



Progression map for English: Elmer Class Year One

Year B

Year 1	Autumn Wk1-3	Autumn 1 History	Autumn 2 History	Spring 1 STEM	Spring 2 STEM	Summer 1 Geography	Summer 2 Perf Arts
	We are Artists	Terrific Time Travellers	Terrific Time Travellers	Tales & Teeth	Tales & Teeth	River Deep Mountain High	River Deep Mountain High
Book Focus/Genre Writing	Giuseppe Arcimboldo: Shopping lists. Captions, labels. Simple sentences. Recount: News writing	The museum of me: Labels & captions. Simple sentences to create a poster all about me. Why are there so many books about bears? To write an impossible question.	Poetry: Senses poem based on leaves & Autumn. Leaf by Sandra Diekmann: Re-tell of the story using pictures as prompts. Sequencing sentences to create a narrative.	Little Red Riding Hood: Retell the story orally & then in written form. Join sentences to form a narrative. Goldilocks and the three bears: To write a set of instructions for making porridge (from bears to Goldilocks.)	A variety of non-fiction books: To individually create a fact file (non-chronological report) about an animal using scientific vocabulary (linked to Longleat & drama into writing.) To create a zookeeper's handbook as a class. The Crows Tale: Descriptive sentences.	The Wind in the Willows: Write a postcard from Mr Toad to Badger about his day on the river (re-count) A river by Marc Martins: Write a river story using their own experiences (trip to river.) Sentences to form a narrative. Poetry: To write a senses poem based on the trip to the river. Katie & the sunflowers (story read on You)	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. Katie & the dinosaurs: To write a dinosaur adventure. To use a sequence of sentences to create a narrative.



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						<p>tube.): To write a riddle about a sunflower using descriptive sentences.</p> <p>Camille & the sunflowers: To write a set of instructions of how to plant a sunflower.</p>	<p>Recount: Related to trip or performance.</p>
<p>Reading</p>	<p>Blend sounds in unfamiliar words</p> <p>Say what they like or dislike about a text</p> <p>Link what</p>	<p>Blend sounds in unfamiliar words</p> <p>Say what they like or dislike about a text</p> <p>Link what they read or hear read to their own experiences</p>	<p>Blend sounds in unfamiliar words</p> <p>Read phonically decodable texts with confidence</p> <p>Read words of more than one syllable that contain taught GPCs (grapheme, phoneme correspondence)</p> <p>Say what they like or dislike about a text</p>	<p>Blend sounds in unfamiliar words</p> <p>Divide words into syllables, for example, pocket, rabbit, carrot, thunder, sunset</p> <p>Read phonically decodable texts with confidence</p> <p>Read words of more than one syllable that contain taught GPCs (grapheme,</p>	<p>Blend sounds in unfamiliar words</p> <p>Divide words into syllables, for example, pocket, rabbit, carrot, thunder, sunset</p> <p>Read compound words, for example, football,</p> <p>Read words with contractions, e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s)</p>	<p>Blend sounds in unfamiliar words</p> <p>Divide words into syllables, for example, pocket, rabbit, carrot, thunder, sunset</p> <p>Read compound words, for example, football</p> <p>Read words with contractions, e.g. I'm, I'll, we'll, and understand that</p>	



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	<p>they read or hear read to their own experiences</p>		<p>Link what they read or hear read to their own experiences</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>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>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>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 within a known key story</p>	<p>the apostrophe represents the omitted letter(s)</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>	
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				<p>Explain what they understand about a text</p>	<p>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>Understand and talk about the main characteristics within a known key story</p> <p>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>Begin to draw inferences from the text and/or the illustrations</p>	
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						<p>Make predictions based on the events in the text</p> <p>Explain what they understand about a text</p>	
<p>Phonics SPAG</p>	←	<p>Phonics: Phase 4 (CVCC & CCVC words, words with 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,</p>	<p>Phonics: Phase 5 (Graphemes for reading/spelling ay, ou, ie, ea, 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, Plurals,Suffix: ed, ing, er,est Punctuation: capital letters, full stops,</p>	<p>Phonics: Phase 5 (Graphemes for reading/spelling ay, ou, ie, ea, 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, Days of the week, Plurals, Suffix: ed, ing, er,est Punctuation: capital letters, full stops,</p>	<p>Phonics: Phase 5 (Graphemes for reading/spelling ay, ou, ie, ea, oy,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, Suffix: ed, ing, er,est Punctuation: capital letters, full stops, question marks. Capital letters for names & I.</p>	<p>Phonics: Phase 5 (Recap)/6 Spelling: 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.</p>	<p>Phonics: Phase 5/6 Spelling: 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.</p>



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		question marks. Capital letters for names & I. Join clauses using and . Dictated sentences.	question marks. Capital letters for names & I. Join clauses using and . Dictated sentences.	question marks. Capital letters for names & I. Join clauses using and, because . Dictated sentences.	Join clauses using and, because . Dictated sentences.	Dictated sentences.	Join clauses using and, because, so, but . Start sentences with different words.
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