

English Writing Curriculum Map for Year 1

Updated 27.4.22

	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Focus Teaching Texts</b>	<ul style="list-style-type: none"> <li>-My Island - S Demasse-Pottier + S S Ratanavanh</li> <li>-Jack and the Beanstalk - trad tale</li> <li>-Jim and the Beanstalk - R Briggs</li> <li>-Poems to Perform - J Donaldson</li> <li>-A great Big Cuddle - M Rosen</li> <li>-[age appropriate poetry collections]</li> </ul>	<ul style="list-style-type: none"> <li>-Winter Sleep - S Taylor + A Morss</li> <li>-Diary of Samuel Pepys</li> <li>-The Great Fire of London-E Adams</li> <li>-The Great Fire of London – S Davidson</li> <li>-The Paperbag Princess - R Munsch</li> <li>-Princess Smartypants – B Cole</li> </ul>	<ul style="list-style-type: none"> <li>-A Story about Afiya-J Berry</li> <li>-Tibble and Grandpa - W Meddour + D Egneus</li> <li>-Every Child a song – N Davies + M Martin</li> <li>-Dear Greenpeace – S James</li> <li>-The Snail and the Whale – J Donaldson</li> </ul>
<b>Literary Form (genres)</b>	Poetry in a range of forms; Instructions; Traditional Tales; Narrative	Letters; diaries; traditional tales based in other countries; Information books (Animals)	Narrative; Recount from Personal experience; postcards
<b>Link to Main NC Area of Learning (Theme)</b>	<ul style="list-style-type: none"> <li>-UK Countries (Geog)</li> <li>-Traditional Tales (English-Reading)</li> <li>-Listening to and discussing a wide range of poems...recite some by heart (English-Reading)</li> </ul>	<ul style="list-style-type: none"> <li>-Comparing Lives of Monarchs and population ie. E 1<sup>st</sup> + 2<sup>nd</sup>; Victoria (history)</li> <li>-Great Fire of London (History)</li> </ul>	<ul style="list-style-type: none"> <li>-Local study (History/Geography)</li> <li>-Plants/Environment (Science)</li> <li>-growing from young to old + life cycles in nature; different types of family; transition (RSHE)</li> </ul>
<b>Milestones/ End Points to be reached by the end of each term...pupils will be able to:</b>			
<b>Composition: Sentence building</b>	<ul style="list-style-type: none"> <li>-Be aware of use of uppercase letters at start of sentences and full-stops at the end. Know the reasons for this.</li> <li>- be aware that we use uppercase letters to name some proper nouns</li> <li>-write simple sentence-like constructions</li> </ul>	<ul style="list-style-type: none"> <li>-Begin to punctuate sentences with a capital letter and end punctuation</li> <li>-write sentence-like constructions and some successful sentences</li> <li>-Know what exclamation and question marks are for</li> <li>- With support, start to use uppercase letters to name some proper nouns ie with people’s names at the start and end of letters</li> <li>-with support, use ‘and’ to join clauses</li> </ul>	<ul style="list-style-type: none"> <li>-Usually punctuate sentences with a capital letter and end punctuation</li> <li>-Usually write in sentence-like constructions, with successful simple sentences</li> <li>- Commonly use ‘and’ to join clauses</li> <li>-start to use exclamation and question marks</li> <li>- Sometimes use uppercase letters to name some proper nouns</li> </ul>
<b>Composition: Text building</b>	<ul style="list-style-type: none"> <li>- use a model to write a non-rhyming poem e.g. as a ‘list’ of ideas inspired by the given context</li> <li>- usually write a title</li> <li>-With support, sequence ideas to form a short and simple narrative (oral and written) based on a known story, sometimes using a pictorial story map as a guide</li> </ul>	<ul style="list-style-type: none"> <li>- Start to sequence ideas to form a short and simple narrative (oral and written) based on a known story, sometimes using a pictorial story map as a guide</li> <li>-With support, sequence ideas to recount a real experience</li> <li>-With support, write to the simple purpose of the task, relating content to that purpose</li> </ul>	<ul style="list-style-type: none"> <li>- Begin to sequence ideas to recount a real experience</li> <li>- Begin to write to the simple purpose of the task, relating content to that purpose</li> </ul>
<b>Composition: Authorial effect</b>	<ul style="list-style-type: none"> <li>-Use the adult’s model to write simply to the task</li> <li>- Say out loud what they are going to attempt to write</li> <li>- play with words in simple poems</li> </ul>	<ul style="list-style-type: none"> <li>-Compose a sentence orally and then attempt to write</li> <li>-With support, reread what they have written to check its sense</li> <li>- sometimes provide more detail about a noun by describing it</li> </ul>	<ul style="list-style-type: none"> <li>- Sometimes use an exclamation mark to amuse, interest or scare the reader</li> <li>-Start to reread what they have written to check its sense</li> </ul>

