

Writing Whole School Curriculum Map

	EYFS (Reception) – Red Class					
	Autumn Term		Spring Term		Summer Term	
Literacy Tree Story Saplings Each stage begins with adult led learning that explores themes and language from a picture book using a ‘Start with a Story’ pedagogy. Learning is extended according to children’s interests and next steps. Enhanced provision ideas are provided within each sequence, with explicit links to prime and specific areas. Specific questioning and oracy opportunities are woven throughout. Each story is linked to the role play area in the classroom.	Oh Dear, Look What I Got! by Michael Rosen (shop role play) We’re Going to Find the Monster by Malorie Blackman (adventure supply store role play)	Amazing by Steve Antony (mythical creatures pet shop role play) Bathe the Cat by Alice B.McGinty (home corner role play)	Look Up! By Nathan Bryon (space/spacecraft role play) Super Milly and the Super School Day by Stephanie Clarkson (superhero headquarters role play)	Confetti by Dean Atta (weather station role play) The Tiny Seed by Eric Carle (garden centre role play)	Aisha’s Colours by Nabila Adani (car garage role play) These Are My Rocks by Bethan Woollvin (museum or café role play)	A Taste of Home by Maryam Hassan (kitchen role play) So Much by Trish Cooke (home corner role play)

Writing Whole School Curriculum Map

Year 1								
		Autumn Term 1		Autumn Term 2				
Supported by Talk Through Stories	From words to sentences		Developing the simple sentence					
	Children understand that writing communicates a complete idea and develop the habit of saying a sentence before writing it. Children develop the routine of rereading and checking. Say it → write it → read it → check it		Children write increasingly independent simple sentences, using adjectives and accurate sentence punctuation (capital letter and full stop).					
	Example progression: dog → a big dog → The dog is big.		Example progression: The dragon flew. → The green dragon flew. The enormous green dragon flew. → The enormous green dragon flew away. Questions and exclamations: Who was it? Stop! How brave!					
	Week	Writing focus	Word/sentence knowledge	TTS story inspiration	Week	Writing focus	Grammar/punctuation focus	TTS story inspiration
	1	Labels	Naming objects, characters and features	Ruby’s Worry by Tom Percival	1	Sentence accuracy	Capital letter, spaces between words, full stop (recap)	A Little Bit Brave by Nicola Kinnear
	2	Labels and captions	Adding information to labels	Tiddler by Julia Donaldson	2	Adjectives	Adding adjectives to describe nouns	Billy Monster’s Daymare by Alan Durant
	3	Captions	Writing short captions for images	The Slightly Annoying Elephant by David Walliams	3	Expanded descriptions	Choosing appropriate adjectives	Leo and the Octopus by Isabelle Marinov
	4	Oral sentences	Say a complete sentence before writing (begin to introduce subject, verb, object)	The Squirrels who Squabbled by Rachel Bright	4	Names and places	Capital letters for proper nouns	There’s a snake in my school! by David Walliams
	5	Simple sentences	Say a complete sentence (subject, verb, object). Introduce capital letter, spaces and full stop.	Six Dinner Sid by Inga Moore	5	The pronoun ‘I’	Correct use of capital ‘I’ for the pronoun	The Wall and the Wild by Christina Dendy
	6	Simple sentences	Beginning to write sentences independently.	Gigantosaurus by John Duddle	6	Questions and exclamations	Sentences with question marks and exclamation marks	Max and the Tag-along Moon by Floyd Cooper
7	Consolidation	Labels → captions → simple sentences	The Giant Jam Sandwich by John Vernon Lord	7	Consolidation	Choosing and punctuating different sentence types	Perfectly Norman by Tom Percival	

