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|  | **Year 1 English Curriculum Map** | | |
| Term | **Autumn** | **Spring** | **Summer** |
| Texts Used | **Little Red Riding Hood – Traditional Tale**  **Funny Bones** | **The Bad Tempered Lady Bird by Eric Carle**  **Cinnamon by Neil Gaiman** | **Owl Babies by Martin Waddell**  **The Tiger Who Came To Tea by Judith Kerr** |
| Book Talk Writing Opportunities | **Describe – Wanted/Missing Poster (Character Description)**  **Describe – Character Description**  **Describe – Setting Description**  **Poetry – Free Verse** | **Describe – Character/Setting Description**  **Poetry – Rhyming**  **Inform – Report** | **Describe – Simple Narrative**  **Inform – Simple Recount**  **Inform –Diary Entry** |
| Suggested Write Unit Plans | **The Snail and the Whale – Postcard**  **Seasons – Information Text**  **Little Red Riding Hood – Narrative Traditional Tale**  **Firework Night – List Poem** | **The Bear and the Piano – Adventure Story**  **When I am By Myself – Rhyming Poem**  **Toys from the Past – Non chronological Report** | **Our Trip to the Woods – Recount**  **The Train Ride – Simple Narrative**  **Travel–On Safari – Diary** |
| Cross curricular writing opportunities | **Hot seat questions (Science)**  **Poster (PSHE)**  **Directions to a location (Geography)** | **Letter (History)**  **Conclusion (Science)**  **Booklet (History/Geography)** | **Investigation and conclusion (science)**  **Letter of advice (PSHE)** |
| Speaking and Listening Skills and Knowledge | Take turns to talk, listening carefully to contributions of others. | Sequence events from what has been read.  Sift information and focus on important points. | Use subject specific vocabulary to explain and describe.  Know people hold different opinions and explain some of their own. |
| Reading Skills and Knowledge  Red Denotes Critical Knowledge | Develop positive attitudes to reading by listening to a wide range of poems, stories and non-fiction.  Will often re-read favourite books.  Identify key literal information in fiction and non-fiction texts e.g. characters, settings, time, narrator. Retrieval.  Make inferences based on what has been said and done. | Read and discuss favourite words and phrases.  Sequence events from what has been read.  Predict what might happen in a story from the front cover/what has been read so far.  Identify key literal information in fiction and non-fiction texts e.g. characters, settings, time, narrator. Retrieval. | Reflect on reading, respond personally to what they have read by drawing on personal connections to the texts.  Evaluate the books they meet and are able to articulate views and preferences, making connections to other texts they have encountered.  Understanding vocabulary use by the author |
| Writing Skills and Knowledge  Red Denotes Critical Knowledge | Compose a sentence orally before writing it.  Plan writing orally using pictures to support.  Know that a sentence has a subject (person/object) and a verb.  Leave spaces between words.  Use capital letters and full stops.  Write clearly demarcated sentences.  Use simple adjectives to describe.  Use simple verbs to show actions taking place  Begin to form all letters accurately.  Use simple rhyming words. | Use capital letters for proper nouns and personal pronoun ‘I’.  Use capital letters and full stops.  Write clearly sequenced sentences.  Independently re-read aloud to check for meaning.  Use other conjunctions such as so or but.  Sequence sentences to form events in short narratives.  Use simple past and simple present tense.  Use question marks and exclamation marks.  Form all letters accurately.  Use simple words for onomatopoeia. | Writing independently within a familiar range of genres (e.g. letters, lists, brief narratives), but still need support with extending and developing writing.  Read back their own texts consistently, checking for sense and meaning and are able to edit with support where necessary.  Use capital letters for proper nouns and personal pronoun ‘I’.  Write clearly sequenced sentences.  Use other conjunctions such as so or but.  Pluralise using ‘s’ or ‘e’s.  Form all letters accurately. |