

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 knowledge 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	
Year 1	Topic	The Great Outdoors		Little Explorers		Save our planet		
	Key Texts	Fiction: Into the Forest (Anthony Browne)		Fiction: Paddington (Michael Bond)		Fiction: Stella and the Seagull (Georgina Stevens) Dear Earth (Little Tiger London)		
		Poetry: Out and About (Shirley Hughes) <i>List poem</i> A first book of Nature (Nicola Davies) <i>List poem</i>		Cultures/Themes: Ossiri and the Bala Mengro (O'Neill and Quarmby)		Non-fiction: 10 things I can do to help my world (Melanie Walsh)		
	For more key texts which children are exposed to please see Reading Spine document							
	Reading – Word Reading:							
Core knowledge and Application		- I know how to read words within sentences by applying phonic knowledge. - I know how to read some common exception words (<i>l, a, is, his, has, put</i>) - I know how to read words containing suffixes -s and -es .	<i>Recap on Autumn 1 plus:</i> - I know how to read some common exception words (<i>says, push, pull, full, ask, do, to</i>).	<i>Recap on Autumn plus:</i> - I know how to read words containing suffixes -ed and -ing . - I know how to read some common exception words (<i>be, he, we, she, me, no, go, so, by, my, the</i>).	<i>Recap on Autumn and Spring 1 plus:</i> - I know how to read further common exception words (<i>you, your, they, was, our, of, come, some, one, once</i>). - I know how to read multi-syllabic words including those with common suffixes with increased accuracy.	<i>Recap on Autumn and Spring plus:</i> - I know how to read words containing suffixes -er and -est . - 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>).	<i>Recap on Autumn, Spring and Summer 1 plus:</i> - 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 all common exception words on-sight and additional tricky words (<i>why, when, what, want, because, like, have, saw</i>)	
	Reading – Comprehension:							
	- 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. - I understand what 'vocabulary' is (VIPERS).	<i>Recap on Autumn 1 plus:</i> - I know what the significance of the title and events in a story are. - I know and can explain the meaning of vocabulary (VIPERS). - I know how to give a simple prediction , on the basis of what has	<i>Recap on Autumn plus:</i> - I know some topic related/unfamiliar vocabulary and I can use it mostly appropriately (VIPERS). - I know how to answer questions based on specific VIPERS – verbally .	<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 retrieving information from the text (VIPERS).	<i>Recap on Autumn and Spring plus:</i> - I understand and can explain 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.	<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 VIPERS , in simple, written form .		

		happened so far. (VIPERS).		- I can answer a range of questions based on VIPERS – verbally with more independence and in <i>simple written form e.g. multi-choice</i> . - I know how to <i>sequence</i> events from a story (VIPERS).		
Writing - Transcription:						
- I know how to segment to spell words using my phonic knowledge. - I know how to use the spelling rule for adding s / es .	<i>Recap on Autumn 1 plus:</i> - I know how to spell learn some common exception words (<i>a, I, is, his, has, says, put, push, pull, full, ask, do, to</i>).	<i>Recap on Autumn plus:</i> - I know how to use spell words using the suffixes - ing and - ed . - I know how to spell some days of the week (<i>Monday, Sunday, Friday, Thursday</i>) - I know how to spell learn some common exception words (<i>be, he, we, she, me, no, go, so, by, my, the</i>).	<i>Recap on Autumn and Spring 1 plus:</i> - I know how to spell some days of the week (<i>Tuesday, Wednesday, Saturday</i>) - I know how to spell learn some common exception words (<i>you, your, they, was, our, of, come, some, one, once</i>).	<i>Recap on Autumn and Spring plus:</i> - I know how to spell words using the suffixes - er and - est . - I know how to spell words using the prefix un- . - I know how to spell learn some common exception words (<i>here, there, love, where, were, today, said, are, school, house, friend</i>).	<i>Recap on Autumn, Spring and Summer 1 plus:</i> - I know how to spell words using taught suffixes (s/es, ing, ed, er, est) and prefix (un) correctly. - I know how to spell all year 1 common exception words and some additional tricky words (<i>why, when, what, want, because, like, have, saw</i>) - I know how to spell all days of the week.	
Writing - Composition:						
- I understand how to share my ideas by saying them out loud. - I know how to compose my sentence orally with support. - I know how to write a list poem (free verse).	<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.	<i>Recap on Autumn plus:</i> - I know how to sequence sentences to form short narratives.	<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.	<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.	<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. - I know how to write an acrostic poem (structured).	
Writing – Vocabulary, grammar and punctuation:						
- I understand that I need to leave spaces between words. - I know what 'first person' means. - I know what a noun is.	<i>Recap on Autumn 1 plus:</i> - I know how to punctuate sentences using capital letters and full stops . - I know that I need to use a capital letter for the personal pronoun 'I' .	<i>Recap on Autumn plus:</i> - I understand how to use the conjunction 'and' to join words and clauses. - I know that I need to use capital letters for days of the week . - I know that I need to use capital letters for places .	<i>Recap on Autumn and Spring 1 plus:</i> - I know that I need to use capital letters for the names of people .	<i>Recap on Autumn and Spring plus:</i> - I know how to punctuate sentences using a question mark .	<i>Recap on Autumn and Spring plus:</i> - I know how to punctuate sentences using an exclamation mark .	

	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 (<i>short and tall letters</i>).	<i>Recap on Autumn plus:</i> - I know how to sit letters together in a word (<i>short and tail letters</i>).	<i>Recap on Autumn and Spring 1 plus:</i> - I know how to sit letters together in a word (mixture of <i>short, tall and tail letters</i>).	<i>Recap on Autumn and Spring.</i> - I know how to form some <i>capital letters</i> .	<i>Recap on Autumn, Spring and Summer 1 plus:</i> - I know how to sit letters together in a word within a sentence (<i>short, tall and tail letters</i>).
	Main Writing Piece (other writing pieces will take place across curriculum):					
	Poetry – following set format (list poem). - I understand that poetry is a genre of reading and writing. - I understand what a list poem is. - I know how to write a list of nouns to create my poem. - I know how to use known vocabulary to put my own ideas into a written poem.	Speech bubbles - I understand what speech bubbles are. - I understand that we use first person when writing speech bubbles.	Postcard - I know the features of a postcard. - I know how to write a postcard and include some of the features.	Story retell - I know that story writing is a fiction piece of writing. - I know how to sequence sentences to retell a story.	Letter - I know what the features of a letter are. - I know how to write a letter.	Booklet - I know that a booklet shows information about a specific subject. - I know that a booklet is non-fiction. Acrostic poem - I know what an acrostic poem is. - I know how to write an acrostic poem.
	Assessed Write					
	Baseline: All About Me	Speech bubbles: Gruffalo / Christmas story		Postcard form Paddington: Wales/Moon/South Pole?		Letter: to new teachers
Critical Vocab	compose, sentence, finger space, capital letter, letter, form, accurately, title, spell, explain, words, phonics, oral, common exception words, VIPERS (vocabulary, inference, prediction, explain, retrieve, sequence), plural, singular nouns, poetry, poem, genre,	<i>Recap on Autumn 1 plus:</i> short letter, tall letter (ascenders), punctuation, full stop, suffixes, punctuation, speech bubble, first person,	<i>Recap on Autumn plus:</i> tail letters (descenders), sequence, narratives, story, prediction, conjunction, retell, sequence, days of the week, postcard, nouns (places).	<i>Recap on Autumn and Spring 1 plus:</i> nouns (names), retell, sequence,	<i>Recap on Autumn and Spring plus:</i> non-fiction, explain, question mark, punctuation, prefix, contraction, apostrophe letter, first person,	<i>Recap on Autumn and Spring and Summer 1.</i> inference, exclamation mark, punctuation, poetry, poem, genre, acrostic, booklet, information, real, facts,
Enrichment opportunities	- Autumn Day		- Paddington tea party		- Perform acrostic poem	
Assessing impact.	Writing assessment - Independent assessed writes, quick quizzes, independent written morning work Spelling assessment - common exception words (spelling), quick quizzes, formative assessment when marking to check spellings, whole class spelling practise, independent morning work Phonics assessment – RWI sound knowledge assessments, phonics screening scores Reading assessment - 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). Grammar assessment - quick quizzes, RWI grammar papers, independent morning work					

