

Writing Curriculum Map

Year 1

| Term (Weeks) | Autumn 1 (6 + 1 transition) | | Autumn 2 (7) | |
|--|--|---|--|--|
| Shared Reading (Key Text) | This Little Piggy Went to Market (rhyme) | The Three Little Pigs by Mara Alperin | The Gingerbread Man by Mara Alperin | Lost and Found by Oliver Jeffers |
| Genre and Weeks | Poetry (3) | Narrative (3) | Non-Fiction (3) | Narrative (4) |
| | Type: Nursery rhyme Purpose: To entertain the reader | Type: Beating the monster Focus: Character description Purpose: To create a character that the reader can imagine | Type: Instructions Form: Recipe Purpose: To instruct the reader | Type: Journey Focus: Setting description Purpose: To create a setting that the reader can imagine |
| Hook (Examples) | Animal tracks – pig hoof prints in the classroom. What animal might they belong to? | Wanted poster arrives – have you seen this wolf? He must be captured! | Letter from the fox – the gingerbread man escaped from me! Can you teach me how to make my own gingerbread man? | Letter from the penguin – I'm lost! Can you tell my friend where I am so that he can find me? |
| Journey (Examples) | Imitation and model text: This Little Piggy Went to Market Innovation: This Angry Froggy Ran to School Independent application: Own choice of animal and place e.g. This Smelly Spider Climbed a Tree Teach / review expectations: Where to glue in exit tickets. Write own name with clear capital letters, which must be larger than the other letters. Begin writing on the left-hand side of the page. Write simple words / captions / sentences (count the words, check that those words are written down and have a space between them). | Imitation and model text: Wanted poster – have you seen this wolf? Innovation: Wanted poster – have you seen this dragon? Independent application: Wanted poster – own choice of "baddie" to defeat e.g. fox or wizard | Imitation and model text: How to Make a Sandwich Innovation: How to Make a Cupcake Independent application: How to Make a Gingerbread Man | Imitation and model text: Setting description of the boy's town (part 1 of the journey) Innovation: Setting description of the ocean (part 2 of the journey) Independent application: Setting description of Antarctica (part 3 of the journey) |
| Toolkit and Planning Tool <small>NB: Toolkits include important objectives for oral retelling and for impacting the reader but may include elements beyond your year group's expectations for GPS. Journeys must reflect the GPS objectives below.</small> | Generate toolkit based upon cohort-specific needs (what GPS do children need support with?) Planning tool: text map | Toolkit: Characterisation Planning tool: text map | Toolkit: Instructions Planning tool: text map | Toolkit: Settings Planning tool: text map |

= new GPS (other objectives need regularly revisiting and consolidating)

