Writing Curriculum 2026-27

Our Approach to Writing

At our school, we believe that children become successful writers when they understand why they are writing, who they are writing for and the effect they want their writing to have. Our writing curriculum is therefore organised around four key purposes:

To Entertain • To Inform • To Persuade • To Discuss

Rather than teaching writing as a collection of isolated genres, children learn that different genres are tools writers can select depending on their purpose and audience.

Inspired by Great Texts

High-quality class novels, picture books, poetry and film provide meaningful contexts for writing. Our carefully sequenced reading spine exposes children to a range of authors, voices, cultures and experiences, alongside increasingly ambitious texts.

Writing outcomes grow naturally from these stimuli so that children have something meaningful to say, rather than simply practising a genre in isolation.

Building Successful Writers

Each writing unit combines immersion in high-quality models with oracy, vocabulary development and explicit teaching of grammar and punctuation.

Knowledge and skills are carefully sequenced and deliberately revisited so that children can build on prior learning and apply what they know independently in increasingly sophisticated writing.

Children are given opportunities to plan, draft, write, evaluate and improve their work, developing both accuracy and an understanding of the choices writers make.

Talk, Think, Write

We believe that good writing begins with good thinking and purposeful talk.

Every writing unit includes a debate or discussion question, giving children opportunities to explore ideas, justify their opinions, listen and respond to different perspectives, and develop the vocabulary and thinking they need before they write.

We want children to understand that powerful writing begins with something worth thinking about and something worth saying.

Writers for Life

By the end of Year 6, we want every child to see themselves as a writer: able to make deliberate choices about purpose, audience, vocabulary, grammar and structure, and equipped with the knowledge, confidence and creativity to communicate effectively.

Year 1

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Writing Stimulus	Recap of previous year's learning. Recapping and setting expectations for basic, foundational skills.	Astro Girl By Ken Wilson-Max	Short Film: Something Fishy	Leopard's Drum By Jessica Souhami		The Bear and the Piano By David Litchfield	The Snail and the Whale By Julia Donaldson		Short Film: Zahra	Biscuit Bear By Mini Grey	Oh Dear! Look What I Got! By Michael Rosen	Short Film: Caterpillar Shoes
Purpose for Writing		To entertain	To entertain	To inform		To entertain	To inform	To inform	To entertain	To inform	To entertain	To entertain
Genre		Character Description	Setting Description	Recount		Narrative	Recount	Letter	Narrative	Instructions	Poetry – repetitive poem	Narrative
SPAG Covered		-Capital letters at the start of sentences -Full stops at the end of sentences -Leaving spaces between words -adjectives	-Nouns (fish, sea, rocks) -Adjectives to describe (big, blue, shiny) -Using and to join ideas	-Past tense verbs (went, saw, ran) -Time adverbials (first, then, next) -Coordinating conjunctions (and, but)		-Past tense verbs -Noun phrases (the lonely bear in the forest) Coordinating -conjunctions (and, but, so)	-Past tense consistency -Expanded noun phrases (the tiny snail with a big dream) -Commas in a list	-Question marks -Exclamation marks -Using because to give reasons	-Subordinating conjunction (because) -Using and / but / so to extend sentences	-Imperative verbs (go, find, help) -Command sentences -Time adverbials (first, next) -Adverbs (quickly, carefully)	-Rhyme -Exclamation marks -Question marks	-Verbs (action words) -Using because to explain -Writing in first person (I went, I saw)
Debate or Discussion Question		Should Astrid be allowed to become an astronaut when she grows up? Why or why not?	Which part of the underwater world would be the best place to live, and why?	Was Leopard right to trick the other animals to get his drum back?		Was the bear happier in the city or in the forest?	Was the snail brave to leave the rock and travel the world?	Should the snail have asked for help when the whale was in danger, or tried to fix it alone?	Was Zahra right to keep trying even when things were difficult?	What is the most important step when making the Biscuit Bear, and why?	Poetry performance to an audience	Was it a good idea for the caterpillar to keep trying new shoes?

