

**English Maps – Teaching English Through Novels. (2017-18) Year 1 2017**

|                                   | <b>Autumn 1. 7 weeks</b>   | <b>Autumn 2 8 weeks</b>  | <b>Spring 1 6 weeks</b>   | <b>Spring 2 4 weeks</b>  | <b>Summer 1 7 weeks</b>   | <b>Summer 2 7 weeks</b>  |
|-----------------------------------|--|--|---|--|---|--|
| <b>Text:</b>                      | <b>Knuffle Bunny</b> by Mo Willems<br><b>The Dog and the Lost Mum.</b><br><b>Billy's Bucket</b> by Kes Gray & Garry Parsons<br><b>Not a Stick</b> by Antoinette Portis   | <b>Harvey Slumfenburger</b> by John Burningham<br><b>Christmas Poems</b>   | <b>The House that Jack Built</b><br><b>Anancy and Mr Dry-Bone</b> by Fiona French.  | <b>Dear Greenpeace</b> by Simon James<br><b>Boris and Sid Met a Shark.</b><br><b>Cat, Fish and Shell.</b>  | <b>Cinderella, Billy Goats Gruff, Snow White.</b><br><b>Snow White in New York</b> by Fiona French.<br><b>Hairy Tales and Nursery Crimes</b> by Michael Rosen.  | <b>Superheroes – all sorts</b> (Hamilton Group Reader.)<br><br>Information texts on people who help us.  |
| <b>Genre &amp; Key Objectives</b> | <b>Stories in Familiar Settings</b><br>Description:<br>Imagination & mystery are the key to engaging chn in writing lists & designing signs. Chn learn about the features of labels & lists, descriptive writing & designing Wanted Posters! Chn become detectives & find information from other people's writing.<br>Grammar focus:<br>1. Write, leaving spaces between words<br>2. Use capital letters for the names of people, places, days of the week, etc<br><br>Talk articulately about something using clear voice and appropriate vocabulary<br>Link their own experiences to the experiences of a character in a story<br>Write and spell words using knowledge of phoneme to grapheme representations<br>Begin to use knowledge of spelling patterns and rules in own writing.<br>Check the book makes sense to them as they read and correcting themselves as they go<br>Make inferences from what is happening and predict what may happen next.<br>Write what someone says in a speech bubble.<br>Write in complete sentences with correct punctuation.<br>Use a capital 'I' for the personal pronoun.<br>Know letter names as well as their sounds.<br>Form lower case letters correctly<br>Form uppercase letters correctly.<br>Read and spell words using the /oi/ phoneme with several graphemes to represent it.<br>Plan a story based on one read.<br>Discuss with others what their story will be about.<br>Say out loud what they are going to write<br>Compose a sentence orally before writing it<br>Sequence sentences to form short narratives<br>Re-read what they have written to check it makes sense<br>Check that their story is making sense by re-reading it carefully.<br>Compose sentences orally before writing them<br>Sequence sentences to form short narratives.<br>Complete their story, re-reading to check it makes sense.<br>Read aloud their writing clearly enough to be heard by their peers. | <b>Stories with Repeating Patterns</b><br>Description:<br>Children will read and discuss 'Harvey Slumfenburger's Christmas Present'. They will learn a repeated refrain orally and then adapt this to create their own individual sentences using this pattern, focussing on writing in sentences.<br>Grammar focus:<br>1. Write, leaving spaces between words<br>2. Begin to punctuate sentences using a capital letter and a full stop, a question or exclamation mark.<br>3. Use grammatical terminology<br><br>Read and enjoy poems<br>Use phonic and other clues such as rhyme to help read unfamiliar words<br>Reading a text independently and as part of a small group.<br>Perform a text using appropriate spoken clear English.<br>Copy a text using neat handwriting<br>Leave spaces between words and form letters correctly.<br>Re-read own writing to check it makes sense.<br>Use neat handwriting to write a poem.<br>Check that the poem is correctly written by saying it aloud. Learn a poem by heart.<br>Continue writing a poem, writing an extra line.<br>Say a line out loud before writing it.