Subject Curriculum Mapping and Progression

Writing

Writing Rationale

At Guardian Angels, we aim to make rich connections across the English curriculum. Reading and writing are taught discretely to enable children to more opportunities to write. Teachers support this by providing the children with a variety of high quality texts and engaging yet ambitious activities. Initially the children are immersed in the text, then they are given opportunities to analyse to practise and develop before independent application, this includes key grammar and punctuation skills required to write in that genre and allows opportunities for Short Burst writing. Children then move onto planning, writing, editing and drafting, finishing with a published extended piece of writing.

Literacy in the Early Years Foundation Stage

EYFS	Development Matters 3&4 Years will learn to:	Development Matters Children in Reception will learn to:	Statutory Framework Early Learning Goals
Development Matters and Statutory ELGs are not the EYFS curriculum. This outlined a top-level view of how children develop and learn. Children's early learning is not neat and orderly, as such these are used as a pathway to help practitioners assess each child's level of development and make informed decisions about what a child needs to learn and be able to do next.	• Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom • Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some or all of their name. • Write some letters accurately	• Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • • Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. • • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Form lower-case and capital letters correctly. • • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense.	**Comprehension** • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play. **Word Reading** • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. **Writing** • 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.

Year 1

Word	Sentence	Text	Punctuation	Terminology
Regular plural noun suffixes–s or–es (e.g. dog, dogs; wish, wishes)Suffixes that can be added to verbs where no change is needed in the spelling of root words(e.g. helping, helped, helper)How the prefix un- changes the meaning of verbs and adjectives(negation, e.g. unkind, or undoing,e.g. untie the boat)	How words can combine to make sentences Joining words and joining clauses using and	Sequencing sentences to form short narratives	Separation of words with spaces Introduction to capital letters, full stops, question makes to demarcate sentences Capital letters for names and for the personal pronoun I	letter capital letter word singular Plural sentence punctuation full stop question mark exclamation mark

Year 2

Word	Sentence	Text	Punctuation	Terminology
Formation of nouns using suffixes such as–ness, -er and by compounding [for example, whiteboard, superman] Formation of adjectives using suffixes such as –ful, -less(A fuller list of suffixes can be found in English Appendix 1) Use the suffixes–er, est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs	Subordination (using when, if, that or because) and coordination (using or, and, or but) Expanded noun phrases for description and specification [for example the blue butterfly, plain flour, the man in the moon] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	Correct choice and consistent use of present tense and pasttense throughout writing.Use the progressive form of verbs in the present and past tenseto mark actions in progress [for example, she is drumming, he was shouting]	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentencesCommas to separate items in a listApostrophes to mark where letters are missing in spelling and to mark singular possessionin nouns [for example, the girl'sname]	noun, noun phrase statement, questions exclamation, command compound, adjective, verb suffix adverb tense (past, present) apostrophe comma

Year 3

Word	Sentence	Text	Punctuation	Terminology
Formation of nouns using a range of prefixes, such as super-, anti-, auto- Use of forms a or an according to whether the next word begins with a consonant or a vowel(e.g. a rock, an open box) Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]	Expressing time , place and cause using conjunctions (for example, when, so, before, after, while, because]adverbs[for example, then, next, soon, therefore]or prepositions (for example, before, after, during, in because of)	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the perfect form of verbs instead of the simple past[for example, He has gone out to play contrasted with He went out to play]	Introduction to inverted commas to punctuate direct speech	Adverb preposition, conjunction word family, prefix clause, subordinate clause, direct speech consonant, consonant letter, vowel, vowel letter inverted commas (or 'speech marks')

Year 4

Word	Sentence	Text	Punctuation	Terminology
The grammatical difference between plural and possessive–s Standard English forms for verb inflections instead of local spoken forms (we were instead of we was, I did instead of I done)	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials (e.g. Later that day, I heard the bad news.)	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun across sentences to aid cohesion and avoid repetition	Use of inverted commas and other punctuation to indicate [for example, a comma after the reporting clause; end punctuation with inverted commas: The conductor shouted, “Sit down!”] Apostrophes to mark plural possession [for example, the girl's name, the girls' name] The use of commas after fronted adverbials	Determiner pronoun, possessive pronoun adverbial

