



St. Antony's Catholic Primary School



English Key Performance Indicators Curriculum Map

- Follow the discrete grammar curriculum that links with the genre that you are covering.
- Highlight grammar areas, as and covered, you will go back to review and secure.

Year 1				
Reading				
Patterns and Rhymes	Prediction, inference and deduction	Intonation and Expression	Grammatical Features	Research
Identify which words appear again and again.	Make predictions on the basis of what has been read. Make inferences on the basis of what is being said and done.	Reads with pace and expression, i.e. pause at full stop; raise voice for question.	See grammar section	Knows the difference between fiction and non-fiction texts.
<p>Word Reading and Spelling</p> <p>Apply phonic knowledge and skills as the route to decode words:</p> <ul style="list-style-type: none"> ✚ 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 words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings ✚ 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. 			<p>Comprehension and Understanding</p> <p>Relate reading to own experiences. Re-reads if reading does not make sense. Re-tell with considerable accuracy. Discuss significance of title & events. Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> ✚ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently ✚ being encouraged to link what they read or hear read to their own experiences ✚ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics ✚ recognising and joining in with predictable phrases ✚ learning to appreciate rhymes and poems, and to recite some by heart ✚ discussing word meanings, linking new meanings to those already known ✚ understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> ✚ drawing on what they already know or on background information and vocabulary provided by the teacher ✚ checking that the text makes sense to them as they read and correcting inaccurate reading ✚ discussing the significance of the title and events ✚ making inferences on the basis of what is being said and done ✚ predicting what might happen on the basis of what has been read so far ✚ participate in discussion about what is read to them, taking turns and listening to what others say e ✚ explain clearly their understanding of what is read to them 	

Genres covered in Year 1

Black History Month Focus Text Timelines Narrative Information and Labelling Diagrams Explanation Instructions Stories with familiar settings and range of cultures
 Classic Poetry and Performance Poetry Kenning Traditional and Fairy Tales Stories and rhymes with predictable and repetitive language Descriptive writing and Character descriptions Note-making Mind maps Fact-file Biography Auto-Biography
 Fantasy Worlds Non-chronological Invitations Letter writing – Informal and Formal Newspaper Reports Recounts Writing a list

Writing

<p>Sentence and Text structure</p> <p>Write clearly demarcated sentences. Use 'and' to join ideas. Use conjunctions to join sentences (e.g. so, but). Use standard forms of verbs, e.g. go/went.</p>	<p>Paragraphing</p> <p>Clearly sequenced sentences - as introduction to paragraphs.</p>	<p>Transcription spell:</p> <ul style="list-style-type: none"> ✚ words containing each of the 40+ phonemes already taught ✚ common exception words ✚ the days of the week 	<p>Handwriting - Following the Nelson Handwriting Scheme</p> <p>Correct formation of lower case – finishing in right place. Correct formation of capital letters. Correct formation of digits. Pupils should be taught to:</p> <ul style="list-style-type: none"> ✚ sit correctly at a table, holding a pencil comfortably and correctly ✚ begin to form lower-case letters in the correct direction, starting and finishing in the right place ✚ form capital letters ✚ form digits 0-9 ✚ understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these
<p>Name the letters of the alphabet:</p> <ul style="list-style-type: none"> ✚ naming the letters of the alphabet in order ✚ using letter names to distinguish between alternative spellings of the same sound ✚ add prefixes and suffixes: ✚ using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs ✚ using the prefix un– ✚ using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] ✚ apply simple spelling rules and guidance ✚ write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far 		<p>Composition</p> <ul style="list-style-type: none"> ✚ Orally compose every sentence before writing ✚ Re-read every sentence to check it makes sense ✚ Orally plan and rehearse ideas ✚ Sequence ideas/events in order ✚ Use formulaic phrases to open and close texts -Use familiar plots for structuring the opening, middle and end of their stories ✚ Write in different forms with simple text type features e.g. instructions, narratives, recounts, poems, information texts ✚ Discuss their writing with adults and peers -Read aloud their writing to adults and peers 	

Year 1

Grammar Punctuation and Spelling Curriculum : Autumn 1 and 2

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
<p>Nouns – Naming words, Capital letters and Full stops</p> <p>Suggestion glue picture of a seaside setting or any setting into pupils' book– pupils to name all the things they see (nouns)</p>	<p>Plural nouns/ Capital letters and Full stops</p> <p>Suggestions use the same picture of seaside setting. Class teacher to explain that when the noun is more than one the spelling changes e.g. child/children Boy/boys Ice lolly /Ice lollies</p>	<p>Review plural nouns/ correct spellings, capital letters and full stops in sentences</p>	<p>Verbs – action and doing words e.g. jump, run laugh, play, is, was, were</p> <p>Suggestion glue pictures showing a wide variety of actions into pupils' books</p> <p>Pupils to state all the actions and write in</p>	<p>To review verbs- securing use of capital and full stops in sentences.</p> <p>To include use of tenses past/present/progressive e.g. laughed, laugh, Is laughing or was laughing- which is past progressive.</p>	<p>Adjectives – adjectives describe nouns – suggestion glue in colour pictures of a setting (funfair) children to use adjectives to describe the nouns in the picture. Continue to review capital letters and full stops.</p>