<br>Check that what they have written makes sense.<br>Talk to others about ideas – listening and contributing to the discussion.<br>Record their ideas using a mixture of words and pictures.<br>Write an extra verse for a poem.<br>Say their ideas out loud before writing it<br>Read their extra verse clearly to others.<br>Compose list poem based on those read.<br>Write in clear sentences.<br>Use capital letters and full stops.<br>Complete their list poem.<br>Check that their sentences are correctly punctuated.<br>Re-read their own writing to check for sense.<br>Perform their poem to others.<br>Speak in a clear voice using appropriate register and tone. | <b>Traditional Tales</b><br>Description:<br>Chn listen to an entertaining traditional tale told by a storyteller. They share favourite tales. Using <b>The House that Jack Built</b> and <b>Anancy and Mr Dry-Bone</b> they discuss settings, plots and characters, then design a character and write their own version.<br>Grammar focus:<br>1. Using capital letter s for proper names.<br>2. Using full stops and capitals to demarcate sentences<br><br>Listen to, follow and enjoy an oral story<br>Explain which is their favourite part, giving reasons.<br>Write an extended sentence using description.<br>Punctuate a sentence correctly.<br>Describe a favourite story read or listened to.<br>Explain the reasons for their choice.<br>Write a reason in a complete sentence.<br>Use 'because' to join two simple sentences.<br>Punctuate a sentence correctly.<br>Listen to, follow and enjoy a traditional tale.<br>Sequence the events in a familiar story.<br>Write pronouns and other key words using phonics and also other clues for tricky words.<br>Form letters correctly in writing.<br>Write a sentence containing a key word.<br>Act out a familiar traditional story.<br>Work with others to act out a familiar story.<br>Plan a character for their story.<br>Understand that proper nouns (names) have capital letters.<br>Start to write their own story based on a familiar traditional tale.<br>Compose sentences orally before writing them<br>Sequence sentences to form short narratives.<br>Complete their story<br>Re-read their own writing to check it makes sense. | <b>Letters</b><br>Description:<br>Chn read Dear Greenpeace by Simon James, focussing on use of full stops, question and exclamation marks. In the second week, they write letters to WWF about an animal of their choice using the same story structure as in Dear Greenpeace.<br>Grammar focus:<br>1. Begin to write complete sentences<br>2. Use capital letters at the start of a sentence and a full stop, exclamation or question mark at the end.<br>3. Identify and distinguish statements, questions and exclamations<br><br>Read, in collaboration with others, letters and postcards.<br>Identify features of letters and postcards.<br>Recognise own address and write this.<br>Engage in research, finding out about a given topic.<br>Identify words with the /ee/ phoneme and recognise different graphemes used to represent this.<br>Read independently, using phonic clues to help with reading unfamiliar words.<br>Sort books into fiction and non-fiction and begin to recognise some of the differences.<br>Identify sentences and sentence punctuation.<br>Research facts about whales.<br>Write sentences to give key facts.<br>Use correct sentence punctuation.<br>Write questions using correct punctuation.<br>Recognise the difference between a question and a statement.<br>Participate in discussions about an animal character.<br>Invent their own animal character.<br>Write two clearly punctuated sentences.<br>Write a letter using the features of a letter.<br>Compose sentences orally before writing them.<br>Include a question in a letter.<br>Write a letter using features of letter writing.<br><br><i>(continued below)</i> | <b>Fairy Stories and Traditional Tales</b><br>Description:<br>Use traditional tales to study characters/settings, sequence events, tell oral stories and plan new versions of old favourites.<br>Use story maps to retell tales. Chn write a story based on a traditional tale using adjectives and compound sentences.