



Base 1 English Curriculum Map

Notes

- Phonics - Reception and Year 1 have a daily 20minute phonic lesson, we use Little Wandle Letters and Sounds revised phonics scheme. Mrs Dickson teaches the year one and Mrs Handy teaches the reception.
- For children who are identified as needing extra support, there are daily phonic intervention sessions and keep up sessions when needed.
- Children read 3 times a week with teacher or nursery nurse. 1st lesson focuses on decoding, 2nd on prosody and 3rd on comprehension.
- Daily reading for pleasure time and once a week children choose a library book to take home to share.
- Book club – this happens ad hoc in class after a reading for pleasure time in which 1 or 2 children can tell the class about their book, what they liked about it and where they can find it if they would like to choose it.
- Daily story time where children are read to either by teacher, nursery nurse or TA.
- Writing for pleasure lesson 3 times a week. During block 1(unit 1) there will be a series of mini lessons that introduce writing for pleasure and recap it for year 1 children.
- SPAG – Year one has one 20minute lesson per week.
- Handwriting – see separate planning document. There is a weekly handwriting intervention for identified children.
- Focus text colour codes: **fiction**, **non-fiction**, **poetry**

YR/1 Texts &	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
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Outcomes						
Theme	Ourselves	Autumn	Kings/ Queens Winter	Animals/Spring	Plants/Community	Summer
Subject focus	Science	Science/Geog Number	History	Science	Geography / Science	Science/Geog
Focus Texts for Writing	My First Body (DK) My mum is fantastic by Nick Butterworth My dad is brilliant by Nick Butterworth	Autumn is here (Heidi Gray) My Amazing Animal Alphabet Alliteration (Rachel Robertson) Rosies Walk by Pat Hutchins	Once upon a time stories Rain Sizes by John Ciardi (from book I am the seed that grew the tree). NB National Literacy Trust has planning ideas to use with this poem	My book of animals – Miles Kelly Oi Aardvark- Kes Gray	To the Countryside poem by Joseph Coelo. NB – National Literacy Trust has planning ideas to use with this poem). How to plant a seed FIRST NEXT ETC	The lighthouse keeper's lunch? A Walk in the Summer by Ladybird
Purpose of writing	Inform/Reflect	Entertain	Entertain	Inform	Entertain / Inform	Inform/Reflect
Writing Outcomes Reception	My body book – mini lessons – front cover, authors name / picture and writing on every page. My book about my family.	My Autumn book – picture and noun on each page / use gpc Alliteration book – object and adjective (verbally first) Prepositions book	Story writing – beginning, middle, end Poem. – listen to and learn a bit of poem together	List book – My book of animals. Simple Rhyming book – phrase, animal and word.	Poem - join in with poem and learn parts off by heart. Information book – instructions	Information book describing summer using flaps. Develop, write and read own sentences. Use recognisable letters, most of which are correctly formed
Writing Outcomes Year One	My body book – features of non-fiction - sorting / labelling / subtitles My book about my family – short repeating sentence	My Autumn book – repeating phrases, describe autumnal objects, using adjectives. Each sentence starts 'When the / use of ellipses and exclamation mark	Story writing – sequence of events Write Poem using Similes – some rain is as	Information book – My Book of Animals. Sentence and adjective. Use of a question on each page as in book. Rhyming book – Rehearse saying rhyming phrase and	Poem - write a yr 1 group poem Information book – instructions	Information book using flaps. Writing embellished simple sentences using adjectives. Using prepositions in sentences.

		Alliteration book - people, animals, objects		write / write exclamation sentences		
		Preposition book				
Year R/1 Additional class texts	The Leaf Thief - A Hemming Leaf Man – Lois Ehlert After the Storm - Nick Butterworth Mama's sleeping scarf – C N Adichie Grandpa –J Burningham Lost and Found –O Jeffers Ten Little Fingers and Ten Little Toes - H Oxenbury Tradiyional nursery rhymes	The Night before Christmas - C Clark Moore (poem) Hairy Maclary books – L Dodd Range of Nativity stories	Each Peach Pear Plum - Ahlbergs Once upon a time – J Prater(big book) Where the Wild THings Are – M Sendak Elmer – D McKee	LOTS – N Davies Commotion in the Ocean - Giles Andrea The Tale of Peter Rabbit –B Potter Cat in the Hat – Dr Seuss The Owl and the Pussycat (poem)–E Lear Owl babaies –M Waddel The Monkey Puzzle – J Donaldson Tadpoles Promise –J Willis The Very Hungry Caterpillar – E carle	Olivers vegetables – V French Jasper's beanstalk – N Butterworth The Tiny Seed – E Carle It starts with a seed The Giving Tree – S Silverstein I will not ever never eat a tomato – L CHild	Dogger – S Hughes Julian is a mermaid – J love

