



# Curriculum Progression Map

## ENGLISH Writing

Year 1



Curriculum intent:

At Shawclough, we want children to establish an appreciation and love of reading at all stages of their learning journey. We are committed to sharing high quality and vocabulary rich texts across the curriculum so that children may develop knowledge of themselves and the world in which they live. We encourage our pupils to discover new information and develop their comprehension skills by reading widely using both fiction and non-fiction texts which (where possible) are linked to their topics across the curriculum. We are lucky to have a wide range of books in school and class teachers select books to read aloud based on personal choices or suggestions from pupils. By the time our pupils leave Shawclough, we envisage that they will be competent readers who can recommend books to their peers, seek out books from a range of different genres including poetry and engage in discussion about authorial choices or impact on the reader. Once our pupils have unlocked the key to reading here with us at Shawclough, it is our intention that they will be able to apply their reading skills in order to access any subject in their secondary education and beyond.



## Curriculum Progression Map Reading- ENGLISH Writing

### National Curriculum

Pupils should be taught to:

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

*Handwriting*

- Pupils should be taught to:
- 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’ (ie letters that are formed in similar ways) and to practise these
- Writing - composition
- Pupils should be taught to:

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 their writing aloud, clearly enough to be heard by their peers and the teacher
- Writing - vocabulary, grammar and punctuation
- Pupils should be taught to:
- develop their understanding of the concepts set out in English appendix 2 by:



### Curriculum Progression Map Reading- ENGLISH Writing

	<ul style="list-style-type: none"> <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> <li>○ using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’</li> <li>○ learning the grammar for year 1 in <a href="#">English appendix 2</a></li> </ul> <p>– use the grammatical terminology in English <a href="#">English appendix 2</a> in discussing their writing</p>
<b>How it looks at Shawclough</b>	<ul style="list-style-type: none"> <li>– Year 1 continue to follow the RWI programme with early sentence being structured through verbally holding a sentence. Purple polishing is introduced to edit these written sentences.</li> <li>– Throughout the year extending to writing a greater number of sentences on the same topic, covering a range of subjects.</li> <li>– Tails Toolkit is used to develop early understanding of story language and structure.</li> </ul>
<b>Fiction</b>	<ul style="list-style-type: none"> <li>– Sequence sentences (descriptions)</li> <li>– Brief narrative</li> <li>– Traditional tale – Little Red Hen</li> <li>– Science Fiction - a trip to space,</li> <li>– Historical - Nativity story</li> <li>– Fairy Tale - Cinderella</li> </ul>
<b>Non fiction</b>	<ul style="list-style-type: none"> <li>– Instructions – how to plant a seed, How to look after a pet, How to make biscuits</li> <li>– Information – about dinosaurs, about Neil Armstrong, about Mary Anning, what you can do at the beach.</li> <li>– Postcard</li> </ul>
<b>Poetry</b>	<ul style="list-style-type: none"> <li>– Alphabet List poem</li> <li>– Riddles</li> </ul>



## Curriculum Progression Map Reading- ENGLISH Writing

<p>Phonic &amp; Whole word spelling children should:</p> <p><b>SPELLINGS Y5/6</b></p> <p><b>Spelling scheme</b></p>	<ul style="list-style-type: none"> <li>- spell words containing each of the 40+ phonemes taught</li> <li>-</li> <li>- spell common exception words</li> <li>- spell the days of the week</li> <li>- name the letters of the alphabet in order</li> <li>- use letter names to distinguish between alternative spellings of the same sound</li> <li>- spell words with simple phoneme/grapheme correspondence accurately e.g. cat, dog, red</li> <li>- make phonetically plausible attempts at writing longer words using dominant phonemes and             <ul style="list-style-type: none"> <li>o common grapheme representations</li> </ul> </li> </ul>
<p>Other word building spelling children should:</p>	<ul style="list-style-type: none"> <li>- Other word building spelling-use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>- use the prefix un–</li> <li>- use –ing, –ed, –er and –est where no change is needed in the spelling of root words</li> <li>- apply simple spelling rules and guidance from Appendix 1</li> </ul>
<p>Transcription children should:</p>	<ul style="list-style-type: none"> <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>



### Curriculum Progression Map Reading- ENGLISH Writing

<p><b>Handwriting children should:</b></p>	<ul style="list-style-type: none"> <li>- To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.</li> <li>- To sit correctly at a table, holding a pencil comfortably and correctly.</li> <li>- To form digits 0-9.</li> <li>- To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</li> </ul>
<p><b>Contexts for Writing children should:</b></p>	<ul style="list-style-type: none"> <li>- write narratives about personal experiences and those of others (real and fictional)</li> <li>- write about real events</li> <li>- write poetry</li> <li>- write for different purposes</li> </ul>
<p><b>Planning Writing children should:</b></p>	<ul style="list-style-type: none"> <li>- say out loud what they are going to write about</li> <li>- compose a sentence orally before writing it</li> </ul>
<p><b>Drafting Writing children should:</b></p>	<ul style="list-style-type: none"> <li>- sequence sentences to form</li> <li>- short narratives</li> </ul>



### Curriculum Progression Map Reading- ENGLISH Writing

<b>Editing Writing children should:</b>	<ul style="list-style-type: none"><li>- re-read what they have written to check that it makes sense</li><li>- re-read using past and present tense correctly</li><li>- discuss what they have written with the teacher or other pupils</li></ul>
<b>Performing Writing children should:</b>	<ul style="list-style-type: none"><li>- read their writing aloud clearly enough to be heard by their peers and the teacher</li></ul>
<b>Vocabulary children should:</b>	<ul style="list-style-type: none"><li>- leave spaces between words</li><li>- join words and joining clauses using "and"</li><li>- Use familiar adjectives to add detail e.g. red apple, bad wolf</li></ul>



### Curriculum Progression Map Reading- ENGLISH Writing

<p>Grammar children should:</p>	<ul style="list-style-type: none"><li>- use regular plural noun suffixes</li><li>- (-s, -es)</li><li>- use verb suffixes where root</li><li>- word is unchanged (-ing, -ed, -er)</li><li>- use the un- prefix to change</li><li>- meaning of adjectives/adverbs</li><li>- combine words to make sentences, including using and sequence sentences to form short narratives</li><li>- separate of words with spaces</li><li>- use sentence demarcation (. ! ?)</li><li>- use capital letters for names and pronoun 'I'</li><li>- To identify nouns.</li></ul>
<p>Punctuation children should:</p> <p><b>PUT SYMBOLS ON</b></p>	<ul style="list-style-type: none"><li>- begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li><li>- use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li></ul>



### Curriculum Progression Map Reading- ENGLISH Writing

Alan Peat Sentences	N/a
Grammatical Terminology children should: <b>PUNCTUATION</b>	<ul style="list-style-type: none"><li>- letter capital letter word</li><li>- singular plural sentence punctuation full stop</li><li>- question mark exclamation mark</li></ul>