

# Sapphire Class Medium Term Curriculum Map – Year 1 Writing

These links to the National Curriculum are split in half.

The bullet points 'above the line' are the appropriate links to some of the NC Reading objectives.

The objectives 'under the line' are the links to the NC Writing objectives.

Throughout the year, children will be given many opportunities to develop their Speaking and Listening skills too, through drama, reading of work and listening to what other children contribute

NC objective: understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. This will be delivered through frequent handwriting practice

-Differentiation by input see the weekly planning sheet/  
 -Key vocab for each learning objective is in red font /  
 -Resources -see the weekly planning /  
 -Minimum Assessment for Learning strategies for all topics = Peer Talk; targeted questioning; mini white boards; and self and peer marking  
 - Long term memory development strategies= Recapping previous learning at the start of each new topic / Long term memory strategy linked to the objectives on this sheet for each week  
 -English Cultural Capital Year 1: the skill of holding a sentence and developing confidence when extending the length of these

EYFS

## Writing: Composition

### Planning, Writing and Editing

Communication and Language	<ul style="list-style-type: none"> <li>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> </ul>
Literacy	<ul style="list-style-type: none"> <li>Engage in extended conversations about stories, learning new vocabulary.</li> <li>Use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</li> <li>Write some or all of their name.</li> <li>Write some letters accurately.</li> </ul>
Expressive Arts and Design	<ul style="list-style-type: none"> <li>Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc.</li> </ul>
Communication and Language	<ul style="list-style-type: none"> <li>Learn new vocabulary.</li> <li>Articulate their ideas and thoughts in well-formed sentences.</li> <li>Describe events in some detail.</li> <li>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>Listen to and talk about stories to build familiarity and understanding.</li> <li>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>Use new vocabulary in different contexts.</li> <li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>

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Literacy		<ul style="list-style-type: none"> <li>Form lower case and capital letters correctly.</li> <li>Spell words by identifying the sounds and then writing the sound with the letter/s.</li> <li>Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</li> <li>Re-read what they have written to check it makes sense.</li> </ul>
Expressive Arts and Design		<ul style="list-style-type: none"> <li>Develop storylines in their pretend play.</li> </ul>
Literacy	Writing	<ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed.</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>Write simple phrases and sentences that can be read by others.</li> </ul>
Expressive Arts and Design	Being Imaginative and Expressive	<ul style="list-style-type: none"> <li>Invent, adapt and recount narratives and stories with peers and teachers.</li> </ul>

Non-Fiction			
Reception	Communication and Language		<ul style="list-style-type: none"> <li>Engage in non-fiction books.</li> <li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>
ELG	Communication and Language	Speaking	<ul style="list-style-type: none"> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> </ul>
	Literacy	Comprehension	<ul style="list-style-type: none"> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul>

Poetry and Performance			
Three and Four-Year-Olds	Communication and Language		<ul style="list-style-type: none"> <li>Sing a large repertoire of songs.</li> <li>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> </ul>
	Expressive Arts and Design		<ul style="list-style-type: none"> <li>Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</li> <li>Remember and sing entire songs.</li> <li>Sing the pitch of a tone sung by another person ('pitch match').</li> <li>Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs.</li> <li>Create their own songs, or improvise a song around one they know.</li> </ul>