Ext: to write sentences using the nouns.			sentences what they see happening. REINFORCE THE USE OF CAPITAL AND FULL STOPS IN SENTENCES		
Lesson 7 Adjectives – adjectives describe nouns – suggestion glue in colour pictures of a setting (funfair) children to use adjectives to describe the nouns in the picture. Continue to review capital letters and full stops.	Lesson 8 Review nouns, verb, adjectives, plural nouns, full stops and capital letters.	Lesson 9 Adverbs – describe how an action is done. Suggestions glue into the children’s book action pictures and provide children with adverbs examples The boy is running fast. The children are laughing loudly. REINFORCE THE USE OF CAPITAL LETTERS, PAST TENSE AND FULL STOPS IN SENTENCES.	Lesson 10 Use conjunctions to link two sentences together. Example of conjunctions: and, then, after, next, because, first, later, finally. (Teacher to include modelling using other conjunctions) Suggestion: children to write sentences using conjunctions for longer sentences.	Lesson 11 REINFORCE USE OF CONJUNCTIONS AS IN LESSON 10. CLASS TEACHER TO INCLUDE A RANGE OF CO-ORDINATING CONJUNCTIONS SUCH AS FANBOYS (for, and, nor, but, or, yet so). AND SUB-ORDINATING CONJUNCTIONS (such as because, therefore, however, finally etc.) CONTINUE TO: REINFORCE THE USE OF CAPITAL LETTERS, PAST TENSE AND FULL STOPS IN SENTENCES.	Lesson 12 SUFFIXES- use suffixes such as <i>ing, ed, er, est, s, es</i> , to change the meaning of words. Example read/reading/reader/reads Play/playing/player/plays/played CONTINUE TO: REINFORCE THE USE OF CAPITAL LETTERS, PAST TENSE AND FULL STOPS IN SENTENCES.
Lesson 13 To use question marks and exclamation marks appropriately in sentences CONTINUE TO: REINFORCE THE USE OF CAPITAL LETTERS, PAST TENSE AND FULL STOPS IN SENTENCES.			Lesson 14 To review nouns, verbs, adjectives, adverbs and tenses in sentences. CONTINUE TO: REINFORCE THE USE OF CAPITAL LETTERS, PAST TENSE AND FULL STOPS IN SENTENCES.		

Year 1					
Grammar Punctuation and Spelling Curriculum : Spring 1 and 2 Review and Secure					
Lesson 1 and 2 Nouns Common Noun – change to pronouns Collective Noun Proper – change to pronouns Pronouns	Lessons 3 and 4 Verbs, Plural, Singular Nouns	Lesson 5 and 6 Subject Verb Agreement (subject object and, predicate verbs)	Lesson 7 and 8 Tenses Past/Present/Future tense Progressive Continuous	Lesson 9 and 10 Co-ordinating/Subordinating clause/conjunctions/phrase/relative clause	Lesson 10 and 11 Adjectives and Adverbs Frequency/Time/Place/ Manner/Degree

Lesson 11 and 12 Determiners (teach the more challenging determiners to Year 4) and Prepositions	Lesson 12 and 13 Suffixes/Prefixes/Subjunctive/Root words Idioms/metaphors/personification You and Me/You and I cohesion /subject verb agreement
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Phonics Year 1

Phonics

Phonic & Whole word spelling	Other word building spelling	Transcription	Handwriting	Planning Writing	Drafting Writing
<p>spell words containing each of the 40+ phonemes taught</p> <p>spell common exception words</p> <p>spell the days of the week</p> <p>name the letters of the alphabet in order</p> <p>using letter names to distinguish between alternative spellings of the same sound</p>	<p>using the spelling rule for adding –s or –es as the plural marker for nouns and third person singular marker for verbs</p> <p>using the prefix un- using –ing, -ed, -er and –est where no change is needed in the spelling of root words</p> <p>apply simple spelling rules and guidance</p>	<p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>begin to form lower- case letters in the correct direction, starting and finishing in the right place</p> <p>form capital letter</p> <p>form digits 0-9</p> <p>understand which letters belong to which handwriting ‘families’ and to practise these</p>	<p>Saying out aloud what they are going to write about</p> <p>composing a sentence orally before writing it</p>	<p>discuss what they have written with the teacher or other pupils</p>

Performing Writing	Vocabulary	Grammar	Punctuation	Grammatical Terminology
<p>read their writing aloud clearly enough to be heard by their peers and the teacher</p>	<p>leaving spaces between words</p> <p>Joining words and joining clauses using ‘and’.</p>	<p>Regular plural noun suffixes (-s, -es)</p> <p>verb suffixes where root is unchanged 9-ing,-ed,-er)</p> <p>un-prefix to change meaning of adjectives/adverbs</p> <p>to combine words to make sentences, including using and sequencing sentences to form short narratives</p>	<p>Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>using a capital letter for names of people, places, the days of the week and the personal pronoun ‘I’</p>	<p>Letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark</p>

		separation of words with spaces			
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Sentence demarcation (.,!,?)

capital letters for names and pronoun ('I')