



APS CURRICULUM- ENGLISH YEAR 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phonics	Phase 3 and 4 recap (first 2 weeks) Set 12 - 15 Capital letters – use letter names and phonemes Name the letters of the alphabet in order	Phase 5 sets 12 to 15 Capital letters – names and phonemes Name the letters of the alphabet in order	Phase 5 sets 16 to 35 Plus close the gaps from the first phonics screen	Phase 5 sets 16 to 35 Plus close the gaps from the first phonics screen	Phase 5 set 20 to 34 Use knowledge of alternative phonemes to narrow down possibilities for accurate spelling. Use the spelling rule for adding – s or – es for verbs in 3rd person or singular. Add-ing, ed, er, est where no change is needed to the root word.	Phase 5 set 20 to 34 Use knowledge of alternative phonemes to narrow down possibilities for accurate spelling. Use the spelling rule for adding – s or – es for verbs in 3rd person or singular. Add-ing, ed, er, est where no change is needed to the root word.
Reading – word reading	READ & SPELL COMMON EXCEPTION WORDS the, a, do, to, of, said, are, was, is, we, no, I	READ & SPELL COMMON EXCEPTION WORDS his, has, I, you, were, your, they, be, he, me, she,	READ & SPELL COMMON EXCEPTION WORDS go, so, by, my, here, there, where, which	READ & SPELL COMMON EXCEPTION WORDS says, today, love, come, some, one, any, many	READ & SPELL COMMON EXCEPTION WORDS put, push, pull, full, house, our	READ & SPELL COMMON EXCEPTION WORDS once, ask, friend, school, every



LITERAL

Answer questions about information on a selected page.

LITERAL

SEQUENCING Retell, with prompting, some key points of a simple story in the correct sequence.

INFERENCE

Interpret a character's motivations in a story or make simple inferences in a non-fiction text they have listened to, based on what is said and done.

PREDICTION

Use title to make sensible prediction about the content of a book they are going to read.

PERSONAL RESPONSE AND EVALUATION OF A TEXT Choose and

LITERAL

Answer 'how' and 'why' questions or other straightforward questions based on one point in a text they have read, where answer is clear in the book.

INFERENTIAL

Interpret a character's motivations or make simple inferences in a text they have read, based on what is said and done.

VOCABULARY DEVELOPMENT

With prompting, often show understanding of a range of familiar and less familiar words and phrases in a story that is read aloud to them

TEXT STRUCTURE

Answer questions using words

LITERAL

Identify and links two significant events in a story they have listened to or read.

INFORMATION

RETRIEVAL Point to author's name on a book cover where name is easily identifiable, and explain what an author does.

ACCURACY

Having mis-read a word in print, with support, can recognise sentence does not make sense and can correct it.

MAKING INFERENCES

Link events in a book, in order to answer questions about why or how events take place.

PREDICTION

Explain a prediction about what might

INFERENTIAL

Link events in a book they have read, in order to answer questions about why or how events take place.

LANGUAGE FOR EFFECT

When prompted, sometimes recall interesting and effective word choices in books they have listened to or read.

VOCABULARY DEVELOPMENT

Sometimes reuse interesting words and phrases from books they have listened to or read, in their own speech or writing.

LITERAL

Find a specific piece of information in answer to a literal question on a double page spread that includes more text or a mixture of different types of information.

SEQUENCING

Retell familiar stories which have been read to them and discussed with them.

MAKING INFERENCES

Participate in discussion about books, drawing simple inferences based on things said and done.

PREDICTION

Predict what might happen on the basis of what has been read so far.

LITERAL

Explain their understanding clearly when referring to a book that has been read to them.

ACCURACY

With prompting as necessary, begin to check text makes sense during reading, and correct inaccurate reading.

MAKING

INFERENCES With prompts, answer questions about books they have listened to drawing on what they already know, or on background information and vocabulary provided by teacher.