Writing Whole School Curriculum Map

Year 1				

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Year 1					
		Summer Term 1		Summer Term 2	
Supported by Talk Through Stories	Building a sequence of sentences Using several sentences to describe, recount and tell a story. Children should be increasingly independent in rehearsing and writing sentences. Example outcome: The girl walked into the dark forest. She saw a huge tree. The tree had a tiny door and a silver handle. She opened the door and saw a little rabbit hiding inside.		Summer 2 – independent writing Children are independently writing a sequence of sentences for a purpose. They should be able to: gather ideas from a stimulus; talk about what they want to write; say sentences aloud; write independently; use capital letter and appropriate end punctuation; leave spaces between words; reread their writing; make simple corrections; sequence several sentences meaningfully.		
	Week	Writing focus	Grammar/punctuation focus	TTS story inspiration	
	1	Character description	Several sentences about one character	After the Fall by Dan Santat	
	2	Setting description	Several sentences to describe a setting	Winnie and Wilbur by Valerie Thomas	
	3	Beginning, middle, end	Structuring a simple narrative	The Scarecrow’s Wedding by Julia Donaldson	
	4	Retelling	Sequencing events from a familiar story	The Rapping Princess by Hannah Lee and Allen Fatimaharan	
	5	Vocabulary choices	Selecting effective nouns and adjectives	Ravi’s Roar by Tom Percival	
	6	Sentence variety	Combining simple and compound sentences	Click Clack Moo by Doreen Cronin	
	7	Independent sequence	Writing several connected sentences	Anna Hisbiscus’ Song by Atinuke	
		Week	Writing focus	Main progression	TTS story inspiration
		1	Story retelling	Retelling a familiar picture book	Lost and Found by Oliver Jeffers
		2	Character/setting writing	Selecting relevant details	Fly, Tiger, Fly by Rikin Parekh
		3	Recount	Writing about an experience	Handa’s Hen by Eileen Browne
		4	Instructions/information	Writing for a purpose	The Invisible – Tom Percival
		5	Independent narrative	Planning and writing a short story	I am Nefertiti by Anne Marie Anang and Natelle Quek
		6	Final independent write	Application of the year’s learning and celebration of progress. Children look back at their writing from Autumn 1 to compare.	The Bear and the Piano by David Litchfield

Writing Whole School Curriculum Map

	Year 2/3					
	Autumn Term		Spring Term		Summer Term	
Supported by The Literacy Tree Writing Roots	Leon and The Place Between by Angela McAllister Persuasive posters Setting descriptions Thought bubbles/diaries Dialogue Character descriptions Own version fantasy narrative	The Seed of Doubt by Irena Brignull Poetry Future dreams & aspirations Setting description Letter of advice Speech Character description The Tin Forest by Helen Ward Persuasive posters Information leaflets Postcards Diary entries Setting descriptions Wishes	Escape from Pompeii by Christina Balit Setting descriptions Diaries Letters Thought bubbles Advertisement/Poster Newspaper report The Last Garden by Rachel Ip Setting descriptions Advertisement/poster Retelling Instructional flyer Online response Dialogue	The Owl and the Pussycat by Edward Lear Letters Interviews Lists Instructions Nen and the lonely fisherman by Ian Eagleton Own version of the narrative with a twist on the traditional tale Advert character description Thought bubbles Diary entry Message in a bottle Setting description	Flotsam by David Wiesner Sequels (mystery narratives) Postcards Setting descriptions Non-chronological reports Message in a bottle letters The Mysteries of Harris Burdick by Chris Van Allsberg Setting description Short first person narrative Dialogue Action scene	A Walk in London by Salvatore Rubbino Instructions Persuasive poster Setting descriptions Captions Postcards Diary entry The Great Fire of London by Emma Adams & James Weston Lewis Persuasive posters Warning posters (instructional writing) Speech bubbles Letters of advice Certificates
	Teachers use their professional judgement to teach units of writing at different times of the year based on the needs and interests of their current cohort. Classes may spend longer periods of time on developing particular writing skills or on editing and improving writing, in which case a book-based unit may not be taught or may be shortened to facilitate this additional focus on securing progress.					

Writing Whole School Curriculum Map

	Year 4					
	Autumn Term		Spring Term		Summer Term	
Supported by The Literacy Tree Writing Roots	Varmints by Helen Ward Explanations; descriptive comparisons; retellings; setting descriptions; poetry Kites and lemonade – Yasmeen bint Ahmad Narrative sequel Note of encouragement Persuasive advert (poster) Poetry Dialogue Pledges Diary entry	The Iron Man by Ted Hughes Mystery narratives; character descriptions; short news reports; letters of advice; menus (using descriptive devices); poetry Shackleton's Journey – William Grill News report Packing lists (justifications) Letters (formal and informal) Setting descriptions Interviews Diaries Dialogue	Frindleswylde by Natalia O'Hara and Lauren O'Hara Narrative sequel Letters Voting slips Dialogue Poetry Birds-eye view descriptions Persuasive speeches The Baker by the Sea by Paula White Tourist brochure Job applications Advertisements Setting descriptions Letter in role	The Selfish Giant by Oscar Wilde Qwn version narrative about kindness Letters First person recount Diaries Posters Reports The Matchbox Diary by Paul Fleischman Biography Dialogue Diary entry Re-telling (oral dictation) Mini-autobiography Fact-file	Weslandia by Paul Fleischman Imagined land narratives; character description; informative posters; persuasive leaflets; log book The Story of Tutankhamun by Patricia Cleveland-Peck Non-chronological reports; retelling; character description; book review	The Lion the Witch and the Wardrobe by C. S. Lewis Own version narratives (set in other worlds); poems; eyewitness reports; an imaginary conversation; writing in role Jabberwocky by Lewis Carroll Nonsense poems; performance poetry; explanatory descriptions

