

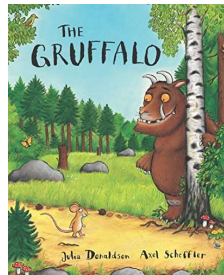
Mansbridge Primary English Map

Year 1						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading	• Children will develop a love of reading through hearing, sharing and discussing a wide range of high-quality fiction and non-fiction books including some at a level beyond which they can read independently. Taking part in talk about shared and personal reading. Taking turns and listening to what others say. Making connections with their own experiences. Participating in role play to identify with and explore characters and try out language they have listened to Statutory terminology for pupils: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark • Retrieval - Children will develop their ability to explain clearly their understanding of what they have read and what is read to them. Checking their understanding during and after reading and correcting inaccurate reading. Recalling things that they read or are read to them (supported by growing familiarity with text types) Beginning to use some processes to find out information Decoding (covered through daily phonics see ELS planning)- Children will be able to sound and blend unfamiliar words quickly and accurately using the phonic knowledge and skills they have already learned. This will include: • Applying phonic knowledge and skills as the route to decode words • Responding speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • Reading accurately by blending sounds in unfamiliar words containing GPCs that have been taught • Reading common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • Reading other words of more than one syllable that contain taught GPCs • Reading 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-reading these books to build up their fluency and confidence in word reading.					
	To answer a range of simple retrieval questions To locate title, front cover, author and show understanding of these terms To show awareness that books are set in different places. To explain what happened in the story. To identify rhyming words	To begin to make statements about likes and dislikes in reading, sometimes with reasons To show some awareness that different genres have different features To retrieve information from a text To begin to predict events and make simple inferences.	To increase vocabulary and awareness of grammatical structures. This will include: -discussing new word meanings - linking new word meanings to those already known To discuss their favourite words and begin to recognise and comment on some language choices/ effects (e.g. individual words; alliteration)	To begin to predict events and make inferences. This will include: -drawing on what they already know or on background information and vocabulary provided by the teacher to predict what might happen To recognise and join in with familiar phrases/patterns To become familiar with and develop the ability to retell key stories, fairy	To begin to use some processes to find out information To check their understanding during and after reading and correcting inaccurate reading. To recall things that they read or are read to them (supported by growing familiarity with text types) To participate in role play to identify with and	To begin to understand how written language can be structured in order – for example – to build surprise/ present facts To draw on what they already know or on background information and vocabulary provided by the teacher to predict what might happen To use titles, covers etc. to support predictions To predict what might happen on the basis of

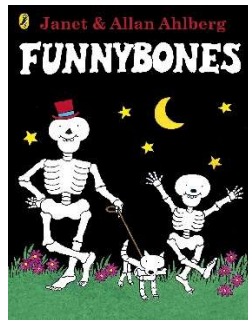
	To read words containing -ing To retrieve information about character. To begin to use contractions To learn to appreciate rhymes and poems To listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently, thinking about mood of poem created by author. To become familiar with rhymes and poems, some of which they can recite by heart.		To begin to understand how written language can be structured in order – for example – to build surprise/ present facts To show awareness that books are set in different places. To discuss the author's choice of language.	stories and traditional tales To read words containing -s/-es, -ed/ To retrieve information about character.	explore characters and try out language they have listened to To read words containing -er, -est, -ed. To read words with contractions and understand the apostrophe represents admitted letter (s).	what has been said and done and read so far To read words with contractions and understand the apostrophe represents admitted letter (s). To show some awareness that books are set in different times and places. To listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently, thinking about mood of poem created by author. To become familiar with rhymes and poems, some of which they can recite by heart.
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Year 1

