



Writing Curriculum Map – 2025-2026

Nursery –

<u>Term</u>	<u>Autumn One</u>	<u>Autumn Two</u>	<u>Spring One</u>	<u>Spring Two</u>	<u>Summer One</u>	<u>Summer Two</u>
<u>Class Text:</u>	<u>The Three Little Pigs</u> by Ladybird	<u>The Gingerbread Man</u> by Ladybird	<u>'I Love Chinese New Year'</u> by Eva Wong	<u>'Jack and the Beanstalk'</u> by Ladybird	<u>'The Very Hungry Caterpillar'</u> By Eric Carle	<u>'Goldilocks and the Three Bears'</u> By Ladybird
<u>Fiction:</u>	N/A	N/A	<u>Short burst write-</u> Draw the start, middle and end of story (In a book format)	<u>Short burst write-</u> Draw the start, middle and end of story (In a book format)	<u>Short burst write-</u> Draw the start, middle and end of story (In a book format)	<u>Short burst write-</u> Draw the start, middle and end of story (In a book format)
<u>Non-Fiction: Purpose and Audience</u>	Non fiction information: A picture of child's own house /houses in the community	Non Fiction - Instructions following a recipe to make Gingerbread people biscuits	Non-Fiction – To design / write a postcard to tell someone about China	Non-Fiction – Instructions – How to build / make a beanstalk	Non-Fiction – Recreate the lifecycle of a butterfly	Non-Fiction – Instructions Follow a recipe to make porridge
<u>Context of Teacher-Written Model Text</u>	Label a house	A basic set of step-by-step instructions, including pictures for each step to follow a recipe	Displaying what postcards look like	A basic set of step-by-step instructions, including pictures for each step to follow a recipe	Display what a lifecycle looks like which includes pictures and arrows	A basic set of step-by-step instructions, including pictures for each step to follow a recipe
<u>S.P.A.G. Tool-Kit Focus:</u>	-Respond to a picture prompt relating to child's own house/house in the local community (Adult modelling oral response/scaffolding language)	Respond to each step of instructions for recipe, relating to picture prompt (Adult modelling oral response/scaffolding language)	-Respond to picture prompt and recent learning about China (Adult modelling oral response/scaffolding language)	-Respond to each step of instructions for recipe, relating to picture prompt (Adult modelling oral response/scaffolding language)	-Respond to each step of lifecycle relating to picture prompts (Adult modelling oral response/scaffolding language)	Respond to each step of instructions for recipe, relating to picture prompt (Adult modelling oral response/scaffolding language)



Writing Curriculum Map – 2025-2026

Reception –

Term	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
<p><u>Class Text:</u></p> <p><u>Teaching Sentence</u></p> <p><u>Accuracy</u></p> <p><u>at the beginning of every English lesson</u></p>	<p><u>'Scouse Mouse'</u> </p> <p><u>by Nic Ryan and Shaun Ryan</u></p> <p><u>Read and use this text to model and practise</u></p> <p>-Forming letters correctly and consistently</p> <p>-Using phonics to spell words</p> <p>-Write a word relating to picture prompt</p>	<p><u>'Here Comes Jack Frost by Kazuno Kohara'</u></p> <p><u>Read and use this text to model and practise</u></p> <p>-Continue to practice forming letters correctly and consistently</p> <p>-Dictation</p> <p>-Rehearse: 'say it, build it, write it'</p> <p>-Using phonics to spell words</p> <p>-Write simple CVC words</p>	<p><u>'Dim Sum Palace' by X. Fang</u></p> <p><u>Read and use this text to model and practise</u></p> <p>- Continue to practice forming letters correctly and consistently</p> <p>-Dictation</p> <p>-Rehearse: 'say it, build it, write it'</p> <p>-Using phonics to spell words</p> <p>-Write simple CVC words</p> <p>-Copies some letters from their name</p> <p>-Progressing to writing all letters in their name correctly</p>	<p><u>'Flower Block' by Lanisha Butterfield</u></p> <p><u>Read and use this text to model and practise</u></p> <p>- Continue to practice forming letters correctly and consistently</p> <p>-Dictation</p> <p>-Rehearse: 'say it, build it, write it'</p> <p>-Using phonics to spell words</p> <p>-Write simple CVC words</p> <p>-Write a simple phrase or sentence that can be read by others</p>	<p><u>'The Bad-Tempered Ladybird' By Eric Carle</u></p> <p><u>Read and use this text to model and practise</u></p> <p>-Continue to practice forming letters correctly and consistently</p> <p>-Dictation</p> <p>-Rehearse: 'say it, build it, write it'</p> <p>-Using phonics to spell words</p> <p>-Write simple CVC words</p> <p>-Write a simple phrase or sentence that can be read by others</p>	<p><u>'Somebody Swallowed Stanley' By Sarah Roberts</u></p> <p><u>Read and use this text to model and practise</u></p> <p>-Dictation</p> <p>-Rehearse: 'say it, build it, write it'</p> <p>-Using phonics to spell words</p> <p>-Write simple CVC words</p> <p>-Write a simple phrase or sentence that can be read by others</p>
<p><u>Fiction:</u></p>	<p><u>N/A</u></p>	<p><u>N/A</u></p>	<p>Write a simple phrase or sentence based on Journey Tale: 'Dim Sum Palace' by X. Fang</p>	<p>Write a simple phrase or sentence based on Meeting Tale: 'Flower Block' by Lanisha Butterfield</p>	<p>Write a simple phrase or sentence based on Character Flaw tale:</p>	<p>Write a simple phrase or sentence based on Moral / Environmental tale: 'Somebody Swallowed Stanley' By Sarah Roberts</p>



