YEAR 1 ENGLISH CURRICULUM MAP

		Term 1		Term 2		Term 3			Term 4		Term 5		Term 6	
Writing Literary experience	Title	Cave Baby	Hedgehogs	The Naughty Bus		Billy and the Beast	The Odd Egg	Performance Poetry	Iggy Peck - Architect	Wright Brothers – First Flight	Lost and Found	Arctic Animals	Stella and the Seagull	Julian Is a Mermaid
	Genre	Narrative	Non-Fiction	Narrative		Narrative	Narrative	Poetry	Narrative	Non-Fiction	Narrative	Non-Fiction	Narrative	Narrative
	Details	Historical Fiction	Information Text	Journeys And Exploration		Heroes And Villains	Similarities & Differences	Anthology	Imagination & Creativity	Historical Information	Friendship & Kindness	Information Text	Nature & Environment	Imagination And Creativity
Writing	Main Outcome	Retell	Non-Chron Report	Own Adventure Story		Own Version 'Defeat A Monster'	Non-Fiction Reports	Own Poems	Own Version Narrative	Fact File	Own Version Lost And Found Story	How To Guide	Own Version Narrative	Poem
	Grammar and punctuation	Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)	Regular plural noun suffixes –s or –es (for example, dog, dogs; wish, wishes), including the effects of these suffixes on the meaning of the noun	How words can combine to make sentences		Regular plural noun suffixes –s or –es (for example, dog, dogs; wish, wishes), including the effects of these suffixes on the meaning of the noun	How the prefix un– changes the meaning of verbs and adjectives (negation, for example, unkind, or undoing: untie the boat)	Regular plural noun suffixes –s or –es (for example, dog, dogs; wish, wishes), including the effects of these suffixes on the meaning of the noun	How words can combine to make sentences	Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)	How the prefix un– changes the meaning of verbs and adjectives (negation, for example, unkind, or undoing: untie the boat)	Regular plural noun suffixes –s or –es (for example, dog, dogs; wish, wishes), including the effects of these suffixes on the meaning of the noun	Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)	How words can combine to make sentences
		How words can combine to make sentences	How words can combine to make sentences	Joining words and joining clauses using and		Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)	How words can combine to make sentences	How words can combine to make sentences	Joining words and joining clauses using and	How words can combine to make sentences	How words can combine to make sentences	How words can combine to make sentences	How words can combine to make sentences	Joining words and joining clauses using and
		Joining words and joining clauses using and	Sequencing sentences to form short narratives	Sequencing sentences to form short narratives		How words can combine to make sentences	Joining words and joining clauses using and	Separation of words with spaces	Separation of words with spaces	Sequencing sentences to form short narratives	Joining words and joining clauses using and	Joining words and joining clauses using and	Joining words and joining clauses using and	Separation of words with spaces
		Sequencing sentences to form short narratives	Separation of words with spaces	Separation of words with spaces		Joining words and joining clauses using and	Sequencing sentences to form short narratives	Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences	Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences	Separation of words with spaces	Sequencing sentences to form short narratives	Sequencing sentences to form short narratives	Sequencing sentences to form short narratives	Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences
		Separation of words with spaces	Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences	Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences		Sequencing sentences to form short narratives	Separation of words with spaces	Capital letters for names and for the personal pronoun I	Capital letters for names and for the personal pronoun I	Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences	Separation of words with spaces	Separation of words with spaces	Separation of words with spaces	Capital letters for names and for the personal pronoun I
		Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences	Capital letters for names and for the personal pronoun I	Capital letters for names and for the personal pronoun I		Separation of words with spaces	Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences	Performance Poetry	Subordination (using when, if, that, because) and co-ordination (using or, and, but)	Capital letters for names and for the personal pronoun I	Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences	Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences	Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences	Subordination (using when, if, that, because) and co-ordination (using or, and, but)
		Capital letters for names and for the personal pronoun I	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	Subordination (using when, if, that, because) and co-ordination (using or, and, but)		Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences					Formation of nouns using suffixes such as –ness, –er and by compounding (for example, whiteboard, superman)		Capital letters for names and for the personal pronoun I	
		Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences		Expanded noun phrases for description and specification (for example, the blue butterfly, plain flour, the man in the moon)		Capital letters for names and for the personal pronoun I					Formation of adjectives using suffixes such as –ful, –less			
											Subordination (using when, if, that, because) and co-ordination (using or, and, but)			
											Expanded noun phrases for description and specification (for example, the blue butterfly, plain flour, the man in the moon)			
											Correct choice and consistent use of present tense and past tense throughout writing			
											Commas to separate items in a list			
	GP Retrieval	Finger spaces	Capital letters	Full stops	Capital letters (I)	Question marks		Exclamation marks	Capital letters for names	Joining - and	s/es suffix	Suffix 'ing'	Suffix 'ed'	Suffix 'er'
	Spelling	Ai,ee,igh,oa,oar,or,ur,oo,ow, oi, ear go, my, into, out	Air, er, /z/s, -s,-es what, she, me, love	/ur/ir, /igh/ie, /oo/yoo/ue their, people, oh, your	/oa/o /igh/I /ai/a /ee/ e Mr, Mrs, Ms, ask	/ee/y /e/ea /w/wh water, any, many, again		Igh/y /oa/ow /j/g /f/ph two, who, whole, where	/ur/or /oo/u/ou /air/are Grow the Code /or/, once, our, laugh, their	/ch/tch ture /ar/a /ar/a because, eye, once, our	/ai/ay a-e /ee/ea e, they, sure, pure, said	/igh/ie i-e /oa/o o-e were are says home	Grow the Code /ai/ /n/ /m/ /ear/ busy, beautiful, pretty, hour	/zh/ su si /j/ dge /l/ y /j/ ge move, improve, parents , show
		Cvcc,ccvc,ccvcc, Phase 4 with long vowels, they	/ai/ay /ow/ou /oi/oy /ee/ea said, you, like, push	/ai/a-e, /igh/ i-e, /oa/ o-e, /oo/ yoo/ u-e could, would, should, our	/ee/e e-e, /oo/yoo/ew, /ee/ ie, /or/ aw house, mouse, water, want	/l/le al, /s/c /v/ve school, call different, ask		Grow the Code/u/ /z/ /s/ /ee/ ey/ thought, through, friend, work	Or/a Schwa in longer words, /o/a, Grow the Code /air/ Who, whole, people, thought	/ur/ear /r/ur Grow the Code /s/ Schwa at the end of words, any, many, two, friend	/oo/yoo/ue/ew/ u-e /or/aw today, their, people, your	/e/ea /ur/ir /ow/ou /oi/oy whole, who, many, any	/sh/ ti ssi,si,ci , Grow the Code /sh/ friend, hour, many, through	Grow the Code /or/ Review word endings s, ce, se, ze, le, al busy, because, improve beautiful
		Review longer words, all of one, here	Assess and review week	Grow the Code /igh/ai/oa/ee/oo/yoo sure, some, little what	Assess and review week	Grow the Code /oo/yoo/ee/s/oa water, want, could, people		Assess and review week	Grow the Code /o/ /sh/ /s/s /z/a/o/ar/or/ai longer words laugh, eye, once, because	Assess and review week	/igh/I /ai/a /oa/ow/l/yoo/u through, two, eye, thought, through	Assess and review week	Review Grow the Code kn, mb, dge, ge sc st wr wh /sh/ -ed -ing schwa shoe, parents, whole , more	Assess and review week
	Spelling Retrieval	Phase 4 longer words, compound words, their, when, what, one	Y1 CEW focus from AfL	Phase 4 CVCC,CCVC words with longer vowels, be, there, what, when	CCVC,CCCVC,CCV words, , little, here	Words ending in -s/s/z/ -es , longer words says, like, love, some		Y1 CEW focus from AfL	Root words with -er, -est are, today	CCVC words, some, come, love, do	Ccvcc, cccvc,ccvcc, were, here, little , says	Y1 CEW focus from AfL	Words ending in -ing, -ed/t/ -ed/id/ed -est, out, today, all are	Root words ending with- ing, -ed/t/id/ed/d come, said, have, you
Oracy	Voice 21/Anthem	Embedding class discussion guidelines and routines.		Confidence	Topic vocab	Ask questions to help		Listening	Tone and context	Sentence stems to link other's ideas	Reasons for opinions	Listen and change opinion	Disagree politely	Organise group discussion
Handwriting		Letter formation families in association with LW formation mantras. GP 1: C a o d g q e s f GP 2 :L I t u j y GP 3 : R b n h m k p GP 4 :V w x z	Letter formation families in association with LW formation mantras. GP 1: C a o d q q e s f GP 2 :L I t u j y GP 3 : R b n h m k p GP 4 :V w x z	Letter formation families in association with LW formation mantras. GP 1: C a o d g q e s f GP 2 :L I t u j y GP 3 : R b n h m k p GP 4 :V w x z	Letter formation families in association with LW formation mantras. GP 1: C a o d g q e s f GP 2 :L I t u j y GP 3 : R b n h m k p GP 4 :V w x z	Letter formation families in association with LW formation mantras. GP 1: C a o d g q e s f GP 2 :L I t u j y GP 3 : R b n h m k p GP 4 :V w x z		Letter formation families in association with LW formation mantras. GP 1: C a o d g q e s f GP 2 :L I t u j y GP 3 : R b n h m k p GP 4 :V w x z	Letter formation families in association with LW formation mantras. GP 1: C a o d g q e s f GP 2 :L I t u j y GP 3 : R b n h m k p GP 4 :V w x z	Letter formation families in association with LW formation mantras. GP 1: C a o d g q e s f GP 2 :L I t u j y GP 3 : R b n h m k p GP 4 :V w x z	Letter formation families in association with LW formation mantras. GP 1: C a o d g q e s f GP 2 :L I t u j y GP 3 : R b n h m k p GP 4 :V w x z	Letter formation families in association with LW formation mantras. GP 1: C a o d g q e s f GP 2 :L I t u j y GP 3 : R b n h m k p GP 4 :V w x z	Letter formation families in association with LW formation mantras. GP 1: C a o d g q e s f GP 2 :L I t u j y GP 3 : R b n h m k p GP 4 :V w x z