



Writing Long Term Overview – 2025/2026

INTENT	The overarching aim for teaching writing is to promote high standards of language and literacy by equipping pupils with a strong command of the written word, and to develop their love of literature through widespread reading for enjoyment. Pupils are taught a range of sophisticated vocabulary explicitly. We develop writing skills so that our pupils have the stamina and ability to write at or above the age expected standard.					
IMPLEMENTATION	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation	<p>Fiction including picture books with familiar settings, relating to families, people who help us</p> <p>Oral retelling of familiar stories</p> <p>Story language; becoming familiar with phrases like 'once upon a time', 'a long time ago', 'lived happily ever after'.</p> <p>Use puppets to retell familiar stories.</p> <p>Poetry; learning and reciting simple poems with rhyme and repetitive language</p> <p>Initial sounds and simple CVC words</p> <p>Provide opportunities for mark making</p>	<p>Fiction & Nonfiction books about transport</p> <p>Identify and anticipate key events in familiar stories including repeated refrains.</p> <p>Role play; using imaginative movement and vocabulary to recreate scenes from familiar stories</p> <p>Initial sounds and simple CVC and CCVC words</p> <p>Provide opportunities for emergent writing</p> <p>Focus on letter formation</p>	<p>Fiction & Non-fiction texts about space.</p> <p>Emergent writing; encourage short words or phrases.</p> <p>List writing</p> <p>Simple captions</p> <p>Provide opportunities for emergent writing</p> <p>Focus on letter formation</p>	<p>Fiction & Non-fiction texts about the monarchy, history etc.</p> <p>Children can annotate pictures of monarchs with speech bubbles and thought bubbles.</p> <p>Verbal sequencing using temporal connectives. E.g. First I climbed on the climbing frame, then I slid down the big slide!</p> <p>Write simple phrases and sentences with phonetically plausible attempts at unknown spellings.</p>	<p>Fiction & Non-fiction texts about how people, animals and plants grow.</p> <p>Labelling e.g labelling seed pots</p> <p>Descriptive sentences; children begin to write to describe an object</p> <p>Write simple phrases and sentences</p> <p>Writing short sentences using growing knowledge of phonics to attempt unknown spellings</p>	<p>Oral retelling of familiar stories</p> <p>Story language; becoming familiar with phrases like 'once upon a time', 'a long time ago', 'lived happily ever after'.</p> <p>Writing sentences</p> <p>Linking sentences together to form simple stories</p>

	Focus on letter formation					
Year 1	<p>Traditional tales Strong foundations The enormous turnip, - Identifying letters and words - Spacing between letters and words - Letter formation - Alphabetical order - Lowercase and uppercase letters - Labels and captions - Saying sentences aloud and beginning to write them.</p> <p>Strong foundations</p>	<p>Traditional tales Little Red Riding Hood. - Identifying letters and words - Spacing between letters and words - Letter formation - Alphabetical order - Lowercase and uppercase letters - Labels and captions - Saying sentences aloud and beginning to write them.</p> <p>Poetry – acrostic and list poems (2 weeks), link with weather/seasons</p> <p>Strong foundations</p>	<p>Lost in the toy museum - Writing simple sentences correctly punctuated with full stop and capital letter. - Strong foundations</p>	<p>Jack and the Flum Flum tree - Narrative - Diary - Exclamation marks - Punctuating sentences - Conjunctions - Nouns and verbs - adjectives</p>	<p>The storm whale - conjunctions - exclamation marks and question marks - recount -</p>	<p>Poetry – animal riddles - Sentence openers - Question marks - Adjectives - Conjunctions - Allan’s big scary teeth - Adjectives - Conjunctions - non-fiction writing - full stops, question marks, exclamation marks. - Non-chronological reports - Cross curricular with science (animals).</p>
Year 2	<p>Stories Tuesday – David Weisner Grammar Capital letters and Full stops Nouns Verbs Adjectives Conjunctions Subject and verb Simple sentences Past and present tense</p>	<p>Character Descriptions/Poetry Poetry on a theme of Autumn Reading and performing Writing own poem – focus on adjectives, verbs.</p> <p>Traction Man – Mini Grey Character Description</p>	<p>Poetry/ Recount Poetry - Winter Recount – Hot air balloon video Descriptive writing Recount CC – Recount of History trip</p>	<p>Traditional Tales/Instructions How to defeat a bad character Instructions (CC- Science) Instructional writing Stories The Bog Baby – Jeanne Willis A Finding Story</p>	<p>Non-Chronological Reports The Ugly Five – Julia Donaldson Non-Chronological Report (CC – Geography) Narrative Film Unit - The Black Hat</p>	<p>Letters/Narrative retelling The Killer Cat The Nag Club The Party Club Letters to Anne Fine Making Links Between Authors Recount/Diary Seaside. (CC – Geography)</p>