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Reception	Communication and Language		<ul style="list-style-type: none"> <li>Engage in storytimes.</li> <li>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>Learn rhymes, poems and songs.</li> </ul>
	Expressive Arts and Design		<ul style="list-style-type: none"> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>Develop storylines in their pretend play.</li> </ul>
ELG	Literacy	Comprehension	<ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> </ul>
	Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> <li>Make use of props and materials when role playing characters in narratives and stories.</li> </ul>
		Being Imaginative and Expressive	<ul style="list-style-type: none"> <li>Invent, adapt and recount narratives and stories with their peers and their teacher.</li> <li>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</li> </ul>
<b>Use of Phrases and Clauses</b>			
Three and Four-Year-Olds	Communication and Language		<ul style="list-style-type: none"> <li>Use longer sentences of four to six words.</li> </ul>
Reception	Communication and Language		<ul style="list-style-type: none"> <li>Articulate their ideas and thoughts in well-formed sentences.</li> <li>Connect one idea or action to another using a range of connectives.</li> </ul>
ELG	Communication and Language	Speaking	<ul style="list-style-type: none"> <li>Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.</li> </ul>
<b>Awareness of Audience, Purpose and Structure</b>			
Three and Four-Year-Olds	Communication and Language		<ul style="list-style-type: none"> <li>Use a wider range of vocabulary.</li> <li>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</li> <li>Start a conversation with an adult or a friend and continue it for many turns.</li> <li>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</li> </ul>
Reception	Communication and Language		<ul style="list-style-type: none"> <li>Learn new vocabulary.</li> <li>Use new vocabulary throughout the day.</li> <li>Describe events in some detail.</li> <li>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>Develop social phrases.</li> <li>Use new vocabulary in different contexts.</li> </ul>

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ELG	Communication and Language	Speaking	<ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary.</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>
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## Writing: Vocabulary, Grammar and Punctuation

### Sentence Construction and Tense

Three and Four-Year-Olds	Communication and Language	<ul style="list-style-type: none"> <li>Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?'</li> <li>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</li> <li>Use longer sentences of four to six words.</li> </ul>	
Reception	Communication and Language	<ul style="list-style-type: none"> <li>Learn new vocabulary.</li> <li>Use new vocabulary throughout the day.</li> <li>Articulate their ideas and thoughts in well-formed sentences.</li> <li>Connect one idea or action to another using a range of connectives.</li> </ul>	
ELG	Communication and Language	Speaking	<ul style="list-style-type: none"> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.</li> </ul>

## Writing: Transcription Spelling

### Phonics and Spelling Rules

Three and Four-Year-Olds	Literacy	<ul style="list-style-type: none"> <li>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</li> </ul>
Reception	Literacy	<ul style="list-style-type: none"> <li>Spell words by identifying the sounds and then writing the sound with the letter/s.</li> <li>Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</li> </ul>

Sapphire Class	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
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RML books are used to support writing and speaking/listening skills to further support transition from Early Years.  
The objectives from the National Curriculum may be very similar, but progression is in terms of RML story book.  
This will allow the children to continuously work on the NC objective 'using letter names to distinguish between alternative spellings of the same sound'

