

**English Maps – Teaching English Through Novels. (2020-21) Year 1**

	<b>Autumn 1. 7 weeks + 1 week No Outsiders</b>	<b>Autumn 2 7 weeks</b>	<b>Spring 1 5 weeks + 1 week No Outsiders</b>	<b>Spring 2 6 weeks + 1 week No Outsiders</b>	<b>Summer 1 5 weeks + 1 week No Outsiders</b>	<b>Summer 2 6 weeks + 1 week</b>
<b>Text:</b>	<b>Knuffle Bunny</b> by Mo Willems <b>Billy's Bucket</b> by Kes Gray & Garry Parsons <b>Not a Stick</b> by Antoinette Potts	<b>Harvey Slumfenburger</b> by John Burningham <b>Poems with Pattern and Rhyme</b>	<b>The House that Jack Built</b> <b>Anancy and Mr Dry-Bone</b> by Fiona French. <b>Don't Let the Pigeon Drive the Bus!</b> By Mo Williams. <b>Don't Let the Pigeon Stay up Late!</b> By Mo Williams.	<b>(CONTINUATION FROM SPRING 1 THEN TO COMPLETE A LITERACY SHED PLUS UNIT) – 3 week unit.</b>	<b>Cinderella, Billy Goats Gruff, Snow White. Snow White in New York</b> by Fiona French.	<b>Hairy Tales and Nursery Crimes</b> by Michael Rosen.  Selection of Traditional Poems
	<b>NO OUTSIDERS IN OUR SCHOOL text: ELMER</b> by David McKee. <b>GAP TEACHING</b>	<b>NO OUTSIDERS IN OUR SCHOOL text: TEN LITTLE PIRATES</b> by Mike Brownlo and Simon Rickerty. <b>GAP TEACHING</b>	<b>NO OUTSIDERS IN OUR SCHOOL text: THIS IS NOT HOW YOU DO IT</b> by Ariane Hofman-Maniyar. <b>GAP TEACHING</b>	<b>NO OUTSIDERS IN OUR SCHOOL text: MAX THE CHAMPION</b> by Sean Stockdale, Alexandra Strick and Ros Asquith. <b>GAP TEACHING</b>	<b>NO OUTSIDERS IN OUR SCHOOL text: MY WORLD YOUR WORLD</b> by Melanie Walsh. <b>GAP TEACHING</b>	
<b>Genre &amp; Key Objectives</b>	<b>Stories in Familiar Settings</b> Description: 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. <b>Grammar focus:</b> 1. Write, leaving spaces between words 2. Use capital letters for the names of people, places, days of the week, etc  Talk articulately about something using clear voice and appropriate vocabulary. Link their own experiences to the experiences of a character in a story. Write and spell words using knowledge of phoneme to grapheme representations. Begin to use knowledge of spelling patterns and rules in own writing. Check the book makes sense to them as they read and correcting themselves as they go. Make inferences from what is happening and predict what may happen next. Write what someone says in a speech bubble. Write in complete sentences with correct punctuation. Use a capital 'I' for the personal pronoun. Know letter names as well as their sounds. Form lower case letters correctly. Form uppercase letters correctly. Name letters of the alphabet in order. Use letter names to distinguish between alternative spellings of the same sound. Read and spell words using the /oi/ phoneme with several graphemes to represent it. Plan a story based on one read. Discuss with others what their story will be about. Say out loud what they are going to write. Compose a sentence orally before writing it. Sequence sentences to form short narratives. Re-read what they have written to check it makes sense. Check that their story is making sense by re-reading it carefully. Compose sentences orally before writing them. Sequence sentences to form short narratives. Complete their story, re-reading to check it makes sense. Read aloud their writing clearly enough to be heard by their peers.	<b>Stories with Repeating Patterns</b> Description: 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. <b>Grammar focus:</b> 1. Write, leaving spaces between words 2. Begin to punctuate sentences using a capital letter and a full stop, a question or exclamation mark. 3. Use grammatical terminology Discuss articulately the ideas arising from a story Write a label for a present Understand that the digraph 'ch' can represent more than one sound. Write and spell words using knowledge of phoneme to grapheme representations. Write words containing /er/ sound. Begin to use knowledge of spelling patterns and rules in own writing. Read repetitive phrases from a known story. Recognise and join in with predictable phrases. Act out and re-tell parts of a known story using repetitive phrases. Use phonic knowledge to enable reading of words and phrases. Understand when we use capital letters. Add capital letters to sentence starts, personal pronoun and proper names. Understand that a verb is a 'doing' word and suggest powerful verbs to replace 'went'. Write in complete sentences with correct punctuation. Write sentences using verbs in the past tense. Spell words which use the _ed ending. Describe things orally, and listen to the descriptions of others. Write descriptive captions. Compose a sentence orally before writing it Write a long descriptive sentence. Punctuate a sentence correctly. Write sentences based on those read in a familiar story. Check that their story is making sense by re-reading it carefully. Use neat handwriting with spaces between words and letters correctly formed. Write an imaginative card. Read aloud their writing clearly enough to be heard by their peers. Discuss what they have written with the	<b>Traditional Tales</b> Description: 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. <b>Grammar focus:</b> 1. Using capital letter s for proper names. 