

# English Progression Map - Year 1 English Lessons



We carry out English in a cycle:

**Key Stage 1: 3 week RWI lessons / 1 week whole class English lessons.**

This document sets out the expected reading and writing progression within **English** lessons. This is a flexible document which can be adapted over the year as teaching takes place to ensure learning is taught in small steps and is progressively building on prior skills. This teaching happens within discrete lessons and is then further embedded across the curriculum, supplementing the teaching of Read, Write Inc. lessons.

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1</b>	<b>Topic</b>	<b>In the Garden</b>		<b>Time Travellers / Great Explorers</b>		<b>Around the World / Save the Planet</b>	
	<b>Key Texts</b>	<b>Fiction:</b> Where the Wild Things are (Maurice Sendak)		<b>Fiction:</b> Paddington: Book Week Focus (Michael Bond)		<b>Fiction:</b> The Last Tree in the City (Peter Carnavas)	
		<b>Non-fiction:</b> Roots, Stems, Leaves and flowers (Ruth Owen)		<b>Non-fiction:</b> One Giant Leap (Don Brown)		<b>Non-fiction:</b> Can you hear the trees talking? (Peter Wohlleben)	
		<b>Poetry:</b> Out and About (Shirley Hughes)		<b>Poetry:</b> The Owl and The Pussy Cat (Ian Beck)		<b>Poetry:</b> Seasons (Hannah Pang)	
		<b>Cultures/Themes:</b> If all the world were... (Joseph Cohelo)		<b>Cultures/Themes:</b> Ossiri and the Bala Mengro (O'Neill and Quarmbly) Lila and the Secret of Rain (David Conway)		<b>Cultures/Themes:</b> Welcome to our World (Moira Butterfield) One Plastic Bag (Miranda Paul)	
		<b>Literacy Shed Clip:</b> Lily and the Snowman		<b>Literacy Shed Clip:</b> Taking Flight		<b>Literacy Shed Clip:</b> The Black Hat (Rhyming)	
<b>For more key texts please see Reading Spine</b>							
<b>Core knowledge and Skill Development</b>	<b>Reading – Word Reading:</b>						
	- I know how to read words within sentences by applying phonic knowledge. - I know how to read some common exception words ( <i>I, is, his, has, says</i> )	<b>Recap on Autumn 1 plus:</b> - I know how to read words containing suffixes <b>-s</b> and <b>-es</b> . - I know how to read some common exception words ( <i>put, push, pull, full, ask, do, to</i> ).	<b>Recap on Autumn plus:</b> - I know how to read words containing suffixes <b>-ed</b> and <b>-ing</b> . - I know how to read some common exception words ( <i>be, he, we, she, me, no, go, so, by, my, the</i> ).	<b>Recap on Autumn and Spring 1 plus:</b> - I know how to read words containing suffixes <b>-er</b> and <b>-est</b> . - I know how to read further common exception words ( <i>you, your, they, was, I, our, of, come, some, one, once</i> ).	<b>Recap on Autumn and Spring plus:</b> - I know how to read multi-syllabic words including those with common suffixes with increased accuracy. - I know how to read words with contractions e.g. <i>I'm, I'll</i> and understand the apostrophe represents an omitted letter. - I know how to read further common exception words ( <i>here, there, love, where, were, today, said, are, school, house, friend</i> ).	<b>Recap on Autumn, Spring and Summer 1 plus:</b> - I know how to read most words speedily and without over blending, when they have been encountered, including multisyllabic words, words with suffix endings taught. - I know how to read <b>all</b> common exception words on-sight.	