Autumn 1



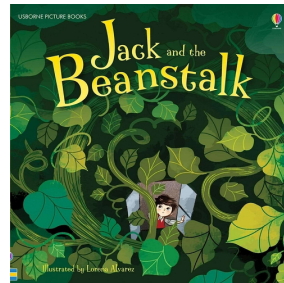
The Gruffalo
Julia Donaldson



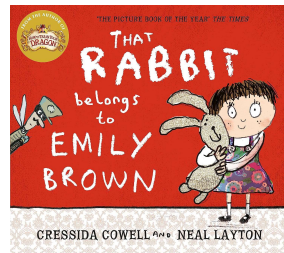
Funny Bones
Janet & Allan Ahlberg

The Sound Collector
Roger McGough

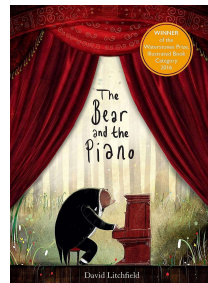
Autumn 2



Jack and the Beanstalk

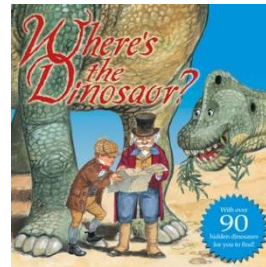


That Rabbit Belongs to
Emily Brown
Cressida Cowell



The Bear and the Piano
David Litchfield

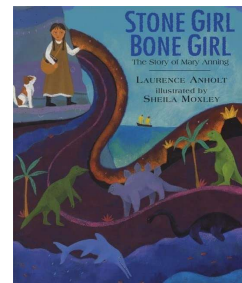
Spring 1



Where's the Dinosaur?
Keith Moseley

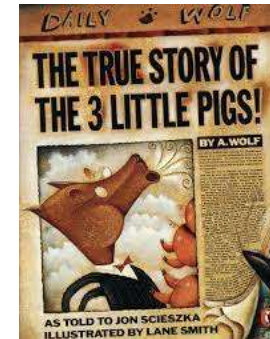


Little People, Big
Dreams: Mary Anning

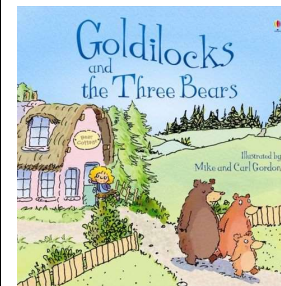


Stone Girl, Bone Girl
Laurence Anholt

Spring 2

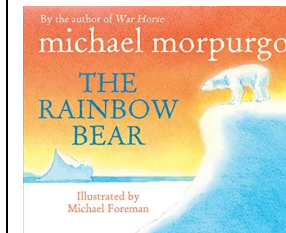


The True Story of the 3
Little Pigs!
Jon Scieszka



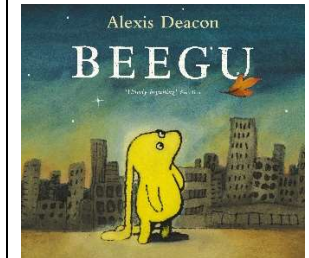
Goldilocks and the
Three Bears

Summer 1



The Rainbow Bear
Michael Morpurgo

Summer 2



Beegu
Alexis Deacon

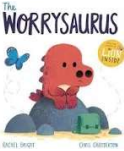


Baboon on the Moon
(digital literacy)

English: Key Texts

Key Vocabulary	<u>Funny Bones</u> Skeleton (noun) Cellar (noun) Connect (verb) Remind (verb) <u>The Gruffalo</u> Feast (noun) Predator (noun) Prey (noun) Petrifying (adj) Stroll (verb)	<u>Jack and the Beanstalk</u> Poor (adj) Rich (adj) Enormous (adj) Gleaming (adj) Furious (adj) <u>That Rabbit Belongs to Emily Brown</u> Desire (verb) Miserable (adj) Glorious (adj) Salute (verb) Launch (verb) <u>The Bear and the Piano</u> Theatre (noun) Concert (noun) Ovation (noun) Applause (noun) Audience (noun)	<u>Little People, Big Dreams</u> <u>Mary Anning</u> Coast (noun) Tourists (noun) Palaeontology (noun) Wealthy (adj) Valuable (adj) <u>Stone Girl Bone Girl</u> Carpenter (noun) Excavation (noun) Delicate (adj) Damp (adj) Inhabited (adj) <u>Where's the dinosaur?</u> Voyage (noun) Island (noun) Rumour (noun) Clearing (noun) Remote (adj)	<u>Goldilocks and the Three Bears</u> Furious (adj) Enraged (adj) Devastated (adj) Heartbroken (adj) Mischievous (adj)	<u>The Rainbow Bear</u> Wilderness (noun) Weary (adj) Clamber (verb) Roam (verb) Frolic (verb)	<u>Beegu</u> Remember (verb) Hopeful (adj) Unfriendly (adj) Perfect (adj) Alone (adj)