	<ul style="list-style-type: none"> <li>-with support, provide more detail about a noun by describing it</li> <li>-with support, will know how to use vocabulary they know to support the context of their writing, including some appropriate adjectives and verbs e.g. shiny, old, happy, ran, took, jumping</li> </ul>	<ul style="list-style-type: none"> <li>-with support, use vocabulary they know to support the context of their writing, including some appropriate adjectives and verbs</li> <li>-will sometimes use a title to inform</li> </ul>	<ul style="list-style-type: none"> <li>-usually provide more detail about some nouns by describing them</li> <li>-start to use vocabulary they know to support the context of their writing, including some appropriate adjectives and verbs</li> </ul>
<p><b>Composition: Grammar/terminology (see NC below)</b></p>	<ul style="list-style-type: none"> <li>-understand that a sentence contains information about someone or something that 'does', 'is' or 'has' something</li> <li>-recognise a full stop</li> <li>-begin to understand the concept of present and past tense, and use this understanding orally</li> <li>-understand that 'and' means we are adding information</li> <li>-orally rehearse sentences</li> <li>-understand what the nouns in sentences are and how to form the plurals</li> </ul>	<ul style="list-style-type: none"> <li>-understand that we can use 'and' to add two words together in a sentence, when those two things are acting or being affected in the same way</li> <li>-punctuate either orally or with an Action</li> <li>-understand that nouns can be people, places or things</li> <li>-understand that adjectives can be added to a noun to give more detail</li> </ul>	<ul style="list-style-type: none"> <li>-talk about the sentences they have written and explain why they are sentences</li> <li>-understand that we can join two sentences together using the word and; when this happens we will only need one full stop at the end</li> <li>-understand that, although these structures occur in a 'stream' in speech, it is important not to use too many clauses in one sentence</li> </ul>
<p><b>Transcription: Phonics into spelling (for full detail of specific spelling items, see Wbrx CEPS Spelling Curriculum Map- Appendix 1)</b></p>	<p><u>L+S Specific:</u></p> <ul style="list-style-type: none"> <li>-Use phonic knowledge to encode and, with support, start to spell words in a phonetically plausible way</li> <li>-Spell the 5 tricky words from L+S Phase 2</li> </ul> <p><u>NNS Specific</u></p> <p><u>After practice, start to appropriately use in independent writing:</u></p> <ul style="list-style-type: none"> <li>-<b>off, well, back, miss, buzz;</b> - eg. bank, think, honk, sunk;</li> <li>-<b>catch, fetch, hutch</b> + exceptions: rich, which, much, such;</li> <li>-have;</li> <li>-adding <b>-s</b> and <b>-es</b> to words (plural of nouns and the third-person singular of verbs) eg. if the ending sounds like /s/ or /z/, it is spelt as <b>-s</b> eg. cats, dogs;</li> <li>-add the endings <b>-ing, -ed</b> to verbs where no change is needed to the root word: jumping, jumped;</li> <li>- syllables in names (becoming familiar with the term); - words ending in <b>-y (/i:/ or /I/)</b> eg. names in class eg. Danny, Sammy;</li> <li>-<b>when, where, what, why</b></li> </ul>	<p><u>L+S Specific</u></p> <ul style="list-style-type: none"> <li>-Use phonic knowledge to encode and attempt to spell words in a phonetically plausible way – including some use of common digraphs</li> <li>-Spell some of the tricky words from L+S Phase 3</li> <li>-with support, to start to recognise new graphemes which are used to represent phonemes in words (ie 'n' = 'gn' or 'kn' etc)</li> </ul> <p><u>NNS Specific</u></p> <p><u>after practice, start to appropriately use in independent writing:</u></p> <ul style="list-style-type: none"> <li>-revisit spellings: <b>ff, ll, ss, zz</b> and <b>ck</b>, focus on exceptions: if, pal, us, bus, yes;</li> <li>-plurals if the ending sounds like /Iz/ and forms an extra syllable or 'beat' in the word, it is spelt as <b>-es</b> eg. witches + practise more plurals adding both <b>-s</b> and <b>-es</b> ALSO...third person verbs adding <b>-s</b> eg. <i>she sings, he plays;</i></li> <li>-<b>-ing + -er</b> further practice, add an extra syllable to the word eg. hunting, kinder...+ add <b>-ed</b> to words to make a past tense verb eg. wished;</li> <li>-talk about <b>syllables...</b> clap syllables, hear syllables, put hand under chin;</li> <li>-<b>very, happy, funny, silly, jolly, party, family</b></li> <li>-<b>wh-</b> where, what, which, wheel, while, why</li> <li>-compound words-these are two words joined together. Each part of the longer word is spelt as it would be if it were on its own eg. Laptop (link to syllables' learing)</li> </ul>	<p><u>L+S Specific:</u></p> <ul style="list-style-type: none"> <li>-Use phonic knowledge to encode and usually spell words in a phonetically plausible way – including digraphs</li> <li>-Spell most of the tricky words from L+S Phase 3</li> <li>-to sometimes recognise and with support, start to use new graphemes which are used to represent phonemes in words</li> </ul> <p><u>NSS Specific</u></p> <p><u>after practice, start to appropriately use in independent writing:</u></p> <ul style="list-style-type: none"> <li>-<b>-s, -es</b> the third person singular of verbs, adding syllable <b>s</b> + practise the third person singular of verbs</li> <li>-<b>-ed</b>, add <b>-ed</b> to the word, sometimes makes an extra syllable eg. wanted</li> <li>-adding <b>-er</b> and <b>-est</b> to adjectives where no change is needed in the root word eg. grander</li> <li>-ending in <b>-y</b>: continue to point out during reading and apply in writing + practise and revise earlier words</li> <li>-compound words: football, playground, farmyard, bedroom, blackberry</li> <li>-days of week: practise and check independent spelling</li> <li>-prefix <b>un</b>: undo, unhappy, unfair, unlock, unload</li> </ul>