Autumn first half	<b>The Dressing Up Box (RML Pink, Set 3, Story 4)</b> <ul style="list-style-type: none"> <li>being encouraged to link what they read or hear read to their own experiences</li> <li>participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>explain clearly their understanding of what is read to them.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>sit correctly at a table, holding a pencil comfortably and correctly</li> <li>begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>saying out loud what they are going to write about</li> <li>composing a sentence orally before writing it</li> <li>leaving spaces between words</li> <li>beginning to punctuate sentences using a capital letter and a full stop</li> <li>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul>	<b>Sanjay stays in bed (RML Pink, Set 3, Story 4)</b> <ul style="list-style-type: none"> <li>being encouraged to link what they read or hear read to their own experiences</li> <li>recognising and joining in with predictable phrases</li> <li>making inferences on the basis of what is being said and done</li> <li>predicting what might happen on the basis of what has been read so far</li> <li>participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>explain clearly their understanding of what is read to them</li> </ul> <hr/> <ul style="list-style-type: none"> <li>sit correctly at a table, holding a pencil comfortably and correctly</li> <li>begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>saying out loud what they are going to write about</li> </ul>	<b>In the Night (RML Pink, Set 3, Story 8)</b> <ul style="list-style-type: none"> <li>being encouraged to link what they read or hear read to their own experiences</li> <li>recognising and joining in with predictable phrases</li> <li>making inferences on the basis of what is being said and done</li> <li>predicting what might happen on the basis of what has been read so far</li> <li>participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>explain clearly their understanding of what is read to them</li> </ul> <hr/> <ul style="list-style-type: none"> <li>sit correctly at a table, holding a pencil comfortably and correctly</li> <li>begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>form capital letters</li> </ul>	<b>Playday (RML Orange Set 4, Story 1)</b> <ul style="list-style-type: none"> <li>being encouraged to link what they read or hear read to their own experiences</li> <li>recognising and joining in with predictable phrases</li> <li>making inferences on the basis of what is being said and done</li> <li>predicting what might happen on the basis of what has been read so far</li> <li>participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>explain clearly their understanding of what is read to them</li> </ul> <hr/> <ul style="list-style-type: none"> <li>sit correctly at a table, holding a pencil comfortably and correctly</li> <li>begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>form capital letters</li> </ul>	<b>Come on Margo! (RML Orange Set 4, Story 7)</b> <ul style="list-style-type: none"> <li>being encouraged to link what they read or hear read to their own experiences</li> <li>recognising and joining in with predictable phrases</li> <li>making inferences on the basis of what is being said and done</li> <li>predicting what might happen on the basis of what has been read so far</li> <li>participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>explain clearly their understanding of what is read to them</li> </ul> <hr/> <ul style="list-style-type: none"> <li>sit correctly at a table, holding a pencil comfortably and correctly</li> <li>begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>form capital letters</li> <li>saying out loud what they are going to write about</li> </ul>	<b>Haircuts (RML Orange Set 4, Story 9)</b> <ul style="list-style-type: none"> <li>being encouraged to link what they read or hear read to their own experiences</li> <li>recognising and joining in with predictable phrases</li> <li>making inferences on the basis of what is being said and done</li> <li>predicting what might happen on the basis of what has been read so far</li> <li>participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>explain clearly their understanding of what is read to them</li> </ul> <hr/> <ul style="list-style-type: none"> <li>sit correctly at a table, holding a pencil comfortably and correctly</li> <li>begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>form capital letters</li> <li>saying out loud what they are going to write about</li> </ul>	Assessment, Consolidation and Review
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		<ul style="list-style-type: none"> <li>- composing a sentence orally before writing it</li> <li>- re-reading what they have written to check that it makes sense</li> <li>- leaving spaces between words</li> <li>- beginning to punctuate sentences using a capital letter and a full stop</li> <li>- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul>	<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>- discuss what they have written with the teacher or other pupils</li> <li>- leaving spaces between words ☐ joining words and joining clauses using and</li> <li>- beginning to punctuate sentences using a capital letter and a full stop,</li> <li>- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul>	<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>- discuss what they have written with the teacher or other pupils</li> <li>- leaving spaces between words ☐ joining words and joining clauses using and</li> <li>- beginning to punctuate sentences using a capital letter and a full stop and a full stop</li> <li>- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>- composing a sentence orally before writing it</li> <li>- discuss what they have written with the teacher or other pupils</li> <li>- leaving spaces between words ☐ joining words and joining clauses using and</li> <li>- beginning to punctuate sentences using a capital letter and a full stop,</li> <li>- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>- composing a sentence orally before writing it</li> <li>- discuss what they have written with the teacher or other pupils</li> <li>- leaving spaces between words ☐ joining words and joining clauses using and</li> <li>- beginning to punctuate sentences using a capital letter and a full stop,</li> <li>- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul>