<br>Grammar focus:<br>1. Join words and join clauses using 'and'.<br>2. Leave spaces between words.<br>3. Punctuate sentences with a capital letter & full stop<br>Listen to, follow and enjoy an oral story.<br>Understand what a traditional tale is and identify characters.<br>Learn to recite traditional opening/ ending by heart.<br>Use drama to investigate characters and events.<br>Listen to, read and discuss a different version of Cinderella.<br>Sequence pictures/ text to re-tell a story.<br>Listen to, and then prepare an oral telling of Cinderella.<br>Make a shared story map to aid re-telling.<br>Perform an oral tale to an audience.<br>Develop story telling language and technique.<br>Write a list of adjectives to describe a character.<br>Spell words using the prefix <i>un-</i> .<br>Create a 'Wanted' poster using adjectives generated yesterday.<br>Compose sentences orally before writing them.<br>Listen to and discuss a different version of Snow White.<br>Write about favourite illustrations from a book.<br>Use <i>and</i> or <i>but</i> to form compound sentences.<br>Punctuate sentences correctly.<br>Plan a version of Snow White set in a different setting.<br>Participate in collaborative discussion.<br>Sequence pictures to re-tell a traditional tale.<br>Write a sentence using the /oa/ grapheme.<br>Retell a traditional tale in pairs.<br>Read, according to ability, another version of a traditional tale.<br>Plan a story based on a traditional tale.<br>Use effective vocabulary.<br>Start to write their own story based on a familiar traditional tale.<br>Compose sentences orally before writing them.<br>Complete their story.<br>Re-read their own writing to check it makes sense. | <b>Fantasy – Superheroes.</b><br>Description:<br>Children explore the world of superheroes, describing their favourites, looking for superheroes in their own lives and finally writing a comic strip adventure story about a superhero and a baddie!<br>Along the way, they write dialogue and create descriptions using 'ing' words.<br>Grammar focus:<br>1. Use capital letters for proper names.<br>2. Leave space between words<br>3. Use full stops and capitals to demarcate sentences<br>Talk to peers and adults about a favourite superhero.<br>Say or write a short descriptive caption about their favourite superhero.<br>Learn to create plurals using 's' and 'es' appropriately.<br>Write a sentence containing a plural form correctly written.<br>Read a familiar story independently.<br>Use phonic clues and other word attack skills in independent reading.<br>Illustrate a familiar story.<br>Use good speaking and listening skills to discuss superheroes in their own lives with other children.<br>Write clear sentences describing these superheroes.<br>Use correct sentence punctuation.<br>Say out loud what they are going to write about, composing sentences orally before writing them.<br>Write a sequence of linked sentences.<br>Leave spaces between words.<br>Use correct sentence punctuation.<br>Discuss favourite superheroes with other children, focussing on the things that their superhero can do.<br>Write action words and phrases to describe what their superhero can do, e.g. flying through the air.<br>Correctly spell words ending with the suffix <i>-ing</i> .<br>Write about an invented superhero and his/her arch enemy using descriptive language.<br>Use <i>-ing</i> words in their descriptions.<br>Act out, then write a dialogue between a superhero and a 'baddie'.<br>Punctuate sentences correctly in writing speech bubbles.<br>Plan a comic strip adventure about a favourite superhero and a baddie.<br>Begin to write their comic strip adventure.<br>Say out loud what they are going to write, composing sentences orally before writing them.<br>Write a comic strip adventure story.<br>Leave spaces between words.<br>Punctuate sentences correctly. |

Throughout:

- Using **-ing, -ed, -er** and **-est** where no change is needed in the spelling of root words.
- Use the spelling rule for adding **-s** or **-es** as the plural marker for nouns and 3<sup>rd</sup> person singular marker for verbs.

