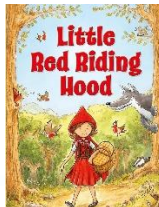
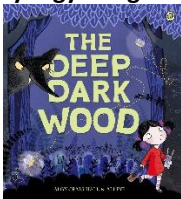
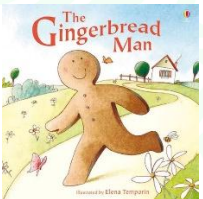
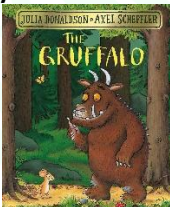
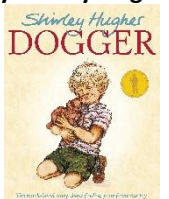
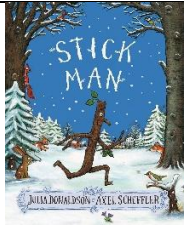


Class 1 Literacy Map

Weeks	1	2	3	4	5	6	7
Autumn 1	<p>Description based on Drawing Club Write simple sentences that describe character and setting. Children to orally rehearse sentence before writing it down. Focus starting each sentence with a capital letter, using full stops and clear finger spaces between words.</p> <p>Retelling of familiar stories (fairy tales and traditional tales) Focus on storytelling through oral activities to structure ideas 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.</p>						
	<div style="display: flex; justify-content: space-around; text-align: center;"> <div data-bbox="336 598 526 869"> <p>Little Red Riding Hood</p>  </div> <div data-bbox="571 598 817 861"> <p>The Deep Dark Wood by Algy Craig Hall</p>  </div> <div data-bbox="862 598 1064 861"> <p>The Gingerbread Man</p>  </div> <div data-bbox="1120 598 1332 869"> <p>The Gruffalo by Julia Donaldson</p>  </div> <div data-bbox="1388 598 1601 861"> <p>Dogger by Shirley Hughes</p>  </div> </div> <p>c/c History - Great Fire of London</p>						
Autumn 2	<p>Description based on Drawing Club Write simple sentences that describe character and setting – gradually developing independence. Continue to develop independent use of capital letters and full stops. Use capital letters for names and the personal pronoun 'I'.</p> <p>Letter Writing Write short, friendly letters (e.g., "Dear Mum," "Dear Santa"). Focus on using a greeting, one or two sentences, and a closing.</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="347 1197 571 1260"> <p>Stick Man by Julia Donaldson</p> </div> <div data-bbox="694 1197 851 1260"> <p>Let it Snow! by Anne Fine</p> </div> </div>						



c/c Geography - Polar Regions

Spring 1

Description based on Drawing Club

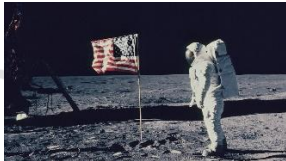
Write simple sentences that describe character and setting – gradually developing independence.
Use the conjunction 'and' to join ideas within a sentence.
Use capital letters for places and days of the week.

Diaries and Recounts

Write about recent events, such as "What I did at the weekend." Emphasize sequencing ideas using pictures, words, or basic adverbials like "First," "Then," and "Finally."

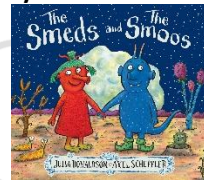
Write very short entries about their day, focusing on using "I" and simple sentence structures like "I went to..." Use sentence scaffolds such as "Today I..." or "I felt..." Focus on first person narrative 'I' and sequencing sentences in chronological order.

The Moon Landing



The Smeds and the Smoos

by Julia Donaldson



c/c History - Moon Landing

Spring 2

Description based on Drawing Club

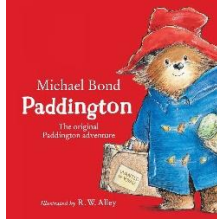
Write simple sentences that describe character and setting – gradually developing independence.
Read writing aloud so it can be heard by others and check it makes sense.
Begin to use other punctuation such as exclamation and question marks.

Non-Chronological Reports

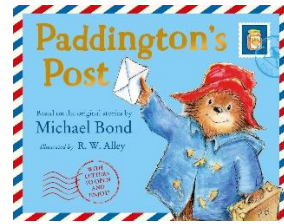
Fact files to include captions with pictures, labels

Focus on labelling and short factual sentences

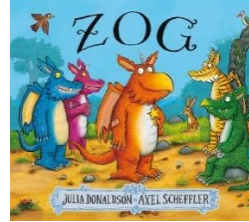
Paddington: The Original Story



Paddington's Post



Zog by Julia Donaldson



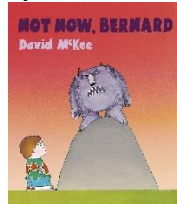
c/c Geography – Comparison Peru/England Paddington Bear

Summer 1

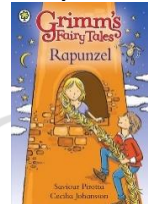
Description based on Drawing Club

Write simple sentences that describe character and setting – gradually developing independence.
 Develop sentences by beginning to use other conjunctions such as 'but', 'or', 'because'.
 Begin to use adjectives to add appropriate detail to sentences.
 Sequence sentences to form short narratives.
 Reread writing to begin to edit and improve work.

Not Now, Bernard by David McKee



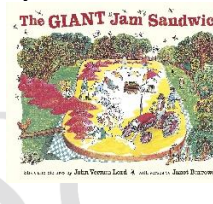
Traditional tale: Rapunzel



Animation from the past: The Trapdoor



The Giant Jam Sandwich by John Vernon Lord



Traditional Tale: Jack and the Beanstalk



Animation from the past: The Magic Roundabout



Poetry and rhyme (based on Poetry Basket)

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.

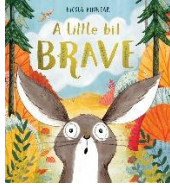
c/c History - Kings and Queens

Summer 2

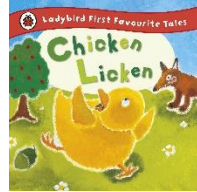
Description based on Drawing Club

Write simple sentences that describe character and setting – gradually developing independence.
 Begin to vary sentence starters.
 Consolidate skills work over the academic year

**A Little Bit Brave
by Nicola Kinnear**



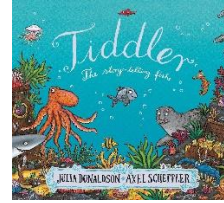
**Traditional tale:
Chicken Licken**



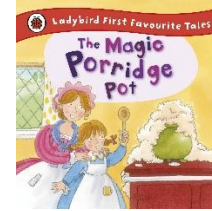
**Animation from the
past: Captain
Pugwash**



**Tiddler
by Julia Donaldson**



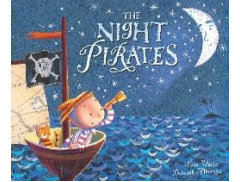
**Traditional Tale: The
Magic Porridge Pot**



**Animation from the
past: Popeye**



**The Night Pirates
by Peter Harris**



Instructions

Write 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.”

c/c Geography – Islands, Weather and Maps

ICKFORD SCHOOL