PREDICTION

Recognise and joins in with predictable phrases in a book



	locate favourite part of a book. LANGUAGE FOR EFFECT With support, begin to show a more independent understanding of some familiar and less familiar words and phrases in a story that is read aloud to them. RANGE OF TEXTS Understand that some books are stories and other books contain facts about the world (non-fiction). TEXT STRUCTURE Demonstrate a structure or pattern when retelling a story to a teacher or peer using familiar phrases.	relating to book structure, such as title, page, line, word, letter, beginning, end, cover.	happen next in a book based on personal opinions and experience. PERSONAL RESPONSE TO A TEXT Select a favourite book and talk about why book is their favourite giving clear reasons. PERFORMANCE Recite a very familiar rhyme they have learnt by heart.		PERSONAL RESPONSE TO A TEXT/EVALUATION Select favourite part of a book and talk about why that part is their favourite, giving reasons linked to their own experiences where appropriate. PERFORMANCE Recite a simple rhyme or poem they have learnt by heart. RANGE OF TEXTS Know some key stories, fairy stories and traditional tales, and can identify key characteristics of these stories.	they have listened to or read. PERSONAL RESPONSE TO A TEXT Participate in discussion about what is read to them, taking turns and listening to what others say. VOCABULARY DEVELOPMENT Discuss word meanings, linking new meanings to those already known. RANGE OF TEXTS 'Contribute to discussions about poems, stories and non-fiction texts they have listened to or read. TEXT STRUCTURE Talk about the significance of the title and how it relates to events in a book.
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Writing	Sitting correctly a table	Sitting correctly a table	Compose sentences orally before writing it	Compose sentences orally before writing it	Compose sentences orally before writing it	Compose sentences orally before writing it
	Holding a pencil comfortably and correctly	Holding a pencil comfortably and correctly	Recount an experience in chronological order with confidence	Write simple narratives with a beginning, middle and end.	Recount an experience in chronological order with confidence	Write stories with a beginning, middle and end.
	Handwriting families correctly formed (ascenders and descenders on the line)	Form capital letters and the digits 0 – 9 Handwriting families correctly formed (ascenders and descenders on the line)	Sequence sentences in chronological order to recount an event or an experience.	Sequence sentences in chronological order to recount an event or an experience.	Sequence sentences in chronological order to recount an event or an experience.	Sequence sentences in chronological order to recount an event or an experience.
	Form capital letters and the digits 0 – 9.		Use time adverbs	Use adjectives for detail	Use time adverbs	Use time adverbs
	Name the letters of the alphabet in order.	Compose sentences orally before writing it	Use 'and' to join sentences.	Use 'and' and 'but'	Use adjectives for detail	Use adjectives for detail
	Write labels and captions.	Sequence simple sentences together.	Use 'and' and 'but'	Re-read what they have written to check that it makes sense.	Use and, but, so, then re-read what they have written to check that it makes sense.	Use and, but, so, then re-read what they have written to check that it makes sense.
	Say out loud what you are writing about.	Re-read what they have written to check that it makes sense.	Re-read what they have written to check that it makes sense.	Know how the prefix 'un' can be added to words to change meaning.	Use the suffixes: s, es, ed, er, and ing within their writing.	Know how the prefix 'un' can be added to words to change meaning.
	Compose sentences orally before writing it Write a simple sentence (s)	Use 'and' to join sentences.				Use the suffixes: s, es, ed, er, and ing within their writing.



Punctuation	Begin to punctuate sentences using a capital letter and full stop.	Begin to punctuate sentences using a capital letter and full stop.	Use full stops and question marks	Use full stops, question marks	Use full stops, question marks and exclamation marks	Use full stops, question marks and exclamation marks
	Leaving spaces between words	Understand the concept of a sentence	Understand the concept of a sentence	Understand the concept of a sentence	Understand the concept of a sentence	Understand the concept of a sentence
	Understand the concept of a sentence	Use capital letters for names of people, places, days of the week and the personal pronoun 'I'	Use capital letters for names of people, places, days of the week and the personal pronoun 'I'	Use capital letters for names of people, places, days of the week and the personal pronoun 'I'	Use capital letters for names of people, places, days of the week and the personal pronoun 'I'	Use capital letters for names of people, places, days of the week and the personal pronoun 'I'

MORE ABLE WRITERS

- Apply the Y1 learning across a range of contexts and subjects (history, geography, RE, science)
- Writes in a logical order making linking events and ideas.
- Use key narrative language from stories they know.
- Open narratives by describing a character rather than a setting or an event and have a clear beginning, middle and end.
- Sentences are written with the correct punctuation to show statement, question or exclamation.
- Write extended sentences with a range of conjunctions.
- Start their sentences in different ways – names, pronouns, adverbs
- Actively seek to use new words in their writing and use precise nouns and verbs
- Spell common exception words from Y1 and beyond accurately
- Make phonetically plausible attempts at new words
- Letters are formed correctly and orientated with ascenders and descenders – upper and lower case letters are evident