Writing Curriculum Map

Year 1

| Term (Weeks) | | Autumn 1 (6 + 1 transition) | | Autumn 2 (7) | |
|--|--|--|---|---|---|
| Shared Reading (Key Text) | | This Little Piggy Went to Market (rhyme) | The Three Little Pigs by Mara Alperin | The Gingerbread Man by Mara Alperin | Lost and Found by Oliver Jeffers |
| Grammar, Punctuation and Spelling (National Curriculum) | Word | Pinch the sounds (Set 1 and some Set 2) Spell some Set 1 red words Syllables (1, 2 or 3?) Name the letters of the alphabet in order | Pinch the sounds (Set 1 and some Set 2) Spell some Set 1 red words Name the letters of the alphabet in order | Pinch the sounds (Set 1 and some Set 2) Spell some Set 1 red words Form digits 0-9 Name the letters of the alphabet in order | Pinch the sounds (Set 1 and Set 2) Spell some Set 1 red words Form digits 0-9 |
| | Sentence | Combine words to make sentences (orally rehearse a sentence, count the words, write the words, check that those words have been written down) | Combine words to make sentences (identify nouns and verbs) | Recognise sentences (identify the end of one sentence and the start of the next) | Combine words to make sentences (identify nouns and verbs) |
| | Punctuation | Form lowercase letters in the correct direction, starting and finishing in the right place Separate words with spaces | Begin to punctuate sentences using a capital letter Begin to punctuate sentences using a full stop Form lowercase letters in the correct direction, starting and finishing in the right place Form capital letters Separate words with spaces | Punctuate sentences using a capital letter Punctuate sentences using a full stop Form lowercase letters in the correct direction, starting and finishing in the right place Separate words with spaces | Punctuate sentences using a capital letter Punctuate sentences using a full stop Form lowercase letters in the correct direction, starting and finishing in the right place Separate words with spaces |
| Handwriting (RWI) | Stage 1a – teach capital letters | | Stage 1b (x1 letter and its capital per week) Teach relative size of letters – sun, boat, water (around letters) and revise matching capitals | | |
| Spelling (Ed. Shed) | Revise spelling of red words (from Red Ditty and Green books) 1. the, I, no 2. of, my 3. he, your 4. said, you 5. be, are | | Stage 1 – Autumn 1 1. Step 1 – words ending in ff, ll, ss, zz and ck 2. Step 2 – words spelt with k and nk 3. Step 3 – words with tch Stage 1 – Autumn 2 1. Step 7 – compound words and words with unstressed vowels 2. Step 8 – words with ai and oi 3. Step 9 – words with ay and oy | | |

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Writing Curriculum Map

Year 1

| Term and Weeks | | Spring 1 (6) | | | Spring 2 (6) | | |
|--|--|---|---|--|---|---|---|
| Shared Reading (Key Text) | | Jim and the Beanstalk by Raymond Briggs | | The Cow by Robert Louis Stevenson | Where the Wild Things Are by Maurice Sendak | | |
| Genre and Weeks | | Narrative (2) | Narrative (3) | Poetry Short-Burst Write (1) | Short-Burst Write (1) | Non-Fiction (2) | Non-Fiction (3) |
| | | Type: Fantasy Focus: Character description Purpose: To create a character that sounds real and that the reader can imagine | Type: Fantasy Focus: Beginning (opening and build-up) Purpose: To hook the reader | Type: Classic Purpose: To entertain the reader | Type: List Context: Items that Max needs for his journey | Type: Information Form: Fact file Purpose: To inform the reader | Type: Information Form: Fact file (new discovery) Purpose: To inform the reader |
| Hook (Examples) | | Discover a beanstalk and giant footprints in the classroom – who do these belong to? | Letter from Bob – Jim's best friend. You won't believe what happened: I climbed a rainbow and I found a unicorn! | Letter from Bob – what could I swap for magic beans / a golden coin? Read "The Cow" poem. | Orienteering – find pictures of clues related to the text e.g. Max, monster footprints, a boat, rucksack, forest. What could the plot be? | Letter from The Society of Island Explorers – we've heard of strange noises coming from neighbouring islands. What could they be? | Second letter from The Society of Island Explorers – thank you for the information. We managed to track down [names of children's wild things] but we've found a set of unusual prints that we've never seen before. What could they belong to? |
| Journey (Examples) | | Imitation and model text: Character description of a wizard Innovation: Character description of a giant Independent application: Character description of another traditional tale character e.g. fairy, witch, ogre, troll | Imitation and model text: Jim and the Beanstalk (opening and build up) Innovation: Bob and the Rainbow (opening and build up) Independent application: Own choice of character and something that the character travels on e.g. Billy and the Bridge / Tower / Sunflower / Tunnel (opening and build-up) | Imitation and model text: N/A Innovation: The Sheep (verse 1) Independent application: Own choice of farm animal e.g. The Goose (verse 1) | Nouns. Use 'and' as a conjunction to join nouns. Extension – use determiners (e.g. a/an/some) and adjectives e.g. "A <u>special</u> teddy). | Imitation and model text: N/A Innovation: Description of a wild thing Independent application: Description of own choice of wild thing | Imitation and model text: Information text about an invented monster Innovation: Information text about another invented monster Independent application: Information text about own invented monster |
| Toolkit and Planning Tool <small>NB: Toolkits include important objectives for oral retelling and for impacting the reader but may include elements beyond your year group's expectations for GPS. Journeys must reflect the GPS objectives below.</small> | | Toolkit: Characterisation Planning tool: text map | Toolkit: Openings and endings Planning tool: text map | Generate toolkit based upon cohort-specific needs (what GPS do children need support with?) Planning tool: shared text map | Generate toolkit based upon cohort-specific needs (what GPS do children need support with?) Planning tool: shared text map | Toolkit: Information Planning tool: text map | Toolkit: Information Planning tool: text map |

