

1



Macmillan English 1

Cambridge Primary English Curriculum Framework mapping to Macmillan English

Stage 1	Macmillan English 1
Phonics, spelling & vocabulary	
Hear, read and write initial letter sounds.	<i>Hello!</i> Intro unit
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'.	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, 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, -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	
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