



# **Subject Curriculum Mapping and Progression**

## **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
<p><b>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.</b></p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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.</li> <li>• Write some or all of their name.</li> <li>• Write some letters accurately</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• • 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.</li> <li>• • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>• • 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.</li> <li>• • 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.</li> </ul>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Anticipate (where appropriate) key events in stories.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.</li> </ul> <p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending.</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>

# Year 1

Word	Sentence	Text	Punctuation	Terminology
<p>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)</p>	<p>How words can combine to make sentences Joining words and joining clauses using and</p>	<p>Sequencing sentences to form short narratives</p>	<p>Separation of words with spaces Introduction to capital letters, full stops, question marks to demarcate sentences Capital letters for names and for the personal pronoun I</p>	<p>letter capital letter word singular Plural sentence punctuation full stop question mark exclamation mark</p>

## Year 2

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

## Year 3

Word	Sentence	Text	Punctuation	Terminology
<p>Formation of nouns using a range of prefixes, such as super-, anti-, auto-</p> <p>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)</p> <p>Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</p>	<p>Expressing time , place and cause using conjunctions (for example, when, so, before, after, while, because)</p> <p>adverbs[for example, then, next, soon, therefore]</p> <p>or prepositions (for example, before, after, during, in because of)</p>	<p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>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]</p>	<p>Introduction to inverted commas to punctuate direct speech</p>	<p>Adverb preposition, conjunction word family, prefix clause, subordinate clause, direct speech</p> <p>consonant, consonant letter, vowel, vowel letter</p> <p>inverted commas (or 'speech marks')</p>

## Year 4

Word	Sentence	Text	Punctuation	Terminology
<p>The grammatical difference between plural and possessive-s</p> <p>Standard English forms for verb inflections instead of local spoken forms (we were instead of we was, I did instead of I done)</p>	<p>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)</p> <p>Fronted adverbials (e.g. Later that day, I heard the bad news.)</p>	<p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun across sentences to aid cohesion and avoid repetition</p>	<p>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!"]</p> <p>Apostrophes to mark plural possession [for example, the girl's name, the girls' name]</p> <p>The use of commas after fronted adverbials</p>	<p>Determiner pronoun, possessive pronoun adverbial</p>

## Year 5

Word	Sentence	Text	Punctuation	Terminology
<p>Converting nouns or adjectives into verbs using suffixes [for example -ate; -ise; -ify]</p> <p>Verb prefixes [for example dis-, de-, mis-, over-, and re-]</p>	<p>Relative clauses beginning with who, which, where, why, whose, that, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</p>	<p>Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p> <p>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]</p>	<p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p>modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity</p>

# Year 6

Word	Sentence	Text	Punctuation	Terminology
<p>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]</p> <p>How words are related by meaning as synonyms and antonyms [for example, big, large, little]</p>	<p>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)]</p> <p>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]</p>	<p>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</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]</p> <p>Use of a colon to introduce a list</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity [for example man eating shark versus man-eating shark, or recover versus re-cover]</p>	<p>Subject, object active, passive synonym, antonym ellipsis hyphen colon semi-colon bullet points</p>

# Spelling

Following completion of the Phonics Screening Check in Year 1, pupils begin Year 2 following Spelling Shed scheme of work.

## Spelling Shed

### Medium Term Plan: Stage 2

(based on 6-week half-terms)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	Words where 'dge' makes a /j/ sound	Words where 'wr' makes a /r/ sound at the beginning of words	Words where 'y' makes an /igh/ sound	Words where '-er', '-est' and '-ed' is added to words ending in 'e'	Words where 'ey' makes an /ee/ sound	Words that are homophones or near homophones
Week 2	Words where 'ge' makes a /j/ sound	Words ending in 'le'	Words where '-es' is added to words ending in 'y'	Words where '-ing' is added to single syllable words	Words where 'a' makes an /o/ sound	Words that are homophones or near homophones
Week 3	Words where 'g' makes a /j/ sound	Words ending in 'el'	Words where '-ed' is added to words ending in 'y'	Words where '-ed' is added to single syllable words	Words where 'or' and 'ar' make an /er/ or /or/ sound	Words ending in '-tion'
Week 4	Words where 'c' makes a /s/ sound before 'e', 'i' and 'y'	Words ending in 'al'	Words where '-er' and '-est' are added to words ending in 'y'	Words where 'a' makes an /or/ sound	Words where 's' makes an /z/ sound	Words containing an apostrophe for contraction
Week 5	Words where 'kn' and 'gn' make a /n/ sound at the beginning of words	Words ending in 'il'	Words where '-ing' is added to words ending in 'e'	Words where 'o' makes an /u/ sound	Words ending in '-ment' and '-ness'	Words containing an apostrophe for possession
Week 6	Challenge Words	Challenge Words	Challenge Words	Challenge Words	Words ending in '-ful' and '-less'	Challenge Words