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<u>Sapphire Class</u>	<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>	<u>Week 7</u>
Autumn second half	<p><b>Owl Babies</b></p> <ul style="list-style-type: none"> <li>- recognising and joining in with predictable phrases</li> <li>- discussing word meanings, linking new meanings to those already known</li> <li>- discussing the significance of the title and events</li> <li>- making inferences on the basis of what is being said and done</li> <li>- predicting what might happen on the basis of what has been read so far</li> <li>- participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>- explain clearly their understanding of what is read to them</li> </ul> <hr/> <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>- re-reading what they have written to check that it makes sense ☐</li> <li>- discuss what they have written with the teacher or other pupils</li> <li>- read aloud their writing clearly enough to be heard by their peers and the teacher</li> <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> </ul>	<p><b>Story – Ten Out of Bed</b></p> <ul style="list-style-type: none"> <li>- listening to and discussing a wide range of stories at a level beyond that at which they can read independently</li> <li>- being encouraged to link what they read or hear read to their own experiences</li> <li>- recognising and joining in with predictable phrases</li> <li>- discussing word meanings, linking new meanings to those already known</li> <li>- making inferences on the basis of what is being said and done</li> <li>- predicting what might happen on the basis of what has been read so far</li> <li>- participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>- explain clearly their understanding of what is read to them</li> </ul> <hr/> <ul style="list-style-type: none"> <li>- form lower-case letters in the correct direction, starting and finishing in the right place</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> <li>- read aloud their writing clearly enough to be heard by their peers and the teacher</li> <li>- joining words and joining clauses using and</li> <li>- beginning to punctuate sentences using a capital letter and a full stop</li> </ul>	<p><b>Adventure Story writing – Imaginary Land</b></p> <ul style="list-style-type: none"> <li>- form lower-case letters in the correct direction, starting and finishing in the right place</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> <li>- read aloud their writing clearly enough to be heard by their peers and the teacher</li> <li>- joining words and joining clauses using and</li> <li>- beginning to punctuate sentences using a capital letter and full stop</li> </ul>	<p><b>List, Captions and Labels</b></p> <ul style="list-style-type: none"> <li>- using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>- form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>- leaving spaces between words</li> </ul>	<p><b>Sequencing and re-writing the Nativity Story</b></p> <ul style="list-style-type: none"> <li>- being encouraged to link what they read or hear read to their own experiences</li> <li>- discussing word meanings, linking new meanings to those already known</li> <li>- drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>- discussing the significance of the title and events</li> <li>- participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>- explain clearly their understanding of what is read to them.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>- form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>- sequencing sentences to form short narratives</li> <li>- re-reading what they have written to check that it makes sense</li> <li>- discuss what they have written with the teacher or other pupils</li> <li>- joining words and joining clauses using and</li> <li>- beginning to punctuate sentences using a capital letter and a full stop and an exclamation mark</li> <li>- using a capital letter for names of people and places</li> </ul>	<p><b>Writing a letter and a list to Father Christmas</b></p> <ul style="list-style-type: none"> <li>- using a capital letter for names of people, places... and the personal pronoun ‘I’</li> <li>- using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>- form lower-case letters in the correct direction, starting and finishing in the right place and capital letters</li> <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> <li>- discuss what they have written with the teacher or other pupils</li> <li>- read aloud their writing clearly enough to be heard by their peers and the teacher.</li> <li>- joining words and joining clauses using and</li> <li>- beginning to punctuate sentences using a capital letter and a full stop and a question mark</li> <li>- using a capital letter for names of people, places and the personal pronoun ‘I’</li> </ul>	<p><b>Poetry – Christmas acrostic poem</b></p>