Story Time	Human Body extreme facts by Steffi Cavell-Clarke I care about my body – Liz Lennon Your body, Your senses by Franklin Watts All kinds of bodies – Franklin Watts Winnie’s Big Bad Robot – Valerie Thomas The Button Box – M Reid Mouse Count- Ellen Stoll Walsh One Fox - Kate Read. The Gingerbread Man The Enormous Turnip Counting Crocodiles- Judy Sierra One to Ten and Back Again by Nick Sharratt and Sue Heap. Mr Gumpy’s outing - John Burningham Rapunzel Which One Doesn’t Belong? by Christopher Danielson. Smeds and Smoos – Julia Donaldson Stick Man – Julia Donaldson The Scarecrow’s Wedding- Julia Donaldson Peace At Last – Jill Murphy Winnie’s Amazing Pumpkin – Valerie Thomas Winnie in Winter – Valerie Thomas The Emperor’s Egg – Martin Jenkins Mixed A colourful story – Arree Chung	Poems out loud – Ladybird Paddington – Michael Bond Where’s the fairies? – Keith Mosely You choose fairytales – Nick Sharratt Mr Wolf’s Pancakes – Jan Fearnley Wild Weather – Emily Bone Questions and Answers Weather- Katie Daynes The Gruffalo – Julia Donaldson We all belong – Natalie and Alex Goss Re-read Mermaid- Cerrie Burnell Re-read Funny Bones- Janet and Allan Ahlberg Lifesize – Sophie Henn Lifesize Dinosaurs – Sophie Henn Superworm – Julia Donaldson The Ugly Five – Julia Donaldson Where The Wild Things Are – Maurice Sendak Lost and Found- Oliver Jeffers The Three Little Pigs Little Red Riding Hood Oh Say Can You Say What’s The Weather Today? - Dr Suess Billy and The Beast – Nadia Shireen And Tango Makes Three – Justin Richardson & Peter Parnell 1 to 20 Animals Aplenty – Katie Viggers	The Big Book of Blooms – Yuval Zoomer Trees, Seasons Come, Seasons Go – Patricia Hegarty Britannica First Big Book of Why – Sally Symes Weird but true – Wild and wacky facts 2022- National Geographic Journey – Aaron Becker’s Wordless book What did the tree see? - Charlotte Guillain Re-read Where’s the dinosaur? – Keith Mosely Re-read Worrysaurus by Rachel Bright Snow White The Lion Inside – Racheal Bright & Jim Field The Squirrels Who Squabbled – Racheal Bright & Jim Field I can name 50 trees today – Dr Suess Look up! By Nathan Bryon Zim, Zam, Zoom – James Carter Stone Girl, Bone Girl – Laurence Anholt
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Additional Texts	Mermaid - <i>Cerrie Burnell</i> Fairy Magic- <i>Cerrie Burnell</i>  Poetry: The Sound Collector <i>Roger McGough</i>  Poetry: Wouldn't it be funny if you didn't have a nose? <i>Roger McGough</i>	All about...Autumn  Room on the broom <i>Julia Donaldson</i>	 The Worrysaurus <i>Rachel Bright</i>		 Do you love bugs? <i>Matt Robertson</i>	 The Puffin Book of Fantastic First Poems

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Writing Outcomes	<u>Narrative writing: retelling of The Gruffalo</u> Audience: peers Purpose: to entertain	<u>Narrative writing: retelling of Jack and the Beanstalk</u> Audience: peers Purpose: to entertain	<u>Setting description for a dinosaur</u> Audience: peers Purpose: to entertain	<u>Big Bad Wolf ‘wanted poster’</u> Audience: the villagers Purpose: Inform	<u>Missing Poster (linked to The Rainbow Bear)</u> Audience: the villagers Purpose: to inform	<u>Narrative writing: retelling of Beegu</u> Audience: peers Purpose: to entertain
	<u>Narrative writing: retelling of Funnybones</u> Audience: peers Purpose: to entertain	<u>Letter to the Queen (linked to Emily Brown)</u> Audience: peers Purpose: to entertain	<u>Mary Anning Factfile</u> Audience: peers Purpose: to inform	<u>Letter of apology from Big Bad Wolf</u> Audience: Three Little Pigs Purpose: To inform	<u>Setting Description (linked to The Rainbow Bear)</u> Audience: peers Purpose: to entertain	<u>Letter to Beegu’s family</u> Audience: Beegu’s family Purpose: to inform
	<u>Poetry: own version of The Sound Collector</u> Audience: Year R Purpose: Entertain	<u>Postcards home (linked to The Bear and the Piano)</u> Audience: peers Purpose: to inform	<u>Mary Anning Diary</u> Audience: the writer Purpose: to inform	<u>Narrative writing: retelling of Goldilocks and the Three Bears</u> Audience: peers Purpose: to entertain	<u>Recount of trip to Hilliers</u> Audience: peers Purpose: to inform	<u>Digital literacy: write the narrative for the short film ‘Baboon on the Moon’</u> Audience: peers Purpose: Entertain

Year 1						
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Writing Skills:	Spelling - words containing each of the 40+ phonemes already taught - common exception words Name the letters of the alphabet: - naming the letters of the alphabet in order - using letter names to distinguish between alternative spellings of the same sound Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. Handwriting: - 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' (ie letters that are formed in similar ways) and to practise these (See Penpals for progression throughout year) Write sentences by: - saying out loud what they are going to write about - composing a sentence orally before writing it - re-reading what they have written to check that it makes sense - discuss what they have written with the teacher or other pupils - read their writing aloud, clearly enough to be heard by their peers and the teacher - Leave spaces between words					
	<u>Sound Collector poetry</u> Using – ing Finger spaces <u>Retelling Gruffalo</u>	<u>Retelling of Jack and the Beanstalk</u> Show awareness of finger spaces, full stops, capital letters and exclamation marks.	<u>Setting description for a dinosaur</u> Use adjectives to describe Suffix – s – es <u>Mary Anning Factfile</u> Capital letters for names	<u>Letter of apology from Big Bad Wolf</u> Using -er, -est Using –ed Question marks and exclamation marks Prefix un-	<u>Missing Poster (linked to The Rainbow Bear)</u> Question marks and exclamation marks	<u>Narrative writing: retelling of Beegu</u> Prefix un Exclamation marks and question marks <u>Letter to Beegu's family</u>

	Show an awareness of finger spaces, full stops, capital letters. Sequence sentences to form part of a short narrative. Use simple sentence structures. <u>Retelling Funny Bones</u> Finger spaces and full stops How words can combine to make sentences Sequence sentences to form part of a short narrative	How words can combine to make sentences Sequence sentences to form part of a short narrative <u>Letter to the Queen (linked to Emily Brown)</u> Show an awareness of question marks. Show an awareness of capital letters for names, places days of week and personal pronoun I. <u>Postcards home (linked to The Bear and the Piano)</u> Show an awareness of capital letters for names, places days of week and personal pronoun I. Use –ed suffix	Use conjunction ‘and’ to link ideas <u>Mary Anning Diary</u> Capital letters for names Prefix un- Use conjunction ‘and’ to link ideas	<u>Big Bad Wolf ‘wanted poster’</u> Use adjectives to describe Use suffixes –er, -est Use exclamation marks and question marks <u>Narrative writing: retelling of Goldilocks and the Three Bears</u> Use suffixes –er, -est, -ed	<u>Setting Description (linked to The Rainbow Bear)</u> Use adjectives to describe <u>Recount of trip to Hilliers</u> Use suffix –ed Conjunction ‘and’ Suffix e/es	Exclamation marks and question marks <u>Baboon on the Moon</u> Using –er / -est Capital letters for names of people, places and days of the week Sequence sentences to form short narratives
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Speaking and Listening Objectives

1. Listen and respond appropriately to adults and their peers
2. Ask relevant questions to extend their understanding and knowledge
3. Use relevant strategies to build their vocabulary
4. Articulate and justify answers, arguments and opinions
5. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
6. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
7. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
8. Speak audibly and fluently with an increasing command of Standard English

9. Participate in discussions, presentations, performances, role play, improvisations and debates

10. Gain, maintain and monitor the interest of the listener(s)

11. Consider and evaluate different viewpoints, attending to and building on the contributions of others

12. Select and use appropriate registers for effective communication.