Writing Curriculum Map – 2025-2026

Reception –

<p><u>Writing Across the Curriculum</u></p>	<p><u>Write a fact about a Liverpool Landmark</u> based on learning in Geography Topic: 'Our School: School Grounds'</p>	<p><u>Write a word / short phrase / sentence for part of instructions</u> based on learning about to build a snowman</p>	<p><u>Write a short phrase / sentence based on learning about China to include on a postcard</u></p>	<p><u>Write a fact about chicks</u></p>	<p><u>Description</u> of minibeasts <u>Label</u> a minibeasts</p>	<p><u>Recount</u> of visit to the aquarium</p>
<p><u>Daily Handwriting:</u></p>	<p><u>Focus: Foundations</u> Posture, correct grip. Focused letter each week. Form digits 0-9 correctly</p>	<p><u>Focus: Foundations</u> Reinforce posture, correct grip, fine motor warm-ups Focused letter each week. Form digits 0-9 correctly</p>	<p><u>Focus:</u> Reinforce posture, correct tripod grip <u>Single letters</u> <u>To be taught alongside phonics.</u></p> <ul style="list-style-type: none"> • c a d g q o • e s f • i l t • u y j k • r n m • h b p • v w x z <p><u>Supporting activities:</u></p> <ul style="list-style-type: none"> • tracing patterns • tracing • copying over (letters, numbers and words) • copying under (letters, numbers and words) 	<p><u>Focus:</u> Teach the formation of capital letters and corresponding lower-case letters.</p>	<p><u>Focus:</u> Teach the formation of capital letters and corresponding lower-case letters. Revisit the formation of digits 0-9</p>	<p><u>Focus:</u> Teach the formation of capital letters and corresponding lower-case letters. Revisit the formation of digits 0-9</p>



Writing Curriculum Map – 2025-2026

Year One – ‘Mastering the Basics’

Term	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
<u>Class Text:</u> <u>Teaching Sentence Accuracy at the beginning of every English lesson</u>	<u>‘Zog’</u> <u>by Julia Donaldson</u> <u>Read and use this text to model and practise</u> -Forming letters correctly and consistently -Using phonics to spell words -Write a short caption relating to picture prompt	<u>‘Rapunzel’</u> <u>by Beth Woollvin</u> <u>Read and use this text to model and practise:</u> -Writing Simple Sentences with capital letters and full stops -Using Teacher Dictation -Using Oral Composition to compose sentences aloud before writing	<u>‘Giraffes Can’t Dance’</u> <u>By Giles Andreae</u> <u>Read and use this text to model and practise:</u> -Further practise of writing Simple Sentences with capital letters and full stops. -Finger spaces -Capital letters for days of the week, months of the year, and names	<u>‘The Last Wolf’</u> <u>By Mini Grey</u> <u>Read and use this text to model and practise:</u> -Capital letters for names, places, and the personal pronoun ‘I’ -To use questions marks - To use the joining word ‘conjunction’ ‘and’ to link ideas and sentences	<u>‘Gorilla’</u> <u>By Anthony Browne</u> <u>Read and use this text to model and practise:</u> -Question Marks -Exclamation Marks -Nouns -Adjectives -Verbs	<u>‘A Dark, Dark Tale’</u> <u>By Ruth Brown</u> Review Sentence Accuracy objectives and skills from previous half-terms to consolidate
<u>Fiction: Purpose and Audience</u>	N/A	N/A	Write a short narrative for a Wishing Tale = consisting of a sequence of simple sentences.	Write a short narrative for a Warning Tale – consisting of a sequence of simple sentences	Create a new ending for the above story – consisting of a sequence of simple sentences	Write a short narrative for a Journey Tale – consisting of a sequence of simple sentences: more able learners: to write two short paragraphs consisting of three lines each.
<u>Non-Fiction: Purpose and Audience</u>	Non-Fiction Information: Signs, Labels and Captions	Non- Fiction: Instructions to provide a step-by-step sequence	Non-Fiction: Recount: Postcards to inform	Poetry: List Poems	Non-Fiction: Information Text to inform	Non-Fiction: A recount
<u>Context of Teacher-Written Model Text</u>	Classroom, School, Displays	Non- Fiction: Instructions about how Rapunzel can escape being trapped in the tower by the witch	Non-Fiction: A postcard written by one of the characters from ‘Giraffes Can’t Dance’;	Poetry: A list poem based on ‘The Last Wolf’	Non-Fiction: An information text based on gorillas linked to ‘Gorilla’	Non-Fiction: A recount of a character’s experience: the black cat in ‘A Dark, Dark Tale’
<u>S.P.A.G. Tool-Kit Focus:</u>	-Identify and write labels -Spacing between words	-Oral Rehearsal of instructions	-Contextual features of a postcard:	- single lines or group of lines	- List of facts	-Use time words -Exciting adjectives



