



English Progression Map – Year 1

Templemoor Infant and Nursery School

We carry out English in a cycle. Read, Write, Inc. phonics, reading and writing lessons take place for approximately 5 weeks each half term, followed by two weeks of whole class English lessons, based around a core text. This document sets out the expected reading and writing progression within English lessons and storytimes. This is a flexible document which can be adapted over the year as teaching takes place to ensure learning is taught in small steps and is progressively building on prior skills. This teaching happens within discrete lessons and is then further embedded across the curriculum, supplementing the teaching of Read, Write, Inc lessons.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Our School	My Family History	Our Local Area	The Greatest Explorers	Our Country	Great Inventions Transport
Core Text	'Rumble in the Jungle' by Giles Andreae	'Once there were Giants' by Martin Waddell	'Meerkat Mail' by Emily Gravett	'Explorers: Amazing Tales of the World's Greatest Adventurers' By Nellie Huang	'Tidy' By Emily Gravett	'Taking Flight' by Adam Hancher
For more key texts please see the Year 1 Core Book list.						

Reading – Word Reading						
Core Knowledge and Skill Development	Autumn 1	Autumn 2 (Recap on Autumn 1 plus)	Spring 1 (Recap on Autumn plus)	Spring 2 (Recap on Spring 1 plus)	Summer 1 (Recap on Spring 2 plus)	Summer 2 (Recap on Summer 1 plus)
	I know how to read words within sentences by applying phonic knowledge.	I know how to read some common exception words (put, push, pull, full, ask, to, do)	I know how to read words containing suffixes -s, -es, -ed, and, -ing) I know how to read some	I know how to read words containing suffixes -er, and -est. I can read words which have the prefix -un added.	I know how to read multisyllabic words including those with a common suffix with increasing accuracy.	I know how to read most words speedily and without overblending, including some multisyllabic words and

	I know how to read some common exception words (I, is, his, has, says)		common exception words (be, he, we, she, me, no, go, so, by, my, the)	I know how to read further common exception words (you, your, they, was, I, our, come, some, one, once)	I know how to read words with contractions in e.g. I'm, I'll, and understand that the apostrophe represents an omitted letter. I know how to read further common exception words (here, there, love, where, were, today, said, are, friend, school, house)	words with suffix endings being taught. I know how to read all year 1 common exception words on sight. I know how to read compound words.
Reading – Comprehension						
	I understand how to participate in discussion about what is being read to me (VIPERS) I know how to identify the title of a text.	I know what the significance of the titles and events in a story are. I understand what 'vocabulary' is and I can explain the meaning of vocabulary .	I know how to give a simple prediction on the basis of what has happened so far. (VIPERS) I know how to sequence events from a story. (VIPERS)	I know some topic related/unfamiliar vocabulary and I can use it mostly appropriately and in a range of contexts. I know that I can answer questions for retrieving information from the text (IVIPERS)	I can understand and can explain clearly what has been read to me and what I am reading. (VIPERS). I understand the meaning of topic related/unfamiliar vocabulary and I can explain it and use it independently	I understand how to make inferences on the basis of what is said and done with more independence (VIPERS) I know how to answer a range of questions, based on

		I know some topic related unfamiliar vocabulary and I can use it mostly appropriately. (VIPERS) I know how to answer questions verbally based on specific VIPERS		I can answer a range of questions based on the VIPERS- verbally with more independence and in simple written form e.g. multiple choice.	and in a range of different contexts.	VIPERS in simple written form.
Writing – Transcription						
	I know how to segment to spell words using my phonic knowledge.	I know how to spell some days of the week. (Monday, Sunday and Thursday). I know how to learn to spell some common exception words (a, is, his, has, says, put, push, pull, full, ask, do, to).	I know how to spell words using the suffixes –s, –es, –ing, and –ed. I know how to spell some days of the week. (Friday, Saturday). I know how to learn to spell some common exception words	I know how to spell words using the suffixed –er and –est. I know how to spell some days of the week. (Tuesday, Wednesday). I can spell some words which have the prefix –un added.	I know how to learn to spell some common exception words. (here, there, love, where, were, today, said, are, school, house, friend)	I know how to spell words using taught suffixes (s/es, ing, ed, er, est) and prefix (un) correctly. I know how to spell all Year 1 common exception words. I know how to spell all days of the week.