2. Using full stops and capitals to demarcate sentences 3. Use joining words and joining clauses using and. Listen to, follow and enjoy an oral story. Explain which is their favourite part, giving reasons. Write an extended sentence using description. Punctuate a sentence correctly. Describe a favourite story read or listened to. Explain the reasons for their choice. Write a reason in a complete sentence. Use 'because' to join two simple sentences. Punctuate a sentence correctly. Listen to, follow and enjoy a traditional tale. Sequence the events in a familiar story. Write pronouns and other key words using phonics and also other clues for tricky words. Form letters correctly in writing. Write a sentence containing a key word. Act out a familiar traditional story. Work with others to act out a familiar story. Plan a character for their story. Understand that proper nouns (names) have capital letters. Start to write their own story based on a familiar traditional tale. Compose sentences orally before writing them. Sequence sentences to form short narratives. Complete their stor.y Re-read their own writing to check it makes sense. Discuss what they have written with the teacher or other pupils.		<b>Fairy Stories and Traditional Tales</b> Description: Use traditional tales to study characters/settings, sequence events, tell oral stories and plan new versions of old favourites. Use story maps to retell tales. Chn write a story based on a traditional tale using adjectives and compound sentences. <b>Grammar focus:</b> 1. Use joining words and joining clauses using and. 2. Leave spaces between words. 3. Punctuate sentences with a capital letter & full stop Listen to, follow and enjoy an oral story. Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. Understand what a traditional tale is and identify characters. Predict what might happen on the basis of what has been read so far. Learn to recite traditional opening/ ending by heart. Use drama to investigate characters and events. Listen to, read and discuss a different version of Cinderella. Sequence pictures/ text to re-tell a story. Listen to, and then prepare an oral telling of Cinderella. Make a shared story map to aid re-telling. Perform an oral tale to an audience. Develop story telling language and technique. Write a list of adjectives to describe a character. Spell words using the prefix un-. Create a 'Wanted' poster using adjectives generated yesterday. Compose sentences orally before writing them. Listen to and discuss a different version of Snow White. Write about favourite illustrations from a book. Use <i>and</i> or <i>but</i> to form compound sentences. Punctuate sentences correctly. Plan a version of Snow White set in a different setting. Participate in collaborative discussion. Sequence pictures to re-tell a traditional tale. Write a sentence using the /oa/ grapheme. Retell a traditional tale in pairs. Read, according to ability, another version of a traditional tale. Plan a story based on a traditional tale. Use effective vocabulary. Start to write their own story based on a familiar traditional tale. Compose sentences orally before writing them. Complete their story. Re-read their own writing to check it makes sense.	<b>Traditional Poems</b> Description: Learn some traditional finger games, rounds, singing games and nursery rhymes. Have fun playing the rhymes and exploring ideas. Improvise and perform simple dramas based on nursery rhymes. Explore rhyming words and exclamation marks. <b>Grammar focus:</b> 1. Write proper names using capital letters. 