| END OUTCOME                              | Write an imaginative card based on an event in a story.  | Plan and write a story based on one read.   | Write own story based on a familiar traditional tale.   | (See below – 4 week term)   | Write a story based on a traditional tale.  | Write a comic strip adventure story about a super hero and baddie.  |
|--|--|---|---|---|---|---|
| <p><b>Genre &amp; Key Objectives</b></p> | <p><b>Labels, Lists and Signs</b><br/>Description:<br/>Imagination &amp; mystery are the key to engaging chn in writing lists &amp; designing signs. Chn learn about the features of labels &amp; lists, descriptive writing &amp; designing Wanted Posters! Chn become detectives &amp; find information from other people's writing.<br/><b>Grammar focus:</b><br/><b>1. Write, leaving spaces between words</b><br/><b>2. Use capital letters for the names of people, places, days of the week, etc.</b></p> <p>Sequence the events in a familiar story<br/>Write and spell words using knowledge of phoneme to grapheme representations<br/>Use increasing phonic knowledge to read unfamiliar words<br/>Act out parts of a familiar story and invent new parts.<br/>Use phonic knowledge to write labels.<br/>Read descriptive phrases with confidence.<br/>Write short descriptive phrases.<br/>Read a short dialogue based on a familiar story.<br/>Role play and act out a short dialogue.<br/>Write alternative endings to a story using imagination.<br/>Discuss reasons for their predictions.<br/>Write names using a capital letter.<br/>Use phonic knowledge to write new words.<br/>Compose a sentence orally before writing it<br/>Write a descriptive sentence.<br/>Punctuate a sentence correctly.<br/>Re-read writing to check it makes sense.<br/>Write a 'Wanted' poster.<br/>Write questions and answers.<br/>Read own writing aloud.<br/>Read descriptions using phonic knowledge and knowledge of familiar words.<br/>Write names with apostrophes.</p> | <p><b>Poems with Pattern and Rhyme (Christmas Poems)</b><br/>Description:<br/>Enjoy a range of Christmas poems. They write their own Christmas poems before creating list poems about what they love about Christmas.<br/><b>Grammar focus:</b><br/><b>1. Write, leaving spaces between words</b><br/><b>2. Use capital letters for the names of people, places, days of the week, etc.</b></p> <p>Read and enjoy listening to poems<br/>Learn a poem by heart<br/>Practise reciting a poem for others<br/>Write an extra verse for a familiar poem.<br/>Say their idea out loud before writing it<br/>Use capital letters for names and the start of a line.<br/>Re-tell a familiar story.<br/>Work collaboratively with others.<br/>Write new lines for a familiar poem.<br/>Say out loud what they are about to write.<br/>Re-read own writing to check it makes sense..<br/>Write own animal and descriptive phrase.<br/>Sound out words to write them.<br/>Draw upon words read in a familiar rhyme to write these.<br/>Memorise a skipping rhyme and chant it.<br/>Use phonic clues to read unfamiliar words.<br/>Suggest good words and phrases about skipping.<br/>Say their idea out loud before writing it.<br/>Write new words and phrases to create a skipping list poem.<br/>Compose list poem based on those read.<br/>Write in clear sentences.<br/>Use capital letters and full stops.<br/>Memorise a humorous poem by repeating it.<br/>Add actions to a poem to aid memorisation.<br/>Perform the poem to others.<br/>Write a new verse for a familiar poem.<br/>Perform the new verse.<br/>Speak in a clear voice using appropriate register and tone.</p> | <p><b>Instructions</b><br/>Description:<br/>Chn learn about instructions and persuasion by exploring the fantastic Mo Willems books about Pigeon. They practise giving and receiving instructions about everyday activities and write and illustrate their own instructions to build a house.<br/><b>Grammar focus:</b><br/><b>1. Begin to write complete sentences</b><br/><b>2. Use capital letters at the start of a sentence and a full stop, exclamation or question mark at the end.</b></p> <p>Write a complete sentence.<br/>Punctuate a sentence correctly.<br/>Extend a sentence using words like 'and' and 'because'.<br/>Write simple instructions using capital letters to indicate shouting!<br/>Form lowercase and capital letters correctly.<br/>Read individually sounding out to help read unfamiliar words.<br/>Read aloud to a group.<br/>Use a variety of appropriate word-attack strategies.