We will also aim to begin to introduce the Year 1 Common Exception Words from Spring 1 onwards.

Spring first half	<p><b>Mr. Wolf’s Pancakes – recipes</b></p> <ul style="list-style-type: none"> <li>- being encouraged to link what they read or hear read to their own experiences</li> <li>- making inferences on the basis of what is being said and done</li> <li>- participate in discussion about what is read to them, taking turns and listening to what others say</li> </ul>	<p><b>Gingerbread Man: wanted poster and re-telling the story</b></p> <ul style="list-style-type: none"> <li>- listening to and discussing a wide range of stories at a level beyond that at which they can read independently</li> <li>- recognising and joining in with predictable phrases</li> </ul>	<p><b>Story: Magic Paintbrush</b></p> <ul style="list-style-type: none"> <li>- listening to and discussing a wide range of stories at a level beyond that at which they can read independently</li> <li>- recognising and joining in with predictable phrases</li> <li>- discussing the significance of the title and events</li> </ul>	<p><b>Retelling the story of the Little Red Hen</b></p> <ul style="list-style-type: none"> <li>- listening to and discussing a wide range of stories at a level beyond that at which they can read independently</li> <li>- recognising and joining in with predictable phrases</li> <li>- discussing the significance of the title and events</li> </ul>	<p><b>Zodiac Story – Chinese New Year</b></p> <ul style="list-style-type: none"> <li>- being encouraged to link what they read or hear read to their own experiences</li> <li>- discussing word meanings, linking new meanings to those already known</li> <li>- drawing on what they already know or on background information and vocabulary provided by the teacher</li> </ul>	<p><b>Poetry: all about me</b></p> <ul style="list-style-type: none"> <li>- listening to and discussing a wide range of poems</li> <li>- learning to appreciate rhymes and poems, and to recite some by heart</li> <li>- form lower-case letters in the correct direction, starting and finishing in the right place</li> </ul>	Assessment, Consolidation and Review
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## Sapphire Class Medium Term Curriculum Map – Year 1 Writing

	<ul style="list-style-type: none"> <li>- explain clearly their understanding of what is read to them</li> <li>- using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>- form lower-case letters in the correct direction, starting and finishing in the right place</li> </ul>	<ul style="list-style-type: none"> <li>- discussing the significance of the title and events</li> <li>- participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>- explain clearly their understanding of what is read to them</li> <li>- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> </ul>	<ul style="list-style-type: none"> <li>- participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>- explain clearly their understanding of what is read to them</li> <li>- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> </ul>	<ul style="list-style-type: none"> <li>- participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>- explain clearly their understanding of what is read to them</li> <li>- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> </ul>	<ul style="list-style-type: none"> <li>- explain clearly their understanding of what is read to them.</li> <li>- form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>- form capital letters</li> <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> <li>- discuss what they have written with the teacher or other pupils</li> <li>- read aloud their writing clearly enough to be heard by their peers and the teacher.</li> <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 and a question mark</li> <li>- using a capital letter for names of people and the personal pronoun 'I'</li> </ul>	<ul style="list-style-type: none"> <li>- read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>	
Spring second half	<p><b>Poetry: Spring Poems</b></p> <ul style="list-style-type: none"> <li>- listening to and discussing a wide range of poems</li> <li>- learning to appreciate rhymes and poems, and to recite some by heart</li> <li>- form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>- read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>	<p><b>Un prefix work</b></p> <ul style="list-style-type: none"> <li>- using the prefix un</li> <li>- re-reading what they have written to check that it makes sense</li> <li>- read aloud their writing clearly enough to be heard by their peers and the teacher</li> </ul>	<p><b>Instructions: Linked to food (Fairy cakes/chocolate rice krispy cakes)</b></p> <ul style="list-style-type: none"> <li>- being encouraged to link what they read or hear read to their own experiences</li> </ul>	<p><b>Non-fiction: Florence Nightingale</b></p> <ul style="list-style-type: none"> <li>- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>- discussing word meanings, linking new meanings to those already known</li> <li>- drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>- discussing the significance of the title and events</li> <li>- making inferences on the basis of what is being said and done</li> <li>- participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>- explain clearly their understanding of what is read to them.</li> </ul>	<p><b>Poetry: repeating poems for Mothers' Day</b></p> <ul style="list-style-type: none"> <li>- listening to and discussing a wide range of poems</li> <li>- learning to appreciate rhymes and poems, and to recite some by heart</li> <li>- form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>- read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>	<p><b>Re-telling the Easter Story</b></p> <ul style="list-style-type: none"> <li>- listening to and discussing a wide range of stories at a level beyond that at which they can read independently</li> <li>- recognising and joining in with predictable phrases</li> <li>- discussing the significance of the title and events</li> <li>- participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>- explain clearly their understanding of what is read to them</li> <li>- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> </ul>	<p>Assessment, Consolidation and Review</p> <ul style="list-style-type: none"> <li>- form lower-case letters in the correct direction, starting and finishing in the right place and also capital letters</li> <li>- composing a sentence orally before writing it</li> <li>- sequencing sentences to form short narratives</li> <li>- joining words and joining clauses using and</li> </ul>