Writing Curriculum Map – 2025-2026

Year One – ‘Mastering the Basics’

	-Use Phonics to spell words	-Sequencing steps - Capital Letter and Full Stops	-Name and Address -Dear... -Main writing part -From... -Picture	-sentence starters -repetition -A theme	- Pictures and labels	-Powerful verbs
<u>Additional Focus:</u>	-Common Exception Words: the I a is his to was you	-Common Exception Words: so do of no go we today	-Common exception words- he me be she we my by they	-Common exception words- said say push pull his full were has	-Common exception words- some come here there where are love	-Common exception words- one once house school friend ask
<u>Writing Across the Curriculum</u>	<u>Write signs, labels and captions</u> based on learning in Geography Topic: ‘Our School: Landmarks in School and Local Area’	<u>Write instructions</u> based on how to complete a process based on learning in D.T. Topic: How to make a Hand Puppet	<u>Write a postcard to recount</u> based on learning in Geography Topic: ‘Kenya’	<u>Write ‘List’ poetry</u> based on learning in D.T. topic: creating a Healthy Sandwich’	<u>Write an information text</u> based on learning in Science topic: ‘Living Things and their Habitats’	<u>Write a recount</u> based on learning in History topic; ‘The Moon Landing’
<u>Daily Handwriting:</u>	<u>Focus: Foundations</u> Posture, correct grip. Basic letter shapes: lower-case letters Form digits 0-9 correctly	<u>Focus: Consolidate and Extend</u> Full alphabet, capital letters, spacing, forming letters on a line	<u>Focus:</u> Opportunities and activities for children to improve their fine motor skills and master pencil grip Integrate the teaching of capital letters (A-Z) alongside the lower-case letters: Single letters: To be taught alongside phonics. • c a d g q o • e s f	<u>Focus:</u> Opportunities and activities for children to improve their fine motor skills and master pencil grip Integrate the teaching of capital letters (A-Z) alongside the lower-case letters: Single letters:	<u>Focus:</u> Opportunities and activities for children to improve their fine motor skills and master pencil grip Show more control and accuracy when writing correctly formed lower-case letters and capital letters – within words related to Phonics teaching	<u>Focus:</u> Opportunities and activities for children to improve their fine motor skills and master pencil grip Show more control and accuracy when writing correctly formed lower-case letters and capital letters – within words related to Phonics teaching



Writing Curriculum Map – 2025-2026

Year Two – ‘Expanding Skills’

<u>Term</u>	<u>Autumn One</u>	<u>Autumn Two</u>	<u>Spring One</u>	<u>Spring Two</u>	<u>Summer One</u>	<u>Summer Two</u>
<u>Class Text:</u> <u>Teaching Sentence Accuracy</u> <u>at the beginning of every English lesson</u>	<u>‘Hey Grandude’</u> <u>by Paul McCartney</u> <u>Read and use this text to model and practise</u> -Sentences and Sentence Types: -Identify and write statements, questions, commands, exclamations -Demarcate sentences with capital letters and full stops -Use questions marks and exclamation marks appropriately	<u>‘Lilah and the Secret of the Rain’</u> <u>by David Conway</u> <u>Read and use this text to model and practise:</u> -Use noun phrases to describe -Use verbs in the past tense -Join words with co-ordination: <i>and, but, or</i> -Commas in a list -Simple present tense vs. simple past tense	<u>‘Lost and Found’</u> <u>by Oliver Jeffers</u> <u>Read and use this text to model and practise:</u> -Develop use of question marks further: identifying missing question marks, writing questions, including question marks -Continue to practise using present and past tense	<u>‘Bloom’</u> <u>by Anne Booth</u> <u>Read and use this text to model and practise:</u> - Use sub-ordination in sentences: when, if, that, because -Apostrophes for contractions -Apostrophes for singular possession in nouns	<u>‘Tidy’</u> <u>By Emily Gravett</u> <u>Read and use this text to model and practise:</u> -Proof-read a simple sentence to find errors -Proof-read a simple sentence to make corrections and additions	<u>‘The Bear and the Piano’</u> <u>By David Litchfield</u> Review Sentence Accuracy objectives and skills from previous half-terms to consolidate
<u>Fiction: Purpose and Audience</u>	N/A	N/A	Write a beginning, middle and end for a ‘Finding Tale’ which includes an element of action	Write a beginning, middle and end for ‘Losing Tale’ which includes a description about lost object, person or thing	Create a new ending for the above story	Write a beginning, middle and end for ‘Rags to Riches Tale’ which includes which includes creating a character and character description
<u>Non-Fiction: Purpose and Audience</u>	Non-Fiction Information: Recount to events	Non- Fiction: Instructions to provide a step-by-step sequence	Non-Fiction: A letter to inform	Poetry: Free-Verse Poem, which includes alliteration	Non-Fiction: Information Text to inform	Non-Fiction: Explanation to explain how something is or works
<u>Context of Teacher-Written Model Text</u>	Non-Fiction:	Non- Fiction:	Non-Fiction:	Poetry:	Non-Fiction	Non-Fiction