	<p>Writing sentences</p> <p>The Everywhere Bear by Julia Donaldson –</p> <p>Character description (Lost poster)</p> <p>A Journey Story</p>	<p>(CC: History: Character Description of Henry VIII)</p>				
<p>Year 3</p>	<p>2/3 weeks grammar/ short burst writing (using Stone Age Boy)</p> <p>Common and proper nouns</p> <p>Expanded noun phrase</p> <p>Past and present tense</p> <p>Sentence types</p> <p>conjunctions</p> <p>Adverbs</p> <p>Apostrophes for possession</p> <p>Fiction – Traditional tale – The Stone Trolls</p> <p>Adjectives</p> <p>expanded noun phrases</p> <p>Fronted adverbials</p> <p>Descriptive writing</p> <p>Story writing</p> <p>Paragraphs</p>	<p>Fiction Exploring Poetry using ‘Poetry Prompts’ by Joseph Coelho– c.c.</p> <p>Geography Volcano</p> <p>Adjectives</p> <p>Similes</p> <p>Metaphors</p> <p>Rhyme</p> <p>Non-fiction Non-chronological report – The Sneaglegator</p> <p>Headings</p> <p>Subheadings</p> <p>Conjunctions</p> <p>Fronted adverbials</p> <p>Questions</p> <p>Brackets</p> <p>Bullet points</p> <p>Captions</p> <p>Exclamation marks</p>	<p>Fiction Film Unit – The Viking Village – short burst writing</p> <p>Descriptive</p> <p>Setting/Character</p> <p>Prepositions</p> <p>Main and subordinate clauses</p> <p>Expanded noun phrases</p> <p>Fronted adverbials</p> <p>Non-fiction</p> <p>Explanation Text – Wallace and Gromit</p> <p>Crazy Contraptions</p> <p>Technical language</p> <p>Imperative verbs</p> <p>Adjectives</p> <p>Time adverbials</p> <p>Fronted adverbials</p> <p>brackets</p>	<p>Non-fiction</p> <p>Biography – Ernest Shackleton</p> <p>headline</p> <p>Adjectives</p> <p>Fronted adverbials</p> <p>Quotes</p>	<p>Newspaper report – Linked to Boswoth Battle field</p> <p>Inverted commas</p> <p>Headlines</p> <p>Opening paragraphs</p> <p>Captions</p> <p>Conjunctions</p> <p>Conclusions</p> <p>Quotes</p> <p>Questions</p> <p>Exclamation marks</p> <p>Facts</p> <p>Opinions</p>	<p>Non-fiction – instructions</p> <p>Numbers/bullet points</p> <p>Imperative verbs</p> <p>Expanded noun phrases</p> <p>Brackets</p> <p>Conjunctions</p> <p>Adjectives</p> <p>Letter writing and postcards – Dear Greenpeace, Year 2 & Linking Schools</p> <p>Address</p> <p>Formality</p> <p>Signing off</p> <p>Adjectives</p> <p>Fronted adverbials</p> <p>Opinions</p> <p>Questions</p>

	Film unit – The Lighthouse – grammar focus Speech Inverted commas Questions Descriptive settings Writing an alternative ending					
Year 4	Grammar Iron Man - Instructions	The Great Kapok Tree – Persuasive letters The Christmasaurus – Descriptive writing - grammar - speech	Escape from Pompeii - Narratives Biography linked to the Romans	Our Tower - Descriptive writing - Suspense stories Journey to the river sea - adventure - settings - recount	Poetry – Book competition Non -chronological report – link to the Greeks	Myths and legends Anglo Saxon times - Newspaper article
Year 5	Oliver Twist (6 weeks) -Grammar -Narrative -Reading comprehension	Street Child (3 weeks) -Diary -Narrative -Biography -Non-chronological report Everest (4 weeks) -Fact file -Narrative -Diary -Debate -Poetry	Little Freak (3 weeks) -setting description -character description -poetry -narrative	Space Monkey (film unit) (1 week) -Narrative Hidden Figures (4 weeks) -Character map, newspaper, persuasive letter, memoir	Hidden Figures (1 weeks) -Character map, newspaper, persuasive letter, memoir Windrush Child (4 weeks)	Windrush Child (1 week) The Highwayman (5 weeks)
Year 6	Private Peaceful – 10 min read text	Holes – 10 min read text When Hitler stole Pink Rabbit	When Hitler stole Pink Rabbit - recount	Instructions – continued from Spr1	Jabberwocky	Playscripts - Leavers play

	<p>Summer recount</p> <p>House captain manifesto</p> <p>SPaG focus</p>	<p>Non-chronological report (Yellow spotted lizards)</p> <p>Narrative writing</p> <ul style="list-style-type: none"> -Character descriptions - Setting description based on Holes. 	<p>Newspaper report – Linked to The night of the broken glass</p> <p>-Instructions</p> <p>Black out – linked to WW2</p>	<p>Extended pieces for moderation – NCR, narrative, recount.</p>	<p>Poetry – Non sensical poems</p> <p>Letter writing – For future secondary school</p>	<p>DAaRT report</p> <p>-A report on what children have learnt in DAaRT over 10 weeks to be read out to parents.</p>
IMPACT	<p>Children develop a pupil voice and are able to articulate their ideas clearly. They have a real love for writing and enjoy writing for different purposes and a range of audiences. Through end of year data and evidence of work in books, a high-quality range of purposeful writing will be shown.</p>					
Article 28	<p>Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children’s dignity and their rights. Richer countries must help poorer countries achieve this.</p>					
Article 29	<p>Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.</p>					