

English Curriculum Map – (Year 1)– 2024-2025

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic: Marvellous Me!	Topic: Helpful heroes	Topic: Incredible Creatures	Topic: Lets Get Growing	Topic: Magnificent Machines	Topic: What a Wonderful World
<p><i>Lighthouse Texts:</i></p> <p><i>Funnybones</i> (Janet and Allan Ahlberg) <i>Once There Were Giants</i> (Martin Waddell)</p>	<p><i>Lighthouse Texts:</i></p> <p><i>First Favourite Tales: Goldilocks and the Three Bears</i> (Ladybird) <i>Zog</i> (Julia Donaldson) <i>Little Red</i> (Bethan Woollin)</p>	<p><i>Lighthouse Texts:</i></p> <p><i>Lost and Found</i> (Oliver Jeffers) <i>Up and Down</i> (Oliver Jeffers)</p>	<p><i>Lighthouse Texts:</i></p> <p><i>Eddie’s Garden</i> (Sarah Garland) <i>Eat Your Greens, Goldilocks</i> (Steve Smallman)</p>	<p><i>Lighthouse Texts:</i></p> <p><i>Robot Dog</i> (Mark Oliver) <i>The Great Balloon Hullabaloo</i> (Peter Bently and Mel Matsuoka)</p>	<p><i>Lighthouse Texts:</i></p> <p><i>The Storm Whale</i> (Benji Davies) <i>The Rainbow Fish</i> (Marcus Pfister) <i>Flat Stanley</i> (Jeff Brown)</p>
<p>Writing Focus:</p> <ul style="list-style-type: none"> • Story writing • Diary entries • Information posters 	<p>Writing Focus:</p> <ul style="list-style-type: none"> • To write own short story – with sentence structure and punctuation focus. • Information fact files for ‘The Fire of London’ • New version of a Traditional Tale 	<p>Writing Focus:</p> <p>Amara and the Bats book:</p> <ul style="list-style-type: none"> • Riddle Writing • Information Texts <p>Film stimulus:</p> <ul style="list-style-type: none"> • Character descriptions • recount narrative • non-chronological report • presenting research 	<p>Writing Focus:</p> <ul style="list-style-type: none"> • Character Descriptions • To write a short narrative based on one of the classic stories. • Write a simple set of instructions <p>Amara and the Bats book:</p> <ul style="list-style-type: none"> • Explanation Texts 	<p>Writing Focus:</p> <ul style="list-style-type: none"> • Narrative based on model text with innovation of character(s) and a familiar setting. <p>To write an information booklet</p> <p>Film Stimulus:</p> <ul style="list-style-type: none"> • Narrative • character description 	<p>Writing Focus:</p> <ul style="list-style-type: none"> • Short Narrative • Sentence Construction • Postcards • Letters • Information
<p>Film Stimulus: Pudding Lane Barbour (Christmas Advert)</p>		<p>Film Stimulus: Caterpillar Shoes</p>		<p>Film Stimulus: The Way Back Home</p>	
<p>Poetry Focus: <i>Zog</i></p>		<p>Poetry Focus: <i>Acrostic Poems (Year 1 Literacy Shed)</i></p>		<p>Poetry Focus: <i>Seaside Poems</i></p>	

Vocabulary, Grammar and Punctuation: Progression Steps

Lancashire learning and progression steps in writing:

Y1: Vocabulary, Grammar & Punctuation

- Repeat a simple sentence modelled, e.g. spoken by an adult or puppet. Replicate in writing so that it can be read by themselves and others.
- With adult prompting, separate words with spaces e.g. using a finger or lollipop sticks as a spacer.
- Use full stops to demarcate simple sentences.
- Recognise and write from memory capital letters.
- Use capital letter for the personal pronoun I.
- Identify and use question marks.
- Use the joining word and link words in sentences e.g. Henry had a duck and a dog. Penguins can slip and slide.

Lancashire learning and progression steps in writing:

Y1: Vocabulary, Grammar & Punctuation

- Say, and hold in memory whilst writing, sentences that can be read by themselves and others.
- Separate words with spaces.
- Use capital letters and full stops to demarcate simple sentences.
- Use capital letters for names of people, places and days of the week.
- Identify and use exclamation marks.
- Use the joining word and to link clauses, e.g. They all pulled the turnip and it came out of the ground. Peel the banana and slice it into pieces.
- Use the joining word but to link words (I have two sisters but no brothers.) and clauses (Cinderella wanted to go to the ball but she didn't have a dress.).

Lancashire learning and progression steps in writing:

Y1: Vocabulary, Grammar & Punctuation

- Say, and hold in memory whilst writing, sentences that can be read by themselves and others, including those with the joining word 'and'.
- Separate words with spaces of a roughly consistent size.
- Use capital letters and full stops to demarcate simple sentences in independent writing.
- Use capital letters for names of people, places, days of the week and the personal pronoun I, e.g. editing and improving independent writing with support.
- Identify and use question marks and exclamation marks in independent writing
- Use the joining word and to link words and clauses in independent writing
- Use the joining word or to link words (I could sleep in the tent or the caravan.) and clauses (The Little Robot could stay in the forest or he could ride on the train).

Composition (Planning): Progression Steps

Lancashire learning and progression steps in writing:

Y1: Composition: Planning

- Orally plan and sequence ideas in narrative, e.g. with adult support, create a story using small world props or pictures and orally rehearse.
- Orally rehearse ideas linked to non-fiction, e.g. pass a microphone around the group, into which each child can speak a sentence.
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Lancashire learning and progression steps in writing:

Y1: Composition: Planning

- Sequence ideas and events in narrative, e.g. creating a story map and using it to orally rehearse ideas.
- Sequence ideas and events in non-fiction recounts, e.g. use pictures and props to create a simple timeline, adding sequencing vocabulary such as 'first', 'next', 'after that' and 'finally'. Use these to orally rehearse.

Lancashire learning and progression steps in writing:

Y1: Composition: Planning

- Use familiar plots for structuring the opening, middle and end of their stories, e.g. innovating on a known story and orally rehearse
- Sequence ideas and events in different non-fiction texts, e.g. decide on information or events to put on each page in a simple non-fiction book.
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Composition (Drafting and Writing): Progression Steps



<p><u>Lancashire learning and progression steps in writing:</u></p> <p><i>Y1: Composition: Drafting and Writing</i></p> <ul style="list-style-type: none"> Orally compose every sentence before writing e.g. say the sentence three times to fix it in working memory. With adult support, re-read every sentence to check it makes sense. Orally compose and write sentences to form short narratives. Orally compose and write sentences to form short narratives. Orally compose simple sentences from short non-fiction texts, e.g. information text, postcard, instructions. 	<p><u>Lancashire learning and progression steps in writing:</u></p> <p><i>Y1: Composition: Drafting and Writing</i></p> <ul style="list-style-type: none"> Orally compose every sentence before writing, including compound sentences using the joining words 'and' and 'but'. Re-read every sentence to make sure it makes sense. Orally compose and sequence their own sentences to write short narratives. Orally compose and sequence their own sentences to write short non-fiction texts, e.g. recounts, instructions. 	<p><u>Lancashire learning and progression steps in writing:</u></p> <p><i>Y1: Composition: Drafting and Writing</i></p> <ul style="list-style-type: none"> Orally compose every sentence before writing including compound sentences using the joining words 'and', 'but' and 'or'. Independently re-read every sentence to check it makes sense but focusing particularly on those which use joining words. Orally compose and sequence their own sentences, including some which use joining words, to write short narratives. Orally compose and sequence their own sentences to write short nonfiction texts, e.g. recounts, information texts.
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Composition (Evaluating and Editing): Progression Steps

<p><u>Lancashire learning and progression steps in writing:</u></p> <p><i>Y1: Composition: Evaluating and Editing</i></p> <ul style="list-style-type: none"> Discuss their writing with adults and peers, giving an opinion, e.g. I like my story because... 	<p><u>Lancashire learning and progression steps in writing:</u></p> <p><i>Y1: Composition: Evaluating and Editing</i></p> <ul style="list-style-type: none"> Discuss their writing with adults, saying what they like about it, e.g. my favourite word is... 	<p><u>Lancashire learning and progression steps in writing:</u></p> <p><i>Y1: Composition: Evaluating and Editing</i></p> <ul style="list-style-type: none"> Discuss their writing with adults and peers, e.g. using speaking frames such as 'The best word I have used is...'; 'My handwriting is good because...'; 'I am proud of my writing because...'
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Composition (Performing): Progression Steps

<p><u>Lancashire learning and progression steps in writing:</u></p> <p><i>Y1: Composition: Performing</i></p> <ul style="list-style-type: none"> Read their writing to an adult. 	<p><u>Lancashire learning and progression steps in writing:</u></p> <p><i>Y1: Composition: Performing</i></p> <ul style="list-style-type: none"> Read their writing audibly to a small group. 	<p><u>Lancashire learning and progression steps in writing:</u></p> <p><i>Y1: Composition: Performing</i></p> <ul style="list-style-type: none"> Read aloud their writing audibly to adults and peers, e.g. larger group or whole class.
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Spelling Rules



Spelling rules from the National Curriculum: English Appendix 1: Spelling – work for year 1

- The sounds usually spelt as ff, ll, ss, zz and ck that come after a single vowel
- The sound produced by a n before a k e.g. bank, think
- Division of words into syllables
- -tch
- The /v/ sound at the end of words
- Adding s and es to words (plural nouns and the third person singular of verbs)
- Adding the ending -ing, -ed and er to verbs where no change is needed to the root word.
- Adding -er and -est to adjectives where no change is needed to the root word
- Vowel digraphs and trigraphs
- Words ending -y
- New consonant spellings ph and wh
- Using k for the /k/ sound e.g. kit, skin
- Adding the prefix -un
- Compound words
- Common exception words

Lancashire Y1 Word List for Reading and Spelling
Learning and Progression Steps in Reading – Common Exception Words

the a do to today of said says are were was is his I you your they be he me she we
no go so by my here there where love come some one once ask friend school put
push pull full house our