			(be, he, we, she, me, no, go, so, by, my, the).			
Writing – Composition						
	I understand how to share my ideas by saying them aloud. I know how to compose my sentences orally with support. (Hold a Sentence)	I know how to say my sentence clearly out loud. I know how to compose my sentence orally with increased independence. (Hold a Sentence)	I plan my writing by saying what I am going to write about. (build a sentence)	I understand how to participate in guided discussions about what I have written with my peer and with my teachers with increased independence.	I know how to sequence sentences to form short narratives. I know how to discuss what I have written with my peers and my teachers with increased independence.	I know how to read aloud my writing clearly in front of my peers and my teacher.
Writing – Vocabulary, grammar and punctuation						
	I understand that I need to leave spaces between words.	I know how to use a capital letter for the start of a sentence. I know how to use a full stop accurately,	I understand how to use the conjunction 'and' to join words and clauses. I know that I need to use a capital letter for the personal pronoun 'I'. I know that I need to use	I know that I need to use capital letters for the names of people.	I am beginning to know how to punctuate sentences using a question mark and exclamation mark.	I know how to punctuate sentences using a question mark and exclamation mark.

			capital letters for places.			
Handwriting (Nelson Handwriting Scheme)						
	I know how to form each letter correctly, starting and finishing in the correct place. Nelson Workbook 1A Revising Nelson Set 1 (c, o, a, d, g, f, s, q, e,) I know how to form some capital letters. (C, O, A, D, G, F, S, Q, E,)	I know how to form each letter correctly, starting and finishing in the correct place. Nelson Workbook 1A Revising Nelson Set 2 (l, l, t, j, u, y,) I know how to form some capital letters (l, L, T, J, U, Y) I know how to form digits 0 - 10.	I know how to form each letter correctly, starting and finishing in the correct place. Nelson Workbook 1A Revising Nelson Set 3 (b, n, k, m, n, p, r,) I know how to form some capital letters (B, H, K, M, N, P, R)	I know how to form each letter correctly, starting and finishing in the correct place. Nelson Workbook 1A Revising Nelson Set 4 (V, W, X, Z,)	I know how to sit letters together in a word within a sentence. (short, tall and tall letters)	I know how to sit letters together in a word within a sentence. (short, tall and tall letters)
Main Writing Piece						
Purpose	To entertain - Poem	To explain - lifecycle of a human.	To inform - Postcard	To inform - Fact file	To entertain - Narrative – story retelling	To inform - Non - Chronological
	To entertain - Assembly performance	To write about how we have changed from a baby to 5 years old.	To inform a family member or friend about the locality	To provide information for forthcoming Year One pupils	To entertain by sharing narratives with Nursery children	To provide information for forthcoming Year One pupils

Key Vocabulary	Sentence, finger space, letter, word, capital letter, full stop, fiction, setting	Short letter, tall letter, (ascenders), Punctuation, singular, plural, text,	Descenders, conjunctions, proper nouns, verbs,	Rhythm, rhyme, poem, pattern, sequence,	Question mark, exclamation mark, non-fiction, report, adjective	Letter
Assessing Impact	<p>Writing Assessment – Work in books produced during RWI lessons and English lessons, independent assessed writing pieces</p> <p>Phonics Assessment – Regular RWI assessments, feedback from phonics lessons, mock Phonic Screening Check, PSC</p> <p>Reading Assessment – Regular RWI assessments – fluency check when appropriate, feedback from phonics lessons, Common exception words</p>					