

Y1 Long Term Curriculum Map										
Week	Book Title	Genre		Grammar & Punctuation Objectives	Spelling Objectives	Composition Objectives	Specific Vocabulary	Outcome	Assessed Piece	Text Type Features/Success Criteria
1	The Lonely Beast	Stories with Predicatble and Patterned Language	Entertain	<p>High Five Sentences'</p> <p>Capital letter</p> <p>Full stops</p> <p>Finger Spaces</p> <p>Cursive script</p> <p>Read back for sense</p> <p>3rd Person/1st person</p> <p>Past Tense 'ed' endings (suffix)</p>	<p>Name the letters of the alphabet</p> <p>Name the Letters of the alphabet in order.</p> <p>Use letters names to distinguish between alteranitive spellings of the same sound</p>	<p>Identify the beginning, middle and end in stories.</p> <p>The 'voice' telling the story is called the narrator.</p> <p>Respond by making links with own experience and identify 'story language' used to describe imaginary settings.use story language, sentence patterns and sequencing words to organise events, (e.g.) then, next etc.; recite stories, supported by story boxes, pictures etc.; act out stories and portray characters and their motives.</p> <p>Use patterns and language from familiar stories in own writing; write complete stories with a simple structure: beginning – middle – end, decide where it is set and use ideas from reading for some incidents and events.</p>	<p>letter, capital letter word,</p> <p>sentence punctuation, full stop, character, narrator, setting, description, beginning, middle, end, events. 3rd person, 1st person suffix, past tense, noun, adjective, conjunction</p>	Writing Narratives	N	Beginning, middle, end, high five sentences, 'ed' endings for past tense.
2					<p>Name the letters of the alphabet</p> <p>Name the Letters of the alphabet in order.</p> <p>Use letters names to distinguish between alteranitive spellings of the same sound</p>				N	
3					<p>Days of the Week</p> <p>Months of the Year</p> <p>*linked to maths topic</p>				N	
4					<p>Common Exception Words</p> <p>Write from memory simple sentences dictated by the teacher that include words using common exception words taught so far - a, l , be, by, do, go</p>				Y	
5	N/A	Information Texts Invitations	Inform	<p>High Five Sentences'</p> <p>Capital letter</p> <p>Full stops</p> <p>Question marks</p> <p>Finger Spaces</p> <p>Cursive script</p> <p>Read back for sense</p> <p>Present tense</p>	<p>Common Exception Words</p> <p>Write from memory simple sentences dictated by the teacher that include words using common exception words taught so far - he, is, me, my, no, of</p>	<p>Begin to locate parts of text that give particular information,Who, What, Where When, Why. Convey information and ideas in simple non-narrative forms such as labels and captions.</p>	<p>letter, capital letter word,</p> <p>sentence punctuation, full stop, question mark, question words, present tense</p>	Invitations (Linked to Topic weeks 5&6 - Family Learning)	Y	High five sentences, heading, sub-heading, caption, pictures, facts, present tense
6	ere The Wild Things Are	Stories with a Fantasy Setting	Entertain	<p>High Five Sentences'</p> <p>Capital letter</p> <p>Full stops</p> <p>Exclamamtion Marks</p> <p>Finger Spaces</p> <p>Cursive script</p> <p>Read back for sense</p> <p>3rd Person/1st person</p> <p>Past Tense 'ed' endings (suffix)</p> <p>Adding 'est' to verbs</p>	<p>Common Exception Words</p> <p>Write from memory simple sentences dictated by the teacher that include words using common exception words taught so far - his, one, our, put, she, the</p>	<p>Identify the beginning, middle and end in stories.</p> <p>The 'voice' telling the story is called the narrator.</p> <p>Respond by making links with own experience and identify 'story language' used to describe imaginary settings.use story language, sentence patterns and sequencing words to organise events, (e.g.) then, next etc.; recite stories, supported by story boxes, pictures etc.; act out stories and portray characters and their motives.</p> <p>Use patterns and language from familiar stories in own writing; write complete stories with a simple structure: beginning – middle – end, where there is a problem and a</p>	<p>letter, capital letter word,</p> <p>sentence punctuation, full stop, character, narrator, setting, description, beginning, middle, end, problem, resolution events. 3rd person, 1st person suffix, past tense, noun, adjective, verb, conjunction</p>	Describing setting	N	High five sentences, exclamation marks, beginning, middle, end, adjectives, est endings.
