



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

'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	<u>To write sentences by:</u>	<u>To develop their understanding of the concepts by:</u>

<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></p> <p>using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</p> <p>using the prefix un– <b>using –ing, –ed, –er and –est where no change is needed in the spelling of root words</b></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 <b>include words using the GPCs and common exception words taught so far.</b></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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