2. Use capital letters for the start of lines in a poem. 3. Punctuate sentences using full stops, question and exclamation marks  Learn to appreciate rhymes and poems, and to recite some by heart. Discuss word meanings, linking new meanings to those already known. Learn the traditional finger rhyme <b>Here's the Lady's Knives and Forks</b> . Look for rhyming and near rhyming words. Learn <b>A Sailor went to Sea</b> & listen to chn in 1972 singing it. Look at words that sound the same but have diff meaning – compare the spellings. Learn <b>London's Burning</b> and sing it. Look at the use of exclamation marks. Explore the rhyming pattern of <b>London's Burning</b> . Perform <b>London's Burning</b> in small groups. Learn <b>Row, Row, Row Your Boat</b> . Explore adding suffix <i>-ing</i> to verbs (when the root word stays the same). Shared writing – write a new round based on <b>London's Burning</b> . Re-arrange a muddled round and learn it. Read and sing the full version of <b>Ring of Roses</b> . Identify rhyming words in various rhymes. Read and discuss <b>Oranges and Lemons</b> . Learn a couplet of <b>Oranges and Lemons</b> and perform it as part of a larger group. As part of a small group choose a nursery rhyme to act out. Write a simple plot with support. Ask questions about a nursery rhyme. Finish and perform short dramas
<b>Throughout:</b>	<ul style="list-style-type: none"> <li>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.</li> <li>Use the prefix un-</li> <li>Use –ing, -ed, -er and –est where no change is needed in the spelling of root words.</li> <li>Spell common exception words.</li> </ul>					
<b>NB:</b>	<b>'No Outsiders in our School' texts to be taught at the end of every half term. To be used as a 'GAP TEACHING' unit.</b>					

	Discuss what they have written with the teacher or other pupils.	teacher or other pupils.			Discuss what they have written with the teacher or other pupils.	about a nursery rhyme.
<b>END OUTCOME</b>	<b>Write their own version of an imaginative story about a lost toy.</b>	<b>To write a thank you card from a story character.</b>	<b>Write own story based on a familiar traditional tale.</b>		<b>Write a story based on a traditional tale.</b>	<b>Write and perform a short drama about a nursery rhyme.</b>
<b>Genre &amp; Key Objectives</b>	<p><b>Labels, Lists and Signs</b> Description: 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. <b>Grammar focus:</b> <b>1. Write, leaving spaces between words</b> <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 Write and spell words using knowledge of phoneme to grapheme representations Use increasing phonic knowledge to read unfamiliar words Act out parts of a familiar story and invent new parts. Use phonic knowledge to write labels. Read descriptive phrases with confidence. Write short descriptive phrases. Read a short dialogue based on a familiar story. Role play and act out a short dialogue. Write alternative endings to a story using imagination. Discuss reasons for their predictions. Write names using a capital letter. Use phonic knowledge to write new words. Compose a sentence orally before writing it Write a descriptive sentence. Punctuate a sentence correctly. Re-read writing to check it makes sense. Write a 'Wanted' poster. Write questions and answers. Read own writing aloud. Read descriptions using phonic knowledge and knowledge of familiar words. Write names with apostrophes.</p>	<p><b>Poems with Pattern and Rhyme</b> Description: Read and enjoy listening to poems, learn poems by heart, add actions to poems, create and perform their own poems to others. <b>Grammar focus:</b> <b>1. Write, leaving spaces between words</b> <b>2. Use capital letters for the names of people, places, days of the week, etc.</b></p> <p>Learn to appreciate rhymes and poems, and to recite some by heart. Discuss word meanings, linking new meanings to those already known. Practise reciting a poem for others Write an extra verse for a familiar poem. Say their idea out loud before writing it. Use capital letters for names and the start of a line. Work collaboratively with others. Write new lines for a familiar poem. Say out loud what they are about to write. Re-read own writing to check it makes sense. Write own animal and descriptive phrase. Sound out words to write them. Draw upon words read in a familiar rhyme to write these. Memorise a skipping rhyme and chant it. Use phonic clues to read unfamiliar words. Suggest good words and phrases about skipping. Say their idea out loud before writing it. Write new words and phrases to create a skipping list poem. Compose list poem based on those read. Write in clear sentences. Use capital letters and full stops. Memorise a humorous poem by repeating it. Add actions to a poem to aid memorisation. Perform the poem to others. Write a new verse for a familiar poem. Perform the new verse. Speak in a clear voice using appropriate register and tone.</p>	<p><b>Instructions</b> Description: 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. <b>Grammar focus:</b> <b>1. Begin to write complete sentences</b> <b>2. Use capital letters at the start of a sentence and a full stop, exclamation or question mark at the end.</b> <b>3. Use joining words and joining clauses using and.