Writing Curriculum Map – 2025-2026

Year Two – ‘Expanding Skills’

	A recount of one of the characters from ‘Grandude’	A set of Instructions about how to save Lila’s village from drought.	A letter from the boy to the penguin or vice versa	A free verse / alliterative poem based on story ‘Bloom’	An Information text about to how to look after our environment / planet earth.	An explanation of how the bear from ‘The Bear in the Piano’ is / can be a good friend to others
<u>S.P.A.G. Tool-Kit Focus:</u>	-Write sequenced sentences that make sense -Sentence punctuation used correctly for different sentence types	-Oral Rehearsal of instructions -Sequencing steps -Commas in a list -Write ‘Command Sentences’	-contextual features of a letter -sentence starters -paragraphs	- single lines or group of lines -alliteration -repetition -rhyming words	-Heading and subheadings -Topic-related vocabulary -Facts ‘Did you know?’ -Bullet Points - ‘Present tense verbs	- Heading and subheadings -Chronological Order -Topic-related vocabulary -Diagrams and labels
<u>Writing Across the Curriculum</u>	<u>Write a recount</u> based on a recent experience: learning Geography Topic: Fieldwork Trip: Walk around Toxteth	<u>Write instructions</u> based on how to complete a process based on learning in D.T. Topic: How to make a Veggie Pitta Pizzas	<u>Write a Letter to inform</u> based on learning in Geography Topic, ‘Antarctica’	<u>Write Free Verse / Alliteration poetry</u> based on learning in History Topic: ‘The Great Fire of London’	<u>Write an Information text</u> to inform based on learning in Science, ‘Living Things and their Habitats’	<u>Write an explanation text</u> based on learning in History and how the first flight happened
<u>Daily Handwriting:</u>	<u>Focus: Securing Basic Letter formation</u> Revise correct formation of lower-case letters, forming letters on the line, correct starting points, consistent orientation, size relative to each other	<u>Focus: Consistent Size and Spacing</u> Control letter size relative to others, Fingers spaces between words, Capital letter formation – correct size and shape	<u>Focus: Introduction of the four handwriting joins:</u> • <u>First join:</u> To letters without ascenders: un um ig id ed eg an or ing ung	<u>Focus: Continue with the introduction of the four handwriting joins:</u> <u>Third join:</u> Horizontal joins: od pg re ve oon oom • <u>Fourth join:</u> Horizontal joins to letters with ascenders:	<u>Focus:</u> Consolidation of the four main joins -Recap on specific letter joins to ensure children are writing in a fluent style.	<u>Focus:</u> -Consolidation of the four main joins within words related to Weekly Spelling Rule



Writing Curriculum Map – 2025-2026 Year Two – ‘Expanding Skills’

			<ul style="list-style-type: none"> • <u>Second join:</u> To letters with ascenders: ch sh th tl ll ill sli slu ck ack st sti ink unk • <u>Practise the break letters:</u> b p g q y j z 	<ul style="list-style-type: none"> • <u>Practise the break letters:</u> b p g q y j z 		
<u>Spelling:</u> <u>Spelling Shed Platform:</u>	Listed Objectives and Words from Autumn One	Listed Objectives and Words from Autumn Two	Listed Objectives and Words from Spring One	Listed Objectives and Words from Spring Two	Listed Objectives and Words from Summer One	Listed Objectives and Words from Summer Two



Writing Curriculum Map – 2025-2026

Year Three – ‘Developing Fluency and Style’

