

AIM: Writing Curriculum



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Writing Curriculum

AIM



Our writing curriculum is designed to develop pupils into confident and proficient writers. Recognising the distinct yet interconnected components of writing—transcription (spelling and handwriting) and composition (articulating and structuring ideas)—our curriculum ensures that these foundational skills are progressively built upon from the early years through to upper key stage 2.

In key stage 1, we focus heavily on transcription to secure the basics of spelling, handwriting, and sentence formation. We teach pupils the components of sentence structure and grammar explicitly, ensuring they can construct a wide range of sentences with various grammatical features. This includes instruction on subject-verb agreement, the use of adjectives and adverbs, punctuation, and the construction of compound and complex sentences. Through targeted activities, pupils practice combining and expanding sentences, using connectives, and applying grammatical rules to enhance their writing fluency and accuracy.

As children progress into lower key stage 2 and upper key stage 2, the emphasis gradually shifts towards composition, enabling children to effectively communicate their ideas with clarity and coherence.

Our ultimate aim is to equip our children with the skills necessary to express themselves creatively and accurately, preparing them for further academic challenges and everyday communication.

	Autumn	Spring	Summer
EYFS	Transcription (Handwriting and Phonics)		
KS1	Transcription (Handwriting, Phonics/Spelling)	Transcription (with Oral and Written Composition)	Composition
LKS2	Transcription, Shape of the Text and Composition		
UKS2	Transcription, Shape of the Text and Composition		

Writing Curriculum

Early Years and Key Stage 1: Focus on Transcription

Early Years and Key Stage 1: Focus on Transcription

Our curriculum emphasises laying a strong foundation in essential literacy skills during the early years and Key Stage 1. Children focus on developing their ability to transcribe accurately and efficiently, developing automaticity before learning KS1.

Early Reading

We prioritise phonics to ensure that children grasp the fundamentals of language structure. Through systematic phonics teaching we support the children's reading and writing proficiency.

Handwriting

Handwriting is a crucial aspect of our curriculum. We guide children in mastering legible and fluent handwriting, enhancing both their written communication skills and cognitive development. In Reception and KS1, children learn how to form letters correctly. They spend time learning how to form their letters through a carefully matched handwriting curriculum which links to fully decodable words and sentences.

Sentence Structure

Building strong sentence structures is key to effective communication. Our curriculum provides structured learning experiences that help children understand and apply varied sentence structures appropriately in their writing.

Oral Composition

Beyond written expression, oral composition plays a vital role in our curriculum. We ensure children have the ability to articulate their thoughts coherently and confidently.



Writing Curriculum

Developing Literary Knowledge



It is important that children have the opportunity to develop as a writer. These four areas are focused on to ensure our children

The History and Development of Literature:	The Craft of the Writer:	The Response of the Reader:	The Nature of Literary Study:
Pupils learn about different literary forms, genres, and movements, understanding how literature evolves and responds to historical and cultural contexts.	Through studying the chosen texts, pupils explore how authors use language, form, and structure to convey meaning and evoke responses. This includes intertextual references and the influence of social and cultural contexts on writing.	Pupils are encouraged to develop personal interpretations and responses to texts, balancing enjoyment with critical analysis. They learn to make inferences and understand literature within broader social and historical contexts.	Pupils are introduced to the principles of literary criticism and theory, learning how different approaches impact their reading and understanding of texts. They practice analysing texts perceptively and articulating their interpretations in discussions and written work.

Progressive and Coherent Text Choices:

Our text selection is guided by the principle of building readiness for more complex literary studies in later years. Texts are chosen not only for their immediate educational value but also for their ability to prepare pupils for future learning.

Sequencing Texts for Progression:	Building Curriculum Readiness:	A Range of Perspectives:
Texts are selected to increase in complexity, style, and thematic content over time, helping pupils develop a nuanced understanding of literary elements and techniques.	Texts are chosen to create readiness for later encounters with challenging works, ensuring pupils are equipped with the necessary background knowledge and skills.	The curriculum includes diverse voices and perspectives, broadening pupils' horizons and enriching their literary experience.

Writing Curriculum

Impact

The impact of our writing curriculum is evident in the progressive development of pupils' writing skills:

Fluency and Accuracy in Transcription:

By the end of key stage 1, pupils exhibit proficiency in spelling and handwriting, enabling them to focus on composition without the cognitive load of basic transcription tasks.

Effective Communication:

As pupils progress through key stage 2, they demonstrate increased ability to articulate their ideas clearly and effectively in written form, reflecting their growing mastery of composition skills.

Engagement and Creativity:

Pupils show a greater engagement with writing tasks, displaying creativity and confidence in their ability to express themselves through written language.