Year 5

Word	Sentence	Text	Punctuation	Terminology
Converting nouns or adjectives into verbs using suffixes [for example –ate; -ise; -ify] Verb prefixes [for example dis-, de-, mis-, over-, and re-)	Relative clauses beginning with who, which, where, why, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]	Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity

Year 6

Word	Sentence	Text	Punctuation	Terminology
The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] How words are related by meaning as synonyms and antonyms [for example, big, large, little]	Use of the passive voice to affect the presentation of information in a sentence[for example, I broke the window in the green house versus The window in the greenhouse was broken(by me)] The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags e.g. He's your friend, isn't he? Or the use of the subjunctive forms such as If I were or Were they to come in some very formal writing and speech]	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections[for example, the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]	Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] Use of a colon to introduce a list Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example man eating shark versus man-eating shark, or recover versus re-cover]	Subject, object active, passive synonym, antonym ellipsis hyphen colon semi-colon bullet points

Spelling

Following completion of the Phonics Screening Check in Year 1, pupils begin Year 2 following Little Wandle's Spellings. Little Wandle Spelling builds on children's knowledge of the alphabetic code and teaches them how to spell with confidence. The programme provides a seamless link from the core Little Wandle Letters and Sounds programme to teaching spelling in Year 2..

Autumn 1	Autumn 2	Spring and Summer
5 weeks: Phase 5 review	5 weeks: Bridge to spelling	20 weeks: Spelling units

Pupils in Year 3 and above follow the Spelling Shed scheme of learning. Each lesson has a main objective from the National Curriculum appendix for spelling and builds upon prior learning.

