

HOLBROOK PRIMARY SCHOOL

English Curriculum Map

YEAR 1



Fiction and poetry text types	Texts to support curriculum and story time	
Stories with patterned language	<p> Choices, choices Walking through the jungle Here come the aliens! Ten in the bed This is the bear Farmer duck One duck stuck Pass the jam, Jim Owl babies Monkey do! It's the bear! Duck in the truck Baby blue egg Oliver who would not sleep A dark, dark tale Don't forget the bacon! Brown bear, brown bear, what do you see? </p>	<p> Allette, Dawne Lacome, Julie McNaughton, Colin Dale, Penny Hayes, Sarah Waddell, Martin Root, Phyllis Umansky, Kaye Waddell, Martin Ahlberg, Allan Alborough, Jez Alborough, Jez Kelly, Mij Bergman, Mara Brown, Ruth Hutchins, Pat Martin, Bill </p>
Traditional stories and fairy tales	<p> Usborne illustrated fairy tales The princess and the pea The enormous turnip Jack and the beanstalk The elves and the shoemaker Little Red Riding Hood Storytime : first tales for sharing The Three Billy Goats Gruff The wolf's story : what really happened to Little Red Riding Hood Once upon a picnic Once upon a time Little Red Riding Hood Puss in boots : the adventures of that most enterprising feline Little Red : a fizzingly good yarn </p>	

	The boy who cried wolf	
Poems with patterns, rhymes and music, using the 5 senses	<p>Whizz bang orang-utan: rhymes for the very young</p> <p>The works key stage 1: every kind of poem you will ever need for the literacy hour</p> <p>Commotion in the ocean</p> <p>Stomp, chomp, big roars!</p> <p>Here come the dinosaurs!</p> <p>Bouncing with the budgie</p> <p>Ten in the bed</p> <p>Hairy Maclary from Donaldson's Dairy</p> <p>Doing the animal bop</p> <p>One, two, three... off to the sea!</p> <p>Engines, engines</p> <p>One man went to mow...</p> <p>There once was a puffin</p> <p>We're sailing to Galapagos</p> <p>The house that Jack built</p> <p>Down by the cool of the pool</p> <p>Over in the meadow : a counting rhyme</p> <p>Three little kittens and other favourite nursery rhymes</p> <p>If you're happy and you know it!</p> <p>Jaha and Jamil went down the hill: an African</p> <p>Mother Goose</p>	<p>Foster, John</p> <p>Corbett, Pie</p> <p>Andreae, Giles</p> <p>Umansky, Kaye</p> <p>Warren, Celia</p> <p>Dale, Penny</p> <p>Dodd, Lynley</p> <p>Ormerod, Jan</p> <p>Body, Wendy</p> <p>Bruce, Lisa</p> <p>Impey, Rose</p> <p>Jaques, Florence Page</p> <p>Krebs, Laurie</p> <p>Mayo, Diana</p> <p>Mitton, Tony</p> <p>Voce, Louise</p> <p>Selected and illustrated by Tony Ross</p> <p>Kroll, Virginia</p>

READING

Word Reading	Comprehension	
<p>Pupils should be taught to:</p> <p>Apply phonic knowledge and skills as the route to decode words</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</p> <p>Read other words of more than one syllable that contain taught GPCs</p> <p>Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</p> <p>Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p> <p>Reread these books to build up their fluency and confidence in word reading</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Develop pleasure in reading, motivation to read, vocabulary and understanding by: <p>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>Being encouraged to link what they read or hear to their own experiences</p> <p>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>Recognising and joining in with predictable phrases</p> <p>Learning to appreciate rhymes and poems, and to recite some by heart</p> <p>Discussing word meanings, linking new meanings to those already known</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Understand both the books they can already read accurately and fluently and those they listen to by: <p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Checking that the text makes sense to them as they read, and correcting inaccurate reading</p> <p>Discussing the significance of the title and events</p> <p>Making inferences on the basis of what is being said and done</p> <p>Predicting what might happen on the basis of what has been read so far</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>Explain clearly their understanding of what is read to them</p>

