



St Edward's English Curriculum Map 2022- 2024

Year 1 - Writing



Writing - Transcription	Writing - Handwriting	Writing – Vocabulary, Grammar and Punctuation	Writing - Composition
<p>Spelling (see English Appendix 1) Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ spell: ▪ words containing each of the 40+ phonemes already taught ▪ common exception words ▪ the days of the week ▪ name the letters of the alphabet: ▪ naming the letters of the alphabet in order ▪ using letter names to distinguish between alternative spellings of the same sound ▪ add prefixes and suffixes: ▪ 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 [for example, helping, helped, helper, eating, quicker, quickest] ▪ 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. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ sit correctly at a table, holding a pencil comfortably and correctly ▪ begin to form lower-case letters in the correct direction, starting and finishing in the right place ▪ form capital letters ▪ 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 be taught to:</p> <ul style="list-style-type: none"> ▪ develop their understanding of the concepts set out in English Appendix 2 by: ▪ 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 ▪ 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 in English Appendix 2 ▪ use the grammatical terminology in English Appendix 2 in discussing their writing. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ write sentences by: ▪ saying out loud what they are going to write about ▪ 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.



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Spelling – work for year 1 (Revision of reception work)

The boundary between revision of work covered in Reception and the introduction of new work may vary according to the programme used, but basic revision should include:

- all letters of the alphabet and the sounds which they most commonly represent
- consonant digraphs which have been taught and the sounds which they represent
- vowel digraphs which have been taught and the sounds which they represent
- the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds
- words with adjacent consonants
- guidance and rules which have been taught

Phonics

The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck

The /ŋ/ sound spelt n before k

Division of words into syllables

Phonics

The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as **ff**, **ll**, **ss**, **zz** and **ck** if they come straight after a single vowel letter in short words. **Exceptions:** if, pal, us, bus, yes.

Each syllable is like a 'beat' in the spoken word. Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear.

Example words

off, well, miss, buzz, back

bank, think, honk, sunk

pocket, rabbit, carrot, thunder, sunset

Spelling
-tch
The /v/ sound at the end of words
Adding s and es to words (plural of nouns and the third person singular of verbs)
Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word
Adding -er and -est to adjectives where no change is needed to the root word

Spelling	Example words
The /tʃ/ sound is usually spelt as tch if it comes straight after a single vowel letter. Exceptions: rich, which, much, such.	catch, fetch, kitchen, notch, hutch
English words hardly ever end with the letter v , so if a word ends with a /v/ sound, the letter e usually needs to be added after the 'v'.	have, live, give
If the ending sounds like /s/ or /z/, it is spelt as -s . If the ending sounds like /ɪz/ and forms an extra syllable or 'beat' in the word, it is spelt as -es .	cats, dogs, spends, rocks, thanks, catches
-ing and -er always add an extra syllable to the word and -ed sometimes does. The past tense of some verbs may sound as if it ends in /ɪd/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt -ed . If the verb ends in two consonant letters (the same or different), the ending is simply added on.	hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper
As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on.	grander, grandest, fresher, freshest, quicker, quickest

Vowel digraphs and trigraphs
ai, oi
ay, oy
a-e
e-e
i-e
o-e
u-e
ar
ee

Rules and guidance	Example words
The digraphs ai and oi are virtually never used at the end of English words.	rain, wait, train, paid, afraid, oil, join, coin, point, soil
ay and oy are used for those sounds at the end of words and at the end of syllables.	day, play, say, way, stay, boy, toy, enjoy, annoy
	made, came, same, take, safe
	these, theme, complete
	five, ride, like, time, side
	home, those, woke, hope, hole
Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u-e .	June, rule, rude, use, tube, tune
	car, start, park, arm, garden
	see, tree, green, meet, week

Vowel digraphs and trigraphs	Rules and guidance	Example words
ea (/i:/)		sea, dream, meat, each, read (present tense)
ea (/ɛ/)		head, bread, meant, instead, read (past tense)
er (/ɜ:/)		(stressed sound): her, term, verb, person
er (/ə/)		(unstressed <i>schwa</i> sound): better, under, summer, winter, sister
ir		girl, bird, shirt, first, third
ur		turn, hurt, church, burst, Thursday