Term	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
<u>Class Text:</u> <u>Teaching Sentence</u> <u>Accuracy</u> <u>at the beginning of every</u> <u>English lesson</u>	<u>‘Gobble-Chops’</u> <u>by Elizabeth Laird</u> <u>Read and use this text to model</u> <u>and practise</u> -Expanded noun phrases; adjective, noun, verb -Commas in a list -Prepositions for place and time -Introducing the rules for direct speech and its punctuation -Revise Simple Present tense vs Simple past tense	<u>‘Alan’s Big, Scary Teeth’</u> <u>by Jarvis</u> <u>Read and use this text to</u> <u>model and practise:</u> -Continue punctuation for direct and speech and dialogue -Adverbs for manner -Cause and effect conjunctions because, so and when -Present progressive verb forms	<u>‘Somebody Crunched</u> <u>Colin’</u> <u>by Sarah Roberts</u> <u>Read and use this text</u> <u>to model and practise:</u> -To continue to embed punctuation for direct and speech and dialogue -Revise subordinating conjunctions -To use subordinating clauses in the middle of two clauses -To organise writing into paragraphs around a theme	<u>‘Stone Age Boy’</u> <u>by Satoshi Kitamura</u> <u>Read and use this</u> <u>text to model and</u> <u>practise:</u> -To use conjunctions, adverbs, and prepositions to show time, place and cause -To use ‘a’ or ‘an’ correctly -To make ambitious word choices to add detail	<u>‘Into the Forest’</u> <u>By Anthony</u> <u>Browne</u> <u>Read and use</u> <u>this text to</u> <u>model and</u> <u>practise:</u> -Present perfect tense - To organise paragraphs around a theme -To use subordinate clauses in varied positions	<u>‘The Girl Who Never Made</u> <u>Mistakes’</u> <u>By Mark Pett</u> Review Sentence Accuracy objectives and skills from previous half-terms to consolidate
<u>Fiction: Purpose and</u> <u>Audience:</u>	Write a beginning, middle and end for a ‘Tale of Fear’ with a character who creates fear in others	Write a beginning, middle and end for a “Losing Tale’ which includes dialogue	Write a beginning, middle and end for a “Journey Tale’ which includes description or setting	Write a five-part story for a Finding Tale, which includes an element of action	Create a new ending for the above story	Write a five-part story for a ‘Character Flaw’ Tale which includes creating a character and character description
<u>Non-Fiction: Purpose</u> <u>and Audience</u>	Non-Fiction: Explanation To explain a process	Non- Fiction: Instructions To provide a step-by-step sequence	Non-Fiction: Letter Write a letter to inform	Non-Fiction: Poetry Kenning Poems	Non-Fiction: Information leaflet to inform	Non-Fiction: Non- Fiction: Diary to recount events
<u>Context of Teacher-</u> <u>Written Model Text</u>	Non-Fiction: An explanation text about to capture ‘Gobble-Chops’	Non- Fiction: A set of Instructions about how Alan can take care of his teeth	Non-Fiction: A letter to inform Year 4 about the benefits of recycling	Poetry: A Kenning poem based on the time- travelling story: ‘Stone Age Boy’	Non-Fiction: An information leaflet about how to stay safe from the dangers of the forest	Non-Fiction: A diary extract of a day in the life of Beatrice Bottomwell



Writing Curriculum Map – 2025-2026

Year Three – ‘Developing Fluency and Style’

<p><u>S.P.A.G. Tool-Kit Focus for Non-Fiction</u></p>	<p>-Headings and sub-titles -Commas in a list or bullet points -Diagram with labels</p>	<p>-Imperative verbs -Adverbials for time -Commas in a list</p>	<p>-contextual features of a letter -formal sentence starters -paragraphs</p>	<p>Each line in a kenning poem has only two words, these words are joined using a hyphen. The two words are usually a noun and a verb, or two nouns.</p>	<p>-Heading and sub-headings -Paragraphs -Bullet Points -Pictures and captions</p>	<p>-Contextual features of a diary -First person -Adjectives to describe emotions and feelings -Sensory language - Maintain consistent verb tense for past</p>
<p><u>Writing Across the Curriculum</u></p>	<p><u>Write an explanation</u> based on a summary of recent learning in Science Topic: Light – including a diagram with labels</p>	<p><u>Write instructions</u> based on how to complete a process based on learning in D.T. Topic: Cous Cous Salad</p>	<p><u>Write a letter to inform</u> based on learning in Geography Topic: ‘Italy’</p>	<p><u>Write poetry ‘Kennings’</u> based on learning in History: ‘The Stone Age’</p>	<p><u>Write an information leaflet</u> to inform based on learning in Science Topic: ‘Eating well and looking after our teeth’</p>	<p><u>Write a diary</u> to inform and recount based on learning in History: Ancient Civilisations: A significant figure or a person living through the focused period studied in History.</p>
<p><u>Daily Handwriting:</u></p>	<p><u>Focus:</u> Revise correct sitting position and pencil grip, reinforce correct letter formation, including capital letters, diagonal joins and horizontal joins, spacing between words and within words, focus on legibility over speed</p>	<p><u>Focus:</u> Continue joining handwriting with a focus on joining from and to ascenders and descenders, maintain consistent letter size and letter alignment, Introduce Break Letters, Write simple sentences legibly and accurately with joined script evident</p>	<p><u>Focus:</u> Recap the four main joins: -Diagonal joins to letters without ascenders -Diagonal joins to letters with ascenders -Horizontal joins to letters without ascenders -Horizontal joins to letters with ascenders</p>	<p><u>Focus:</u> Practise combining all 4 joins when writing sentences. -Continue developing a fluid style -Practise through focused words relating to Weekly Spelling Rule, and dictated sentences</p>	<p><u>Focus:</u> Practise combining all 4 joins when writing sentences -Practise through focused words relating to Weekly Spelling Rule</p>	<p><u>Focus:</u> Practise combining all 4 joins when writing sentences -Practise through focused words relating to Weekly Spelling Rule -Practise through dictated sentences and copying passages</p>