		- practise spelling all the days of the week	
Transcription: Handwriting	-Sit correctly at a table beginning to hold pencil in correct 'tripod' grip [dynamic] -Practise letters belonging to 'families' which are formed in similar ways e.g. <i>c,o,g,d</i> - Print letters with the correct start and exit points for each letter, orientating correctly on the line, mainly without a model	- Form lower-case letters correctly and confidently, starting and finishing in the right place - Form most uppercase letters – using a model -Start to use spaces between words -Hold pencil comfortably and correctly in tripod/dynamic grip -Form digits 0-9 using a model	-Start to write lower-case using cursive lead-ins and lead-offs - Form most uppercase letters – without a model -Form digits 0-9 without model - Use spaces between words
NC for English: Vocabulary, Grammar, Punctuation (and Spelling)	<ul style="list-style-type: none"> <li>• Understand and start to use regular plural noun suffixes –s or –es, including the effects of these suffixes on the meaning of the noun; Suffixes that can be added to verbs where no change is needed in the spelling of root words; How the prefix un– changes the meaning of verbs and adjectives</li> <li>• Understand how words can combine to make sentences; Joining words and joining clauses using 'and'</li> <li>• Sequence sentences to form short narratives</li> <li>• Separate words with spaces; starting to use capital letters, full stops, question marks and exclamation marks to demarcate sentences along with capital letters for names and for the personal pronoun 'I'</li> <li>• <u>Terminology</u>: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</li> </ul>		