Year 2

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Writing Stimulus	Recap of previous year's learning. Recapping and setting expectations for basic, foundational skills.	Storm Whale By Benji Davies	The Tunnel By Anthony Browne	Short Film: Catch It		The Way Back Home By Oliver Jeffers	Emmanuel's Dream By Laurie Ann Thompson	Short Film: Dangle	How to Wash a Woolly Mammoth By Michelle Robinson	My Puppy Poet and Me By Eloise Greenfield	Clean Up By Nathan Bryon and Dapo Adeola	Short Film: Taking Flight
Purpose for Writing		To entertain	To entertain	To inform		To inform	To inform	To entertain	To inform	To entertain	To entertain	To inform
Genre		Character Description	Setting Description	Recount		Letter	Fact file	Narrative	Instructions	Poetry – free verse poem	Narrative	Recount
SPAG Covered		-Expanded noun phrases (the dark, winding tunnel) - Coordinating conjunctions (and, but, so) -Adjectives to create atmosphere (gloomy, spooky, mysterious)	-Expanded noun phrases (e.g. the cold, dark sea) - Coordinating conjunctions (and, but, so) to extend ideas -Adverbs to describe how and where (e.g. quietly, slowly)	-Past tense verbs used consistently across a sequence -Time adverbials to organise events (first, next, then, finally) -Sentence types: statements, questions and exclamations		-Question marks and exclamation marks used accurately - Subordinating conjunctions (because, when, if) -Present tense used appropriately for writing to an audience	- Subordinating and coordinating conjunctions -Commas in a list -Apostrophes for possession	-Adverbs to describe action (e.g. quickly, carefully) -Sentence openers (Suddenly…, After that…, Later…) -Commas to separate items in a list -Progressive form (he was running, she is shouting)	-Imperative verbs (e.g. wash, scrub, rinse) -Command sentences -Time adverbials (first, next, after that, finally) -Adverbs to describe action (e.g. quickly, carefully)	-Rhyme and rhythm -Repetition and imagery - Onomatopoeia (e.g. woof, bang, splash)	- Coordinating conjunctions (and, but, so) - Subordinating conjunctions (because, when, if, that) - Apostrophes for singular possession (e.g. Rocket's home)	-Past tense (flew, visited, returned) -Time adverbials (first, next, after that) - Subordinating conjunctions (because, when, if, that)

Debate or Discussion Question		Was Rose right to go into the tunnel to rescue Jack?	Is the seaside a safe or dangerous place for Noi and the whale? Why?	Which animal made the worst decision in Catch It, and what should they have done instead?		Should the boy have stayed with the alien, or was it right for both of them to go home?	Is determination more important than talent?	Was it fair for the monkey to take the other animals' things, or should the monkey have shared?	Would the instructions actually work to wash a mammoth, or would you need to improve them?	Poetry performance to an audience	Was Rocket right to challenge the adults about the rubbish, or should she have left it?	Would you rather have adventures in real life or in your imagination? Explain your reasons.

Year 3

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Writing Stimulus	Recap of previous year's learning. Recapping and setting expectations for basic, foundational skills. Recap of previous year's learning. Recapping and setting expectations for basic, foundational skills.	Planet Omar: Accidental Trouble Magnet By Zanib Mian	School Tomorrow – Excuses for Mum By Joseph Coelho	Sam Wu is Not Afraid of Ghosts By Katie and Kevin Tsang	Short Film: Soar	Agent Asha: Mission Shark Bytes By Sophie Deen	The Invisible by Tom Percival	Leonora Bolt: Secret Inventor By Lucy Brandt	Short Film: Ruckus	Varjak Paw By SF Said	Short Film: La Luna	The Legend of Podkin One-Ear By Kieran Larwood
Purpose for Writing		To entertain	To entertain	To entertain	To inform	To inform	To persuade	To entertain	To inform	To inform	To entertain	To entertain
Genre		Character description	Poetry – list poem	Narrative	Explanation text	Non-chronological report	Persuasive letter	Narrative	Recount	Guide – How to Survive as a City Cat	Setting description	Adventure narrative
SPAG Covered		-Expanded noun phrases -Prepositional phrases -Using a/an correctly -Paragraphs	-Expanded noun phrases -Verbs and adverbs for effect -Repetition for effect -Commas in a list	-Past tense consistency -Conjunctions to express time (when, before, after, while) -Direct speech using inverted commas -Paragraphs	-Present tense -Conjunctions to express cause (because, so) -Adverbs and prepositions to express time and place -Paragraphs	-Present tense -Headings and sub-headings -Expanded noun phrases -Paragraphs	-Present perfect tense -Conjunctions to express cause (because, so) -Paragraphs -Rhetorical questions	-Past tense consistency -Direct speech using inverted commas -Conjunctions to express time and cause -Paragraphs	-Past tense consistency -Present perfect tense -Adverbs and prepositions to express time and place -Paragraphs	-Headings and sub-headings -Imperative verbs -Conjunctions to express time and cause -Paragraphs	-Expanded noun phrases -Prepositional phrases -Adverbs to express place -Paragraphs	-Past tense consistency -Direct speech using inverted commas -Conjunctions to express time, place and cause -Paragraphs
Debate or Discussion Question		Is it better to fit in or to be yourself?	Can making excuses ever be the right thing to do?	Is being brave the same as not being afraid?	Is failure an important part of success?	Does technology make our lives better?	Does everyone have a responsibility to make sure that other people feel seen and included?	Are mistakes an important part of inventing something new?	Should people always be given a second chance after making a bad choice?	Is it more important to be independent or to know when to ask for help?	Can two people see the same place in completely different ways?	What makes someone a true leader?

