



ST AIDAN'S CE PRIMARY SCHOOL, BILLINGE

"Let your light shine" - Matthew 5:16

SPIRITUALITY IN THE YEAR 1 WRITING CURRICULUM

A curriculum map of authentic opportunities through The Write Stuff



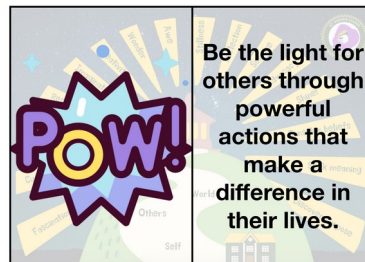
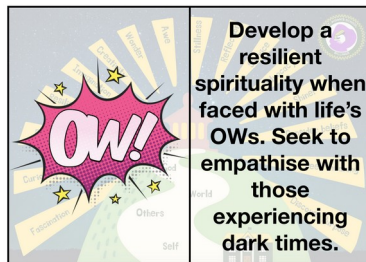
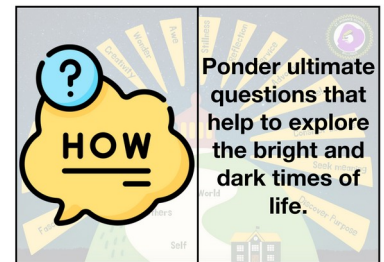
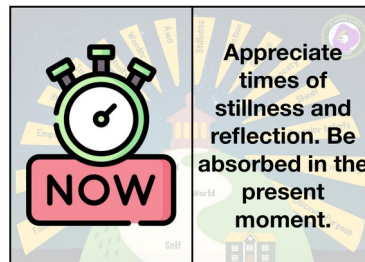
Scope. This document maps St Aidan's current Year 1 Writing Curriculum, using only the six units identified on the school English overview for which the corresponding Write Stuff planning has been supplied. Detailed mapping includes only plot points, Sentence Stacking days or jigsaw components where a meaningful spiritual opportunity grows naturally from the writing.

Hope • Love • Friendship • Forgiveness • Truth • Perseverance

OUR SPIRITUALITY LANGUAGE

Six shared lenses used across the Beacon Curriculum

A common language. The lenses help staff and pupils notice and articulate genuine spiritual opportunities. They are not a checklist and they are not an assessment of a child's spirituality.



SPIRITUALITY WITHIN YEAR 1 WRITING

Voice, imagination, empathy, reflection, choice and purposeful communication

Intent. At St Aidan's, spirituality is woven naturally through Writing. Pupils encounter WOW, OW, HOW, NOW, VOW and POW moments as they enter stories, imagine experiences, notice detail, explore feelings and choices, shape a viewpoint and discover that their words can communicate something that matters.

How spirituality connects to Year 1 Writing learning

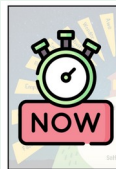
The Beacon Writing curriculum uses The Write Stuff to develop confident young writers through Experience Days, Sentence Stacking, narrative maps, non-fiction and poetry shapes, rich vocabulary, oral rehearsal and independent writing. Spirituality arises through the human content of a plot point or writing moment - not from a grammar feature in isolation. Children learn to notice, imagine, empathise, question, persevere and communicate with growing purpose.



WOW

Wonder: Find hope and wonder in the joys of life. Seek moments to delight in light-filled times.

Writing connection: imaginative possibilities, vivid settings, surprising moments, beauty in language and delight in what words can create.



NOW

Reflection: Appreciate times of stillness and reflection. Be absorbed in the present moment.

Writing connection: noticing small details, slowing down to imagine a moment, listening closely to language and reflecting before choosing words.



HOW

Big questions: Ponder ultimate questions that help us explore the bright and dark times of life.

Writing connection: wondering why characters act as they do, exploring identity, truth, belonging, fairness, loss, hope and the meaning behind events.