7					<p>Common Exception Words</p> <p>Write from memory simple sentences dictated by the teacher that include words using common exception words taught so far was - you, come, full, here, love</p>			Describing a character	N	

8	Wh				Common Exception Words Write from memory simple sentences dictated by the teacher that include words using common exception words taught so far once, pull, push, said, says, some	... and, where there is a problem and a resolution and decide where it is set and use ideas from reading for some incidents and events.		Writing a narrative including description	Y	
9	The Emperors Egg	Information Texts	Inform	High Five Sentences' Capital letter Full stops Question marks Finger Spaces Cursive script Read back for sense 3rd Person Plural endings Time connectives	Common Exception Words Write from memory simple sentences dictated by the teacher that include words using common exception words taught so far - they, were, your, friend, house	Pose questions before reading non-fiction to find answers. Begin to locate parts of text that give particular information, e.g. titles, contents page, index, pictures, labelled diagrams, charts, and locate information using page numbers and words by initial letter Convey information and ideas in simple non-narrative forms such as labels for drawings and diagrams, extended captions and simple lists for planning or reminding.	letter, capital letter word, sentence punctuation, full stop, question mark, 3rd person, singular, plural , noun, proper noun, conjunction, time connectives, diagram	Animal Factfiles	N	Heading, sub heading, high five sentences, present tense, caption. Picture, plural endings, time connectives, 3rd person
10					Common Exception Words Write from memory simple sentences dictated by the teacher that include words using common exception words taught so far school, there, today, were				N	
11	One Day on Our Blue Planet	Information Texts	Inform	High Five Sentences' Capital letter Full stops Question marks Finger Spaces Cursive script Read back for sense 2nd person Plural endings Time connectives	The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz, ck if they come after a single vowel letter in short words (eg off, well, miss, buzz, back)	Pose questions before reading non-fiction to find answers. Begin to locate parts of text that give particular information, e.g. titles, contents page, index, pictures, labelled diagrams, charts, and locate information using page numbers and words by initial letter Convey information and ideas in simple non-narrative forms such as labels for drawings and diagrams, extended captions and simple lists for planning or reminding.	letter, capital letter word, sentence punctuation, full stop, question mark, 3rd person, singular, plural , noun, proper noun, conjunction, time connectives, diagram	Animal Factfiles	N	
12					The /n/ sound spelt n before k (eg bank, think, honk, sunk)				Y	
13	Animal Poems	Poetry	Entertain	High Five Sentences' Capital letter Full stops Question marks Finger Spaces Cursive script Read back for sense 1st person Question words	Division of words into syllables (eg pocket, rabbit, carrot, thunder, sunset)	Start with the answer, brainstorm ideas, come up with clues to help the person solve the problem You can use sentences such as: I look like... I sound like... You find me... I have... I am... I feel...	letter, capital letter word, sentence punctuation, full stop, question mark, 3rd 1st person, personal pronoun I singular, plural , noun, proper noun, conjunction, tesne, present tense.	Animal Riddles (linked to topic learning from 11 & 12)	N	High five sentences, 1st person, question words, question marks
14					The -tch sound comes staight after a single vowel (catch, fetch, kitchen, notch, hutch)				Y	
15	Christmas				The /v/ sound at the end of words needs the e after the v (eg have, live, give)					
16	Stories with Familiar Settings			High Five Sentences' Capital letter Full stops Exclamamtion Marks Finger Spaces Cursive script Read back for sense	Words ending in -y (eg very, happy, funny, party, family)	Identify the beginning, middle and end in stories. The 'voice' telling the story is called the narrator. Respond by making links with own experience and identify 'story language' used to describe imaginary settings use	letter, capital letter word, sentence punctuation, full stop, character, narrator, setting, description, beainning middle	Descri bing setting	N	Beginning, middle, end, high five, past tense, ed endings, prefix un,
17					the /f/ and /w/ sound (dolphin, alphabet, phonics, elephant. When, where, which, wheel, while)			Describing character	N	

