

Progression Map for English Elmer Class: Year One

| Year 1       | Autumn     | Autumn 1             | Autumn 2                   | Spring 1             | Spring 2           | Summer 1                | Summer 2    |
|--------------|------------|----------------------|----------------------------|----------------------|--------------------|-------------------------|-------------|
|              | Wk1-3      | STEM                 | STEM                       | History              | History            | Geography               | Perf Arts   |
|              | We are     | Windows              | Windows Mirrors &          | Far Far Away         | Far Far Away       | <b>Guardians of Our</b> | Guardians   |
|              | Artists    | Mirrors &            | Doors                      |                      |                    | Planet                  | of Our      |
|              |            | Doors                |                            |                      |                    |                         | Planet      |
| B <b>ook</b> | Giusepp    | Windows by           | Paper Dolls by Julia       | Taking Flight:       | The Willow         | The Secret              | Jack & the  |
| Focus/G      | е          | Julia Denos:         | <b>Donaldson:</b> Create a | How The Wright       | Pattern Story by A | Garden (Usborne): D     | beanstalk:  |
| enre         | Arcimbo    | Labels,              | Paper Dolls                | brothers conquered   | Drummond: Retell   | escription of the       | To write a  |
|              | ldo:       | captions &           | adventure with             | the skies: Fact      | the story. Join    | secret garden.          | descriptio  |
| Writing      | Shoppin    | simple               | 3 parts. (Story            | file (non –          | sentences to form  | Somebody Swallowe       | n of        |
|              | g lists.   | sentences.           | writing.) Join             | chronological        | a narrative.       | d Stanley by Sarah      | what Jack   |
|              | Caption    | Snow white           | sentences to form a        | report) of the       | Katie in London by | Roberts: Re-tell of     | found at    |
|              | s, labels. | and the 7            | narrative.                 | Wright Brothers.     | Simon Mayhew:      | the story. Joining      | the top of  |
|              | Simple     | dwarfs: Creat        | Woodwork: Write            | (Drama into          | Fact file (non-    | sentences to create     | the         |
|              | sentenc    | ing a wanted         | simple sentences to        | Writing.)            | chronological      | a narrative.            | beanstalk.  |
|              | es.        | poster for the       | describe their             | Instructions: How    | report) of a       | One Plastic Bag by      | To use a    |
|              |            | wicked               | woodwork                   | to make a            | London Landmark    | Miranda Paul: To        | sequence    |
|              | Recount    | witch (simple        | creation. Could also       | kite/paper airplane. | Katie in Scotland  | recognise features of   | of          |
|              | : News     | sentences.) <b>D</b> | include a recount of       | The Crows Tale:      | by Simon           | a non –                 | sentences   |
|              | writing    | rama into            | the process.               | Retell of the story. | Mayhew: Descripti  | chronological report.   | to create a |
|              |            | writing.             |                            | Join sentences to    | on of their own    | To write a non-         | narrative.  |
|              |            |                      |                            | form a narrative.    | Loch Ness          | chronological report    |             |
|              |            |                      |                            | Flying Machine by    | Monster.           | on Isatou               | Diary:      |
|              |            |                      |                            | Hilda                | Paddington at the  | Ceesay including a      | Кеер а      |
|              |            |                      |                            | Offen: Performance   | Palace: Recount    | did you know?           | bean/sunfl  |
|              |            |                      |                            | poetry               | (postcard from     |                         | ower        |
|              |            |                      |                            | & be inspired to cre | Paddington to      |                         | diary.      |
|              |            |                      |                            | ate their own        | Aunt Lucy about    |                         |             |