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Writing Curriculum Map

Year 1

| Term and Weeks | | Spring 1 (6) | | | Spring 2 (6) | | |
|---|-------------|---|---|---|---|--|---|
| Shared Reading (Key Text) | | Jim and the Beanstalk by Raymond Briggs | | The Cow by Robert Louis Stevenson | Where the Wild Things Are by Maurice Sendak | | |
| Grammar, Punctuation and Spelling (National Curriculum) | Word | Pinch the sounds (Set 1 and Set 2) Spell many Set 1 red words Spell some Set 2 red words | Pinch the sounds (Set 1 and Set 2) Spell many Set 1 red words Spell some Set 2 red words Past and present tense: use the suffixes -ing and -ed (no change to root word) – see word lists on Ed Shed (Step 5) | Pinch the sounds (Set 2 and some Set 3) Spell many Set 1 red words Spell some Set 2 red words Rhyming words | Pinch the sounds (Set 2 and some Set 3) Spell most Set 1 red words Spell some Set 2 red words | Pinch the sounds (Set 2 and some Set 3) Spell most Set 1 red words Spell Set 2 red words Past and present tense: use the suffixes -ing and -ed (no change to root word) | Pinch the sounds (Set 2 and some Set 3) Spell most Set 1 red words Spell Set 2 red words Past and present tense: use the suffixes -ing and -ed (no change to root word) |
| | Sentence | Combine words to make sentences (nouns, verbs and adjectives) Join words using 'and' | Combine words to make sentences (nouns, verbs and adjectives) Join words using 'and' | Combine words to make sentences (nouns, verbs and adjectives) | Combine words to make sentences (nouns, verbs and adjectives) Join words using 'and' | Combine words to make sentences (nouns, verbs and adjectives) Join clauses and words using 'and' | Combine words to make sentences (nouns, verbs and adjectives) Join clauses and words using 'and' |
| | Punctuation | Use a capital letter for people and places Punctuate sentences using a capital letter Punctuate sentences using a full stop Form lowercase letters in the correct direction, starting and finishing in the right place Separate words with spaces | Use capital letters for days of the week, people and places Punctuate sentences using a capital letter Punctuate sentences using a full stop Form lowercase letters in the correct direction, starting and finishing in the right place Separate words with spaces | Use capital letters for days of the week, people and places Form lowercase letters in the correct direction, starting and finishing in the right place Separate words with spaces | Form lowercase letters in the correct direction, starting and finishing in the right place Separate words with spaces | Capital letters for the personal pronoun 'I' e.g. My name is Arlo. I am a wild thing. I have... I live... I eat... I like... Begin to use exclamation marks | Use capital letters for days of the week, people, places and the personal pronoun 'I' Form lowercase letters in the correct direction, starting and finishing in the right place Separate words with spaces Begin to use exclamation marks |
| Handwriting (RWI) | | Stage 1b – Stage 1b (x1 letter and its capital per week) Teach relative size of letters – sun, boat, water (down letters) and revise matching capitals | | | Stage 1b – Stage 1b (x1 letter and its capital per week) Teach relative size of letters – sun, boat, water (down letters) and revise matching capitals | | |
| Spelling (Ed. Shed) | | Stage 1 – Autumn 2 and Spring 1 1. Step 10 – words with a-e and Step 11 – words with e-e 2. Step 12 – words with i-e and Step 13 – words with o-e 3. Step 14 – words with u-e 4. Step 15 – words with ar 5. Step 16 – words with ee and Step 17 – words with ea (ee) 6. Step 18 – words with ea (e) | | | Stage 1 – Spring 2 1. Step 19 – words with er is stressed 2. Step 20 – words where er is unstressed 3. Step 21 – words with ir and ur 4. Step 22 – words with oo (long) 5. Step 23 – words with oo (short) 6. Step 24 – words with oa and oe (oa) | | |