18	Halibut Jackson		Entertain	Read back for sense 3rd Person/1st person Past Tense 'ed' endings (suffix) Prefix (un)	Using the /k/ sound spelt as k rather than as a c before e, l, y	Use to describe imaginary settings, story language, sentence patterns and sequencing words to organise events, (e.g.) then, next etc.; recite stories, supported by story boxes, pictures etc.; act out stories and portray characters and their motives. Use patterns and language from familiar stories in own writing; write complete stories with a simple structure: beginning – middle – end, where there is a problem and a resolution and decide where it is set and use ideas from reading for some incidents and events.	beginning, middle, end, problem, resolution events. 3rd person, 1st person prefix, suffix, past tense, noun, adjective, conjunction	Writing a narrative including description	Y	
19	The Bog Baby	Stories with Familiar Settings	Entertain	High Five Sentences' Capital letter Full stops Exclamamtion Marks Finger Spaces Cursive script Read back for sense 3rd Person/1st person Past Tense 'ed' endings (suffix) Prefix (un)	Compound Words Compound words are just 2 words joined together (eg football, playground, farmyard, bedroom, blackberry) Spelling with Speed Sounds Set 2 -ay, -ee, -igh Spelling with Speed Sounds Set 2 -ow, -oo, -oo	Identify the beginning, middle and end in stories. The 'voice' telling the story is called the narrator. Respond by making links with own experience and identify 'story language' used to describe imaginary settings.use story language, sentence patterns and sequencing words to organise events, (e.g.) then, next etc.; recite stories, supported by story boxes, pictures etc.; act out stories and portray characters and their motives. Use patterns and language from familiar stories in own writing; write complete stories with a simple structure: beginning – middle – end, where there is a problem and a resolution and decide where it is set and use ideas from reading for some incidents and events.	letter, capital letter word, sentence punctuation, full stop, character, narrator, setting, description, beginning, middle, end, problem, resolution, events. 3rd person, 1st person prefix, suffix, past tense, noun, adjective, conjunction	Describing a setting	N	High five, first/third person, past tense 'ed' endings, prefix un, beginning middle end, problem, resolution.
20								Describing a character	N	
21								Writing a narrative including description	Y	
22	George's Marvellous Medicine	Instructions	Inform	High Five Sentences' Capital letter Full stops Exclamamtion Marks Finger Spaces Cursive script Read back for sense 2nd person Imperative verbs Time Connectives	Spelling with Speed Sounds Set 2 -or, -ar, -air Spelling with Speed Sounds Set 2 -ir, -ou, -oy	Listen to and follow a single more detailed instruction and a longer series of instructions. Think out and give clear single oral instructions. Routinely read and follow written classroom labels carrying instructions. Read and follow short series of instructions in shared context. Contribute to class composition of instructions with teacher scribing. Write consecutive instructions independently	letter, capital letter word, sentence punctuation, full stop, , 2nd person prefix, suffix, past tense, noun, conjunction, imperative, verb, adverbs chronological order, time connectives, bullet points, diagrams	Writing a Recipe (linked to Topic learning week 32)	N	High five sentences, 2nd person, imperative verbs, time connectives, diagram, bullet points.
23									Y	
24		Recount						Inform	High Five Sentences' Capital letter Full stops Exclamamtion Marks Question Marks Finger Spaces Cursive script Read back for sense 1st/3rd person Past Tense 'ed' endings (suffix) Time Connectives	
25			Y							

26	Geo	Narratives	Entertain	<p>High Five Sentences'</p> <p>Capital letter</p> <p>Full stops</p> <p>Exclamamtion Marks</p> <p>Finger Spaces</p> <p>Cursive script</p> <p>Read back for sense</p> <p>3rd Person/1st person</p> <p>Past Tense 'ed' endings (suffix)</p> <p>Prefix (un)</p>	<p>Spelling with Speed Sounds</p> <p>Set 3 -o_e, u_e, aw</p>	<p>Identify the beginning, middle and end in stories.</p> <p>The 'voice' telling the story is called the narrator.</p> <p>Respond by making links with own experience and identify 'story language' used to describe imaginary settings.use story language, sentence patterns and sequencing words to organise events, (e.g.) then, next etc.; recite stories, supported by story boxes, pictures etc.; act out stories and portray characters and their motives.</p> <p>Use patterns and language from familiar stories in own writing; write complete stories with a simple structure: beginning – middle – end, where there is a problem and a resolution and decide where it is set and use ideas from reading for some incidents and events</p>	<p>letter, capital letter word, sentence</p> <p>punctuation, full stop, character, narrator, setting, description, beginning, middle, end, problem, resolution events. 3rd person, 1st person prefix, suffix, past tense, noun, adjective, conjunction</p>	Alternative Ending	N	<p>High five, first/third person, past tense 'ed' endings, prefix un, beginning, middle end, problem, resolution.</p>