OW

Challenge & empathy: Develop a resilient spirituality when faced with life's OWs. Seek to empathise with those experiencing dark times.

Writing connection: entering another viewpoint, naming difficult feelings, exploring fear or uncertainty and persevering when writing is challenging.



POW

Making a difference: Be the light for others through powerful actions that make a difference in their lives.

Writing connection: characters helping others, writing that informs or persuades responsibly, and using words to encourage, explain or advocate.



VOW

Values & commitment: Commit to being a person that brings light to others.

Writing connection: choices, promises, friendship, care, truthfulness, courage and the values pupils choose to communicate through their writing.

HOW THE YEAR 1 WRITING MAP WORKS

Keeping spiritual development authentic and The Write Stuff-led

Golden rule. The writing learning comes first. A spirituality link is mapped only where the content of a Write Stuff plot point, Sentence Stacking day, jigsaw component, experience or independent response creates a genuine opportunity to wonder, reflect, empathise, question, consider values or make a difference.

Four principles for staff

- Writing remains writing-led. Spiritual reflection grows from the story, viewpoint, experience, image, idea or purpose that pupils are writing about; it is not attached artificially to a grammatical device.
- Not every plot point or lesson needs a spirituality label. Some moments are primarily about practising a writing technique, and leaving them unmapped protects the integrity of both Writing and spiritual development.
- Assessment objectives are reference points, not spiritual targets. The Stage 1 links show where writing evidence may naturally arise; they do not turn spiritual response into something to be graded or scored.
- Reflective questions are invitational and age-appropriate. Pupils may respond through talk, drawing, drama, shared writing or independent writing, and children of all faiths and worldviews can contribute authentically.

A particularly strong Year 1 Writing thread: imagination, empathy and growing voice

From story to purposeful voice. In Year 1, spiritual depth is often visible when children notice something carefully, imagine how another person or character might feel, wonder why something happened, recognise care or courage, or choose words that express a response. The map therefore follows the exact Write Stuff sequence but selects only those moments where the content genuinely opens this kind of space.

YEAR 1 WRITING CURRICULUM - CURRENT ST AIDAN'S UNITS

The school overview is the authoritative order; these units are mapped first

The six current units below come directly from St Aidan's English overview. The detailed maps use the original Write Stuff plot-point numbers or teaching-day references so staff can place this document beside the unit plan and find the opportunity immediately.

Order	Current unit	Writing genre / form
1	The Train Ride	Fiction - Picture Book Narrative
2	Little Red Riding Hood	Fiction - Narrative Traditional Tale
3	The Queen's Hat	Fiction - Picture Book Narrative
4	The Way Back Home	Fiction - Picture Book Narrative
5	Toys from the Past	Non-Fiction - Report
6	Our Trip to the Woods	Non-Fiction - Recount

How the numbering works

Narrative units use the exact Plot Point numbers and wording from the Write Stuff narrative map. Non-fiction and poetry units do not use numbered plot points in the same way, so the map keeps the original DAY number and lesson title from the teaching sequence. No replacement numbering is invented.

STAGE 1 WRITING ASSESSMENT REFERENCES

Exact wording from the St Aidan's Stage 1 WTE, EXP and GD grids

Assessment links are included only to help teachers see where evidence may naturally arise. They are not spiritual outcomes. Transcription remains important in every unit, but spelling and handwriting objectives are not repeatedly listed here because they do not create the spiritual opportunity itself.

