







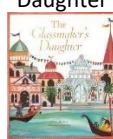
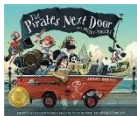





## Year 1 – Writing Curriculum Map – English Curriculum Implementation

Year 1	Autumn 1		Autumn 2		Spring 1			Spring 2			Summer 1		Summer 2	
Topic	VIPs				Highlands			Homelands			Land & Sea			
Book	The Way Back Home 	Pumpkin Soup  Soup	The Rainbow Fish /  Three Little Pigs 	Letters to Santa 	 Morag	National Storytelling Week	Robert Burns Poetry 	Heritage project – The Glass Cone 	Shakespeare Week – The Tempest	Glassmaker's Daughter 	The Pirate's Next Door 	Grace Darling	The Squirrels Who Squabble 	News Report/Weather
Vocab to be introduced	lifted, petrol, engine, thought, programme, suddenly	canteen, queue, stuttered, dozed, weird, silent	peculiar, shimmer, dazzling, prized, sparkling, scales	Envelope, sneakily, scurried, tumbled, sledge	Hectic, slipped, slithery, wailed, muddle		Drift, chitter, travel, shrill	Blowing, furnace, crystal, kiln, molten		Turrets, cabinet, encrusted, flux, globe	Ahoy, patched, yonder, rascal, grumpy, scruffy		Spontaneous, nook, bounty, squandered, squabbled	Glorious, temperature humid/humidity, atmosphere, pressure
Writing genre & outcome	Poetry  Basic sentences; sequencing words.	Instructions  Basic sentences.	Character descriptions  Questions	Letters	Letters/questions		Poetry	Diary		Narrative	Character description	Non-chron/newspaper report	Setting Description	Non-chron report – <i>linking to trip</i>
New SPAG skills	Capital letters, Full stops Finger spaces		Question marks		Capital letters for proper nouns		Adjectives and Verbs				Exclamation marks	Sequencing sentences to form short narratives Co-ordinating conjunctions – and		Adjectives and Verbs Consolidation of all skills

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<b>Spelling</b>	The days of the week	Adding s/es to make plurals	-ing (no root word change) -ed (no root word change)	Common Exception Word assessment	-er (no root word change) -est (no root word change)	-ing (no root word change)	-ed (no root word change)		Common Exception Word assessment	Prefix un- Adding s/es to make plurals	Compound words	-ing, -er, -ed, -est	Common Exception Word assessment
<b>S&amp;L foci</b>	Copies others' language and begins to be aware of current peer language e.g. copies inappropriate words, says 'cool' or 'whatever'		Tells stories that have a basic plot and a sequence of events.		Can follow what others say in larger groups (8+ pupils) and usually responds appropriately with verbal contributions.			Can communicate clearly and uses a consistent tense when talking for a sustained period		Uses speech that is consistently clear and easy to understand although there might be some occasional errors with longer words and words that have 2 or 3 consonant blends at the beginning e.g. scramble.		Uses a range of adjectives to talk about things they can see or have heard about in stories.	