### Reading – Comprehension:

<p>- I understand how to participate in discussion about what is being read to them (VIPER). - I know how to identify the title of a text.</p>	<p><i>Recap on Autumn 1 plus:</i> - I know what the significance of the title and events in a story are. - I understand what 'vocabulary' is and I can explain the meaning of <b>vocabulary</b>. - I know some topic related/ unfamiliar <b>vocabulary</b> and I can use it mostly appropriately (VIPERS). - I know how to answer questions based on specific <b>VIPERS</b> – <b>verbally</b>.</p>	<p><i>Recap on Autumn plus:</i> - I know how to give a simple <b>prediction</b>, on the basis of what has happened so far. (VIPERS). - I know how to <b>sequence</b> events from a story (VIPERS).</p>	<p><i>Recap on Autumn and Spring 1 plus:</i> - I know some topic related/ unfamiliar vocabulary and I can use it mostly appropriately and in a range of contexts. - I know that I can answer questions for <b>retrieving</b> information from the text (VIPERS). - I can answer a range of questions based on <b>VIPERS</b> – verbally with more independence and in <b>simple written form e.g. multi-choice</b>.</p>	<p><i>Recap on Autumn and Spring plus:</i> - I understand and can <b>explain</b> clearly what has been read to me and what I am reading (VIPER). - I understand the meaning of topic related/unfamiliar vocabulary and I can explain it and use it independently in a range of different contexts.</p>	<p><i>Recap on Autumn, Spring and Summer 1 plus:</i> - I understand how to make inferences on the basis of what is said and done, with more independence (VIPERS) - I know how to answer a range of questions, based on <b>VIPERS</b>, in <b>simple, written form</b>.</p>
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### Writing - Transcription:

<p>- I know how to segment to spell words using my phonic knowledge.</p>	<p><i>Recap on Autumn 1 plus:</i> - I know how to use the spelling rule for adding <b>s / es</b>. - I know how to spell some days of the week (<b>Monday, Sunday, Thursday</b>) - I know how to spell learn some common exception words (<b>a, is, his, has, says, put, push, pull, full, ask, do, to</b>).</p>	<p><i>Recap on Autumn plus:</i> - I know how to use spell words using the suffixes - <b>ing</b> and <b>-ed</b>. - I know how to spell some days of the week (<b>Friday, Saturday</b>) - I know how to spell learn some common exception words (<b>be, he, we, she, me, no, go, so, by, my, the</b>).</p>	<p><i>Recap on Autumn and Spring 1 plus:</i> - I know how to spell words using the suffixes <b>-er</b> and <b>-est</b>. - I know how to spell some days of the week (<b>Tuesday, Wednesday</b>) - I know how to spell learn some common exception words (<b>you, your, they, was, I, our, of, come, some, one, once</b>).</p>	<p><i>Recap on Autumn and Spring plus:</i> - I know how to spell words using the prefix <b>un-</b>. - I know how to spell learn some common exception words (<b>here, there, love, where, were, today, said, are, school, house, friend</b>).</p>	<p><i>Recap on Autumn, Spring and Summer 1 plus:</i> - I know how to spell words using taught suffixes (<b>s/es, ing, ed, er, est</b>) and prefix (<b>un</b>) correctly. - I know how to spell <b>all</b> year 1 common exception words. - I know how to spell <b>all</b> days of the week.</p>
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### Writing - Composition:

<p>- I understand how to share my ideas by saying them out loud. - I know how to compose my sentence orally with support.</p>	<p><i>Recap on Autumn 1 plus:</i> - I know how to say my sentence clearly out loud. - I know how to compose my sentence orally with increased independence.</p>	<p><i>Recap on Autumn plus:</i> - I know how to sequence sentences to form short narratives.</p>	<p><i>Recap on Autumn and Spring 1 plus:</i> - I understand how to participate in guided discussions about what I have written with my peers and my teacher, with increased independence.</p>	<p><i>Recap on Autumn, Spring and Summer 1 plus:</i> - I know how to discuss what I have written with my peers and my teacher with increased independence.</p>	<p><i>Recap on Autumn, Spring and Summer 1 plus:</i> - I know how to read aloud my writing clearly, in front of my peers and my teacher.</p>
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Writing – Vocabulary, grammar and punctuation:						
	- I understand that I need to leave <b>spaces</b> between words. - I know that I need to use a <b>capital letter</b> for the <b>personal pronoun 'I'</b> . - I know what 'first person' means.	<i>Recap on Autumn 1 plus:</i> - I know how to <b>punctuate</b> sentences using <b>capital letters</b> and <b>full stops</b> . - I know that I need to use <b>capital letters</b> for <b>days of the week</b> .	<i>Recap on Autumn plus:</i> - I understand how to use the <b>conjunction 'and'</b> to join words and clauses.	<i>Recap on Autumn and Spring 1 plus:</i> - I know that I need to use <b>capital letters</b> for the <b>names of people</b> . - I know that I need to use capital letters for <b>places</b> .	<i>Recap on Autumn and Spring plus:</i> - I know how to <b>punctuate</b> sentences using a <b>question mark</b> .	<i>Recap on Autumn and Spring plus:</i> - I know how to punctuate sentences using an <b>exclamation mark</b> .
Handwriting (see separate 'Handwriting and Presentation Expectations' for more detail):						
	- I know how to form each letter correctly, starting and finishing in the correct place.	<i>Recap on Autumn 1 plus:</i> - I know how to sit letters together in a word ( <b>short and tall letters</b> ).	<i>Recap on Autumn plus:</i> - I know how to sit letters together in a word ( <b>short and tail letters</b> ).	<i>Recap on Autumn and Spring 1 plus:</i> - I know how to sit letters together in a word ( <b>mixture of short, tall and tail letters</b> ).	<i>Recap on Autumn and Spring:</i> - I know how to form some <b>capital letters</b> .	<i>Recap on Autumn, Spring and Summer 1 plus:</i> - I know how to sit letters together in a word within a sentence ( <b>short, tall and tail letters</b> ).
Main Writing Piece (other writing pieces will take place across curriculum):						
	<b>Speech bubbles</b> - I understand what speech bubbles are. - I understand that we use first person when writing speech bubbles.	<b>Poetry – following set format.</b> - I understand that poetry is a genre of reading and writing. - I know how to use known vocabulary to put my own ideas into a written poem.	<b>Story retell</b> - I know how to sequence sentences to retell a story.	<b>Dairy entry</b> - I know the features of a diary entry. - I know how to use first person.	<b>Simple story innovation</b> - I understand what innovation means. - I know how to sequence by sentences to create an innovated story. - I can explain how I have innovated my story.	<b>Setting description</b> - I know what a setting is. - I know how to use adjectives to describe.  <b>Non-chronological report (fact page)</b> - I know what a non-chronological report is and that it is a non-fiction piece of writing.
<b>Critical Vocab</b>	compose, sentence, finger space, capital letter, letter, form, accurately, title, speech bubble, first person, spell, explain, words, phonics, oral, common exception words, VIPERS (vocabulary, inference, prediction, explain, retrieve, sequence),	<i>Recap on Autumn 1 plus:</i> short letter, tall letter (ascenders), punctuation, full stop, days of the week, suffixes, nouns (objects), plural, punctuation, poetry, poem, genre.	<i>Recap on Autumn plus:</i> tail letters (descenders), sequence, narratives, story, prediction, conjunction, retell, sequence,	<i>Recap on Autumn and Spring 1 plus:</i> nouns (places and names), first person, diary entry, thoughts, opinions, features.	<i>Recap on Autumn and Spring plus:</i> innovation, change, opinion, explain, question mark, punctuation, prefix, apostrophe, contractions.	<i>Recap on Autumn and Spring and Summer 1.</i> Inference, exclamation mark, punctuation, adjectives, setting, description, non-chronological report, facts, non-fiction, real.
<b>Enrichment opportunities</b>	- Autumn Day		- Paddington tea party.		- Owl and Pussycat performance - Owl and Pussycat collage.	
<b>Assessing impact.</b>	<b>Writing assessment</b> - Independent assessed writes, quick quizzes, independent written morning work <b>Spelling assessment</b> - common exception words (spelling), quick quizzes, formative assessment when marking to check spellings, whole class spelling practise, independent morning work <b>Phonics assessment</b> – RWI sound knowledge assessments, phonics screening scores <b>Reading assessment</b> - common exception words (reading), 1:1 reading (running records), NTS comprehension papers, RWI comprehension papers, independent reading activities in books, pace of reading, book bands (running records). <b>Grammar assessment</b> - quick quizzes, RWI grammar papers, independent morning work					