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Writing Curriculum Map

Year 1

| Term and Weeks | Summer 1 (5) | | Summer 2 (7) | | |
|---|--|---|--|--|---|
| Shared Reading (Key Text) | Dogger by Shirley Hughes | | The Ugly Five by Julia Donaldson | | |
| Genre and Weeks | Non-Fiction Short-Burst Write (1) | Narrative (4) | Non-Fiction (2) | Short-Burst Write Narrative (1) | Narrative (4) |
| | Type: Recount Context: Teddy bear's picnic | Type: Losing tale Focus: Whole structure (opening, build-up, problem, resolution, ending) Purpose: To tell the reader a 'losing tale' | Type: Recount Form: Diary Purpose: To tell the reader about an event | Type: Cumulative Focus: Setting description Purpose: To create a setting that sounds real and that the reader can imagine | Type: Cumulative Focus: Whole-structure Purpose: To introduce the reader to one character at a time |
| Hook (Examples) | Have a teddy bear's picnic on the field and invite children to bring their favourite soft toy into school. | Letter from Dave – I once lost my favourite toy. Have you ever lost anything that's precious to you? | Safari day in school – come dressed as an explorer and read The Ugly Five. | Letter from Julia Donaldson – can you write a new paragraph for The Ugly Five, so that my readers can really imagine the African plain? | Letter from the 'Little Five' – there's a great story about the 'Ugly Five' and EVERYBODY is interested in the 'Big Five'... but nobody writes about us! |
| Journey (Examples) | Imitation and model text: N/A Innovation: My Trip to the Woods Independent application: Our Teddy Bear's Picnic | Imitation and model text: Dogger (simplified) Innovation: Story about a different lost toy (collect names and ideas from children and the teddy bear's picnic) Independent application: Own choice of lost toy | Imitation and model text: Recount of the teddy bear's picnic Innovation: Recount of a trip to the park Independent application: Recount of a safari (in the order that the animals in The Ugly Five were met) | Imitation and model text: N/A Innovation: The Brazilian rainforest Independent application: The African plain | Imitation and model text: The Ugly Five (simplified) Innovation: The 'Shy Five' Independent application: The 'Little Five' |
| Toolkit and Planning Tool <small>NB: Toolkits include important objectives for oral retelling and for impacting the reader but may include elements beyond your year group's expectations for GPS. Journeys must reflect the GPS objectives below.</small> | Toolkit: Recount Planning tool: shared text map | Toolkit: Description Planning tool: box up plan | Toolkit: Recount Planning tool: text map | Toolkit: Settings Planning tool: shared text map | Toolkit: Description Planning tool: box up plan |

= new GPS (other objectives need regularly revisiting and consolidating)

