



Progression Map for English Elmer Class: Year One Year A

Year 1	Autumn Wk1-3	Autumn 1 STEM	Autumn 2 STEM	Spring 1 History	Spring 2 History	Summer 1 Geography	Summer 2 Perf Arts
	We are Artists	Windows Mirrors & Doors	Windows Mirrors & Doors	Far Far Away	Far Far Away	Guardians of Our Planet	Guardians of Our Planet
Book Focus/Genre Writing	Giuseppe Arcimboldo: Shopping lists. Captions, labels. Simple sentences. Recount: News writing	Windows by Julia Denos: Labels, captions & simple sentences. Snow white and the 7 dwarfs: Creating a wanted poster for the wicked witch (simple sentences.) Drama into writing.	Paper Dolls by Julia Donaldson: Create a Paper Dolls adventure with 3 parts. (Story writing.) Join sentences to form a narrative. Woodwork: Write simple sentences to describe their woodwork creation. Could also include a recount of the process.	Taking Flight: How The Wright brothers conquered the skies: Fact file (non – chronological report) of the Wright Brothers. (Drama into Writing.) Instructions: How to make a kite/paper airplane. The Crows Tale: Retell of the story. Join sentences to form a narrative. Flying Machine by Hilda Offen: Performance poetry & be inspired to create their own	The Willow Pattern Story by A Drummond: Retell the story. Join sentences to form a narrative. Katie in London by Simon Mayhew: Fact file (non-chronological report) of a London Landmark Katie in Scotland by Simon Mayhew: Description of their own Loch Ness Monster. Paddington at the Palace: Recount (postcard from Paddington to Aunt Lucy about	The Secret Garden (Usborne): Description of the secret garden. Somebody Swallowed Stanley by Sarah Roberts: Re-tell of the story. Joining sentences to create a narrative. One Plastic Bag by Miranda Paul: To recognise features of a non – chronological report. To write a non-chronological report on Isatou Ceesay including a did you know?	Jack & the beanstalk: To write a description of what Jack found at the top of the beanstalk. To use a sequence of sentences to create a narrative. Diary: Keep a bean/sunflower diary.



				poems about their own flying machine.	his adventure in London.		Recount: Related to trip or performance
Reading	Blend sounds in unfamiliar words Say what they like or dislike about a text Link what they read or hear read to their own	Blend sounds in unfamiliar words Say what they like or dislike about a text Link what they read or hear read to their own experiences	Blend sounds in unfamiliar words Read phonically decodable texts with confidence Read words of more than one syllable that contain taught GPCs (grapheme, phoneme correspondence) Say what they like or dislike about a text Link what they read or hear read to their own experiences Retell key stories orally using narrative language	Blend sounds in unfamiliar words Divide words into syllables, for example, pocket, rabbit, carrot, thunder, sunset Read phonically decodable texts with confidence Read words of more than one syllable that contain taught GPCs (grapheme, phoneme correspondence)	Blend sounds in unfamiliar words Divide words into syllables, for example, pocket, rabbit, carrot, thunder, sunset Read compound words, for example, football, Read words with contractions, e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s)	Blend sounds in unfamiliar words Divide words into syllables, for example, pocket, rabbit, carrot, thunder, sunset Read compound words, for example, football, Read words with contractions, e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s) Read phonically decodable texts with confidence	



	<p>experiences</p>		<p>Understand and talk about the main characteristics within a known key story</p>	<p>Retell key stories orally using narrative language</p> <p>Understand and talk about the main characteristics within a known key story</p> <p>Learn some poems and rhymes by heart</p> <p>Use prior knowledge, context and vocabulary provided to understand texts</p> <p>Make predictions based on the events in the text</p> <p>Explain what they understand about a text</p>	<p>Read phonically decodable texts with confidence</p> <p>Read words containing 's, es, ing, ed, er, est' endings • Read words which have the prefix – 'un' added</p> <p>Read words of more than one syllable that contain taught GPCs (grapheme, phoneme correspondence)</p> <p>Retell key stories orally using narrative language</p> <p>Understand and talk about the main characteristics</p>	<p>Read words containing 's, es, ing, ed, er, est' endings • Read words which have the prefix – 'un' added</p> <p>Read words of more than one syllable that contain taught GPCs (grapheme, phoneme correspondence)</p> <p>Retell key stories orally using narrative language</p> <p>Understand and talk about the main characteristics within a known key story</p> <p>Use prior knowledge, context and</p>	
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					<p>within a known key story Use prior knowledge, context and vocabulary provided to understand texts</p> <p>Check that the text makes sense to them as they read and correct miscues</p> <p>Make predictions based on the events in the text</p> <p>Explain what they understand about a text</p>	<p>vocabulary provided to understand texts</p> <p>Check that the text makes sense to them as they read and correct miscues</p> <p>Begin to draw inferences from the text and/or the illustrations</p> <p>Make predictions based on the events in the text</p> <p>Explain what they understand about a text</p>	
Phonics SPAG	←	Phonics: Phase 4 (CVCC & CCVC words, words with	Phonics: Phase 5 (Graphemes for reading/spelling ay, ou, ie, ea,	Phonics: Phase 5 (Graphemes for reading/spelling ay, ou, ie, ea, oy,	Phonics: Phase 5 (Graphemes for reading/spelling ay, ou, ie, ea, oy,	Phonics: Phase 5 (Recap)/6 Spellings: Recap of tricky words, →	



	<p>adjacent consonants, & 2 syllable words.) Spellings: <i>he, she, we, me, be, was, you, they, all, are, my, her</i> Common Exception words. Punctuation: capital letters, full stops, question marks. Capital letters for names & I. Join clauses using and. Dictated sentences.</p>	<p>oy,ir,ue,aw,wh,ph,e,w,oe,au,a-e,e-e, i-e,o-e,u-e. alternative pronunciations. 2 & 3 syllable words. Spellings: <i>said, so, have, like, some, come, were, there, little, one, do, when, what, out</i> Common Exception words Dictated sentences. Punctuation: capital letters, full stops, question marks. Capital letters for names & I. Join clauses using and. Dictated sentences.</p>	<p>ir,ue,aw,wh,ph,ew,oe,au,a-e,e-e, i-e,o-e,u-e. alternative pronunciations. 2 & 3 syllable words. Spellings: <i>said, so, have, like, some, come, were, there, little, one, do, when, what, out</i> Common Exception words, Days of the week, Plurals, Suffix: ed, ing, er,est Punctuation: capital letters, full stops, question marks, exclamation mark. Capital letters for names & I. Join clauses using and, because. Dictated sentences.</p>	<p>ir,ue,aw,wh,ph,ew,oe,au,a-e,e-e, i-e,o-e,u-e. alternative pronunciations. 2 & 3 syllable words. Spellings: <i>oh, their, people, Mr, Mrs, looked, called, asked</i> Common exception words, Days of the week, Plurals, compound words, Suffix: ed, ing, er,est Prefix un Punctuation: capital letters, full stops, question marks. Capital letters for names & I. Join clauses using and, because.</p>	<p>Common exception words, Days of the week, Plurals, Suffix: ed, ing, er, est Prefix un Punctuation: capital letters, full stops, question marks, exclamation mark. Capital letters for names & I. Join clauses using and, because, so, but. Start sentences with different words.</p>	
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Rode & Norton St Phillip
School Federation

Progression Map for English Elmer Class: Year One Year A

					Dictated sentences.		
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