Year 4

	Autumn 1		Autumn 2		Spring 1		Spring 2	Summer 1	Summer 2			
Writing Stimulus	Recap of previous year's learning. Recapping and setting expectations for basic, foundational skills.	The Explorer By Katherine Rundle	Jabberwocky By Lewis Carroll	The Land of Roar By Jenny McLachlan		The Last Bear By Hannah Gold	Little People Big Dreams book: Marcus Rashford By Maria Isabel Sánchez Vegara	The Girl Who Stole an Elephant By Nizrana Farook	Short Film: The Wishgranter	How to Train Your Dragon By Cressida Cowell	The Promise By Nicola Davies	The Miraculous Journey of Edward Tulane By Kate DiCamillo
Purpose for Writing		To inform	To entertain	To entertain		To persuade	To inform	To entertain	To entertain	To inform	To persuade	To entertain
Genre		Newspaper report	Poetry-nonsense poem	Narrative		Persuasive letter	Biography	Narrative-Writing the next chapter to the story	Diary entries from various characters	Instructions for how to make a connection with a dragon	Persuasive speech	Narrative
SPAG Covered		- Headings and sub-headings to aid presentation - Maintain an accurate tense - Noun phrases expanded by the addition of modifying adjectives, nouns	- Apostrophes to mark singular and plural possession - pronouns - possessive pronouns - grammatical difference	- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases - Paragraphs		-Maintain an accurate tense -Standard English verb inflections 'we were', 'I did' - Paragraphs - Determiners -Fronted adverbials with commas	- Headings and sub-headings to aid presentation - Maintain an accurate tense - Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases -pronouns -Possessive pronouns	-Maintain an accurate tense -Standard English verb inflections 'we were', 'I did' - Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases -Fronted adverbials with commas -Paragraphs -Punctuating direct speech correctly with inverted commas and commas - Capital letters, full stops, question marks and exclamation marks to demarcate sentences	- Apostrophes to mark singular and plural possession -pronouns -possessive pronouns - grammatical difference between plural and possessive – s -Maintain an accurate tense	-Headings and sub-headings to aid presentation -Maintain an accurate tense -Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases	- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases - Paragraphs -Maintain an accurate tense -Standard English verb inflections	-Maintain an accurate tense -Standard English verb inflections 'we were', 'I did' - Noun phrases expanded by the addition of modifying adjectives, nouns

		and preposition phrases	between plural and possessive –s	- Punctuating direct speech correctly with inverted commas and commas - Standard English verb inflections 'we were', 'I did' - Fronted adverbials with commas		- Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because]			-Standard English verb inflections 'we were', 'I did'	-Fronted adverbials with commas - Determiners -Possessive pronouns	'we were', 'I did' - Possessive pronouns - Apostrophes to mark singular and plural possession	and preposition phrases -Fronted adverbials with commas - Paragraphs - Punctuating direct speech correctly with inverted commas and commas - Capital letters, full stops, question marks and exclamation marks to demarcate sentences
Debate or Discussion Question		How do we balance exploring and having adventures with staying safe?	How do we understand a story when we don't know the words?	Why is teamwork important when people don't see eye to eye?		Is it possible to love the planet but still harm it?	What does it actually mean to be a "champion" if it isn't about winning a trophy or a medal?	What does a "fair" society look like?	If all of our wishes came true, would the world be a better place?	How do we build trust with someone who cannot speak our language?	Do we have a responsibility, as individuals, to look after our environment or is it someone else's responsibility?	What does it mean to truly belong to someone or somewhere?

Year 5

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Writing Stimulus	Recap of previous year's learning. Recapping and setting expectations for basic, foundational skills. Children to write their own autobiography (They will learn about the features of autobiographical writing by listening to the BBC autobiography of Rosa Parks)	Boy at the Back of the Class By Onjali Q. Raúf	Hidden Figures: The True Story of Four Black Women and the Space Race By Margot Lee Shetterly and Winifred Conkling	The Nowhere Emporium By Ross MacKenzie		Phoenix By SF Said	Short Film: Elemental (focus on the opening to the film)	Wonder By R.J. Palacio	Short Film: Piper	Alice's Adventures in Wonderland By Lewis Carroll	Nature Trail Poem By Benjamin Zephaniah	Cogheart By Peter Bunzl
Purpose for Writing		To inform	To inform	To entertain		To inform	To entertain	To entertain	To entertain	To entertain	To inform	To discuss
Genre		Letter	Biography	Narrative		Newspaper report	Setting description	Diary entry	Inner monologue for Piper as she steps out of the safe nest for the first time	Narrative	Non-Chronological report (Information booklet about making our gardens animal friendly)	Balanced argument
SPAG Covered		- Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] - Indicating degrees of possibility	-Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun	-Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun		- Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] -Indicating degrees of possibility using	-Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun - Brackets, dashes or	- Verb prefixes [for example, dis–, de–, mis–, over– and re–] - Indicating degrees of possibility using adverbs [for example, perhaps,	- Verb prefixes [for example, dis–, de–, mis–, over– and re–] - Indicating degrees of possibility using adverbs	-Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun	-Headings and sub-headings to aid presentation -Relative clauses beginning with who, which, where,	- Verb prefixes [for example, dis–, de–, mis–, over– and re–] - Indicating degrees of possibility using adverbs