Writing Curriculum Map

Year 1

| Term and Weeks | | Summer 1 (5) | | Summer 2 (7) | | |
|---|---|--|--|---|---|---|
| Shared Reading (Key Text) | | Dogger by Shirley Hughes | | The Ugly Five by Julia Donaldson | | |
| Grammar, Punctuation and Spelling (National Curriculum) | Word | <p>Edit spellings sounds (Set 2 and some Set 3)</p> <p>Spell most Set 1 red words</p> <p>Spell many Set 2 red words</p> <p>Past and present tense: use the suffixes -ing and -ed</p> <p>Spell some days of the week and months of the year</p> | <p>Edit spellings sounds (Set 2 and some Set 3)</p> <p>Spell most Set 1 red words</p> <p>Spell many Set 2 red words</p> <p>Use the prefix -un (how adding -un changes the meaning of verbs and adjectives e.g. unhappy, unfair, unkind, unlucky) – see word list on Ed Shed (Step 6)</p> <p>Single nouns / plural nouns: use the suffix -s and -es – see word list on Ed Shed (Step 4)</p> | <p>Edit spellings sounds (Set 2 and Set 3)</p> <p>Spell many Set 2 red words and some Set 3 red words</p> <p>Spell days of the week and months of the year</p> <p>Single nouns / plural nouns: use the suffix -s and -es</p> | <p>Edit spellings sounds (Set 2 and Set 3)</p> <p>Spell many Set 2 red words and some Set 3 red words</p> <p>Single nouns / plural nouns: use the suffix -s and -es</p> | <p>Edit spellings sounds (Set 2 and Set 3)</p> <p>Spell many Set 2 red words and some Set 3 red words</p> <p>Begin to use the suffixes -er and -est (e.g. colder – coldest, hotter – hottest) – see word list on Ed Shed (Step 6)</p> |
| | Sentence | <p>Combine words to make sentences (nouns, verbs and adjectives)</p> <p>Join words / clauses using 'and'</p> | <p>Combine words to make sentences (nouns, verbs and adjectives)</p> <p>Join words / clauses using 'and'</p> | <p>Combine words to make sentences (nouns, verbs and adjectives)</p> <p>Join words / clauses using 'and'</p> | <p>Combine words to make sentences (nouns, verbs and adjectives)</p> <p>Join words / clauses using 'and'</p> | <p>Combine words to make sentences (nouns, verbs and adjectives)</p> <p>Join words / clauses using 'and'</p> |
| | Punctuation | <p>Use capital letters for days of the week, people, places and the personal pronoun 'I'</p> <p>Punctuate sentences using a capital letter</p> <p>Punctuate sentences using a full stop</p> | <p>Use capital letters for days of the week, people, places and the personal pronoun 'I'</p> <p>Punctuate sentences using a capital letter</p> <p>Punctuate sentences using a full stop</p> <p>Begin to use exclamation marks</p> <p>Begin to use question marks (ask Dave questions about Dogger)</p> | <p>Use capital letters for days of the week, people, places and the personal pronoun 'I'</p> <p>Punctuate sentences using a capital letter and a full stop</p> <p>Begin to use exclamation marks</p> <p>Begin to use question marks</p> | <p>Use capital letters for days of the week, people, places and the personal pronoun 'I'</p> <p>Punctuate sentences using a capital letter and a full stop</p> <p>Begin to use exclamation marks</p> <p>Begin to use question marks</p> | <p>Use capital letters for days of the week, people, places and the personal pronoun 'I'</p> <p>Punctuate sentences using a capital letter and a full stop</p> <p>Begin to use exclamation marks</p> <p>Begin to use question marks</p> |
| Handwriting (RWI) | <p>Stage 1b – Stage 1b (x1 letter and its capital per week)</p> <p>Teach relative size of letters – sun, boat, water (curly letters and zigzag letters) and revise matching capitals</p> | | <p>Stage 2 – mature style of pre-joins (six sisters, uncles and two pets) – teach a, d, g, o, c</p> | | | |
| Spelling (Ed. Shed) | <p>Stage 1 – Summer 1</p> <ol style="list-style-type: none"> Step 25 – words with ou (ow sound) and Step 26 – words with ow (oa sound) Step 27 – words ending in y (ee) and ve (v) Step 28 – words with ue and ew Step 29 – words with ie (igh) | | <p>Stage 1 – Summer 1 and Summer 2</p> <ol style="list-style-type: none"> Step 30 – words with ie (ee) Step 31 – words with igh Step 32 – words with or and ore Step 33 – words with aw and au (or) Step 34 – words with air and ear Step 35 – words with ear and are (air) | | | |

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