

## Class 1 Literacy Map

Weeks	1	2	3	4	5	6	7
<b>Autumn 1</b>	<p><b>Description</b>  <b>Based on Drawing Club</b>            Write simple sentences that describe character and setting. Focus on full stops and capital letters.</p> <p><b>Retelling of familiar stories (fairy tales and traditional tales)</b>            Focus on storytelling through oral activities before writing. Students write simple sentences about familiar stories or personal experiences. Use sentence starters (e.g., “Once upon a time,” “Then,” “In the end”) to guide writing.            c/c History Great Fire of London</p>						
<b>Autumn 2</b>	<p><b>Description</b>  <b>Based on Drawing Club</b>            Write simple sentences that describe character and setting – gradually developing independence            include at least one adjective to describe a noun.</p> <p><b>Letter Writing</b>            Write short, friendly letters (e.g., “Dear Mum,” “Dear Santa”). Focus on using a greeting, one or two sentences, and a closing.            c/c Polar Regions</p>						
<b>Spring 1</b>	<p><b>Description</b>  <b>Based on Drawing Club</b>            Write simple sentences that describe character and setting – gradually developing independence.            Include adjectives to enhance description.</p> <p><b>Diaries</b>            Write about recent events, such as “What I did at the weekend.” Emphasize sequencing ideas using pictures, words, or simple phrases like “First,” “Then,” and “Finally.”            Write very short entries about their day, focusing on using “I” and simple sentence structures like “I went to...” Use sentence scaffolds such as “Today I...” or “I felt...” Focus on first person narrative ‘I’            c/c Moon Landing</p>						
<b>Spring 2</b>	<p><b>Non-Chronological Reports</b>  <b>Fact files to include captions with pictures, labels</b>            Focus on labelling and short factual sentences</p> <p><b>Description based on Drawing Club</b></p>						

	<p>Write simple sentences that describe character and setting – gradually developing independence.          Develop sentences using conjunctions such as ‘and’ and ‘because’ to extend sentences.          c/c Geography – Comparison Peru/England Paddington Bear</p>
<b>Summer 1</b>	<p><b>Poetry and rhyme (based on Poetry Basket)</b>          Focus on simple, repetitive rhymes and rhythms (e.g., nursery rhymes or list poems). Pupils create simple rhyming pairs or describe objects using sensory language.</p> <p><b>Description based on Drawing Club</b>          Write simple sentences that describe character and setting – gradually developing independence.          Add in ? ! and varying sentence starters.          Reread and begin to edit work.          c/c Kings and Queens (BBC Bitesize)</p>
<b>Summer 2</b>	<p><b>Instructions</b>          Write very simple instructions for familiar tasks (e.g., “How to wash your hands” or “How to tidy up”). Teach imperative verbs like “put,” “get,” and “mix.”</p> <p><b>Description based on Drawing Club</b>          Write simple sentences that describe character and setting – gradually developing independence.          Consolidate skills work over the academic year  <b>c/c Islands – weather and maps</b></p>