		using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] - Brackets, dashes or commas to indicate parenthesis	- Verb prefixes [for example, dis–, de–, mis–, over– and re–]	- Brackets, dashes or commas to indicate parenthesis - Use of commas to clarify meaning or avoid ambiguity - 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] - Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]		adverbs (for example, perhaps, surely) or modal verbs (for example, might, should, will, must) - 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]	commas to indicate parenthesis - Use of commas to clarify meaning or avoid ambiguity - 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] - Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]	surely] or modal verbs [for example, might, should, will, must] - Brackets, dashes or commas to indicate parenthesis	[for example, perhaps, surely] or modal verbs [for example, might, should, will, must] - Brackets, dashes or commas to indicate parenthesis	- Brackets, dashes or commas to indicate parenthesis - Use of commas to clarify meaning or avoid ambiguity - 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] - Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]	when, whose, that, or an omitted relative pronoun - Brackets, dashes or commas to indicate parenthesis	[for example, perhaps, surely] or modal verbs [for example, might, should, will, must] - Brackets, dashes or commas to indicate parenthesis

Debate or Discussion Question		If you had to leave your home suddenly with only a backpack, what three items would you carry with you, and why?	How would you feel if you worked hard on something but weren't allowed to share the credit?	If you had the power to write anything into reality using the Book of Wonders, would you use it, or is that too much power for one person to have?		Does having great power change who you are on the inside?	How do we build cities that welcome everyone?	What does the phrase "choose kind" mean to you in everyday life, outside of the book?	Can something be scary and beautiful at the same time?	If a child fell down a rabbit hole today, what modern objects would turn into Wonderland characters?	How does slowing down to notice the smallest parts of our world change how we treat it and each other?	If you had to travel across the country, would you rather ride in a magnificent silver airship like the Dragonfly or use a modern vehicle? What would be the pros and cons?

Year 6

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Writing Stimulus	Recap of previous year's learning. Recapping and setting expectations for basic, foundational skills.	Letters from the Lighthouse By Emma Carroll	Short Film: The Three Little Pigs Guardian Advert	Holes By Louis Sachar	Anne Frank By Josephine Poole and Angela Barrett	The Haunting of Aveline Jones By Phil Hickes		Tom's Midnight Garden By Philippa Pearce	Short Film: Alma	Skellig By David Almond	Short Film: The Dreadful Menace	The Final Year By Matt Goodfellow
Purpose for Writing		To entertain	To discuss	To inform	To inform	To entertain		To entertain	To inform	To persuade	To entertain	To entertain
Genre		Historical narrative	Balanced argument	Non-chronological report	Biography	Suspense narrative		Flashback narrative including setting description	Newspaper report	Persuasive advert	Poetry – narrative poem	Memoir
SPAG Covered		-Past perfect tense -Dialogue to convey character and advance the action -Relative clauses -Front adverbials	-Modal verbs -Formal language -Cohesion using conjunctions -Subordinating conjunctions -Colons and semi-colons	-Present tense -Relative clauses -Parenthesis -Colons	-Past and past perfect tense -Passive voice -Cohesion using pronouns -Relative cluses	-Past progressive tense -Apostrophes for possession -Show not tell -Commas for clarity -Dialogue to convey character and advance the action -Coordinating conjunctions		-Apostrophes for possession -Semi-colons -Cohesion using adverbials -Dialogue to convey character and advance the action	-Passive voice -Formal reporting clauses -Parenthesis	-Modal verbs -Hyphens -Formal language choices -Cohesion using conjunctions	-Semi-colons -Colons -Parenthesis using dashes -Relative clauses	Present perfect tense -First person -Commas for clauses -Commas for clarity
Debate or Discussion Question		Should governments be allowed to make decisions on behalf of families?	Does the media always tell the truth? If not, should they be compelled	Do people have a responsibility to break unfair rules?	Do ordinary people have a responsibility to stand up against injustice?	What is the difference between bravery and recklessness?		Would you rather live in the past or the present?	Is curiosity a strength or a weakness?	Should we fear things that we do not understand?	Can fear change the way people behave?	What does it really mean to grow up?

			to tell the truth?									