Code	Standard	Area	Exact Stage 1 wording
WTE-C1	WTE	Composition	To use their own simple story ideas or retell a familiar story using short, simplistic sentences.
WTE-C2	WTE	Composition	To reread their writing aloud to check that it makes sense.
WTE-C3	WTE	Composition	To use adjectives that have been modelled.
EXP-C1	EXP	Composition	To write sentences in order to create short narratives and non-fiction texts.
EXP-C2	EXP	Composition	To use some features of different text types (although these may not be consistent).
EXP-C3	EXP	Composition	To reread their writing to check that it makes sense and make suggested changes.
EXP-C4	EXP	Composition	To use adjectives to describe.
EXP-G1	EXP	Grammar and punctuation	To use simple sentence structures.
EXP-G2	EXP	Grammar and punctuation	To sometimes use the past and present tense correctly.
EXP-G3	EXP	Grammar and punctuation	To use the conjunction 'and' to link ideas and sentences.
EXP-PQ	EXP	Grammar and punctuation	Has an awareness of and is beginning to use question marks.
EXP-PE	EXP	Grammar and punctuation	Has an awareness of and is beginning to use exclamation marks.
GD-C1	GD	Composition	To write sentences in order to create short narratives and non-fiction texts that are consistent in their features and purpose.
GD-C2	GD	Composition	To use a number of features of different text types and make appropriate topic/subject matter vocabulary choices.
GD-C3	GD	Composition	To reread their writing to check that it makes sense and independently make changes.
GD-C4	GD	Composition	To use adjectives to describe (sometimes ambitious beyond the year group).
GD-G1	GD	Grammar and punctuation	To use simple and compound sentence structures.
GD-G2	GD	Grammar and punctuation	To use the past and present tense correctly.
GD-G3	GD	Grammar and punctuation	To use the conjunction 'and' to link ideas and sentences.

YEAR 1 WRITING CURRICULUM - DETAILED SPIRITUALITY MAP

Detailed spirituality mapping for the six units currently taught at St Aidan's

Only the strongest, genuine spiritual opportunities are shown. If a Write Stuff plot point or teaching day is absent, that is deliberate: the learning remains valuable writing teaching, but a spirituality link would be forced.

CURRENT UNIT 1 - THE TRAIN RIDE

Narrative - exact Write Stuff plot-point numbering

Source reference	Writing focus / moment	Stage 1 assessment links	Lens(es)	Why this is a genuine spiritual opportunity	Reflective prompt	Natural evidence
Plot Point 1	Boarding the train	WTE-C1; EXP-C1; GD-C1	WOW / NOW	The start of a journey invites anticipation and careful attention to a new experience.	What might Molly notice or feel before the train starts moving?	Notices small details; suggests words for excitement, curiosity or uncertainty.
Plot Point 2	Out of the window	EXP-C1; EXP-C4; GD-C1; GD-C4	NOW / WOW	Looking out of the window naturally encourages stillness, observation and delight in the changing world.	What can Molly see that she might miss if she did not look carefully?	Chooses precise descriptive details and explains what catches attention.
Plot Point 3	Molly sees a farm	EXP-C1; EXP-C4; GD-C4	WOW / NOW	The ordinary landscape becomes a source of interest when pupils slow down and notice life, movement and colour.	What could make an ordinary view feel special?	Finds wonder in familiar things and uses sensory or descriptive vocabulary.
Plot Point 6	The hot air balloon	EXP-C1; EXP-C4; EXP-PE; GD-C4	WOW	An unexpected sight creates a natural moment of surprise, delight and imaginative possibility.	Why might this be the moment Molly remembers most?	Expresses surprise or awe and selects lively words to capture it.
Plot Point 7	The train stops	EXP-C1; EXP-G2; GD-C1; GD-G2	OW / HOW	A sudden stop introduces uncertainty and gives pupils space to imagine how a character responds when plans change.	What can help us when something does not happen as expected?	Names possible feelings and suggests a calm or hopeful response.
Plot Point 8	Grandma hugs!	EXP-C1; EXP-PE; GD-C1	VOW / WOW	The reunion centres love, belonging and the joy of being welcomed by someone important.	How can a welcome show someone that they matter?	Writes or talks about warmth, care and belonging without needing a single "right" answer.
Plot Point 9	The seaside	EXP-C1; EXP-C4; GD-C1; GD-C4	WOW / NOW	Arrival at the seaside offers a final moment of sensory wonder and reflection on the whole journey.	Which part of the journey would you want to hold on to, and why?	Selects a meaningful detail and explains a personal response.