Writing Curriculum Map – 2025-2026

Year Three – ‘Developing Fluency and Style’

<u>Spelling:</u> <u>Spelling Shed Platform:</u>	Listed Objectives and Words from Autumn One	Listed Objectives and Words from Autumn Two	Listed Objectives and Words from Spring One	Listed Objectives and Words from Spring Two	Listed Objectives and Words from Summer One	Listed Objectives and Words from Summer Two
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Writing Curriculum Map – 2025-2026

Year Four – ‘Developing Fluency and Style’

Term	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
<p><u>Class Text:</u> <u>Teaching Sentence Accuracy at the beginning of every English lesson</u></p>	<p><u>‘The Journey’</u> by Francesca Senna <u>Read and use this text to model and practise</u></p> <p>-Fronted Adverbials – time, place, manner -Commas after fronted adverbials -Expanded noun phrases -Review simple present and simple past verbs forms -Review present progressive and past progressive verb forms</p>	<p><u>‘Short Story from ‘The World’s Worst...Series’</u> by David Walliams <u>Read and use this text to model and practise:</u></p> <p>--Fronted Adverbials – time, place, manner – punctuated correctly with a comma -Apostrophes for possession (Singular / plural) -Pronouns for cohesion -Maintain consistent verb tense for past and present: simple and progressive forms -Present perfect verb forms</p>	<p><u>‘The Great Kapok Tree’</u> by Lynne Cherry <u>Read and use this text to model and practise:</u></p> <p>-To use Standard Verb inflections: accurately: eg, ‘we were’ rather than ‘we was’ and ‘I did’ rather than ‘I done’ -Revise Noun Phrases and Expanded Noun Phrases -Revise prepositional phrases -To expand noun phrases with addition of modifying adjectives and prepositional phrases e.g. ‘The loud baby with curly hair’</p>	<p><u>‘Malala’s Magic Pencil’</u> by Malala Yousafzai <u>Read and use this text to model and practise:</u></p> <p>-To use all the necessary punctuation for direct speech -In direct speech, use commas after a reporting clause, and all punctuation included within the inverted commas -To choose nouns or pronouns to aid cohesions and avoid repetition, eg; he, she, they, it, etc</p>	<p><u>‘The Whale’</u> By Vita Murrow and Ethan Murrow <u>Read and use this text to model and practise:</u></p> <p>-Revise co-ordinating conjunctions -Revise subordinating conjunctions - To organise paragraphs around a theme -To maintain accurate verb tense within passages and paragraphs</p>	<p><u>‘Joan Proctor: Dragon Doctor’ – The Woman Who Loved Reptiles’</u></p> <p>Review Sentence Accuracy objectives and skills from previous half-terms to consolidate</p>
<p><u>Fiction: Purpose and Audience:</u></p>	Write a five-part story for a ‘Journey Tale’ which includes setting description	Write a five-part story for a ‘Character Flaw Tale’ which includes a flaw	Write a five-part story for a ‘Warning Tale’ which includes an element of suspense	Write a five-part story for a ‘Wishing Tale’ which includes dialogue	Create a new ending for the above story	Write a five-part story for a ‘Rags to Riches’ tale, which includes which includes creating a character and character description
<p><u>Non-Fiction: Purpose and Audience</u></p>	Non-Fiction: A letter to inform	Non- Fiction: Diary to recount events	Non-Fiction: Information text to inform	Poetry: Haiku Poems	Non-Fiction: Newspaper Report	Non-Fiction: Information Leaflet to inform



Writing Curriculum Map – 2025-2026

Year Four – ‘Developing Fluency and Style’