<br/>Write an instruction that starts with a 'bossy' verb.<br/>Read what they have written out loud to someone else.<br/>Listen to instructions with care and attention.<br/>Follow instructions given orally.<br/>Give clear oral instructions to a partner.<br/>Listen to a partner's instructions.<br/>Draw or write simple instructions.<br/>Write words and sentences dictated by the teacher.<br/>Write words with the phoneme /ow/ using several graphemes.<br/>Read words with contractions.<br/>Understand that an apostrophe represents a missing letter.<br/>Write in complete sentences.<br/>Check that they have written what they intended to write.<br/>Check that the punctuation is correct.<br/>Read aloud their writing.</p> | <p><i>(continued from above)</i></p> <p>Sequence two or more sentences to form a short narrative.<br/>Identify statements, questions and exclamations.<br/>Compose and write sentences which are statements, exclamations and questions.<br/>Write a letter using the features of letter writing.<br/>Punctuate their sentences correctly.<br/>Read aloud their writing for other people.</p> <p><b>As above.</b></p> | <p><b>Traditional Poems</b><br/>Description:<br/>Learn some traditional finger games, rounds, singing games and nursery rhymes. Have fun playing the rhymes and exploring ideas.<br/>Improvise and perform simple dramas based on nursery rhymes. Explore rhyming words and exclamation marks.<br/><b>Grammar focus:</b><br/><b>1. Write proper names using capital letters.</b><br/><b>2. Use capital letters for the start of lines in a poem.</b><br/><b>3. Punctuate sentences using full stops, question and exclamation marks</b></p> <p>T Learn the traditional finger rhyme <b>Here's the Lady's Knives and Forks</b>.<br/>Look for rhyming and near rhyming words.<br/>Learn <b>A Sailor went to Sea</b> &amp; listen to chn in 1972 singing it.<br/>Look at words that sound the same but have diff meaning – compare the spellings.<br/>Learn <b>London's Burning</b> and sing it.<br/>Look at the use of exclamation marks.<br/>Explore the rhyming pattern of <b>London's Burning</b>.<br/>Perform <b>London's Burning</b> in small groups.<br/>Learn <b>Row, Row, Row Your Boat</b>.<br/>Explore adding suffix <i>-ing</i> to verbs (when the root word stays the same).<br/>Shared writing – write a new round based on <b>London's Burning</b>.<br/>Re-arrange a muddled round and learn it.<br/>Read and sing the full version of <b>Ring of Roses</b>.<br/>Identify rhyming words in various rhymes.<br/>Read and discuss <b>Oranges and Lemons</b>.<br/>Learn a couplet of <b>Oranges and Lemons</b> and perform it as part of a larger group.<br/>As part of a small group choose a nursery rhyme to act out.<br/>Write a simple plot with support.<br/>Ask questions about a nursery rhyme.<br/>Finish and perform short dramas about a nursery rhyme.</p> | <p><b>Information Texts – People Who Help Us.</b><br/>Description:<br/>Super heroes and texts about people who help us will motivate chn to write their own pages for a group book. Chn explore difference between fiction &amp; non-fiction texts, in context of Police Officers, the Fire Brigade, Paramedics etc. They learn how to write questions, statements &amp; exclamations.<br/><b>Grammar focus:</b><br/><b>1. Write, leaving spaces between words</b><br/><b>2. Punctuate questions with question marks and sentences with full stops and exclamation marks.</b><br/><b>3. Use grammatical terminology</b></p> <p>Identifying and reading rhyming words in a text.<br/>Generating rhyming words.<br/>Recognise questions and answers.<br/>Write a conversation using questions and answers.<br/>Read and understand factual sentences.<br/>Identify facts about tigers.<br/>Write factual sentences about tigers.<br/>Read, understand and sort facts.<br/>Relate information to what is already known.<br/>Create a non-fiction text.<br/>Write questions and answers in a non-fiction text.<br/>Participate in discussions about similarities and differences.<br/>Identify similarities and differences between tigers and polar bears.<br/>Express an opinion and listen to others.<br/>Write simple sentences, correctly punctuated.<br/>Read, identify and use key vocabulary.<br/>Write clear labels for a picture or diagram.<br/>Write two or three sentences correctly punctuated.<br/>Sequence two or more sentences to form a caption.<br/>Identify questions and answers.<br/>Compose and write sentences to create question and answer pairs.<br/>Compose and write questions and answers.<br/>Punctuate their sentences correctly.<br/>Read aloud their writing for other people.<br/>Publish a book.</p> |
