



Early Years

Autumn Term		Spring Term		Summer Term				
Nursery	<p><u>The Big Question:</u> What makes me special?</p> <p><u>Outcomes:</u> To know how to make a range of arm movements. (See write dance programme) To know how to cross the midline. To know how to find a space- positional awareness. To know how to draw a circle To know and show a preference for a dominant hand.</p> <p><u>Writing opportunities include but are not limited to:</u> Self portrait Write dance programme Squiggle while you wiggle Role play Doodling station Tough tray and sensory tray Air drawing and writing Gross motor- PE, C Joe, Write dance, outdoor All about me class book</p>	<p><u>The Big Question:</u> Who am I?</p> <p><u>Outcomes:</u> To know how to hold a pencil and make marks. To make a circle</p> <p><u>Writing opportunities include but are not limited to:</u> Christmas cards (writing for purpose) Party invitations Role play emergent writing Squiggle while you wiggle Dough Disco Gross motor development</p>	Nursery	<p><u>The Big Question:</u> What funny problems did the characters face, and what clever ideas did they use to solve them?</p> <p><u>Outcomes:</u> To Trace and follow a pattern Use mark making in role play opportunities To draw straight lines To use emergent writing</p> <p><u>Writing opportunities include but are not limited to:</u> Role play mark making/writing Vets role play with prescription writing Play dough rolling</p>	<p><u>The Big Question:</u> Who helps us in our community, and how do they help?</p> <p><u>Outcomes:</u> To know how to write for a purpose. To know how to write some letters accurately</p> <p><u>Writing opportunities include but are not limited to:</u> Animal pictures Send a postcard Doctors and dentist notes and appointments Vet appointment card</p>	Nursery	<p><u>The Big Question:</u> What live in a garden and how can we be good friends to all the creatures there?</p> <p><u>Outcomes:</u> To know how to write letters in their name To write a shopping list</p> <p><u>Writing opportunities include but are not limited to:</u> Use the role play to write a shopping list Telephone messages Garden bug observations</p>	<p><u>The Big Questions:</u> If you could be any sea creature, what would you be? What adventures would you have underwater?</p> <p><u>Outcomes:</u> To write my own name. To follow a pattern</p> <p><u>Writing opportunities include but are not limited to:</u> Self-portrait My family Birthday cards Role play mark making/writing Self-portrait Draw a house Ice cream menu writing</p>

	Reception	<u>The Big Question:</u> Who am I?	<u>The Big Question:</u> How do we celebrate?	<u>The Big Question:</u> Who is afraid of the big bad Lion?	<u>The Big Question:</u> Who made these footprints?	<u>The Big Question:</u> Are minibeasts like me?	<u>The Big Question:</u> Where does our food come from?
		Outcomes: Begin to ascribe meaning to marks. Recognise and write own name. Attempt labelling with initial sounds. Engage in mark-making in role play.	Outcomes: Beginning to use letter like shapes and initial sounds. Begin writing labels and captions. Understand writing has different purposes (cards, posters, recipes).	Outcomes: Write CVC words with support. Use vocabulary related to animals and Africa.	Outcomes: Write short phrases and simple sentences with increasing independence. Begin using finger spaces. Write simple recounts and letters. Label and annotate diagrams and drawings. Sequence events in short stories.	Outcomes: Write simple sentences. Write a short sequence of instructions. Begin to write factual sentences. Create short rhymes or chants.	Outcomes: Write full sentences with beginning punctuation. Create short narratives or recounts. Demonstrate increased stamina for writing. Apply skills to meet ELG.
		Writing opportunities include but are not limited to: All about me class book Self-portrait labelling Speech bubbles for ‘proud peg’ display Birthday cards My favourite things lists Mirror writing Role play mark making/writing	Writing opportunities include but are not limited to: Christmas cards (writing for purpose) Party food lists Bonfire night posters (safety focus) Diwali recipe cards Shared writing: Celebration news report Simple Remembrance poems Role play writing continues	Writing opportunities include but are not limited to: Animal fact cards Postcards from Africa (informal tone) Animal descriptions Story maps (sequencing events) Lost posters Weather reports Animal riddles (playful language) Role play writing (e.g., safari office, vet surgery)	Writing opportunities include but are not limited to: Dino dig labels Wanted posters Notebooks as palaeontologists Discovery notes (recounts) Dino footprint trail (maps and instructions) Letter to Mary Anning (introducing formal tone) Easter cards Role play writing (e.g., museum notes, dig site reports)	Writing opportunities include but are not limited to: Bug hotel signs Instructions: how to care for a minibeast/plant Life cycle explanations Song and rhyme writing (phonemic awareness) Garden diary entries Role play (e.g., garden centre, bug explorer)	Writing opportunities include but are not limited to: Factbooks (compilation of knowledge) Care instructions (plants and animals) Story writing – <i>The Little Red Hen</i> (innovation and retelling) Letter to my new teacher My Reception memories booklet My trip to the farm recount
Key Stage 1	Autumn			Spring		Summer	
	Year 1	<u>Text: The Three Little Pigs & Prince Cinders</u> <i>F: Narrative - orally/sentences (to entertain)</i>	<u>Text: Stanley’s Stick</u> <i>F: Setting Description (to entertain)</i> <u>Text/Film: Stickman</u> <i>F: Narrative - orally/sentences (to entertain)</i>	<u>Text: Bob, Man on the Moon</u> <i>F: Narrative – orally/sentences (to entertain)</i> <u>Text: Beegu</u> <i>NF: Letter (to inform)</i> <i>NF: Lost poster (to inform)</i> <i>F: Character description (to entertain)</i>	<u>Text: Meerkat Mail</u> <i>NF: Postcard (to inform)</i> <u>Text: Anna Hibiscus</u> <i>P: Poetry (to entertain)</i>	<u>Text: Supertato</u> <i>NF: Letter (to inform)</i> <u>Text: Seaside Poetry (P)</u> <i>P: Pyramid Poetry (to entertain)</i>	<u>Text: The Lighthouse Keepers Lunch</u> <i>F: Narrative (to entertain)</i> <i>NF: Instructions (to inform)</i> <u>Text: Grandad’s Island</u> <i>F: Setting description (to entertain)</i> <u>Place Value of Punctuation and Grammar (Year 2)</u> <i>Fluency, reasoning and problem-solving tasks</i>