YR/1 Reading Skills	YR Ongoing	Y1 Ongoing
Reading Skills – Word Reading: Accuracy	Uses phonic knowledge to decode regular words and read them accurately responding speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. Begins to self-correct inaccurate word reading. Reads the FS high frequency words. Reading books containing all the graphemes taught in Initial Code.	Continues to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. Continues to self-correct inaccurate word reading. Reads Y1 High Frequency words. Reading books to Phase 5 level.
Reading Skills – Word Reading: Fluency, Prosody, Performance	Joins in with repeated patterns and phrases. Reads and re-reads texts, building blending skills to develop automaticity. Copies modelled voices when retelling stories, using a storytelling voice or intonation.	Learns some simple poems and rhymes, performing some by heart. Begin to develop fluency for whole sentences. Able to change volume and intonation where appropriate.
Reading Skills – Understanding & Comprehension	Discusses words and their meanings. Talks about what they have read. Asks relevant questions. Answers simple questions verbally Makes accurate observations, in fiction and non-fiction texts.	Able to identify words they do/don't understand. Identifies the words in a text that make specific contributions to meaning. Is able to discuss the significance of the title and main events. Asks relevant questions. Answers simple questions verbally. Can summarise what has been read in a book, in fiction and non-fiction texts. Gives reasons for title of a text. Makes inferences from characters' actions.
Reading Skills – thinking about what has been read	Identifies non-fiction page features. Listens to stories, accurately anticipating key events. Can join in with predictable/repeated phrases. Links what they have read to their own experiences. Says whether or not they like a book. Can identify books about similar subjects. Can compare own life experiences with events in books. Starts to understand people have different opinions about books.	Uses indexes and contents pages to find information from non-fiction texts. Makes simple predictions based on what has been read so far Can anticipate and join in with predictable/repeated phrases. Discusses their favourite words and phrases. Discusses favourite parts of text. Links learning to books they have read. Links events in books to own life. Listens to the views of others and pays attention to alternative opinions.

YR/1 Writing Skills	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Spelling - Reception	Start to hear sounds in words Stat to learn formation of individual letters of alphabet	Build on gpc and spell words using initial sounds, end sounds and medial sounds	Build on gpc and spell words using initial sounds, end sounds and medial sounds	I a the is	to into	he she we me be
Spelling - Year 1 Common Exception Words (NB – PLUS revision of words learnt in reception phonic lessons. Y1 will also learn additional common exception words in line with LWLS phonic lessons)	All words learnt in reception	go so no by my his has	said says are were was have all you your they like little	house our do today of here there where when	love come some one once friend school Mr Mrs	oh their people
Word Families	For R/Y1 see LWLS					
Word structure by unit - Reception	Adjectives – My mum is... etc / orally rehearse saying sentences using adjectives	Alliteration – relate to names eg bouncy betsy Prepositions - up /down - in/ into - out - to - onto	Simple similes – linked to poem and weather		Verbally use - first, next, then etc	
Word structure by unit – Year 1	Adjectives - My family book	Alliteration – extend alliteration eg bouncy betsy is bopping More prepositions e.g. - inside - outside - towards - across - under	Similes using as..... Eg as small as.... / as hot as..../ as wet as.... Adverbs – using within story such as happily, luckily, eventually, finally	Alternative words to 'said' = asked, laughed, frowned, gasped, grinned, sighed, Read words with contractions – It's / n't	Precise, clear language to give information e.g. - First, switch on the red button. - Next, wait for the green light to flash...	Using prepositions in a sentence eg the snail is inside the flowerpot. Link to own book 'A walk in the summer'
Word structure	Reception - ongoing progression			Year 1 – ongoing progression		

	Oral/verbal modelling and targeted teacher talk which will feed into future writing skills. INTRODUCE <i>Determiners</i> the/ a / an my / your this / that his / her their some /all Prepositions <i>up /down</i> <i>in/ into</i> <i>out</i> <i>to</i> <i>onto</i> <i>Adjectives</i> e.g. old, little, big, small, quiet <i>Adverbs</i> e.g. <i>luckily, unfortunately, fortunately</i> <i>Similes</i> using 'like' e.g. hot like a fire			CONSOLIDATE <i>Reception list</i> INTRODUCE <i>More prepositions e.g.</i> inside outside towards across - under <i>More determiners e.g.</i> lots of many more those - these <i>Alliteration</i> e.g. dangerous dragon, slimy snake <i>Similes using as....</i> e.g. as tall as a house, as red as a radish <i>Precise, clear language to give information e.g.</i> First, switch on the red button. Next, wait for the green light to flash... <i>Regular plural noun suffixes –s or –es</i> e.g. dog, dogs; wish, wishes <i>Suffixes that can be added to verbs</i> e.g. helping, helped, helper <i>How the prefix un– changes the meaning of verbs and adjectives</i> e.g. unkind, or undoing, untie the boat			
Sentence Construction by unit - Reception			Starting to write dictated sentences linked to Once Upon A Time stories	Starting to compose own sentence – practicing orally and then writing	Develop say a sentence, write a sentence, read it back to check	Develop say a sentence, write a sentence, read it back to check Can others read your sentence?	