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



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| experie |                        | Retell key stories  | Read phonically    |                         |  |
|---------|------------------------|---------------------|--------------------|-------------------------|--|
| nces    | Understand and talk    | orally using        | decodable texts    | Read words              |  |
|         | about the main         | narrative language  | with confidence    | containing 's, es, ing, |  |
|         | characteristics within |                     |                    | ed, er, est' endings •  |  |
|         | a known key story      | Understand and      | Read words         | Read words which        |  |
|         |                        | talk about the main | containing 's, es, | have the prefix –'un'   |  |
|         |                        | characteristics     | ing, ed, er, est'  | added                   |  |
|         |                        | within a known key  | endings • Read     |                         |  |
|         |                        | story               | words which have   | Read words of more      |  |
|         |                        |                     | the prefix – 'un'  | than one syllable       |  |
|         |                        | Learn some poems    | added              | that contain taught     |  |
|         |                        | and rhymes by       |                    | GPCs (grapheme,         |  |
|         |                        | heart               | Read words of      | phoneme                 |  |
|         |                        |                     | more than one      | correspondence)         |  |
|         |                        | Use prior           | syllable that      |                         |  |
|         |                        | knowledge, context  | contain taught     |                         |  |
|         |                        | and vocabulary      | GPCs (grapheme,    | Retell key stories      |  |
|         |                        | provided to         | phoneme            | orally using narrative  |  |
|         |                        | understand texts    | correspondence)    | language                |  |
|         |                        |                     |                    |                         |  |
|         |                        | Make predictions    | Retell key stories | Understand and talk     |  |
|         |                        | based on the events | orally using       | about the main          |  |
|         |                        | in the text         | narrative language | characteristics within  |  |
|         |                        |                     |                    | a known key story       |  |
|         |                        | Explain what they   | Understand and     |                         |  |
|         |                        | understand about a  | talk about the     | Use prior knowledge,    |  |
|         |                        | text                | main               | context and             |  |
|         |                        |                     | characteristics    |                         |  |



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|         |          |               |                      |                      | within a known key story         | vocabulary provided to understand texts |
|---------|----------|---------------|----------------------|----------------------|----------------------------------|---|
|         |          |               |                      |                      | Use prior                        | Charal that the tail                    |
|         |          |               |                      |                      | knowledge,                       | Check that the text                     |
|         |          |               |                      |                      | context and                      | makes sense to them                     |
|         |          |               |                      |                      | vocabulary                       | as they read and                        |
|         |          |               |                      |                      | provided to                      | correct miscues                         |
|         |          |               |                      |                      | understand texts                 | Basis ta da                             |
|         |          |               |                      |                      | Chaalethatte                     | Begin to draw                           |
|         |          |               |                      |                      | Check that the                   | inferences from the                     |
|         |          |               |                      |                      | text makes sense                 | text and/or the                         |
|         |          |               |                      |                      | to them as they read and correct | illustrations                           |
|         |          |               |                      |                      | miscues                          | Make predictions                        |
|         |          |               |                      |                      | IIIISCUES                        | based on the events                     |
|         |          |               |                      |                      | Make predictions                 | in the text                             |
|         |          |               |                      |                      | based on the                     | III the text                            |
|         |          |               |                      |                      | events in the text               | Explain what they                       |
|         |          |               |                      |                      | events in the text               | understand about a                      |
|         |          |               |                      |                      | Explain what they                | text                                    |
|         |          |               |                      |                      | understand about                 | COAC                                    |
|         |          |               |                      |                      | a text                           |   |
|         |          |               |                      |                      |                                  |   |
|         |          |               |                      |                      |                                  |   |
| Phonics |          | Phonics: Phas | Phonics: Phase 5 (Gr | Phonics: Phase 5 (G  | Phonics: Phase                   | Phonics: Phase 5                        |
| SPAG    | <b>—</b> | e 4 (CVCC &   | aphemes for          | raphemes for         | 5 (Graphemes for                 | (Recap)/6                               |
|         | ·        | CCVC words,   | reading/spelling ay, | reading/spelling ay, | reading/spelling                 | Spellings: Recap of                     |
|         |          | words with    | ou, ie, ea,          | ou, ie, ea, oy,      | ay, ou, ie, ea, oy,              | tricky words,                           |



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| adjacen consona & 2 sylla words.) Spelling she, we be, was they, all my, her Commo Exceptio words. Punctua capital letters, stops, question marks. Capital for nam l. Join clau using ar Dictated | w,oe,au,a-e,e-e, i- e,o-e,u-e. alternative pronunciations. 2 & s: he, syllable words. Spellings: said, so, have, like, some, come, were, there, little, one, do, when, what, out Common Exception words Dictated sentences. Punctuation: capital letters, full stops, question marks. Capital letters for names & I. Join clauses using and. Dictated sentences. | 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: said, so, have, like, some, come, were, there, little, one, do, when, what, out 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. | 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: oh, their, people, Mr, Mrs, looked, called, asked Common exception words, Days of the week, Plurals, compound words, Suffix: ed, ing, er,est Prefix un  Punctuation: capit al letters, full stops, question marks. Capital letters for names & I. | 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. |
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|--|-----------------------|--------|---------------------|--|
|  |                       |        | Dictated sentences. |  |