

Year 1 English Curriculum Overview and Skills

Reading KPIs

- Secure with year group phonic expectations (see Phonics assessment).
- Reads common exception words
- Read aloud books matched closely to their phonics knowledge with accuracy without using strategies to work out words
- Reads accurately by blending sounds in unfamiliar words.
- Recognise and join in with predictable phrases and re-tells with accuracy.
- Relate reading to own experiences.
- Re-read if reading does not make sense.
- Discuss significance of title and events and make predictions on the basis of what has been read.
- Read aloud with increasing fluency and some expression e.g. pause at full stop; raise voice for question; emphasis for exclamation mark
- Make inferences about characters based on their actions
- To know the difference between fiction and no-fiction

Reading Progression of Skills:

Reading Progression Map Year R- 6		
	Word Reading	Understanding Text
Year 1	<ul style="list-style-type: none">• To decode words using phonic knowledge and skills• To read common exception words• To recognise graphemes for early reading• To read words of more than one syllable drawing on taught GCPs• To accurately read aloud stories which correspond with phonic knowledge• To begin to read common prefixes and suffixes• To read some words with contractions e.g. I'll, we'll	<ul style="list-style-type: none">• Discuss books e.g. favourite words, events, characters actions• To listen to traditional tales• To listen to a range of text including poems and traditional tales• To use class and school libraries to choose books for enjoyment• To make predictions• Answer questions about what is read• Check what is read makes sense

Writing KPIs:

- I can sit correctly at a table, holding a pencil comfortably and correctly.
- I make phonetically plausible attempts at spelling common exception words
- Write clearly demarcated sentences
- Use 'and' and join ideas
- Use conjunctions to join sentences (e.g. and, because)
- Use standard forms of verbs, e.g. go/went
- Introduce use of – capital letters, full stops, question marks, exclamation marks.
- Use capital letters for names and personal pronoun 'I'.
- Write a sequence of sentences to form a short narrative (as introduction to paragraphs).
- Use correct formation of lower-case letters – finishing in the right place
- Use correct formation of capital letters and digits.

Writing Purpose for Writing/ Genre Outcomes:

Year Group	Fiction	Non-Fiction	Poetry
1	<ul style="list-style-type: none">• To write sentences to describe characters• To write stories which mimic the style of an author e.g. repetition language, predictable phrases to entertain• To write stories that use the Language traditional tales. To write stories that use the language of fairy tales• To write narrative in a familiar setting to convey a series of events in structured sentences to inform the reader e.g. diary	<ul style="list-style-type: none">• Present information to convey my thoughts and ideas• To write to inform of my thoughts and ideas to a given audience in the style of an informal letter• To write a recount using structured sentences which are organised to inform• To write a set of instructions using a sequence of commands to inform• To write lists, labels and captions to inform the reader on a given subject• To present information so it makes sense to the reader	<ul style="list-style-type: none">• To write a humorous poem to entertain• To write poems with pattern and rhyme to entertain

Writing Progression of Skills:

Year Group	Sentence Level	Punctuation	Spelling	Vocabulary/Grammatical terms	Handwriting
1	<ul style="list-style-type: none"> Sequence sentences to form short narratives. Use capital letters for names of people, places, days of the week, I Join clauses using 'and' and begin to the use of 'because' Use finger spaces between words Rehearse spellings out loud to practice what they are going to write To sequences sentences to form short narratives Re-read what has been written to check it makes sense To write and punctuate statements To write and punctuate questions To use an exclamation mark to show an exciting sentence 	<ul style="list-style-type: none"> Capital letters Full stops ! to punctuate exciting sentences Begin to use ? 	<ul style="list-style-type: none"> Use some regular plural noun suffixes -s or -es correctly (e.g. dog/ dogs, wish/wishes) Use some suffixes that can added to verbs where no change is needed in the spellings of root words correctly Can spell some common exception words Make phonetically plausible attempts to spell some unknown words Spell the days of the week Name the letters of the alphabet in order Use letter names to distinguish between alternative spelling with the same sound 	<ul style="list-style-type: none"> Letter Capital letter Word Singular Plural Sentence Punctuation Pronouns- he, she, it, the, they, I Adverb of time: First, then, at last Next, soon, later, after that, finally Conjunctions- and, because 	<ul style="list-style-type: none"> Sit correctly at a table holding a pencil comfortably and correctly. Form lowercase letters in the correct direction, starting and finishing in the correct place and of a consistent size. Form capital letters using a consistent size Develop cursive script Form digits 0-9 Understand letter families

Sentence Types (Writer's Toolbox):

Year Group	Writer's Toolkit Sentence Type	Progression Map reference
1	Simple Sentence	Use capital letters and full stops
2	Simple Sentence Red, White and Blue Sentence Power Sentence	Use capital letters and full stops Commas for lists adjectives/ verbs for description
3	Preposition Sentence Adverb Start sentence	Prepositions for time, place, cause, manner
4	-ed Start Sentence -ing Start sentence W Start Sentence Introduce Explore the Subject Sentence	Prepositions for time, place, cause, manner/ Commas after fronted adverbials Use commas following a clause
5	Secure Explore the Subject Sentence Semi-colon Sentence Em- Dash Sentence	Use commas following a clause/ relative clause/ parenthesis Use semi colon Use dashes to mark parenthesis
6	Consolidate the use of 12 sentence structures.	

Core Text:

Teaching from a book	<p>Cave Baby</p>  <p>Julia Donaldson and Emily Gravett</p>	<p>Traditional tales The true story of the three little pigs</p>  <p>John Scieszka</p>	<p>Beegu</p>  <p>Alexis Deacon</p>	<p>The Sea Saw</p>  <p>Tom Percival</p>	<p>Dadaji's Paintbrush</p>  <p>Rashmi Sirdeshpande</p>	<p>Poetry and non-fiction</p> <p>Julian is a Mermaid</p>  <p>Jessica Love</p>
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		Poetry – The More it Snows – AA Milne				
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KPI Oracy:

- Tell stories and describe incidents from their own experience in an audible, fluent voice.
- Retell stories, ordering events using story language.
- Speak with a degree of varied emphasis and pace.
- Take turns when speaking in pairs and small groups.
- Speak audibly and intelligibly.
- Use Standard English sentence structure for formal conversation.
- Independently ask simple questions to find out more about the topic.
- Use some simple descriptive and subject specific vocabulary.

Tier 2 Vocabulary: (Level 3- Year 1)

adorable	expert
Suggest	expression
ancient	fierce
avoid	gasp
careless	effect
compare	text
Country	impossible
towards	intelligent
effort	miserable
additional	observe
image	pause
outline	predict

false	respect
true	responsible
meaning	spoil
Non-fiction	describe
fiction	information
clarify	glide