

# Curriculum map

Reading – comprehension	Sequence 1 Story structure	Sequence 2 Fairy tales	Sequence 3 Traditional tales	Sequence 4 Rhymes and poems	Sequence 5 Rhymes and poems	Sequence 6 Rhymes and poems	Sequence 7 Instructions	Sequence 8 Recounts	Sequence 9 Reports	Sequence 10 Adventure stories	Sequence 11 Magical characters	Sequence 12 Imaginary worlds	Sequence 13 Fairy tales	Sequence 14 Letters	Sequence 15 Information texts
Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Be encouraged to link what they read or hear read to their own experiences.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Recognise and join in with predictable phrases.			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Learn to appreciate rhymes and poems, and to recite some by heart.			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Discuss word meanings, linking new meanings to those already known.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Draw on what they already know or on background information and vocabulary provided by the teacher.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Check that the text makes sense to them as they read and correct inaccurate reading.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Discuss the significance of the title and events.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Make inferences on the basis of what is being said and done.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Predict what might happen on the basis of what has been read so far.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Participate in discussion about what is read to them, taking turns and listening to what others say.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Explain clearly their understanding of what is read to them.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Writing – transcription	Sequence 1	Sequence 2	Sequence 3	Sequence 4	Sequence 5	Sequence 6	Sequence 7	Sequence 8	Sequence 9	Sequence 10	Sequence 11	Sequence 12	Sequence 13	Sequence 14	Sequence 15
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Spell words containing each of the 40+ phonemes already taught.															
Spell common exception words.						✓									
Spell the days of the week.								✓							
Name the letters of the alphabet in order.															
Use letter names to distinguish between alternative spellings of the same sound.				✓											
Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.	✓		✓			✓									
Use the prefix un-.							✓				✓				
Use -ing, -ed, -er and -est where no change is needed in the spelling of root words.	✓				✓	✓				✓	✓	✓	✓	✓	✓
Apply simple spelling rules and guidance, as listed in English Appendix 1.	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓
Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓

# Curriculum map

Writing – composition	Sequence 1	Sequence 2	Sequence 3	Sequence 4	Sequence 5	Sequence 6	Sequence 7	Sequence 8	Sequence 9	Sequence 10	Sequence 11	Sequence 12	Sequence 13	Sequence 14	Sequence 15	
	Say out loud what they are going to write about.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Compose a sentence orally before writing it.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Sequence sentences to form short narratives.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Re-read what they have written to check that it makes sense.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Discuss what they have written with the teacher or other pupils.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Read aloud their writing clearly enough to be heard by their peers and the teacher.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

# Curriculum map

Writing – vocabulary, grammar and punctuation	Sequence 1	Sequence 2	Sequence 3	Sequence 4	Sequence 5	Sequence 6	Sequence 7	Sequence 8	Sequence 9	Sequence 10	Sequence 11	Sequence 12	Sequence 13	Sequence 14	Sequence 15
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Leave spaces between words.		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Join words and join clauses using and.		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Learn the grammar for year 1 in English Appendix 2.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use the grammatical terminology in English Appendix 2 in discussing their writing.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Sequence 1 Story structure	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Sequence 2 Fairy tales		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Sequence 3 Traditional tales			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Sequence 4 Rhymes and poems	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Sequence 5 Rhymes and poems	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Sequence 6 Rhymes and poems				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Sequence 7 Instructions				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Sequence 8 Recounts				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Sequence 9 Reports				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Sequence 10 Adventure stories				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Sequence 11 Magical characters				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Sequence 12 Imaginary worlds				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Sequence 13 Fairy tales				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Sequence 14 Letters				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Sequence 15 Information texts	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



English Appendix 1: Spelling [continued]		Sequence 1 Story structure	Sequence 2 Fairy tales	Sequence 3 Traditional tales	Sequence 4 Rhymes and poems	Sequence 5 Rhymes and poems	Sequence 6 Rhymes and poems	Sequence 7 Instructions	Sequence 8 Recounts	Sequence 9 Reports	Sequence 10 Adventure stories	Sequence 11 Magical characters	Sequence 12 Imaginary worlds	Sequence 13 Fairy tales	Sequence 14 Letters	Sequence 15 Information texts
Spell words with the split digraph i-e.						✓					✓					
Spell words with the split digraph o-e.						✓										
Spell words with the split digraph u-e.						✓										
Spell words with the digraph ar.					✓											
Spell words with the digraph ee.			✓													
Spell words with the digraph ea (/i:/).			✓													
Spell words with the digraph ea (/ɛ/).																
Spell words with the digraph er (/ɜ:/).		✓				✓					✓					✓
Spell words with the digraph er (/ə/).		✓				✓		✓			✓					✓
Spell words with the digraph ir.							✓									
Spell words with the digraph ur.							✓									
Spell words with the digraph oo (/u:/).																✓
Spell words with the digraph oo (/ɔ/).																
Spell words with the digraph oa.																
Spell words with the digraph oe.																
Spell words with the digraph ou.																
Spell words with the digraphs ow (/əʊ/), ow (/ɒ/), ue, ew.																

Sequence 1 Story structure	Sequence 2 Fairy tales	Sequence 3 Traditional tales	Sequence 4 Rhymes and poems	Sequence 5 Rhymes and poems	Sequence 6 Rhymes and poems	Sequence 7 Instructions	Sequence 8 Recounts	Sequence 9 Reports	Sequence 10 Adventure stories	Sequence 11 Magical characters	Sequence 12 Imaginary worlds	Sequence 13 Fairy tales	Sequence 14 Letters	Sequence 15 Information texts
Spell words with the digraph ie (/a/).														
Spell words with the digraph ie (/i:/).														
Spell words with the trigraph igh.														✓
Spell words with the digraph or.				✓										
Spell words with the trigraph ore.				✓										
Spell words with the digraph aw.				✓										
Spell words with the digraph au.								✓						
Spell words with the trigraph air.				✓										
Spell words with the trigraph ear.														
Spell words with the trigraph ear (/ɛə/).				✓										
Spell words with the trigraph are (/ɛə/).				✓										
Spell words ending -y.														
Learn new consonant spellings ph and wh.				✓										
Use k for the /k/ sound.														
Add the prefix -un.														
Spell compound words.														
Spell common exception words.														

English Appendix 2: Vocabulary, grammar and punctuation		Sequence 1	Sequence 2	Sequence 3	Sequence 4	Sequence 5	Sequence 6	Sequence 7	Sequence 8	Sequence 9	Sequence 10	Sequence 11	Sequence 12	Sequence 13	Sequence 14	Sequence 15
Understand regular plural noun suffixes -s or -es, including the effects of these suffixes on the meaning of the noun.	✓															
Use suffixes that can be added to verbs where no change is needed in the spelling of root words.	✓															
Understand how the prefix un- changes the meaning of verbs and adjectives.																
Understand how words can combine to make sentences.																
Join words and join clauses using and.																
Sequence sentences to form short narratives.	✓															
Separate words with spaces.	✓															
Be introduced to capital letters, full stops, question marks and exclamation marks to demarcate sentences.	✓															
Use capital letters for names and for the personal pronoun I.	✓															