</b></p> <p>Write a complete sentence. Punctuate a sentence correctly. Extend a sentence using words like 'and' and 'because'. Write simple instructions using capital letters to indicate shouting! Form lowercase and capital letters correctly. Read individually sounding out to help read unfamiliar words. Read aloud to a group. Use a variety of appropriate word-attack strategies. Write an instruction that starts with a 'bossy' verb. Read what they have written out loud to someone else. Listen to instructions with care and attention. Follow instructions given orally. Give clear oral instructions to a partner. Listen to a partner's instructions. Draw or write simple instructions. Write words and sentences dictated by the teacher. Write words with the phoneme /ow/ using several graphemes. Read words with contractions. Understand that an apostrophe represents a missing letter. Write in complete sentences. Check that they have written what they intended to write. Check that the punctuation is correct. Read aloud their writing.</p>			
<b>END OUTCOME</b>	<b>Design and write a Wanted Poster for a creature inside a bucket.</b>	<b>Create a list poem and perform to others.</b>	<b>Write their own version of a 'Pidgeon Book' which includes instructions.</b>	<b>Write own letter about their chosen animal.</b>		

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<b>Text:</b>	<b>Knuffle Bunny</b> by Mo Willems <b>The Dog and the Lost Mum.</b> <b>Billy's Bucket</b> by Kes Gray & Garry Parsons	<b>Harvey Slumfenburger</b> by John Burningham <b>Poems with Pattern and Rhyme</b>	<b>The House that Jack Built</b> by Jenny Stow. <b>Anancy and Mr Dry-Bone</b> by Fiona French. <b>Don't Let the Pigeon Drive the Bus!</b> By Mo Williams. <b>Don't Let the Pigeon Stay up Late!</b> By Mo Williams.		<b>Cinderella, Billy Goats Gruff, Snow White.</b> <b>Snow White in New York</b> by Fiona French. <b>Hairy Tales and Nursery Crimes</b> by Michael Rosen.	<b>Hairy Tales and Nursery Crimes</b> by Michael Rosen.  Selection of Traditional Poems
<b>Genre &amp; Key Reading Objectives</b>  Throughout: <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> - Listen to and discuss a wide range of stories. - Be encouraged to link what they read or hear read to their own experience. - Become very familiar with key stories, retelling them and considering their characteristics. - Recognise and join in with predictable phrases. - Predicting and explaining what they have read. - Participate in discussion about what is read to them, taking turns and listening to what others say. - Explain clearly their understanding of what is read to them.	<b>Stories with Repeating Patterns</b> - Listen to and discuss a wide range of stories. - Become very familiar with traditional tales, retelling them and considering their characteristics. - Recognise and join in with predictable phrases. - Predicting and explaining what they have read. - Participate in discussion about what is read to them, taking turns and listening to what others say. - Explain clearly their understanding of what is read to them.	<b>Traditional Tales</b> - Listen to and discuss a wide range of stories. - Become very familiar with traditional tales, retelling them and considering their characteristics. - Recognise and join in with predictable phrases. - Predicting and explaining what they have read. - Participate in discussion about what is read to them, taking turns and listening to what others say. - Explain clearly their understanding of what is read to them.		<b>Fairy Stories and Traditional Tales</b> - Listen to and discuss a wide range of stories. - Become very familiar with traditional tales, retelling them and considering their characteristics. - Recognise and join in with predictable phrases. - Predicting and explaining what they have read. - Listen to and discuss a wide range of poems. - Learn to appreciate rhymes and poems, and to recite some by heart.	<b>Traditional Poems</b> - Listen to and discuss a wide range of poems. - Learn to appreciate rhymes and poems, and to recite some by heart.
<b>Genre &amp; Key Reading Objectives</b>	<b>Labels, Lists and Signs</b> - Listen to and discuss a wide range of non-fiction. - Discuss word meanings, linking new meanings to those already known.	<b>Poems with Pattern and Rhyme</b> - Listen to and discuss a wide range of poems. - Learn to appreciate rhymes and poems, and to recite some by heart.	<b>Instructions</b> - Listen to and discuss a wide range of non-fiction. - read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)			

Throughout

- Read words containing the taught GPCs and –s, -es, -ing, -ed, -er and –est endings.]
- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading.