



KIRKBY CE– Y1 Progression Map



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		Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2																																																	
English	Driver Texts (POR)	<ul style="list-style-type: none"> • Word Collector (Peter H Reynolds) 	<ul style="list-style-type: none"> • Pattan’s Pumpkin (Chitra Soundar) 	<ul style="list-style-type: none"> • The Emperors Egg (Martin Jenkins) 	<ul style="list-style-type: none"> • Izzy Gizmo (Pip Jones) 	<ul style="list-style-type: none"> • Anna Hibiscus (Atinuke) 	<ul style="list-style-type: none"> • The Storm Whale (Benji Davies) 																																																	
	GPS	<p>Sentence structure – combine words to make sentences, join sentences with ‘and’. Sequence sentences to form narratives.</p> <ul style="list-style-type: none"> • Punctuation – spaces, capital letters, full stops, question marks, exclamation marks • Capital letters for names and the personal pronoun I <p>Terminology letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question marks, exclamation mark</p>																																																						
	Spelling Shed Stage 1	<p>Phonics - RWI Set 1 ,Set 2, Set 3</p> <table border="0"> <tr> <td>Endings ff, ll, ss, zz, ck</td> <td>compound words</td> <td>Split digraph o_e</td> <td>ue and ew</td> <td>igh</td> <td></td> <td></td> </tr> <tr> <td>K and nk</td> <td>ai and oi</td> <td>Split digraph u_e</td> <td>ie</td> <td>or and ore</td> <td></td> <td></td> </tr> <tr> <td>tch</td> <td>ay and oy</td> <td>ar</td> <td>ie making ee</td> <td>aw and au</td> <td></td> <td></td> </tr> <tr> <td>s and es</td> <td>split digraph e_e</td> <td>ee</td> <td>ou</td> <td>air and ear</td> <td></td> <td></td> </tr> <tr> <td>Ing and ed</td> <td>split digraph i_e</td> <td>ea</td> <td>ow or oa</td> <td>are</td> <td></td> <td></td> </tr> <tr> <td>Prefix un</td> <td></td> <td>oa</td> <td>Endings y ee ve</td> <td>ph and wh</td> <td></td> <td></td> </tr> <tr> <td>Suffixes er and est</td> <td>Read common exception words</td> <td></td> <td>Spell common exception words</td> <td></td> <td></td> <td></td> </tr> </table>						Endings ff, ll, ss, zz, ck	compound words	Split digraph o_e	ue and ew	igh			K and nk	ai and oi	Split digraph u_e	ie	or and ore			tch	ay and oy	ar	ie making ee	aw and au			s and es	split digraph e_e	ee	ou	air and ear			Ing and ed	split digraph i_e	ea	ow or oa	are			Prefix un		oa	Endings y ee ve	ph and wh			Suffixes er and est	Read common exception words		Spell common exception words			
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Speaking and Listening	<p>All 12 statutory statements will be covered at the appropriate level, including:</p> <ul style="list-style-type: none"> • Able to concentrate on the person talking and to ignore background noise and movement which is not relevant to the situation • Use language consistently to express likes and dislikes • Remember their words and speak clearly in presentations, performances and role play 																																																							
Composition and Writing	<ul style="list-style-type: none"> • I can sit correctly at a table and hold a pencil comfortably and correctly • I can begin to form lower-case letters in the correct direction, starting and finishing in the right place. • I can form capital letters and the digits 0 to 9 • I understand which letters belong to which 'families' (i.e. letters that are formed in similar ways) and I practise these • I can sit correctly at a table and hold a pencil comfortably and correctly • I can begin to form lower-case letters in the correct direction, starting and finishing in the right place. • I can form capital letters and the digits 0 to 9 • I understand which letters belong to which 'families' (i.e. letters that are formed in similar ways) and I practise these 																																																							
	<ul style="list-style-type: none"> • I can listen to and discuss a piece of text, taking turns and listening to what others say 																																																							



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Reading

- I can listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which I can read independently
- I check that the text makes sense and make corrections when needed
- I can link what I have read or heard to my own experiences
- I can retell familiar stories including fairy stories and traditional tales
- I can recognise and join in with predictable phrases
- I can recite some rhymes and poems by heart
- I can discuss meanings of words
- I can use previous experience, vocabulary and context to understand the text
- I can discuss the significance of the title and main events
- I can make inferences from what is being said or done
- I can make predications on the basis of what has been read so far.
- I can explain my understanding about a text