27					<p>Spelling with Speed Sounds</p> <p>Set 3 -are, -ur, -er</p>				Y	
28	Information Texts	Information Texts	Inform	<p>High Five Sentences'</p> <p>Capital letter</p> <p>Full stops</p> <p>Question marks</p> <p>Finger Spaces</p> <p>Cursive script</p> <p>Read back for sense</p> <p>3rd Person</p> <p>Plural endings</p>	<p>Spelling with Speed Sounds</p> <p>Set 3 -ow, -ai, -oa</p>	<p>Pose questions before reading non-fiction to find answers.</p> <p>Begin to locate parts of text that give particular information, e.g. titles, contents page, index, pictures, labelled diagrams, charts, and locate information using page numbers and words by initial letter</p> <p>Convey information and ideas in simple non-narrative forms such as labels for drawings and diagrams, extended captions and simple lists for planning or reminding.</p>	<p>letter, capital letter word, sentence</p> <p>punctuation, full stop, question mark, 3rd person, singular, plural, noun, proper noun, conjunction</p>	Plant Information Texts (linked to Topic learning weeks 29 & 30)	N	<p>High five sentences, 2nd person, imperative verbs, time connectives, diagram, bullet points, 3rd person, plural endings</p>
29					<p>Spelling with Speed Sounds</p> <p>Set 3 -ew, -ire, -ear</p>				Y	
30	Information Texts	Real Instructions	Inform	<p>High Five Sentences'</p> <p>Capital letter</p> <p>Full stops</p> <p>Exclamamtion Marks</p> <p>Finger Spaces</p> <p>Cursive script</p> <p>Read back for sense</p> <p>2nd person</p> <p>Imperative verbs</p> <p>Time connectives</p>	<p>Spelling with Speed Sounds</p> <p>Phonics Revision</p>	<p>Listen to and follow a single more detailed instruction and a longer series of instructions.</p> <p>Think out and give clear single oral instructions.</p> <p>Routinely read and follow written classroom labels carrying instructions.</p> <p>Read and follow short series of instructions in shared context.</p> <p>Contribute to class composition of instructions with teacher scribing.</p> <p>Write consecutive instructions independently</p>	<p>letter, capital letter word, sentence</p> <p>punctuation, full stop, 2nd person prefix, suffix, past tense, noun, conjunction, imperative, verb, adverbs chronological order, time connectives, bullet points, diagrams</p>	Recipes (linked to Topic learning week 32)	N	<p>High five sentences, 2nd person, imperative verbs, time connectives, diagram, bullet points.</p>
31/32					Y					
33	Recounts			<p>High Five Sentences'</p> <p>Capital letter</p>	Phonics Revision	<p>Describe incidents from own experience in an audible voice using sequencing words</p>	<p>letter, capital letter word,</p>	ing	N	<p>High five, past tense, time connectives, 1st/3rd person.</p>
34					Phonics Revision				N	

35	Factual Recounts		Inform	<p>Full stops Exclamamtion Marks Question Marks Finger Spaces Cursive script Read back for sense 1st/3rd person Past Tense 'ed' endings (suffix) Time Connectives</p>	Revision of prefixes and suffixes	and phrases such as 'then', 'after that'; listen to other's recounts and ask relevant questions. Read personal recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words like first, next, after, when. Write simple first person recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing, maintaining consistency in tense and person	sentence punctuation, full stop, 1st/3rd person, prefix, suffix, past tense, noun, conjunction, verb, chronological order, time connectives,	Writing Recounts (lined to Topic Lear weeks33, 34, 35)	Y
36		Poetry							N
37	If I Had Wings- Pie Corbitt		Entertain	<p>'High Five Sentences' Capital letter Full stops Exclamamtion Marks Question Marks Finger Spaces Cursive script Read back for sense metaphors, similes, and alliteration</p>	Revision of prefixes and suffixes	Listen to poems with sustained concentration, read and talk about likes and dislikes - including the words used. Perform in unison, following the rhythm and keeping time, imitate and invent actions. Enjoy making up funny sentences and playing with words. Look carefully at experiences and choose words to describe	letter, capital letter, question mark, exclamation mark, word, sentence punctuation, full stop, adjectives, nouns, conjunction, metaphor, similie, alliteration	Writing Poetry	N
38	Sports Wee								Y
39	Transition Week								