					to inform and report	
<u>Context of Teacher-Written Model Text</u>	Non-Fiction: A letter from refugee character in ‘The Journey’ to a family member or friend back in their home country	Non- Fiction: Write a diary extract based on a day in the life of one of the characters in ‘The World’s Worst... Series’	Non-Fiction: Write an information text based on how to look after the habitats of the rainforest animals	Poetry: Write a Haiku based on the story of ‘Malala’ Magic Pencil’	Non-Fiction: Write a newspaper report based on the event of the whale sighting	Non-Fiction: A leaflet based on reptiles
<u>S.P.A.G. Tool-Kit Focus for Non-Fiction</u>	-Contextual features of a letter -Sentence stems for paragraphs to organise ideas -Subordinating conjunctions: although, while,	-Contextual features of a diary -First person - Maintain consistent verb tense for past --Fronted Adverbials – time, place, manner – punctuated correctly with a comma -Adjectives to describe emotions and feelings -Sensory language	-Heading and sub-headings -Fronted adverbials followed by a comma -Paragraphs -Bullet Points -Colons for lists	Haiku poem consists three lines with a total of 17 syllables arranged in a 5-7-5 pattern. First line – 5 syllables Second line – 7 syllables Third line – 5 syllables	Contextual features of a newspaper report -Written in third person -Direct speech and punctuation -Linking ideas with a variety of conjunctions	-Heading and sub-headings -Organised paragraphs around a theme -Bullet Points -Pictures and captions -Diagrams and Labels
<u>Writing Across the Curriculum</u>	<u>Write a letter based on PSHE Topic</u> about their strengths, skills and interests for a job application	<u>Write a diary extract or recount</u> based on learning in History Topic: ‘Liverpool and the War’ (Use Ken Taylor’s account for inspiration)	<u>Write an Information text to inform</u> based on learning in Geography Topic ‘Brazil’	<u>Write poetry: ‘Haikus’</u> based on learning in History Topic: ‘Roman Britain’	<u>Write a newspaper report</u> based on learning in Science: environmental changes and the dangers to living things	<u>Write an information leaflet</u> based on learning in Computing and Design Technology: Programming, Mechanisms and how these work within a torch/light
<u>Daily Handwriting:</u>	<u>Focus:</u> Secure, consistent legible joined handwriting, correct letter	<u>Focus:</u> Develop fluency and evenness in joins across	<u>Focus:</u> Recap the four main joins:	<u>Focus:</u>	<u>Focus:</u> Practise combining all 4	<u>Focus:</u>



Writing Curriculum Map – 2025-2026

Year Four – ‘Developing Fluency and Style’

	formation, size, spacing and clear joins	full sentences and paragraphs, maintain legibility at increased speed	-Diagonal joins to letters without ascenders -Diagonal joins to letters with ascenders -Horizontal joins to letters without ascenders -Horizontal joins to letters with ascenders	Practise combining all 4 joins when writing sentences. -Continue developing a fluid style -Practise through focused words relating to Weekly Spelling Rule, and dictated sentences	joins when writing sentences -Practise through focused words relating to Weekly Spelling Rule	Practise combining all 4 joins when writing sentences -Practise through focused words relating to Weekly Spelling Rule -Practise through dictated sentences and copying passages
<u>Spelling:</u> <u>Spelling Shed Platform:</u>	Listed Objectives and Words from Autumn One	Listed Objectives and Words from Autumn Two	Listed Objectives and Words from Spring One	Listed Objectives and Words from Spring Two	Listed Objectives and Words from Summer One	Listed Objectives and Words from Summer Two



Writing Curriculum Map – 2025-2026

Year Six – ‘Developing Fluency and Style’

9Term	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
<p><u>Class Text:</u> <u>Teaching Sentence Accuracy at the beginning of every English lesson</u></p>	<p><u>‘The Island’</u> <u>by Armin Greder</u> <u>Read and use this text to model and practise</u></p> <p>-Revise clause structures: co-ordinating clauses and sub-ordinating clauses -Review all prior verbs forms: simple progressive, perfect -Expanded noun phrases with modifying adjectives, phrases and clauses -Commas: after fronted adverbials and for clarity to avoid ambiguity</p>	<p><u>‘Henry’s Freedom Box’</u> <u>by Ellen Levine</u> <u>Read and use this text to model and practise:</u></p> <p>-Cohesive devices across paragraphs: conjunctions, adverbials -Passive Voice with tense choice -Parenthesis using brackets, dashes and commas -Revise rules for basic dialogue</p>	<p><u>‘A Story like the Wind’</u> <u>by Gill Lewis</u> <u>Read and use this text to model and practise:</u></p> <p>-Accurate punctuation with varied speech structures and reporting clauses -Using dialogue for characterisation and action -Use of semi-colons and colons</p>	<p><u>‘Hansel and Gretel’</u> <u>by Brothers Grimm</u> <u>Read and use this text to model and practise:</u></p> <p>-use passive verbs to affect how information is presented -use modal verbs to suggest degrees of possibility) -Use ambitious vocabulary and checking the spellings of these using a dictionary</p>	<p><u>‘She Made a Monster – How Mary Shelley Created Frankenstein’</u> <u>By Lynn Fulton</u> <u>Read and use this text to model and practise:</u></p> <p>-Use verb tenses correctly consistently -Use a range of devices to build cohesion: conjunctions, adverbials of time and place, pronouns and synonyms -Subjunctive Form</p>	<p><u>‘Survivors: Extraordinary Tales from the Wild and Beyond’</u> <u>By David Long</u></p> <p>Review Sentence Accuracy objectives and skills from previous half-terms to consolidate</p>
<p><u>Fiction: Purpose and Audience:</u></p>	<p>Write a five-part story for a ‘Finding Tale’ which includes description for character and setting</p>	<p>Write a five-part story for a ‘Rags to Riches Tale’ which includes dialogue to advance action and plot</p>	<p>Write a five-part story for a ‘Wishing Tale’ which includes an element of action and includes character dialogue integrated throughout.</p>	<p>Write a five-part story for a ‘Warning Tale’ which includes an element of suspense</p>	<p>Create a new ending for the above story</p>	<p>Write a five-part story for a ‘Journey Tale’ which includes a description for setting</p>