CURRENT UNIT 2 - LITTLE RED RIDING HOOD

Traditional tale narrative - exact Write Stuff plot-point numbering

Source reference	Writing focus / moment	Stage 1 assessment links	Lens(es)	Why this is a genuine spiritual opportunity	Reflective prompt	Natural evidence
Plot Point 1	Mother asks her to visit Grandma	WTE-C1; EXP-C1; GD-C1	VOW / POW	The request begins with care for another person and creates a simple opportunity to think about responsibility and kindness.	Why does visiting someone who is unwell matter?	Recognises caring actions and uses language of help, kindness or responsibility.
Plot Point 2	The journey to Grandma	EXP-C1; EXP-C4; GD-C4	NOW / WOW	The journey allows pupils to attend to the setting and imagine what Little Red notices as she travels.	What would you notice if you walked through this place slowly?	Adds sensory detail and shows curiosity about the setting.
Plot Point 3	The wolf arrives at Grandma's	EXP-C1; EXP-G2; GD-C1	OW / HOW	The arrival of the wolf introduces threat and raises age-appropriate questions about trust, safety and appearances.	What clues might tell us that something is not quite right?	Notices warning signs; gives a reason for a character's worry or caution.
Plot Point 4	Grandma eaten	EXP-C1; EXP-G2; GD-C1	OW	This dark moment gives space to name fear and concern for another person without minimising difficult feelings.	How might Little Red feel if she knew Grandma was in danger?	Uses emotion vocabulary and shows empathy for a character in difficulty.
Plot Point 5	Looking closer	EXP-C1; EXP-C4; EXP-PQ; GD-C4	NOW / HOW	Looking closely turns observation into questioning: pupils notice differences and ask why things are not as expected.	Which detail makes you stop and wonder? What question would you ask?	Spots a detail, asks a relevant question and explains what it suggests.
Plot Point 6	Hunter saves the day	EXP-C1; GD-C1	POW / WOW	The resolution creates a natural opportunity to consider help, courage and relief when someone acts for others.	What makes an action helpful or brave?	Identifies how one character changes the situation for another and expresses relief or hope.

CURRENT UNIT 3 - THE QUEEN'S HAT

Picture-book narrative - exact Write Stuff plot-point numbering

Source reference	Writing focus / moment	Stage 1 assessment links	Lens(es)	Why this is a genuine spiritual opportunity	Reflective prompt	Natural evidence
Plot Point 1	Queen out strolling	EXP-C1; EXP-C4; GD-C4	NOW	A calm beginning invites close observation of place, people and ordinary details before the action begins.	What might the Queen notice on a quiet walk?	Chooses small setting details and explains what they add to the moment.
Plot Point 2	Queen's hat blows away	EXP-C1; EXP-G2; GD-C1	OW	A small problem interrupts the calm and lets pupils explore frustration, surprise and coping when something goes wrong.	How might the Queen respond when something unexpected happens?	Names a feeling and suggests a response rather than only describing the event.
Plot Point 3	Guards in pursuit	EXP-C1; EXP-G3; GD-G3	POW / VOW	The guards act together to help, offering a simple picture of service, teamwork and perseverance.	What does helping look like when a problem belongs to someone else?	Uses language of teamwork, helping or keeping going.
Plot Point 4	Hullabaloo at the zoo	EXP-C1; EXP-C4; GD-C4	WOW / NOW	The unusual zoo setting invites delight, close looking and playful imaginative description.	Which detail would make this scene feel most alive?	Selects vivid details and responds with curiosity or enjoyment.
Plot Point 6	Guards climbing	EXP-C1; GD-C1	OW / POW	The climb embodies effort and perseverance as the guards continue trying to solve the problem.	What helps people keep going when something is difficult?	Talks about effort, encouragement or trying again.
Plot Point 7	Big Ben strikes	EXP-C1; EXP-C4; GD-C4	WOW / NOW	The sound and scale of Big Ben create a moment for sensory attention and wonder at a familiar landmark.	How could you make the reader hear and feel this moment?	Uses sound or scale vocabulary and lingers on the moment.
Plot Point 8	Flying guards	EXP-C1; EXP-PE; GD-C1	WOW	The exaggerated ending opens imaginative freedom and delight in the impossible.	What can stories let us imagine that real life cannot?	Offers inventive possibilities and enjoys playful language.