| <p><b>END OUTCOME</b></p>                | <p><b>Design and write a Wanted Poster for a creature inside a bucket.</b></p>   | <p><b>Create a list poem and perform to others.</b></p>   | <p><b>Write a set of instructions to build a house.</b></p>   | <p><b>Write own letter about their chosen animal.</b></p>   | <p><b>Write and perform a short drama about a nursery rhyme.</b></p>  | <p><b>Write questions, statements and exclamations when writing an group information book about people who help us.</b></p>   |

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| <b>Text:</b>  | <b>Knuffle Bunny</b> by Mo Willems<br><b>The Dog and the Lost Mum.</b><br><b>Billy's Bucket</b> by Kes Gray & Garry Parsons  | <b>Harvey Slumfenburger</b> by John Burningham<br><b>Christmas Poems</b>  | <b>The House that Jack Built</b> by Jenny Stow.<br><b>Anancy and Mr Dry-Bone</b> by Fiona French.   | <b>Dear Greenpeace</b> by Simon James<br><b>Boris and Sid Met a Shark.</b><br><b>Cat, Fish and Shell.</b>   | <b>Cinderella, Billy Goats Gruff, Snow White.</b><br><b>Snow White in New York</b> by Fiona French.<br><b>Hairy Tales and Nursery Crimes</b> by Michael Rosen.  | <b>Superheroes – all sorts</b> (Hamilton Group Reader.)<br><br>Information texts on people who help us.   |
| <b>Genre &amp; Key Reading Objectives</b><br><br>Throughout:<br><ul style="list-style-type: none"> <li>Read words containing taught GPCs and –s, -es, -ing, -ed, -er and –est endings.</li> <li>Read words with contractions such as I'm, I'll, we'll)</li> </ul> | <b>Stories in Familiar Settings</b><br>- Listen to and discuss a wide range of stories.<br>- Be encouraged to link what they read or hear read to their own experience.<br>- Become very familiar with key stories, retelling them and considering their characteristics.<br>- Recognise and join in with predictable phrases.<br>- Predicting and explaining what they have read. | <b>Stories with Repeating Patterns</b><br>- Listen to and discuss a wide range of stories.<br>- Become very familiar with traditional tales, retelling them and considering their characteristics.<br>- Recognise and join in with predictable phrases.<br>- Predicting and explaining what they have read. | <b>Traditional Tales</b><br>- Listen to and discuss a wide range of stories.<br>- Become very familiar with traditional tales, retelling them and considering their characteristics.<br>- Recognise and join in with predictable phrases.<br>- Predicting and explaining what they have read. | <b>Letters</b><br>- Listen to and discuss a wide range of stories.<br>- Become very familiar with key stories, retelling them and considering their characteristics.<br>- Predicting and explaining what they have read.<br>- Listen to and discuss a wide range of non-fiction.<br>- Discuss word meanings, linking new meanings to those already known. | <b>Fairy Stories and Traditional Tales</b><br>- Listen to and discuss a wide range of stories.<br>- Become very familiar with traditional tales, retelling them and considering their characteristics.<br>- Recognise and join in with predictable phrases.<br>- Predicting and explaining what they have read.<br>- Listen to and discuss a wide range of poems.<br>- Learn to appreciate rhymes and poems, and to recite some by heart. | <b>Fantasy – Superheroes.</b><br>- Listen to and discuss a wide range of stories.<br>- Predicting and explaining what they have read.   |
| <b>Genre &amp; Key Reading Objectives</b>   | <b>Labels, Lists and Signs</b><br>- Listen to and discuss a wide range of non-fiction.<br>- Discuss word meanings, linking new meanings to those already known.  | <b>Poems with Pattern and Rhyme (Christmas Poems)</b><br>- Listen to and discuss a wide range of poems.<br>- Learn to appreciate rhymes and poems, and to recite some by heart.   | <b>Instructions</b><br>- Listen to and discuss a wide range of non-fiction.   |   | <b>Traditional Poems</b><br>- Listen to and discuss a wide range of poems.<br>- Learn to appreciate rhymes and poems, and to recite some by heart.  | <b>Information Texts – People Who Help Us.</b><br>- Listen to and discuss a wide range of non-fiction.<br>- Discuss word meanings, linking new meanings to those already known. |

Throughout

- Read words containing the taught GPCs and –s, -es, -ing, -ed, -er and –est endings.