




Curriculum Progression Map - ENGLISH Writing



	<p>Curriculum intent:</p> <p>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.</p>
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Nursery

<p>How it looks at Shawclough</p>	<p>In Early Years we first concentrate on developing children's gross motor skills. We plan in lots of activities to develop the shoulder pivot, elbow pivot and children's core strength. E.g. Throwing aeroplanes through hoops, brushing up puddles, painting with mops, swing painting with balls in tights, washing walls with water soap and brushes.</p> <p>As well as encouraging climbing, riding bikes and other wheeled apparatus, big digging in sand/soil, ribbon/scarf twirling, throwing and catching. Next is the development of the wrist pivot and fine motor skills. We plan lots of activities and invitations to play to encourage, threading, using tweezers, cutting, dough etc.</p> <p>We have Dough Gym sessions, Dough Disco and many opportunities in the provision for children to develop those skills.</p> <p>In EYFS children begin to access the RWI scheme according to their readiness and development.</p>
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<p>Phonic & Whole word spelling children should:</p> <p>SPELLINGS Y5/6</p> <p>Spelling scheme</p>	<p>Listen to and hear the sounds in CVC, CVCC and CCVC words. (LIT)</p> <p>Recall &/identify the taught gpcs (the letters that represent the sounds) (including some digraphs) on a grapheme mat and use this when writing. (LIT)</p> <p>Spell some taught common exception/ high frequency and familiar words. (LIT)</p>
<p>Handwriting children should:</p>	<p>Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases. Can the child write some lower case letters correctly? Can they write simple cvc words by segmenting for spelling? Is the child beginning to write simple labels and captions?</p> <p></p> <p>Can the child form most lower case and some capital letters correctly? Is the child beginning to write short sentences and phrases?</p> <p></p> <p>Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p>



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<p>Contexts for Writing children should:</p>	<p>Child initiated writing (in role, And for purpose)</p> <p>Write narratives about personal experiences and those of others (real and fictional)</p> <p>Write about real events</p> <p>Write poetry</p> <p>Write for different purposes</p>
<p>Planning Writing children should:</p>	<p>Think of, say and write a simple sentence, sometimes using a capital letter and full stop. (LIT)</p> <p>Talk about and respond to stories (rhymes and songs) with actions, recalling key events and innovating (alternate aspect). E.g character, settings, object. (C&L)</p> <p>Talk about elements of a topic using newly introduced vocabulary and extending sentences using a range of conjunctions to offer extra explanation and detail with correct tenses. (C&L)</p>
<p>Drafting Writing children should:</p>	<p>To think of, say and write a simple sentence, sometimes using a capital letter and full stop. (LIT)</p>
<p>Editing Writing children should:</p>	<p>To check written work by reading and make changes where Necessary.(LIT)</p>



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Performing Writing children should:	Think of, say and write a simple sentence, sometimes using a capital letter and full stop.
Vocabulary children should:	Talk about and respond to stories (rhymes and songs) with actions, recalling key events and innovating (alternate aspect). (C&L) Talk about elements of a topic using newly introduced vocabulary and extending sentences using a range of conjunctions to offer extra explanation and detail with correct tenses. (C&L)
Grammar children should:	To make writing exciting using wow words (adjectives). (LIT) To begin to know sentences can be extended using a joining word (conjunction) (LIT)
Punctuation children should: PUT SYMBOLS ON	Think of, say and write a simple sentence, sometimes using a capital letter and full stop. (LIT)
Alan Peat Sentences	N/a
Grammatical Terminology children should: PUNCTUATION	Letter capital letter word sentence full stop



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