YEAR 1 - WRITING

TRANSCRIPTION		
Spelling		Handwriting
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Spell: <ul style="list-style-type: none"> Words containing each of the 40+ phonemes already taught Common exception words The days of the week Name the letters of the alphabet: <ul style="list-style-type: none"> Naming the letters of the alphabet in order Using letter names to distinguish between alternative spellings of the same sound <ul style="list-style-type: none"> The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck (e.g. off, well, miss, buzz, back) n before k (e.g. bank, think, honk, sunk) Division of words into syllables (e.g. pocket, rabbit, carrot, thunder, sunset) -tch (e.g. catch, fetch, kitchen, notch, hutch) The v sound at the end of words English words hardly ever end with the letter v, so if a word ends with a /v/ sound, the letter e usually needs to be added after the 'v'. have, live, give Adding s and es to words (e.g. cats, dogs, spends, rocks, thanks, catches) Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word (e.g. hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper) Adding -er and -est (e.g. grander, grandest, fresher, 	<ul style="list-style-type: none"> ea (e.g. sea, dream, meat, each, read) ea (e.g. head, bread, meant, instead, read) er (e.g. her, term, verb, person) er (e.g. better, under, summer, winter, sister) ir (e.g. girl, bird, shirt, first, third) ur (e.g. turn, hurt, church, burst, Thursday) oo very few words end with the letters oo, although the few that do are often words that primary children in year 1 will encounter, for example, zoo food, pool, moon, zoo, soon oo book, took, foot, wood, good oa (the digraph oa is very rare at the end of an English word e.g. boat, coat, road, coach, goal) oe (e.g. toe, goes) ou (e.g. out, about, mouth, around, sound) ow, ow, ue, ew sounds can be spelt as u-e, ue and ew. If words end in the /oo/ sound ue and ew are more common spellings than oo. (e.g. now, how, brown, down, town own, blow, snow, grow, show blue, clue, true, rescue, Tuesday new, few, grew, flew, drew, threw) ie (e.g. lie, tie, pie, cried, tried, dried) ie (e.g. chief, field, thief) igh (e.g. high, night, light, bright, right) or (e.g. for, short, born, horse, morning) ore (e.g. more, score, before, wore, shore) aw (e.g. saw, draw, yawn, crawl) au (e.g. author, August, dinosaur, astronaut) air (e.g. air, fair, pair, hair, chair) ear (e.g. dear, hear, beard, near, year) 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Sit correctly at a table, holding a pencil comfortably and correctly Begin to form lower-case letters in the correct direction, starting and finishing in the right place Form capital letters Form digits 0-9 Understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these

<p>freshest, quicker, quickest)</p> <ul style="list-style-type: none"> ai, oi (e.g. rain, wait, train, paid, afraid oil, join, coin, point, soil) ay, oy ay and oy are used for those sounds at the end of words and at the end of syllables. day, play, say, way, stay boy, toy, enjoy, annoy a–e (e.g. made, came, same, take, safe) e–e (e.g. these, theme, complete) i–e (e.g. five, ride, like, time, side) o–e (e.g. home, those, woke, hope, hole) u–e (e.g. June, rule, rude, use, tube, tune) ar (e.g. car, start, park, arm, garden) ee (e.g. see, tree, green, meet, week) 	<ul style="list-style-type: none"> ear (e.g. bear, pear, wear) are (e.g. bare, dare, care, share, scared) Words ending –y (e.g. very, happy, funny, party, family) New consonant spellings ph and wh (e.g. dolphin, alphabet, when) Using k rather than c before e, i and y. (e.g. kit, skin) Adding the prefix –un (e.g. unhappy, undo, unload, unfair) Compound words (e.g. football, playground, farmyard, bedroom) Common exception words Write from memory simple sentences dictated by the teacher 	
COMPOSITION		
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> write sentences by: <ul style="list-style-type: none"> saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils read their writing aloud, clearly enough to be heard by their peers and the teacher 		