Sentence Construction by unit – Year 1	Recap - Say a sentence, write and read it back to check it makes sense.	Using 'when' as an opener to sentences Using an exclamation mark Writing compound sentence using connective 'and' eg the conker is brown and is round.	Writing complex sentences Use of 'who' (relative clause) e.g. - Once upon a time there was a little old woman who lived in a forest. - There are many children who like to eat ice cream.	Writing a question – must finish with a question mark Write a statement sentence – tells the reader a simple fact, must finish with a full stop.	Writing embellished simple sentences using adjectives e.g. - The giant had an enormous beard. Red squirrels enjoy eating delicious nuts. Linked to poem	Write exclamation & question sentences. Writing embellished simple sentences using adjectives e.g. - The giant had an enormous beard. Red squirrels enjoy eating delicious nuts.
Sentence Construction	Reception - ongoing progression			Year 1 – ongoing progression		
	Reception Oral/verbal modelling and targeted teacher talk which will feed into future writing skills. INTRODUCE <i>Simple sentences</i> Say a sentence, write and read it back to check it makes sense. <i>Simple Connectives and who until but</i> <i>Compound sentences</i> using connectives (coordinating conjunctions) <i>and / but</i> <i>using 'ly' openers e.g. luckily /unfortunately,</i> <i>'Run'</i> Repetition for rhythm, e.g. He walked and he walked			Year 1 CONSOLIDATE <i>Reception list</i> INTRODUCE <i>Types of sentences</i> Statements Questions Exclamations <i>More simple connectives</i> or ,so because, so that then, that, while, when where <i>Also as openers</i> While... When... Where... <i>Writing embellished simple sentences using adjectives e.g.</i> The giant had an enormous beard. Red squirrels enjoy eating delicious nuts. <i>Writing compound sentences using connectives (coordinating</i>		

	<i>Repetition in description</i> <i>e.g. a lean cat, a mean cat; a green dragon, a fiery dragon</i>			<i>conjunctions) and/or/ but/so e.g.</i> The children played on the swings and slid down the slide. Spiders can be small or they can be large. Charlie hid but Sally found him. It was raining so they put on their coats. <i>Writing complex sentences</i> Use of 'who' (relative clause) e.g. Once upon a time there was a little old woman who lived in a forest. - There are many children who like to eat ice cream.		
Text Structure by unit - Reception	Nonfiction Diagram and label		Once upon a time stories whole group retelling beg, middle, end Story maps Retell simple 5 part story (once upon a time, first/then/next, but, so, happily ever after)	Non-fiction Simple factual sentences based around a theme. – Names/ Labels /Captions -		
Text Structure by unit – Year 1	Labelled diagrams		Once upon a time stories - Opening – plan around characters, setting, time of day and type of weather Opening - Once upon a time... Build-up - One day... Problem / Dilemma - Suddenly/ Unfortunately, Resolution - Fortunately Ending - Finally,	NON-FICTION Planning tools - text map / washing line Heading Introduction - Opening factual statement Middle section(s) - Simple factual sentences around a theme Labelled diagrams Ending - Concluding sentence		
Text Structure	Reception - ongoing progression			Year 1 – ongoing progression		
	Oral/verbal modelling and targeted teacher talk which will feed into future writing skills.			CONSOLIDATE <i>Reception list</i>		

	INTRODUCE <i>Planning Tool</i> Story map <i>Whole class retelling of story</i> Understanding of beginning/ middle / end <i>Retell simple 5-part story</i> <i>Once upon a time</i> <i>First / Then / Next</i> <i>But</i> <i>So</i> <i>Finally, happily ever after</i> <i>Non-fiction</i> Factual writing closely linked to a story Simple factual sentences based around a theme. Names Labels Captions Lists Diagrams Message	INTRODUCE FICTION <i>Plan opening around</i> <i>character(s), setting, time of day and type of weather</i> Opening - Once upon a time... Build-up - One day... Problem / Dilemma - Suddenly/ Unfortunately, Resolution - Fortunately Ending - Finally, NON-FICTION <i>Planning tools</i> - text map / washing line Heading Introduction - Opening factual statement Middle section(s) - Simple factual sentences around a theme Bullet points for instructions Labelled diagrams Ending - Concluding sentence
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