Riding Hood**	**Entertain:** Story maps. Retelling and acting out; Story writing adaptation	Listen and respond appropriately to adults and their peers. Build vocabulary. Participate in performances. Speak audibly and fluently.	Listen to and discuss stories beyond those they can read independently, become familiar with fairy stories, recite some by heart, discuss the significance of events, make inferences and predictions, explain clearly their understanding of what is read to them.	Saying out loud what they are going to write, sounding out, full stops, capital letters, joining words, finger spaces, describing words, exclamation marks, question marks.
Fiction: **Three Billy Goats Gruff**	**Entertain:** Story maps. Retelling and acting out; Story writing adaptation	Listen and respond appropriately to adults and their peers. Build vocabulary. Participate in performances. Speak audibly and fluently.	Listen to and discuss stories beyond those they can read independently, become familiar with fairy stories, recite some by heart, discuss the significance of events, make inferences and predictions, explain clearly their understanding of what is read to them.	Saying out loud what they are going to write, sounding out, full stops, capital letters, joining words, finger spaces, describing words, exclamation marks, question marks.
Fiction: **Three Billy Goats Gruff**	**Entertain:** Story maps. Retelling and acting out; Story writing adaptation	Listen and respond appropriately to adults and their peers. Build vocabulary. Participate in performances. Speak audibly and fluently.	Listen to and discuss stories beyond those they can read independently, become familiar with fairy stories, recite some by heart, discuss the significance of events, make inferences and predictions, explain clearly their understanding of what is read to them.	Saying out loud what they are going to write, sounding out, full stops, capital letters, joining words, finger spaces, describing words, exclamation marks, question marks.
Fiction: **The Gingerbread Man**	**Inform:** Wanted poster Character Inference **Entertain**: Story Writing	Listen and respond appropriately to adults and their peers. Build vocabulary. Participate in performances. Speak audibly and fluently.	Listen to and discuss stories beyond those they can read independently, become familiar with fairy stories, recite some by heart, discuss the significance of events, make inferences and predictions, explain clearly their understanding of what is read to them.	Saying out loud what they are going to write, sounding out, full stops, capital letters, joining words, finger spaces, describing words, exclamation marks, question marks.

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DERIC Texts	Spelling Patterns
Reading a range of rhyming words in different poems and texts. **Tyrannosaurus Drip** **The Tower (Literacy Shed)** **Stomp, Chomp Dinos** **Bubbles (Literacy Shed)** **The Three Billy Goats Gruff** **The Gingerbread Man**	**Term 2: Repeat until end of term** **Week 1**: so, where, once, push, told **Week 2**: by, love, ask, some, school **Week 3**: my, come, cold, friend, full **Week 4**: here, child/children, one, put, house **Week 5**: there, old, hold, pull, our *See below for Jolly Phonics plan on Phonics covered in Spring Term

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16	o-e	rode / rod / hope / hop / note / not	It is time to go home. Those roses are pink. The mole is in his hole.	cod / lot / snap / bone / nose / home / globe / live / give / tadpole
17	u-e	us / use / cub / cube / tube / tub	They broke a rule. Soon we will see the duke. The girl played a tune.	bus / pot / swim / cube / tune / used / excuse / little / down / useless
18	wh for w	when / whisk / whizz / which / whale / whisker	My cat is black and white. The rabbit has long whiskers. What did you whisper ?	did / cut / twin / whale / wheel / white / whisper / what / when / whenever
19	ay	hay / way / play / tray / clay / Sunday	You can all stay here. Today is hot. I made this from clay.	an / cat / skin / say / away / play / today / why / where / playground
20	ea	sea / peas / meat / clean / leaf / teapot	My room is neat and clean. She took the dog to the beach. He has peas in his garden.	met / web / spin / tea / heat / leaf / each / who / which / seashell
21	igh	high / sigh / thigh / sight / bright / flight	It was a dark night. My dad had a fright. There was a bright light.	lip / his / went / night / high / might / light / any / many / frightening
22	y	my / dry / pry / crying / flying / trying	We try not to cry. They are flying with me. He was trying to sing the song.	win / sit / stop / fry / dry / crying / sky / more / before
23	ow	own / low / mow / show / grow / throw	It has started snowing. The seeds have grown well. There is a show on Monday.	box / job / bulb / own / grow / elbow / yellow / other / were / snowman
24	ew	few / new / pew / grew / chew / drew	A few more can go. There is my new bike. He drew a newt.	bud / sun / held / few / flew / grew / chew / because / want / newspaper
25	ou	our / loud / south / flour / found / round	The hoop is round. Dad needs some flour to make a cake. He counted to fifty.	bat / pet / self / out / our / round / mouth / saw / put / outside
26	ow	cow / now / clown / howl / crowd / powder	Come down here. They went to town on the bus. She had a quick shower.	big / fox / milk / how / owl / brown / town / could / should / flowerpot
27	oi	boil / join / soil / joint / foil / spoil	It was a noisy car. They are pointing at me. The snake coils around the tree.	bug / had / film / oil / coin / noisy / toil / would / right / boiling