Spelling Shed

Medium Term Plan - Stage 3

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Objective	**Step 1: Words where the digraph 'ou' makes an /ow/ sound**	**Step 7: Words with the prefix 're-'**	**Step 13: Words with the digraph 'ai' and tetragraph 'aigh'**	**Step 19: Words ending in 'al'**	**Step 25: Words with the suffix '-er'**	*** Step 31: Words ending in '-sion'**
Words	mouth, sprout, around, sound, spout, ouch, hound, trout, found, proud	redo, return, refresh, redecorate, reappear, review, replay, reaction, rebound, revenge	straight, strainer, fainted, claimed, waist, snail, painter, chained, failure, waiter	arrival, burial, comical, magical, emotional, national, personal, optional, survival, tropical	teacher, stretcher, dispatcher, catcher, butcher, richer, scorcher, preacher, cruncher, watcher	vision, confusion, division, television, invasion, erosion, collision, decision, fusion, revision
Objective	**Step 2: Words where the digraph 'ou' makes a /u/ sound**	**Step 8: Words with the prefix 'dis-'**	**Step 14: Words with the digraph 'ei' and tetragraph 'eigh'**	**Step 20: Words ending in 'le'**	**Step 26: Words where the digraph 'ch' makes a /k/ sound**	**Step 32: Challenge Words**
Words	touch, double, country, trouble, young, cousin, enough, couple, encourage, flourish	disappoint, disobey, disappear, disapprove, disable, dislike, dislocate, disadvantage, dislodge, disagree	freight, vein, weigh, reins, eight, eighteen, reign, veil, neighbour, sleigh	battle, settle, article, humble, struggle, terrible, possible, example, capable, adjustable	scheme, chorus, echo, chemist, character, stomach, monarch, school, anchor, chaos	special, strange, difficult, important, length, perhaps, position, pressure, question, purpose
Objective	**Step 3: Words where 'y' makes an /i/ sound**	**Step 9: Words with the prefix 'mis-'**	**Step 15: Words where the digraph 'ey' makes an /ai/ sound**	**Step 21: Words ending in '-ly' where the base word ends in 'le'**	**Step 27: Words ending in '-gue' and '-que'**	**Step 33: Revision Words**
Words	symbol, gym, myth, synonym, Egypt, lyrics, pyramid, system, mystery, gymnastics	mistake, mislead, misbehave, misspell, misplace, misread, mistrust, misunderstanding, misuse, mislaid	obey, osprey, prey, disobey, they, convey, they, survey, surveyor, conveyor, grey	gently, simply, humbly, nobly, durably, terribly, incredibly, responsibly, wrinkly, possibly	vague, league, plague, fatigue, antique, dialogue, unique, grotesque, plaque, mosque	exactly, bravely, pleasure, dislocate, island, decide, disadvantage, survey, ordinary, promise
Objective	*** Step 4: Words ending in '-sure'**	**Step 10: Words where '-ing', '-er' and '-ed' are added to multisyllabic words**	**Step 16: Words with the suffix '-ly'**	**Step 22: Words ending in '-ly' where the base word ends in '-ic'**	**Step 28: Words where the digraph 'sc' makes a /s/ sound**	**Step 34: Revision Words**
Words	treasure, measure, leisure, pleasure, pressure, exposure, enclosure, closure, disclosure, composure	developing, developed, limiting, covering, limited, gardening, gardener, covered, listening, listened	calmly, exactly, deadly, bravely, boldly, gladly, deeply, clearly, hourly, quickly	basically, frantically, logically, tragically, magically, publicly, dramatically, historically, automatically, specifically	science, scene, discipline, scissors, ascends, scented, fascinate, scenery, crescent, descend	freight, hourly, missed, scented, suppose, plaque, grotesque, daily, descend, automatically
Objective	*** Step 5: Words ending in '-ture'**	**Step 11: Words where '-ing', '-en' and '-ed' are added to multisyllabic words**	**Step 17: Words that are homophones**	**Step 23: Words ending in '-ly'; exceptions**	**Step 29: Words that are homophones**	**Step 35: Revision Words**
Words	adventure, future, picture, nature, creature, furniture, capture, sculpture, fracture, mixture	forgetting, forgotten, beginning, propelled, preferred, permitted, regretting, committed, forbidden, equipped	great, main, grown, missed, meet, grate, mane, groan, mist, meat	truly, slyly, fully, duly, shyly, wholly, drily, coyly, happily, daily	ball, bawl, break, brake, male, mail, fair, fare, berry, bury	teacher, scheme, history, mention, bawl, crescent, eighteen, regular, mane, disable
Objective	**Step 6: Challenge Words**	**Step 12: Challenge Words**	**Step 18: Challenge Words**	**Step 24: Challenge Words**	**Step 30: Challenge Words**	**Step 36: Revision Words**
Words	actual, bicycle, answer, circle, earth, enough, island, fruit, often, popular	centre, disappear, heart, minute, regular, decide, early, learn, notice, therefore	build, describe, imagine, library, natural, ordinary, promise, recent, suppose, weight	address, mention, arrive, occasionally, certainly, probably, experience, reign, history, sentence	accidentally, breathe, century, eight, consider, guard, heard, peculiar, possible, quarter	disappear, specifically, reaction, committed, misunderstanding, forbidden, capable, neighbour, personal, confusion

Handwriting

Little Wandle Spelling is used from Reception to Year 2 to develop children's spelling knowledge alongside phonics. In addition, the ISHA handwriting programme teaches a continuous cursive style, helping pupils develop fluent, legible handwriting. Writing without lifting the pencil supports letter formation, reduces letter reversals, improves spacing and presentation, and helps build writing speed and stamina. The approach is particularly beneficial for pupils with SEND and those developing fine motor skills, as the flowing movements support coordination and handwriting confidence.

Little Wandle Handwriting

Improvement in Schools

ISHA

through

Handwriting and Art