Writing Curriculum Map – 2025-2026

Year Six – ‘Developing Fluency and Style’

<u>Non-Fiction: Purpose and Audience</u>	Non-Fiction: Biography to inform about a significant person’s life	Non- Fiction: Diary to recount significant events	Non-Fiction: Information Text to inform	Poetry: Write a figurative poem	Non-Fiction: Write a Discussion Text: Balanced Argument to discuss	Non-Fiction: Write a letter to persuade young people about using media and social media safely
<u>Context of Teacher-Written Model Text</u>	Non-Fiction: A biography about a famous scientist	Non- Fiction: A diary extract based on Henry Box Brown’s experiences	Non-Fiction: An information Text based on how refugees can seek safety	Poetry: Write a figurative poem based on ‘The Brother’s Grimm’ story, ‘Hansel and Gretel	Non-Fiction: A balanced argument to discuss if Mary Shelley should have / shouldn’t have made her monster	Non-Fiction: Write a letter from a ‘survivor’ writing to inform someone back home of their experiences
<u>S.P.A.G. Tool-Kit Focus for Non-Fiction</u>	<ul style="list-style-type: none"> -Headings and subheadings to organise information -Expanded noun phrases with modifying adjectives, phrases and clauses -Use a variety of different clause structures: co-ordinating clauses and sub-ordinating clauses -Pronouns for cohesion 	<ul style="list-style-type: none"> -Contextual features of a diary -Cohesive devices across paragraphs: conjunctions, adverbials -Parenthesis using brackets, dashes and commas 	<ul style="list-style-type: none"> -Fronted Adverbials – time, place, manner – punctuated correctly with a comma -Heading and sub-headings - Bullet Points -Tables for data and statistics -Colons for lists 	<ul style="list-style-type: none"> Figurative language: Similes, metaphors, personification, hyperbole -Creating imagery using the above techniques -Use ambitious vocabulary and checking the spellings of these using a dictionary 	<ul style="list-style-type: none"> - Paragraphs for cohesion -Fronted Adverbials for frequency and degrees of possibility -Subordinating conjunctions -Formal Vocabulary 	<ul style="list-style-type: none"> -Contextual features of a letter -Formal vocabulary and sentence structure -Linking words and words, including adverbials -prepositional phrases and relative clauses for clarity
<u>Writing Across the Curriculum</u>	<u>Write a biography to recount and inform</u> based on learning in Science Topic: Evolution and Inheritance: Charles Darwin	<u>Write a recount: diary to inform and recount</u> based on learning in History Topic: ‘The Slave Trade and its impact on Liverpool’ (Harriet Tubman)	<u>Write an information text to inform</u> based on learning in Geography Topic, ‘Economic Activity, including Trade Links’	<u>Write a Figurative Poem</u> based on learning in History Topic: ‘Vikings’	<u>Write a Discussion Text / Balanced Argument</u> based on a chosen topic or subject matter that interests the children: something that the children can debate on related to school life	<u>Write a letter to persuade</u> based on learning in Geography topic: ‘Climate Change



Writing Curriculum Map – 2025-2026

Year Six – ‘Developing Fluency and Style’

<p><u>Daily Handwriting:</u></p>	<p><u>Focus:</u> Review and secure personal, joined, legible handwriting style, consistent letter sizing and spacing, ascenders and descenders clearly distinguished</p>	<p><u>Focus:</u> Increase fluency and speed while maintaining legibility, develop layout for formal writing, (headings, paragraphs, bullet points), neat alignment to margins</p>	<p><u>Focus:</u> Maintain legibility at speed, consistent slanted style. Practise through focused words relating to Weekly Spelling Rule</p>	<p><u>Focus:</u> Maintain legibility at speed, consistent slanted style. Practise through focused words relating to Weekly Spelling Rule</p>	<p><u>Focus:</u> Maintain legibility at speed, consistent slanted style. Practise through focused words relating to Weekly Spelling Rule, dictated sentences, and copying passages</p>	<p><u>Focus:</u> Maintain legibility at speed, consistent slanted style. Practise through focused words relating to Weekly Spelling Rule, dictated sentences, and copying passages</p>
<p><u>Spelling:</u> <u>Spelling Shed Platform:</u></p>	<p>Listed Objectives and Words from Autumn One</p>	<p>Listed Objectives and Words from Autumn Two</p>	<p>Listed Objectives and Words from Spring One</p>	<p>Listed Objectives and Words from Spring Two</p>	<p>Listed Objectives and Words from Summer One</p>	<p>Listed Objectives and Words from Summer Two</p>