# English Curriculum Map

## Year 1

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| **Autumn 1** | **Read Write Inc. Phonics*** | | | | | |
| | Nouns as names of person, places, animals or things | | Singular and plural words<br>Adding the suffix *-s* | Noun phrases | Capital letters and lower-case letters | Beginning to use capital letters |
| **Autumn 2** | **Read Write Inc. Phonics*** | | | | | |
| | **Narrative: 'Dear Bear'** | | | | | **Assessment: Finish the Story** |
| | Writing a statement sentence | Writing a series of sentences | Using 'and' and 'because' as connectives | Writing independent sentences | Responding to a text<br>Simple inference | Using and applying Structuring a narrative |
| **Spring 1** | **Read Write Inc. Phonics*** | | | | | |
| | **'Dadaji's Paintbrush'** | | | | | |
| | Predicting events in a narrative | Inference based on what is said and done | Using the suffix *-ing* | Spelling words containing each of the 40+ phonemes taught | Apostrophe for singular possession | Writing questions |

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| **Spring 2** | **Read Write Inc. Phonics*** | | | | |
| | **Poetry: 'Pass the Jam, Jim'** | | | | **Assessment: Book Reviews** |
| | Identifying alliteration | Identifying rhyming words | Putting sentences together to form a narrative | Presenting work clearly | Using and applying Features of a text |
| | **Read Write Inc. Phonics*** | | | | |
| | **Narrative: Traditional Tales** | | | | |
| | Features of a text<br>Retelling a narrative<br>Prediction based on what has been read so far<br>Discuss the significance of titles and events | | | Exclamation marks | Identify and understand adjectives as describing words |
| **Summer 2** | **Read Write Inc. Phonics*** | | | | |
| | **Narrative: Traditional Tales** | | | **Assessment: Retelling a narrative** | **Narrative: Traditional Tales** |
| | Consider the characteristics of a traditional tale<br>Retell a traditional tale | Write in sentences with correct punctuation<br>Use adjectives | Read what we have read aloud<br>Edit sentences | Using and applying Structuring a narrative<br>Developing a character | Retell traditional tales<br>Make inferences based on what is read |

* Children working at differentiated levels for their ability. See RWI curriculum coverage document.