VOCABULARY, GRAMMAR AND PUNCTUATION

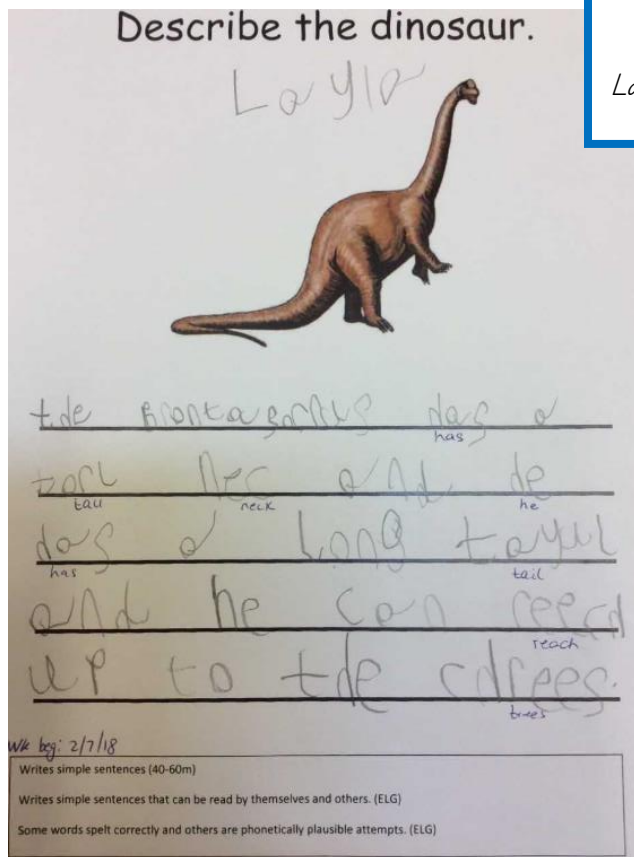
Word	Sentence	Text	Punctuation
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> Regular plural noun suffixes –s or –es [for example, dog (singular) becomes dogs (plural); wish, wishes], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat] 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> How words can combine to make sentences Joining words and joining clauses using and 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> Sequencing sentences to form short narratives 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I

Extract from Holbrook Handwriting Progression

Reception

An example of writing expected at the end of Reception

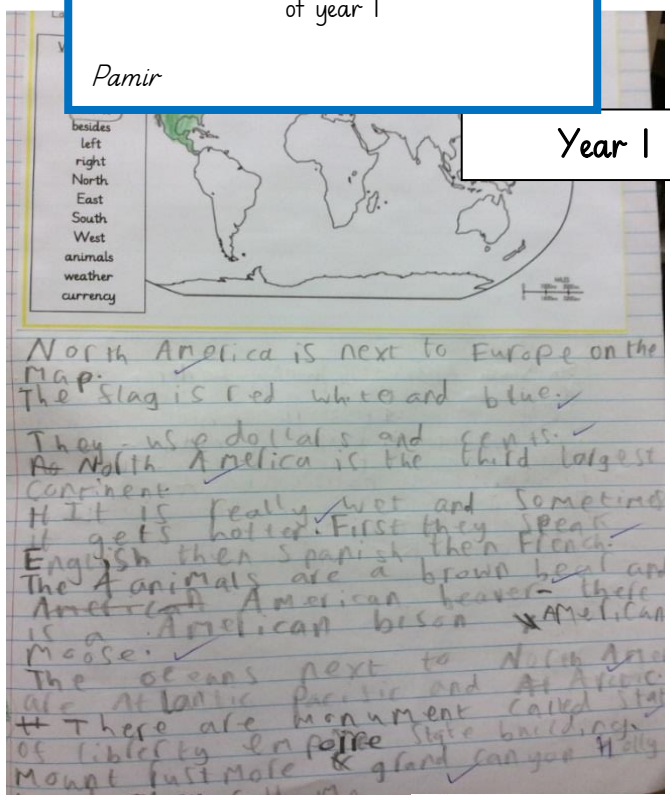
Layla



Year 1

An example of writing expected at the end of year 1

Pamir



Year 1

Statutory requirements

Handwriting

Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Notes and guidance (non-statutory)

Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided.

Left-handed pupils should receive specific teaching to meet their needs.

k

During year 1, introduce the new

abcdefghijklmnopqrstuvwxyz

The Capital letters

ABCDEFGHIJKLMNOPQRSTUVWXYZ

The Numerals

1234567890

1. down and off in another direction, exemplified by the letter l (long ladder): letters l, j, i, t, u (v, w with rounded bases)
2. down and retrace upwards, exemplified by the letter r (one-armed robot): letters b, h, k, m, n, p, r; (numbers 2, 3, 5 follow a clockwise direction)
3. anti-clockwise round, exemplified by the letter c (curly caterpillar): letters c, a, d, e, g, o, q, f, s; numbers: 0, 6, 8, 9
4. zigzag letters: letters v, w, x, z; numbers: 1, 4, 7.

Non-fiction text type progression

During the year, you should teach the text types highlighted in blue below, which are new to the year group, as a whole unit of writing. Choose from the other text types in black, which have been taught in previous year groups, as mini-outcomes within other units.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Recounts Instructions	Recounts Instructions Report Letters (informal) Diaries	Recounts Instructions Report Letters (informal) Diaries Explanation	Recounts Instructions Report Letters (formal) Diaries Explanation Persuasion	Recounts Instructions Report Letters Diaries Explanation Persuasion Newspaper report	Recounts Instructions Report Letters Diaries Explanation Persuasion Newspaper report Discussion

Poetry Technique Guidance

During the year, you should teach the poetic techniques highlighted in blue below, which are new to the year group, as part of a poetry or narrative unit. This is so that the pupils will be able to use these poetic techniques to enhance their descriptive writing.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Alliteration	Alliteration Similes	Alliteration Similes (wider range)	Alliteration Similes Onomatopoeia	Alliteration Similes Onomatopoeia Personification	Alliteration Similes Onomatopoeia Personification Repetition Metaphors

Holbrook Punctuation Progression (Whole school)					
YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Punctuation Capital letter Full stop Question mark Exclamation mark	Punctuation Capital letter Full stop Question mark Exclamation mark Commas in a list Apostrophes (missing letters and singular possession)	Punctuation Capital letter Full stop Question mark Exclamation mark Commas in a list Apostrophes (missing letters and singular possession) Inverted commas (or 'speech marks')	Punctuation Capital letter Full stop Question mark Exclamation mark Commas in a list Apostrophes (missing letters and singular possession) Inverted commas (or 'speech marks') and other speech punctuation e.g. commas Apostrophes for plural possession	Punctuation Capital letter Full stop Question mark Exclamation mark Commas in a list Apostrophes (missing letters and singular possession) Inverted commas (or 'speech marks') and other speech punctuation e.g. commas Apostrophes for plural possession Parenthesis Brackets Dashes Ellipsis Hyphen Colon Semi-colon Bullet Points	Punctuation Capital letter Full stop Question mark Exclamation mark Commas in a list Apostrophes (missing letters and singular possession) Inverted commas (or 'speech marks') and other speech punctuation e.g. commas Apostrophes for plural possession Parenthesis Brackets Dashes Ellipsis Hyphen Colon Semi-colon Bullet Points

Holbrook Grammar Progression						
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
WORD	Letter Word Singular Plural Suffix Prefix	Suffix Prefix	Suffix Prefix Consonant Vowel	Suffix Prefix Consonant Vowel Plural Possessive	Suffix Prefix (including verbs) Consonant Vowel Plural Possessive	Suffix Prefix (including verbs) Consonant Vowel Plural Possessive Synonyms Antonyms Subject Object
SENTENCE	Coordinating conjunctions: and	Coordinating conjunctions: or, and, but Subordinating conjunctions: when, if, that, because	Conjunctions: when, before, after, while, so, because Clause Subordinate clause	Conjunctions: when, before, after, while, so, because Clause Subordinate clause	Conjunctions: when, before, after, while, so, because Clause Subordinate clause Relative clauses beginning with: who, which where, when, whose, that Relative pronoun	Conjunctions: when, before, after, while, so, because Clause Subordinate clause Relative clauses beginning with: who, which where, when, whose, that Relative pronoun Passive and active voice Subjunctive forms
TENSE		Present simple Past simple Present progressive Past progressive	Present simple Past simple Present progressive Past progressive Present perfect	Present simple Past simple Present progressive Past progressive Present perfect	Present simple Past simple Present progressive Past progressive Present perfect Past perfect	Present simple Past simple Present progressive Past progressive Present perfect Past perfect
SENTENCE TYPES		Sentence types: Statement Command Question Exclamation Noun	Sentence types: Statement Command Question Exclamation Noun	Sentence types: Statement Command Question Exclamation Noun	Sentence types: Statement Command Question Exclamation Noun	Sentence types: Statement Command Question Exclamation Noun
WORD TYPES		Expanded noun phrases (with adjectives) Adjectives Verb Adverbs	Expanded noun phrases (with adjectives) Adjectives Verb Adverbs Prepositions	Expanded noun phrases (with adjectives and prepositions) Adjectives Adjectives Verb Adverbs Prepositions Fronted adverbials Pronouns (including possessive) Determiners	Expanded noun phrases (with adjectives and prepositions) Adjectives Verb Adverbs Prepositions Fronted adverbials Pronouns (including possessive) Determiners Adverbs for possibility Adverbials of time, place and number Modal verbs	Expanded noun phrases (with adjectives and prepositions) Adjectives Verb Adverbs Prepositions Fronted adverbials Pronouns (including possessive) Determiners Adverbs for possibility Adverbials of time, place and number Adverbials for cohesion Modal verbs