

The Piggott School: Charvil Primary



'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
Suggested Stimuli or Hooks	<p>Little Red Hen by Jonathon Allen</p> <p>What the Ladybird Heard by Julia Donaldson</p>	<p>Firework Night</p> <p>One Snowy Night by Nick Butterworth –</p> <p>Lily and the Snowman (Literacy Shed)</p>	<p>Pinocchio</p>	<p>The Gingerbread Man</p> <p>Our trip to the wood</p>	<p>Seasons by Hannah Pang</p> <p>Zahra</p>	<p>Write to inform</p> <p>Wanted: The Perfect Pet by Fiona Robertson</p> <p>Grandad's Island by Benji Davies</p>
<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 2 main purposes for writing: to entertain and to inform. In Key Stage 2, children also write to discuss and to persuade.</p> <p>For progression in genres: Reasons to write and progressions in genres</p> <p>For progression through spelling and grammar see: English Appendix 1 and English Appendix 2</p>						
Writing	Handwriting and Presentation		Composition		Vocabulary, grammar & punctuation	
<p>Spelling</p> <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</p>	<p>To sit correctly at a table, holding a pencil comfortably and correctly</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 write sentences by:</p> <ul style="list-style-type: none"> saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives 		<p>To develop their understanding of the concepts by:</p> <ul style="list-style-type: none"> leaving spaces between words joining words and joining clauses using "and" beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark 	

<p>between alternative spellings of the same sound</p> <p><u>To add prefixes and suffixes:</u> 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 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"> re-reading what they have written to check that it makes sense <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"> using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ learning the grammar for year 1 <p>To use the grammatical terminology in discussing their writing and reading.</p>
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