CURRENT UNIT 4 - THE WAY BACK HOME

Picture-book narrative - exact Write Stuff plot-point numbering

Source reference	Writing focus / moment	Stage 1 assessment links	Lens(es)	Why this is a genuine spiritual opportunity	Reflective prompt	Natural evidence
Plot Point 1	An adventurous boy & an aeroplane	WTE-C1; EXP-C1; GD-C1	WOW / HOW	Adventure begins with curiosity and possibility, inviting pupils to imagine what might lie beyond the familiar.	Why do people sometimes want to explore somewhere new?	Shows curiosity and gives a simple reason for exploring.
Plot Point 2	Soaring into the skies	EXP-C1; EXP-C4; GD-C4	WOW	Flight naturally creates awe, scale and imaginative description.	What might the world look like from high above?	Uses descriptive language that shows wonder or scale.
Plot Point 3	A moon landing	EXP-C1; EXP-C4; GD-C4	WOW / HOW	Landing on the moon opens wonder and questions about unfamiliar places.	What would you want to know first if you landed somewhere completely new?	Asks a genuine question and imagines unfamiliar sights or feelings.
Plot Point 4	The dark moon	EXP-C1; EXP-C4; GD-C4	OW / NOW	Darkness and isolation create a quiet space to explore uncertainty and how atmosphere affects feeling.	How can a place make us feel even before anything happens?	Links setting detail to emotion.
Plot Point 5	An alien encounter	EXP-C1; GD-C1	HOW / WOW	Meeting someone completely unfamiliar encourages curiosity rather than quick judgement.	What could help two strangers understand each other?	Suggests listening, noticing, gestures or kindness as ways to connect.
Plot Point 6	A problem shared...	EXP-C1; EXP-G3; GD-G3	OW / HOW	Both characters face difficulty; recognising a shared problem creates common ground.	How can discovering that someone has the same problem change how we see them?	Recognises shared experience and explains how it can build connection.
Plot Point 7	Helping each other	EXP-C1; EXP-G3; GD-C1	POW / VOW	Mutual help is a clear, age-appropriate example of being a light for another person.	What makes help feel like teamwork rather than one person doing everything?	Describes reciprocal help and uses language of cooperation.
Plot Point 8	A lunar goodbye	EXP-C1; GD-C1	OW / VOW	Goodbye brings mixed emotions and gives pupils permission to hold sadness alongside gratitude or hope.	Can a goodbye be both sad and good? Why?	Expresses more than one feeling about the same event.
Plot Point 9	Forever friends	EXP-C1; GD-C1	VOW / WOW	The ending celebrates friendship formed across difference and distance.	What can make a friendship last even when people are apart?	Names qualities such as care, remembering, trust or kindness.

