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Macmillan English 1

Cambridge Primary English Curriculum Framework

Course Transcript



| Stage 1 | Macmillan English 1 |
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| Phonics, spelling & vocabulary | |
| Hear, read and write initial letter sounds. | |
| Know the name and most common sound associated with every letter in the English alphabet. | <i>Hello!</i> Intro unit |
| Identify separate sounds (phonemes) within words, which may be represented by more than one letter, e.g. 'th', 'ch', 'sh'. | <i>Hello!</i> Intro unit sh- U6, ch- U7, th- U13 |
| Use knowledge of sounds to read and write single syllable words with short vowels. | units 1-5 |
| Blend to read, and segment to spell, words with final and initial adjacent consonants, e.g. <i>b-l</i> , <i>n-d</i> . | initial: U11, U12, final: U13, 15 |
| Begin to learn common spellings of long vowel phonemes, e.g. 'ee', 'ai', 'oo'. | U16, 17 |
| Use knowledge of sounds to write simple regular words, and to attempt other words | U1 onwards |
| Spell familiar common words accurately, drawing on sight vocabulary. | all units |
| Use rhyme and relate this to spelling patterns. | all units |
| Recognise common word endings, e.g. <i>-s</i> , <i>-ed</i> and <i>-ing</i> . | <i>-s</i> U16, <i>-ed</i> Mac Eng 2 U9, <i>-ing</i> U8, 9, 11 |
| Grammar and punctuation | <i>-ing</i> |
| Reading | |
| Pause at full stops when reading. | all levels |
| Identify sentences in a text. | U1, 4, 8 sentence only and exposure to sentences in texts |
| Know that a capital letter is used for <i>I</i> , for proper nouns and for the start of a sentence. | U1, U6 |
| Writing | |
| Mark some sentence endings with a full stop. | U1 |

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| Grammar and punctuation (continued) | |
| Write sentence-like structures which may be joined by <i>and</i> . | exposure to this from U1 |
| Reading | |
| Fiction and poetry | |
| Join in with reading familiar, simple stories and poems. Demonstrate an understanding that one spoken word corresponds with one written word. | all units / Phonics pages |
| Know that in English, print is read from left to right and top to bottom. | assumed |
| Read a range of common words on sight. | all units |
| Use phonic knowledge to read decodable words and to attempt to sound out some elements of unfamiliar words. | all units |
| Read aloud from simple books independently. | assumed |
| Anticipate what happens next in a story. | U6, 10, 13, 14 |
| Talk about events in a story and make simple inferences about characters and events to show understanding. | U6, 10, 13, 14 |
| Recognise story elements, e.g. beginning, middle and end. | U6, 10, 13, 14 |
| Retell stories, with some appropriate use of story language. | U6, 10, 13, 14 |
| Talk about significant aspects of a story's language, e.g. repetitive refrain, rhyme, patterned language. | not covered |
| Enjoy a range of books, discussing preferences. | not covered |
| Make links to own experiences. | assumed |
| Learn and recite simple poems. | some units |
| Join in and extend rhymes and refrains, playing with language patterns. | most units |
| Non-fiction | |
| Read labels, lists and captions to find information. | most units |

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| Reading (continued) | |
| Know the parts of a book, e.g. title page, contents. | assumed |
| Show awareness that texts for different purposes look different, e.g. use of photographs, diagrams, etc. | all units |
| Read and talk about own writing. | assumed |
| Writing | |
| Fiction | |
| Write simple storybooks with sentences to caption pictures. | Projects |
| Write a sequence of sentences retelling a familiar story or recounting an experience. | mainly single sentences |
| Begin to use some formulaic language, e.g. <i>Once upon a time</i> . | not covered |
| Compose and write a simple sentence with a capital letter and a full stop. | U1 onwards |
| Use relevant vocabulary. | all units |
| Non-fiction | |
| Write for a purpose using some basic features of text type. | all units |
| Write simple information texts with labels, captions, lists, questions and instructions for a purpose. | some LB units, Projects |
| Record answers to questions, e.g. as lists, charts. | some LB units, Projects |
| Presentation | |
| Develop a comfortable and efficient pencil grip. | assumed |
| Form letters correctly. | assumed |
| Speaking and listening | |
| Speak clearly and choose words carefully to express feelings and ideas when speaking of matters of immediate interest. | assumed |
| Converse audibly with friends, teachers and other adults. | assumed |
| Show some awareness of the listener through non-verbal communication. | assumed |

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| Speaking and listening (continued) | |
| Answer questions and explain further when asked. | most units |
| Speak confidently to a group to share an experience. | assumed |
| Take turns in speaking. | assumed |
| Listen to others and respond appropriately. | assumed |
| Listen carefully to questions and instructions. | assumed |
| Engage in imaginative play, enacting simple characters or situations. | some units |
| Note that people speak in different ways for different purposes and meanings. | in the later levels |