Vowel digraphs and trigraphs	Rules and guidance	Example words
oo (/u:/)	Very few words end with the letters oo , although the few that do are often words that primary children in year 1 will encounter, for example, <i>zoo</i>	food, pool, moon, zoo, soon
oo (/ʊ/)		book, took, foot, wood, good
oa	The digraph oa is very rare at the end of an English word.	boat, coat, road, coach, goal
oe		toe, goes
ou	The only common English word ending in ou is <i>you</i> .	out, about, mouth, around, sound
ow (/aʊ/)	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u-e , ue and ew . If words end in the /oo/ sound, ue and ew are more common spellings than oo .	now, how, brown, down, town
ow (/əʊ/)		own, blow, snow, grow, show
ue		blue, clue, true, rescue, Tuesday
ew		new, few, grew, flew, drew, threw
ie (/aɪ/)		lie, tie, pie, cried, tried, dried
ie (/i:/)		chief, field, thief
igh		high, night, light, bright, right
or		for, short, born, horse, morning
ore		more, score, before, wore, shore
aw		saw, draw, yawn, crawl
au		author, August, dinosaur, astronaut

<i>Vowel digraphs and trigraphs</i>	<i>Rules and guidance</i>	<i>Example words</i>
air		air, fair, pair, hair, chair
ear		dear, hear, beard, near, year
ear (/ɛə/)		bear, pear, wear
are (/ɛə/)		bare, dare, care, share, scared

<i>Statutory requirements</i>	<i>Rules and guidance (non-statutory)</i>	<i>Example words (non-statutory)</i>
Words ending -y (/i:/ or /!:/)		very, happy, funny, party, family
New consonant spellings ph and wh	The /f/ sound is not usually spelt as ph in short everyday words (e.g. <i>fat, fill, fun</i>).	dolphin, alphabet, phonics, elephant when, where, which, wheel, while
Using k for the /k/ sound	The /k/ sound is spelt as k rather than as c before e, i and y .	Kent, sketch, kit, skin, frisky
Adding the prefix -un	The prefix un- is added to the beginning of a word without any change to the spelling of the root word.	unhappy, undo, unload, unfair, unlock
Compound words	Compound words are two words joined together. Each part of the longer word is spelt as it would be if it were on its own.	football, playground, farmyard, bedroom, blackberry
Common exception words	Pupils' attention should be drawn to the grapheme-phoneme correspondences that do and do not fit in with what has been taught so far.	the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our - and/or others, according to the programme used

Year 1: Detail of content to be introduced (Grammar)

Word	Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>) How the prefix un- changes the meaning of verbs and adjectives [negation, for example, <i>unkind</i> , or <i>undoing: untie the boat</i>]
Sentence	How words can combine to make sentences Joining words and joining clauses using <i>and</i>
Text	Sequencing sentences to form short narratives
Punctuation	Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I
Terminology for pupils	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

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Year 1 - Writing

	Autumn - English	Autumn – BIG Writing	Spring - English	Spring – BIG Writing	Summer - English	Summer – BIG Writing
Year 1	<p>Transition Weeks 2/3 weeks <i>Owl Babies</i></p> <p>Narratives 2/3 Weeks <i>Traditional stories from around the world The Village of Round and Square Houses Ann Grifalconi Ananse Leopard's Drum</i></p> <p>Recount diaries 2/3 weeks <i>Diaries Linked Matthew to geography - Henson black Arctic explorer</i></p>	<p>NARRATIVES – 1st half term</p> <p>DIARY ENTRY 2nd half term</p>	<p>POETRY – <i>Summer Contemporary Nature Poetry weeks 2/3</i></p> <p>Narrative Poetic Features 1/ 2 weeks</p> <p><i>The Elephant and the Bad Baby Elfrida Vipoint, The Jolly Postman Ahlberg</i></p> <p>Non-chronological reports 2/3 weeks <i>Linked to science Plant and animal life cycles</i></p>	<p>POETRY – 1st half term</p> <p>Non-chronological reports– 2nd half term</p>	<p>Instructional Texts <i>Recipes- linked to science Keeping healthy</i> 2/3 weeks</p> <p>Narrative playscripts 2/3 weeks <i>Fantasy World Where The Wild Things Are Maurice Sendak, Beegu Alex Deacon, Biscuit Bear Mini Grey</i></p> <p>Diaries 2/3 weeks <i>Under The Ocean</i></p>	<p>INSTRUCTIONS – 1st half term</p> <p>NARRATIVES– 2nd half term</p>