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Writing Whole School Curriculum Map

	Year 5					
	Autumn Term		Spring Term		Summer Term	
Supported by The Literacy Tree Writing Roots	The Man Who Walked Between the Towers by Mordecai Gerstein Biographies/autobiographies; Information writing (Wikipedia pages); letters of advice (formal); interviews; news report; persuasive speeches Hidden Figures by Margot Lee Shetterly Memoirs; reports; formal and informal letters; diaries; character descriptions; journalistic writing	The Odyssey by Gillian Cross Epic stories; speeches (proclamation, persuasive, soliloquy); dialogue; missing scenes; postcards; adverts Percy Jackson and the Lightning Thief by Rick Riordan Mythical narratives; odes; soliloquies; setting descriptions; additional chapters; reports	The Lost Thing by Shaun Tan Own version fantasy narratives; diaries; formal letters; adverts; character and setting descriptions; non-chronological reports The Island by Armin Greder Sequel from a different perspective; welcome guide; description; letter of advice; analysis comparison; diary entry in role; imagined conversation	The Sleeper and the Spindle by Neil Gaiman and Chris Riddell Fairytale reworkings; warning posters; diaries; dialogue; estate agent's descriptions; character descriptions; missing narratives The Lost Happy Endings by Carol Ann Duffy Alternative perspective prequels; newspaper reports; extended responses to a text	Kaspar, Prince of Cats by Michael Morpurgo Newspaper articles; character descriptions; reports; letters; advertising leaflets; balanced reports Anne Frank by Josephine Poole Newspaper articles; letters; short descriptions; extended diary entries; obituaries; opinion pieces	Rumaysa by Radiya Hafiza Warning poster, diary entry, dialogue, villain's lair advert, character description, missing narrative Fairy tale reworking (prequel) Firebird by Saviour Pirotta Fairytale narratives; formal letters; retellings; character descriptions

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Writing Whole School Curriculum Map

Year 6						
	Autumn Term		Spring Term		Summer Term	
Supported by The Literacy Tree Writing Roots	Rain Player by David Wisniewski Analytical essays about the Maya; instructions; posters; missing scenes; diaries; newspapers; debates	The Promise by Nicola Davies Sequels to continue the cyclical story; experimentation with figurative language; reports	The Arrival by Shaun Tan Letters, character descriptions, diaries, poster, short playscripts, short report; narrative retelling	Can we save the tiger? by Martin Jenkins Persuasive poster, persuasive speech, information index card, poetry; discussion text	The Templeton Twins: Have an Idea by Ellis Weiner Own version adventure narratives; character analysis; opposing diary entries; informal letters; own chapters	The Unforgotten Coat by Frank Cottrell Boyce Own version narratives; diaries; explanations (science experiment); dialogue; non-chronological reports
	Windrush Child by Benjamin Zephaniah Persuasive pitch to the local council; thought bubble; informal letter; poem; diary entry; advice; informal letter	The Hidden Forest by Jeannie Baker Balanced discussions; research notes; non-chronological reports in the form of a letter to a character	Paradise Sands by Levi Pinfold Descriptive story opening, informal note of advice, formal letter in role, descriptive retelling, conversation between characters, book review; narrative prequel	Suffragette: The Battle for Equality by David Roberts Persuasive campaigns; formal letters; diaries; balanced arguments; speeches; short news reports	Grimm Tales for Young and Old by Phillip Pullman Own version traditional tales; viewpoint retellings; character studies; monologues; character comparisons	A Beautiful Lie by Irfan Master New chapters; journalistic writing; recounts; discussion texts

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