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<p>Summer first half</p>	<p><b><u>Past and Present Tense about ourselves</u></b></p> <ul style="list-style-type: none"> <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 using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>- sequencing sentences to form short narratives</li> <li>- re-reading what they have written to check that it makes sense</li> <li>- discuss what they have written with the teacher or other pupils</li> <li>- read aloud their writing clearly enough to be heard by their peers and the teacher</li> </ul>	<p><b><u>Imaginative Story writing</u></b></p> <ul style="list-style-type: none"> <li>- form lower-case letters in the correct direction, starting and finishing in the right place</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> <li>- read aloud their writing clearly enough to be heard by their peers and the teacher</li> <li>- joining words and joining clauses using and</li> <li>- beginning to punctuate sentences using a capital letter and full stop</li> </ul>	<p><b><u>Speech Bubbles</u></b></p> <ul style="list-style-type: none"> <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>- sequencing sentences to form short narratives</li> <li>- re-reading what they have written to check that it makes sense</li> <li>- discuss what they have written with the teacher or other pupils</li> <li>- read aloud their writing clearly enough to be heard by their peers and the teacher</li> </ul>	<p><b><u>Suffixes (ing, ed)</u></b></p> <ul style="list-style-type: none"> <li>- using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</li> </ul>	<p><b><u>Suffixes (er and est)</u></b></p> <ul style="list-style-type: none"> <li>- using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</li> </ul>	<p><b><u>Syllables</u></b></p> <ul style="list-style-type: none"> <li>- read other words of more than one syllable that contain taught GPCs</li> </ul>	
<p>Summer second half</p>	<p><b><u>Non-fiction – Information books about animals in different habitats</u></b></p> <ul style="list-style-type: none"> <li>- listening to and discussing a wide range of non-fiction at a level beyond that at which they can read independently</li> <li>- being encouraged to link what they read or hear read to their own experiences</li> <li>- drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>- using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quicker]</li> <li>- form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>- form capital letters</li> <li>- re-reading what they have written to check that it makes sense</li> <li>- discuss what they have written with the teacher or other pupils</li> <li>- read aloud their writing clearly enough to be heard by their peers and the teacher</li> <li>- leaving spaces between words</li> <li>- joining words and joining clauses using and</li> <li>- punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> </ul>	<p><b><u>Days of the week (linked with Mr. Wolf's Week)</u></b></p> <ul style="list-style-type: none"> <li>- spell the days of the week</li> </ul>	<p><b><u>Poetry: Summer Poems</u></b></p> <ul style="list-style-type: none"> <li>- listening to and discussing a wide range of poems</li> <li>- learning to appreciate rhymes and poems, and to recite some by heart</li> <li>- form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>- read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>	<p><b><u>Apostrophes for contractions</u></b></p> <ul style="list-style-type: none"> <li>- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) <i>Children to also begin writing these in preparation for Year 2</i></li> </ul>	<p><b><u>Writing a reflection about our year in Year 1</u></b></p> <ul style="list-style-type: none"> <li>- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) <i>Children to also begin writing these in preparation for Year 2</i></li> <li>- 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>- sequencing sentences to form short narratives</li> <li>- re-reading what they have written to check that it makes sense</li> <li>- discuss what they have written with the teacher or other pupils</li> <li>- read aloud their writing clearly enough to be heard by their peers and the teacher</li> </ul>		