	Y1 Curriculum	Labelling a map <i>NF: Poster (to inform)</i>	Looking after our Planet <i>NF: Poster (to inform)</i>	Y1 Curriculum	Neil Armstrong <i>NF: Fact File (to inform)</i>	Floating and Sinking <i>NF: Science Report / Method Section (to inform)</i>	Y1 Curriculum	Local Area <i>NF: Fact File (to inform)</i>	Grace Darling <i>NF: Letter (to inform)</i>
	Year 2	<u>Text: Samson’s Titanic Journey</u> <i>F: Narrative - Sequencing /Adventure (to entertain)</i> <i>F: Setting Description (to entertain)</i>	<u>Text: Traction Man</u> <i>F: Narrative (to entertain)</i> <u>Text: If All the World Were (P)</u> <i>P: Poetry (to entertain)</i>	Year 2	<u>Text: Rosie Revere</u> <i>F: Character description (to entertain)</i>	<u>Text: Grandad’s Secret Giant</u> <i>F: Narrative (to entertain)</i>	Year 2	<u>Text: Charles Darwin’s Adventures around the World</u> <i>F: Narrative (to entertain)</i>	<u>Text: Tell me a Dragon</u> <i>F: Poetry (to entertain)</i> <u>Place Value of Punctuation and Grammar (Year 3)</u> <i>Fluency, reasoning and problem-solving tasks</i>
	Y2 Curriculum	Titanic <i>NF: Recount (to inform)</i>	Life Cycle of a Butterfly <i>NF: Report (to inform)</i>	Y2	Great Fire of London <i>NF: Recount (to inform)</i>	How to Grow a Plant <i>NF: Instructions (to inform)</i>	Y2 Curriculum	Charles Darwin <i>NF: Non-chronological report (to inform)</i>	Florence Nightingale <i>NF: Recount (to inform)</i>
Lower Key Stage 2	Autumn			Spring			Summer		
	Year 3	<u>Text: Stone Age Boy</u> <i>NF: Recount – letter (to inform)</i> <u>Text: The Iron Man</u> <i>F: Narrative (to entertain)</i> <i>P: Poem using figurative language (to entertain)</i>	<u>Text: Where the poppies grow</u> <i>F: Narrative – flashback (to entertain)</i> <u>Text: The Paperbag Prince</u> <i>F: Setting description (to entertain)</i>	Year 3	<u>Text: Escape from Pompeii</u> <i>NF: Non-chronological report (to inform)</i> <i>NF: Diary of a Roman soldier (to inform)</i> <u>Text: Roald Dahl’s Revolting Rhymes (P)</u> <i>F: Character description (to entertain)</i>	<u>Text: Charlotte’s Web</u> <i>NF: Diary (to inform)</i> <i>NF: Letter (to persuade)</i>	Year 3	<u>Text: Oliver and the Seawigs</u> <i>F: Setting description (to entertain)</i> <i>F: Character description (to entertain)</i>	<u>Text: Lights on Cotton Rock</u> <i>NF: Newspaper report (to inform)</i> <i>P: Poetry (to entertain)</i> <i>NF: Diary (to inform)</i> <u>Place Value of Punctuation and Grammar (Year 4)</u> <i>Fluency, reasoning and problem-solving tasks</i>
	Y3 Curriculum	How to build your own iron man <i>NF: Instructions (to inform)</i>	Roman Britain <i>NF: Letter from a soldier (to inform)</i>	Y3 Curriculum	Visit Pompeii <i>NF: Leaflet (to persuade)</i>	Spiders <i>NF: Non-chronological report (to inform)</i>	Y3 Curriculum	Visit the Rambling Isles <i>NF: Brochure (to persuade)</i>	Life on another planet <i>NF: Non-chronological Report (to inform)</i>
	Year 4	<u>Text: The Fantastically Great Women (sports stars)</u> <i>NF: Non-chronological Report (to inform)</i> <u>Text: The Tunnel</u>	<u>Text: Bill’s New Frock</u> <i>F: Retell a chapter (to entertain)</i> <i>F: Write an alternative ending (to entertain)</i> <u>Text: The Gizmo</u>	Year 4	<u>Text: Werewolf Club Rules (P)</u> <i>F: Write from a character’s viewpoint (to entertain)</i> <u>Text: Mabel’s Egyptian Adventure</u> <i>NF: Recount (to inform)</i>	<u>Text: The Egyptian Cinderella</u> <i>F: Characterising Speech (to entertain)</i>	Year 4	<u>Text: The Firework Maker’s Daughter</u> <i>F: Write a quest story (to entertain)</i>	<u>Text: Over the Line</u> <i>F: Dialogue (to entertain)</i> <u>Place Value of Punctuation and Grammar (Year 5)</u> <i>Fluency, reasoning and problem-solving tasks</i>

