

KS1 Writing Curriculum Map Document Year 1 Autumn Term (1)

Spelling	Handwriting	Punctuation	Grammar
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Know all letters of the alphabet and the sounds which they most commonly represent Spell consonant digraphs which have been taught and the sounds which they represent Spell vowel digraphs which have been taught and the sounds they represent The process of segmenting spoken words into sounds before choosing graphemes to represent the sounds Spell words with adjacent consonants Name the letters of the alphabet in order Use letter names to distinguish between alternative spellings of the same sound Spell words containing each of the 40+ phonemes already taught Apply simple spelling rules and guidance see NC Appendix 1 Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far See phonics pacing document for sounds taught this term. 	<p>Pupils should revise and be secure:</p> <ul style="list-style-type: none"> Hold a pencil comfortably and correctly with a tripod grip (R) Leave finger spaces between words (R) <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Sit correctly at a table, with a straight back and two feet flat on the floor Position paper slightly slanted Form lower-case letters in the correct direction, starting and finishing in the right place Form capital letters correctly Form digits 0-9 Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. 	<p>Pupils should revise and be secure:</p> <ul style="list-style-type: none"> Use capital letters and full stops to demarcate sentences (R) <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Begin to use question marks Begin to use exclamation marks Use capital letters for names Use capital letters for the personal pronoun I 	<p>Pupils should revise and be secure:</p> <ul style="list-style-type: none"> Join words orally with clauses using 'and' (R) Join words in a written sentence with clauses using 'and' <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Begin to understand how words can combine to make sentences
Composition		Contexts and Purposes	Terminology
<p>Pupils should be taught to write sentences by:</p> <ul style="list-style-type: none"> Saying out loud what they are going to write about (R) Composing a sentence orally before writing it Sequencing sentences to form short narratives Re-reading what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils Read aloud their writing clearly enough to be heard by their peers and the teacher Encourage pupils to think out loud as they collect their ideas for writing encourage pupils to draft, re-read and check their meaning is clear <p>Pupils should write:</p> <ul style="list-style-type: none"> Sequenced instructions for Miss Bossy to wash her hands / play stuck in the mud Poetry using sensory descriptions ; letter to Father Christmas; Mr Worry's rules 		<ul style="list-style-type: none"> Narrative: describe the characters in the Mr Men stories, PSHE link with characters and reactions Non-fiction, sequencing sentences to form instructions for Miss Bossy Sequence sentences to form short narratives Poetry linked to senses/fireworks 	<ul style="list-style-type: none"> letter capital letter word singular / plural sentence punctuation full stop question mark exclamation mark

Blue = New

Green = Already seen

KS1 Writing Curriculum Map Document Year 1 Spring Term (2)			
Spelling	Handwriting	Punctuation	Grammar

Blue = New

Green = Already seen

<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Apply simple spelling rules and guidance, as listed in English Appendix 1 Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far Spell the days of the week See phonics pacing document 	<p>Pupils should revise and be secure:</p> <ul style="list-style-type: none"> Sit correctly at a table, with a straight back and two feet flat on the floor. Paper slightly slanted. (Y1) Hold a pencil comfortably and correctly with a tripod grip (R) Leave finger spaces between words (R) Form lower-case letters in the correct direction, starting and finishing in the right place (Y1) Form capital letters correctly – awareness for name and beginning of a sentence (Y1) Form digits 0-9 (Y1) Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. (Y1) <ul style="list-style-type: none"> Use spacing between words that reflects the size of the letters 	<p>Pupils should revise and be secure:</p> <ul style="list-style-type: none"> Use capital letters and full stops to demarcate sentences (R) <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Use question marks (Y1) Use exclamation marks (Y1) Use capital letters for names (Y1) Use capital letters for the personal pronoun I (Y1) 	<p>Pupils should revise and be secure:</p> <ul style="list-style-type: none"> Understand how words can combine to make sentences (Y1) Join words and join clauses using ‘and’ (R) Join clauses using ‘because’ (R)
Composition		Contexts and purposes for writing	Terminology
<p>Pupils should be taught 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 Re-reading what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils Read aloud their writing clearly enough to be heard by their peers and the teacher Encourage pupils to think out loud as they collect their ideas for writing encourage pupils to draft, re-read and check their meaning is clear Use words from own reading to enhance written work <p>Pupils should write:</p> <ul style="list-style-type: none"> A traditional narrative story based on fairy tales such as the gingerbread man; recount of an event; postcard to Shrek; Lost and found posters with the them ‘Tell me a story’ 		<ul style="list-style-type: none"> Sequencing sentences to form short narratives based on the gingerbread man. Innovate own traditional stories. Write a sequenced recount of an event Write a description in the format of a lost and found poster Poetry Instructions 	<ul style="list-style-type: none"> letter capital letter word singular / plural sentence punctuation full stop question mark exclamation mark

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Kingsway Primary School

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KS1 Writing Curriculum Map Document Year 1 Summer Term (3)

Spelling	Handwriting	Punctuation	Grammar
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Apply simple spelling rules and guidance, as listed in English Appendix 1 (Y1) Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far (Y1) See phonics pacing document 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Sit correctly at a table, with a straight back and two feet flat on the floor. Paper slightly slanted.(Y1) Hold a pencil comfortably and correctly with a tripod grip (R) Form lower-case letters in the correct direction, starting and finishing in the right place (Y1) Form capital letters correctly (Y1) Form digits 0-9 of the correct size Use spacing between words that reflects the size of the letters (Y1) Write capitals and digits of the correct size, orientation and relationship to one another Form lower case letters of the correct size relative to one another and capitals Write with a joined style as soon as they can form letters securely with the correct orientation 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Use capital letters and full stops to demarcate sentences accurately (Y1) Use capital letters for names (Y1) Use capital letters for the personal pronoun I (Y1) Use question marks independently Use exclamation marks independently 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Understand confidently how words can combine to make sentences(Y1) Join words and join clauses using 'and'(Y1) Join clauses using 'because'(Y1) Create sentences with different forms: statement, question, exclamation, command
Composition		Contexts and purposes for writing	Terminology
<p>Pupils should be taught 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 Re-reading what they have written to check that it makes sense and make edits Discuss what they have written with the teacher or other pupils and offer points for improvement Read aloud their writing clearly enough to be heard by their peers and the teacher in a performing voice Encourage pupils to think out loud as they collect their ideas for writing encourage pupils to draft, re-read and check their meaning is clear Use words from own reading to enhance written work 		<ul style="list-style-type: none"> Using Gwill the Dragon, innovate and sequence sentences to form short narratives Using David Attenborough and links to protecting the environment pupils write a sequenced recount of an event which includes details about the event that has been experienced Poetry linked to animals and their habitats 	<ul style="list-style-type: none"> letter capital letter word singular / plural sentence punctuation full stop question mark exclamation mark

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