



'Go and do Likewise' Luke 10:25, -37 The Parable of the Good Samaritan  
We live with love and compassion, seeking help in times of need

Curriculum Map: Writing Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Text Types</b>	<p><b>Write to entertain</b> Little Red Hen by Jonathon Allen Talk for writing - Oracy outcome – re-tell a traditional tale verbally</p> <p><b>Write to entertain/inform</b> What the Ladybird Heard by Julia Donaldson – speech bubbles, description, fact sheet.</p>	<p><b>Write to entertain</b> Firework Night by Andrew Collett - fireworks list poetry.</p> <p><b>Write to entertain</b> One Snowy Night by Nick Butterworth – character description, narrative.</p> <p><b>Write to inform</b> Lily and the Snowman (Literacy Shed) Instructions – How to build a snowman.</p>	<p><b>Write to entertain</b> Pinocchio – character description, narrative retelling.</p> <p><b>Write to entertain</b> Pinocchio - performance poetry.</p>	<p><b>Write to entertain</b> The Gingerbread Man – talk for writing narrative.</p> <p><b>Write to inform</b> Our trip to the woods – recount of a seasonal walk.</p>	<p><b>Write to inform</b> Seasons by Hannah Pang – Information text.</p> <p><b>Write to entertain</b> Zahra – film unit on Literacy Shed Character description</p>	<p><b>Write to inform</b> Wanted: The Perfect Pet by Fiona Robertson - labels, advert, recount.</p> <p><b>Write to entertain/inform</b> Grandad's Island by Benji Davies – setting description, narrative and letter.</p>

'Hooks' into writing expose children to high quality, vocabulary-rich texts or engaging visual stimulus which cover the 3 Cs – Contemporary, Classic & Cultural. Each of the hooks is a vehicle for providing children the opportunity to write a variety of text types which cover the 4 main purposes for writing: to entertain, to inform, to discuss and to persuade.  
For progression in genres: Reasons to write and progressions in genres  
For progression through spelling and grammar see: [English Appendix 1](#) and [English Appendix 2](#)

Writing	Handwriting and Presentation	Composition	Vocabulary, grammar & punctuation
<b>Spelling</b>	To sit correctly at a table, holding a pencil comfortably and correctly	<b>To write sentences by:</b>	<b>To develop their understanding of the concepts by:</b>

<p>To spell: words containing each of the 40+ phonemes already taught common exception words the days of the week</p> <p>To 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</p> <p><b>To add prefixes and suffixes:</b>          using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs          using the prefix un– using –ing, –ed, –er and –est where no change is needed in the spelling of root words</p> <p>To apply simple spelling rules and guidance, as listed in Year 1 Spelling Appendix</p> <p>To write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>	<p>To begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>To form capital letters</p> <p>To form digits 0-9</p> <p>To understand which letters belong to which handwriting ‘families’ (ie letters that are formed in similar ways) and to practise</p>	<ul style="list-style-type: none"> <li>• saying out loud what they are going to write about</li> <li>• composing a sentence orally before writing it</li> <li>• sequencing sentences to form short narratives</li> <li>• re-reading what they have written to check that it makes sense</li> </ul> <p>To discuss what they have written with the teacher or other pupils</p> <p>To read their writing aloud clearly enough to be heard by their peers and the teacher.</p>	<ul style="list-style-type: none"> <li>• leaving spaces between words</li> <li>• joining words and joining clauses using "and"</li> <li>• beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>• using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’</li> <li>• learning the grammar for year 1</li> </ul> <p>To use the grammatical terminology in discussing their writing and reading.</p>
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