Upper Key Stage 2		F: Suspense Story (to entertain)	F: Write a story climax and resolution (to entertain)						
	Y4 Curriculum	Anglo Saxon England NF: Non-chronological Report (to inform)	How Great was Alfred the Great? NF: Biography (to inform)	Y4 Curriculum	Visit Ancient Egypt NF: Advert (to persuade)	How to mummify your dear friends NF: Instructions (to inform)	Y4 Curriculum	The Water Cycle NF: Non-chronological Report (to inform)	The River Nile and the River Tyne NF: Non-chronological Report (to inform)
	Autumn			Spring			Summer		
	Cycle A (2025-26)	<u>Text: Emotional Menagerie (P)</u> (Reading: anger, jealousy, kindness, naughtiness, quarrelsomeness) <u>Text: Newcastle upon Tyne</u> NF: Non-chronological report (to inform)	<u>Text: Flander’s Field (P)</u> -Reading <u>Text: Daisy and the Unknown Warrior OR</u> <u>Text: The Lion and the Unicorn</u> F: Setting description (to entertain) F: Character description (to entertain) <u>Film: Kevin the Carrot and the Wicked Parsnip</u> F: Dialogue (to entertain)	Cycle A (2025-26)	<u>Text: Once</u> NF: Information Text (to inform) F: Character description (to entertain) NF: Diary (to inform) <u>Text: Voices in the Park</u> NF: Recount from different character perspectives (to inform)	<u>Text: The Highwayman (P)</u> NF: Newspaper report (to inform) NF: Recount letter (to inform) <u>Text/Film: The Arrival</u> F: Setting description (to entertain) NF: Journal (to inform) NF: Non-chronological report (to inform)	Cycle A (2025-26)	<u>Text: Wild Boy</u> F: Setting description / atmosphere (to entertain) NF: Balanced argument (to discuss) <u>Text: The Miraculous Journey of Edward Tulane</u> F: Narrative: new chapter (to entertain)	<u>Film: High Diving Giraffes</u> NF: Explanation (to inform) NF: Newspaper report (to inform) <u>Film: Pandora</u> NF: Non-chronological Report (to inform) <u>Film: Harry Potter and the Philosopher’s Stone</u> F: Narrative with dialogue (to entertain) <u>Place Value of Punctuation and Grammar (Year 6)</u> Fluency, reasoning and problem-solving tasks
	CA Curriculum			CA Curriculum	Ancient Maya NF: Diary entry (to inform)	The Importance of Reducing Light Pollution NF: Magazine article (to persuade)	CA Curriculum	Crime and Punishment NF: Argument (to discuss)	
	Cycle B (2026-27)	<u>Text: Holes</u> NF: Non-chronological report (to inform) NF: Informal Letter (to inform) <u>Text: Dulce est Decorum (P)</u> - Reading	<u>Film: Dracula Whitby</u> F: Atmospheric narrative (to entertain) <u>Text: A White Feather</u> NF: Diary entry (to inform) <u>Film: From our Family to Yours</u> F: First person narrative (to entertain)	Cycle B (2026-27)	<u>Text: Skellig</u> F: Dialogue (to entertain) F: Character description (to entertain) NF: Debate (to discuss)	<u>Text: Stealing (P)</u> -Reading <u>Text: Floodland</u> NF: Explanation (to inform) NF: Diary entry (to inform) F: Backstory narrative (to entertain)	Cycle B (2026-27)	<u>Text: Emotional Menagerie (P)</u> (Reading: melancholy, remorse, tranquillity, vulnerability) Visit ... NF: Advert (to persuade)	<u>Film: Alma</u> F: Setting description (to entertain) F: Inner monologue (to entertain) <u>Film: Shrek</u> NF: Letter of complaint (to persuade) NF: Newspaper Report (to inform)

								Film: Broken – Rock, Paper, Scissors <i>NF: Diary entry (to inform)</i> <i>F: Narrative with dialogue (to entertain)</i> <i>F: Setting description from character’s viewpoint (to entertain)</i>
	CB Curriculum		Battle of Marathon NF: Recount (to inform)	CB Curriculum		How Does Exercise Affect Heart Rate? NF: Scientific investigation report (to inform)	CB Curriculum	NF: Argument (to discuss)