CURRENT UNIT 5 - TOYS FROM THE PAST

Non-fiction report - original Write Stuff teaching-day references

Source reference	Writing focus / moment	Stage 1 assessment links	Lens(es)	Why this is a genuine spiritual opportunity	Reflective prompt	Natural evidence
Day 3	Local museum visit	EXP-C1; EXP-C2; EXP-C4; GD-C2	WOW / NOW	Encountering real objects from the past encourages careful looking and curiosity about lives before our own.	Which object makes you wonder most, and what would you like to know about it?	Observes closely, asks questions and uses topic vocabulary.
Day 4	Heading / Timeline	EXP-C1; EXP-C2; GD-C2	HOW / NOW	A timeline helps pupils notice change and continuity, prompting simple questions about how life changes over time.	What has changed about toys, and what has stayed the same?	Compares past and present and gives a reason for a noticed change.
Day 5	Teddy bear picnic	EXP-C1; EXP-C4; GD-C2	WOW / VOW	Familiar toys can carry comfort, memory and affection, creating a gentle link between objects and relationships.	Why can an ordinary toy become special to someone?	Talks about memories, care or attachment without assuming everyone values the same things.
Day 6	Subheading / Question / Overarching Idea	EXP-C2; EXP-PQ; GD-C2	HOW	The planned question invites genuine historical curiosity rather than simply listing facts.	What question would help a reader think differently about toys from the past?	Creates a relevant question and connects facts to a bigger idea.
Day 7	Computer games	EXP-C1; EXP-C2; GD-C2	HOW	Comparing newer forms of play with older ones encourages pupils to think about how inventions change everyday life.	How can a new invention change the way people play together?	Explains a simple change and considers an effect on people.
Day 9	Wheeled toys	EXP-C1; EXP-C2; EXP-C4; GD-C2	WOW / HOW	Design and movement create curiosity about invention, improvement and human creativity.	What do you think someone had to notice or solve to make this toy work?	Shows curiosity about design and uses language of change or problem solving.

CURRENT UNIT 6 - OUR TRIP TO THE WOODS

Non-fiction recount - original Write Stuff teaching-day references

Source reference	Writing focus / moment	Stage 1 assessment links	Lens(es)	Why this is a genuine spiritual opportunity	Reflective prompt	Natural evidence
Day 3	A woodland walk with FANTASTIC thinking	EXP-C1; EXP-C4; GD-C2; GD-C4	WOW / NOW	Direct experience of the woodland creates rich opportunities to notice light, sound, texture, movement and living things.	What did you notice when you slowed down and used your senses?	Names precise sensory details and shows attention to the present moment.
Day 5	High & low sights + sounds	EXP-C1; EXP-C4; GD-C4	NOW / WOW	Attending to sights and sounds develops careful observation and appreciation of both large and small features of the environment.	Which tiny detail and which big detail would you want the reader to notice?	Selects contrasting details and explains why they matter.
Day 6	Building an animal shelter	EXP-C1; EXP-G3; GD-C1	POW / VOW	Making a shelter turns noticing the natural world into an act of care for living things.	How can we show care for creatures that cannot ask us for help?	Describes a caring action and considers the needs of another living thing.
Day 7	Natural finds & a delicious treat for the birds	EXP-C1; EXP-C4; GD-C2	WOW / POW	Discovery and practical care sit together: pupils can delight in nature while considering how their actions affect it.	What can we enjoy in nature without spoiling it for others?	Expresses wonder and suggests respectful behaviour.
Day 8	Sights & sounds & dialogue	EXP-C1; EXP-C4; EXP-G3; GD-C4	NOW	Writing from careful observation helps pupils stay with a moment rather than rush through it.	What would you hear if everyone stopped talking for ten seconds?	Uses attentive listening to enrich description or dialogue.
Day 9	Woodland-themed picnic	EXP-C1; GD-C1	VOW / WOW	A shared meal can prompt reflection on companionship, gratitude and enjoying a place together.	What makes a shared experience feel special?	Names a relational or sensory detail that gives the moment meaning.
Day 11	Wiggly worms & other minibeasts	EXP-C1; EXP-C4; GD-C4	WOW / NOW	Small creatures invite close looking and wonder at forms of life that are easy to overlook.	What becomes interesting when you look closely instead of quickly?	Uses precise observation and shows curiosity rather than disgust as the only response.
Day 12	Our favourite things	EXP-C1; EXP-C3; GD-C3	NOW / HOW	Choosing a favourite requires pupils to reflect, select and explain why one moment mattered personally.	Which part mattered most to you, and why?	Gives a personal reason and listens to different choices from others.
Day 13	Conclusion	EXP-C1; EXP-C3; GD-C1; GD-C3	NOW / HOW	The conclusion creates a natural moment to look back across the experience and identify what has stayed with the writer.	What do you understand or appreciate now that you did not before the walk?	Summarises a meaningful response and makes a thoughtful final choice.