# Spelling

## Spelling Shed

### Medium Term Plan: Stage 3

(based on 6-week half-terms)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	Words where 'ou' makes an /ow/ sound	Words with the prefix 're-'	Words with the 'ai' digraph	Words ending in 'al'	Words ending in '-er' when the root word ends in 'ch'	Words that end in 'sion'
Week 2	Words where 'ou' makes a /u/ sound	Words with the prefix 'dis-'	Words with the 'ei' digraph	Words ending in 'le'	Words where 'ch' makes a /k/ sound	Revision of spelling patterns learned in Stage 3
Week 3	Words where 'y' makes an /i/ sound	Words with the prefix 'mis-'	Words where 'ey' makes an /ai/ sound	Adding '-ly' when the root word ends in '-le'	Words where 'que' makes a /k/ sound	Revision of spelling patterns learned in Stage 3
Week 4	Words ending in '-sure'	Words where '-ing' and '-ed' are added to multisyllabic words	Adding the suffix '-ly'	Adding '-ally' when the root word ends in '-ic'	Words where 'sc' makes a /s/ sound	Revision of spelling patterns learned in Stage 3
Week 5	Words ending in '-ture'	Words where '-ing', '-en' and '-ed' are added to multisyllabic words	Words that are homophones	Adding '-ly' when the words do not follow the spelling patterns	Words that are homophones	Revision of spelling patterns learned in Stage 3
Week 6	Challenge Words	Challenge Words	Challenge Words	Challenge Words	Challenge Words	Revision of spelling patterns learned in Stage 3

# Spelling

## Spelling Shed

### Medium Term Plan: Stage 4

(based on 6-week half-terms)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	Words that are homophones	Words ending in '-ation'	Words ending in '-sion'	Words where 'au' makes an /or/ sound	Words that are homophones	Challenge Words
Week 2	Words with the prefix 'in-'	Words ending in '-ation'	Words ending in '-ous'	Words ending in '-tion'	Words spelled with 'c' before 'i' and 'e'	Words containing an apostrophe for possession
Week 3	Words with the prefixes 'il-', 'im-' and 'ir-'	Words ending '-ly'	Words ending in '-ous' where the ge from the root word remains	Words ending in '-sion'	Words containing 'sol' and 'real'	Revision of spelling patterns learned in Stage 4
Week 4	Words with the prefix 'sub-'	Words ending '-lly'	Words where 'i' makes an /ee/ sound	Words ending in '-cian'	Words containing 'phon' and 'sign'	Revision of spelling patterns learned in Stage 4
Week 5	Words with the prefix 'inter-'	Words where 'ch' makes a /sh/ sound	Words ending in '-ious' and 'eous'	Words that are adverbs of manner	Words with the prefixes 'super-', 'anti-' and 'auto'	Revision of spelling patterns learned in Stage 4
Week 6	Challenge Words	Challenge Words	Challenge Words	Challenge Words	Words with the prefix 'bi-'	Revision of spelling patterns learned in Stage 4

# Spelling

## Spelling Shed

### Medium Term Plan: Stage 5

(based on 6-week half-terms)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	Words ending in '-tious' and '-ious'	Words ending in '-ant'	Words ending in '-able', where the 'e' from the root word remains	Words spelled with 'ie' after c	Words that are homophones or near homophones	Words with hyphens
Week 2	Words ending in '-cious'	Words ending in '-ance' and '-ancy'	Words that are adverbs of time	Words where 'ei' makes an /ee/ sound	Words that are homophones	Challenge Words
Week 3	Words ending in /shul/ spelled '-cial'	Words ending in '-ent' and '-ence'	Words ending in '-fer'	Words where 'ough' makes an /or/ sound	Words that are homophones	Revision of spelling patterns learned in Stage 5
Week 4	Words ending in /shul/ spelled '-tial'	Words ending in '-able' and '-ible'	Words with 'silent' first letters	Words containing 'ough'	Words that are homophones or near homophones	Revision of spelling patterns learned in Stage 5
Week 5	Words ending in /shul/ spelled '-cial' and '-tial'	Words ending in '-ably' and '-ibly'	Words with 'silent' letters	Adverbs of possibility and frequency	Words that are homophones or near homophones	Revision of spelling patterns learned in Stage 5
Week 6	Challenge Words	Challenge Words	Challenge Words	Challenge Words	Challenge Words	Revision of spelling patterns learned in Stage 5

# Spelling

## Spelling Shed

### Medium Term Plan: Stage 6 (based on 6-week half-terms)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	Challenge Words	Challenge Words	Adding the prefix '-over'	Words with a /f/ sound spelled 'ph'	Words with the suffix '-ably'	Adjectives to describe settings
Week 2	Challenge Words	Challenge Words	Words with the suffix '-ful'	Words with origins in other countries and languages	Words with the suffix '-ible'	Adjectives to describe feelings
Week 3	Challenge Words	Challenge Words	Words that can be nouns and verbs	Words with unstressed vowel sounds	Adding the suffix '-ibly' to create an adverb	Adjectives to describe characters
Week 4	Challenge Words	Challenge Words	Words with an /oa/ sound spelled 'ou' or 'ow'	Words ending with /shuhl/ spelled '-cial'	Words ending in '-ent' and '-ence'	Grammar Vocabulary 1
Week 5	Challenge Words	Words with the short vowel sound /i/ spelled 'y'	Words with a 'soft c' spelled 'ce'	Words ending with /shuhl/ spelled '-tial'	Words ending in '-er', '-or' and '-ar'	Grammar Vocabulary 2
Week 6	Challenge Words	Words with the long vowel sound /igh/ spelled 'y'	Words with the prefixes 'dis-', 'un-', 'over-' and 'im-'	Words beginning with 'acc'	Adverbs synonymous with determination	Mathematical Vocabulary

# Writing Rationale

At St Wilfrid's, 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.