Summer Term

Lead text/Topic	Written Pieces Purpose: Genre	Spoken Language (Specifics in brackets)	Reading	Writing (Including Grammar)
Non Fiction: Here We Are	**Inform**: Holiday recount	Listen and respond appropriately to adults and their peers. Build vocabulary. Participate in discussions.	Listen to and discuss texts beyond those they can read independently, link what they read to their own experiences.	Saying out loud what they are going to write, sounding out, full stops, capital letters, joining words, finger spaces, describing words, exclamation marks, question marks.
Fiction: Snail and the Whale	**Entertain**: Description	Build vocabulary. Participate in discussions. Give well-structured descriptions.	Listen to and discuss stories beyond those they can read independently, discuss the significance of events, make inferences and predictions, explain clearly their understanding of what is read to them.	Saying out loud what they are going to write, sounding out, full stops, capital letters, joining words, finger spaces, describing words, exclamation marks, question marks.
Fiction: The Storm Whale	**Entertain**: Description Sequencing.	Participate in performances and role play. Speak audibly and fluently.	Listen to and discuss stories beyond those they can read independently, discuss the significance of events, make inferences and predictions, explain clearly their understanding of what is read to them. Link reading to own experiences	Letter and post card writing, forming word banks using mind maps.
Fiction: The Storm Whale	**Inform:** Postcard, Letter.	Build vocabulary. Participate in discussions.	Listen to and discuss stories beyond those they can read independently, discuss the significance of events, make inferences and predictions, explain clearly their understanding of what is read to them. Link reading to own experiences	Letter and post card writing, forming word banks using mind maps.
Fiction:	**Entertain**: Story writing	Build vocabulary. Participate in discussions.	Listen to and discuss stories beyond those they can read	Saying out loud what they are going to write, sounding out,

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Something Fishy			independently, discuss the significance of events, make inferences and predictions, explain clearly their understanding of what is read to them.	full stops, capital letters, joining words, finger spaces, describing words, exclamation marks, question marks.
Non-fiction: The Queen's Jubilee	**Inform:** Fact files	Participate in discussions. Ask relevant questions to extend understanding and knowledge.	Listen to and discuss non-fiction beyond that which they can read independently, discuss the significance of events, link reading to own experiences	Creating their own information text from reading non-fiction books and information texts.
Fiction: Pirates Love Underpants	**Inform:** Recount	Build vocabulary. Participate in discussions.	Listen to and discuss stories beyond those they can read independently, discuss the significance of events, make inferences and predictions, explain clearly their understanding of what is read to them.	Saying out loud what they are going to write, sounding out, full stops, capital letters, joining words, finger spaces, describing words, exclamation marks, question marks.
Fiction: Rainbow Fish	**Entertain**: Story Writing	Build vocabulary. Participate in discussions. Give well-structured descriptions.	Listen to and discuss stories beyond those they can read independently, discuss the significance of events, make inferences and predictions, explain clearly their understanding of what is read to them.	Saying out loud what they are going to write, sounding out, full stops, capital letters, joining words, finger spaces, describing words, exclamation marks, question marks.
Fiction: Pirates Next Door	**Inform:** Recount	Speak audibly and fluently.	Listen to and discuss stories beyond those they can read independently, discuss the significance of events, make inferences and predictions, explain clearly their understanding of what is read to them.	Saying out loud what they are going to write, sounding out, full stops, capital letters, joining words, finger spaces, describing words, exclamation marks, question marks.
Non Fiction: External Visit		Participate in discussions. Give well-structured descriptions.	Link reading to own experiences.	Saying out loud what they are going to write, sounding out, full stops, capital letters, joining words, finger spaces, describing words, exclamation marks, question marks.

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Fiction: **Pirates Don't Drive Diggers**	**Inform:** Letter to Reception	Participate in discussions. Give well-structured descriptions.	Listen to and discuss stories beyond those they can read independently, discuss the significance of events, make inferences and predictions, explain clearly their understanding of what is read to them. Link reading to own experiences	Saying out loud what they are going to write, sounding out, full stops, capital letters, joining words, finger spaces, describing words, exclamation marks, question marks.

DERIC Texts	Spelling Patterns
Here We are The Snail and the Whale The Storm Whale Pirates Don't Drive Diggers Pirates Love Underpants Something Fishy The Bucket Filler Rainbow Fish Pirates Nextdoor	Recap sounds/ dictation/ dictation sentences/ spellings

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28	oy	boy / toy / joy / enjoy / royal / annoy	They enjoyed the trip. The fly was annoying the boy. His toy car had a crash.	jet / dig / help / boy / toy / enjoy / annoy / two / four / destroy
29	or	corn / sort / worn / torch / for / sport	We cut the corn. She is good at sports. There was a storm this morning.	got / bun / belt / fork / storm / horse / forty / goes / does / morning
30	al	also / talk / always / falling / ball / wall	They took a short walk. He always hits the ball. The beanstalk grew tall.	bad / vet / fact / all / talk / walk / small / made / their / beanstalk
31	nk	ink / rink / blink / trunk / drank / shrink	The pink bird blinks. What would you like to drink ? I sleep in the top bunk.	fin / sob / left / sink / pink / drink / think / once / upon / winking
32	er	herd / fern / term / never / winter / silver	I grew some ferns. Her ring is made of silver. There are fish in the river.	mud / jam / sent / term / summer / river / number / always / also / woodpecker
33	ir	dirt / stir / sir / third / thirty / bird	The girl is thirsty. When is your birthday ? I have a green skirt and a red shirt.	yet / hid / wept / skirt / girl / shirt / first / of / eight / birthday
34	ur	fur / burn / hurt / burst / curly / turning	The nurse visits on Thursdays. We always burn the toast. It is your turn next.	not / sum / next / turn / nurse / turkey / purple / love / cover / hamburger
35	au	haul / fault / haunt / August / launch / vault	They always go there in August. It was her fault. Once I saw an astronaut.	map / fix / jump / fault / pause / haunt / August / after / every / astronaut
36	aw	raw / claw / thaw / drawn / shawl / straw	Try not to yawn The cows lie down on some straw. Would you like some prawns ?	zip / men / pond / saw / claw / dawn / prawn / mother / father / strawberry