YEAR 1 SPIRITUAL PROGRESSION THROUGH WRITING

Growing depth without turning spirituality into an assessment framework

Growing depth	What it can look like in Year 1
Notice	Pupils increasingly notice details in images, settings, experiences and language and can say what catches their attention.
Feel & empathise	Pupils use a wider emotional vocabulary and begin to imagine how a character or other person may experience the same moment differently.
Question	Pupils move from simple “what?” questions towards occasional “why?” and “what might...?” questions about choices, truth, belonging, care and consequences.
Respond	Pupils begin to express a personal response through talk and writing, including wonder, concern, hope, gratitude, preference or a wish to help.
Choose words with purpose	Pupils increasingly understand that language can describe, reassure, explain, persuade, remember and influence; they start to consider the effect of their words on a reader.

This is not a ladder for judging children's spirituality. It describes the kinds of richer encounter, language and response that staff may notice as confidence in writing and discussion grows.

WRITING, CHRISTIAN VISION AND “LET YOUR LIGHT SHINE”

Matthew 5:16 - words that notice, imagine, care and communicate

At St Aidan's, Year 1 writing gives children an early experience of their words having value. Through story, recount, information, poetry and persuasion they can notice what is beautiful, name what is difficult, imagine another person's point of view, explore choices and communicate something they want another person to understand.

The Christian vision does not require pupils to arrive at a predetermined interpretation. It creates a culture in which every child is invited to use language thoughtfully: to wonder, to tell the truth as they understand it, to show care, to persevere with expression and to recognise that words can bring light to others.

The school values can arise naturally through the mapped units: Hope in journeys, reunions and new possibilities; Love and Friendship in belonging and care; Forgiveness in stories of mistakes and change; Truth in honest choices and accurate non-fiction; and Perseverance in characters, experiences and the writing process itself.

SUBJECT LEADERSHIP / SIAMS - WHAT TO LOOK FOR

Evidence of a culture that nurtures spiritual flourishing through Year 1 Writing

- Can pupils talk about a writing moment that made them wonder, feel deeply, ask a question or think about another person?
- Can teachers show where reflective prompts grow naturally from the Write Stuff content rather than being added to every lesson?
- Are original Write Stuff Plot Point numbers and teaching-day references easy for staff to match to the planning?
- Do pupils have time to notice and talk before writing, especially where a moment depends on empathy, awe or reflection?
- Are difficult themes - fear, loneliness, separation, loss or danger - handled sensitively and without forcing a single emotional response?
- Do non-fiction and persuasive units preserve truth, accuracy and audience responsibility alongside enthusiasm and creativity?
- Can leaders see the Stage 1 assessment objectives as useful cross-references while keeping spiritual development ungraded?
- Is pupil response visible through talk, vocabulary choices, drawings, shared writing and independent writing rather than through a separate spirituality assessment?

SOURCE AND USE NOTE

How this Year 1 map was constructed

- Curriculum order: St Aidan's English Overview (Year 1 Writing Genre row).
- Detailed unit sequence: the uploaded Year 1 Write Stuff unit plans. Narrative references preserve the original Plot Point numbers and wording. Non-fiction and poetry references preserve original teaching DAY numbers and lesson/shape wording because those plans do not use numbered narrative plot points.
- Assessment references: St Aidan's Stage 1 WTE, EXP and GD writing assessment grids. The wording in the assessment key is preserved from those grids.
- Selection principle: only genuine spiritual opportunities are mapped. Omission of a lesson or plot point means the writing teaching is valuable but the spiritual connection would be weak or forced.
- This document intentionally includes only the Year 1 units on the current St Aidan's English overview. If the planned curriculum changes, additional units can be mapped and added at that point.