Preparation for Future Learning:

The skills acquired through our writing curriculum prepare pupils for the demands of secondary education and beyond, equipping them with the necessary tools to succeed in various academic and real-life writing contexts.

Overall, our writing curriculum ensures that by the time pupils leave primary school, they are not only skilled in the mechanics of writing but also capable of using writing as a powerful tool for communication and expression.



EYFS: Reception

Vocabulary and Language Comprehension

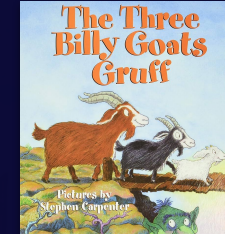
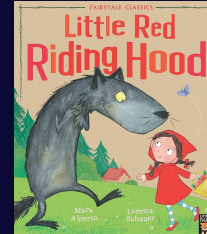
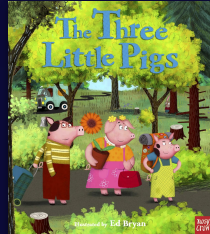


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EYFS Writing Curriculum

Autumn Term: Vocabulary and Language Comprehension



Unit 1: Jack and the Beanstalk

Unit 2: The Three Little Pigs

Unit 3: The Gingerbread Man

Unit 4: Little Red Riding Hood

Unit 5: Three Billy Goats Gruff

Unit 6: The Little Fir Tree

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

Week 7

Week 8

Week 9

Week 10

Week 11

Week 12

Theme

The Power of Courage

The Power of Resourcefulness

The Power of Curiosity

The Power of Bravery

The Power of Problem-Solving

The Power of Patience

Book Variations

- Jack and the Baked Beanstalk
- Jack and the Beanstalk (Penguin Bedtime Classics)
- Jack and the Jelly Bean Stalk

- The True Story of the 3 Little Pigs
- The Three Little Wolves and the Big Bad Pig

- Ginger Bear
- The Runaway Wok
- The Gingerbread Girl
- The Gingerbread Man 2
- The Stinky Cheese Man
- How to Catch a Gingerbread Man

- Little Red Reading Hood
- The Wolf's Story
- Little Red

- The Three Billy Goats Gruff

Songs and Nursery Rhymes

Classic Nursery Rhymes:
Twinkle Twinkle Little Star
Baa Baa Black Sheep
Mary Had a Little Lamb
Hickory Dickory Dock

Animal Rhymes:
Old MacDonald Had a Farm
Five Little Ducks
The Farmer in the Dell
Little Miss Muffet

Story Rhymes:
The Itsy Bitsy Spider
The Wheels on the Bus
Three Blind Mice
Twinkle Twinkle Little Star

Counting Rhymes:
Five Little Monkeys
One Two Buckle My Shoe
Five Little Speckled Frogs
Ten in the Bed

Traditional Rhymes:
Humpty Dumpty
Jack and Jill
Hey Diddle Diddle
Little Bo-Peep

Seasonal Rhymes:
Incy Wincy Spider (Spring)
Mary, Mary, Quite Contrary (Spring/Summer)
Five Little Pumpkins (Autumn)
Jingle Bells (Winter)

Video Clips

Jack and the Beanstalk

Musical Storytime - Jack and the Beanstalk

Primary Music KS1

Musical Storyland: The Little Pigs
CBeebies: The Three Little Pigs

BBC Philharmonic: The Musical Story of the Gingerbread Man

KS1 English: Little Red Riding Hood

Primary Music KS1: Little Red Riding Hood

Musical Storyland: Three Billy Goats Gruff

Musical Storyland: The Little Fir Tree

Vocabulary

Giant
Beans
Cow
Hen
Beanstalk
Castle
Mother
Treasure
Eggs

Axe
Clouds
Goose
Magic
Trade
Harp
Golden
Escape
Garden

Pigs
Three
Build
Houses
Straw
Sticks
Bricks
Strong
Outside

Inside
Materials
Huffed
Puffed
Blew
Chimney
Hide
Run
Little

Gingerbread Man
Bake
Little Old Woman
Little Old Man
Cow
Fast
Catch

Donkey
Horse
Fox
River
Oven
Duck
Swam
Trick
Dough

Little Riding Girl
Forest
Grandma
House
Wolf
Flowers
Danger

Woods
Path
Bed
Eyes
Ears
Teeth
Basket
Safe
Hunter

Bridge
Troll
Grass
Meadow
River
Trip Trap
Fight
Horns
Cross

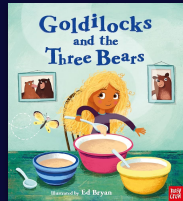
Trick
Stomp
Small
Middle
Big
Clever
Eat

Tree
Little
Forest
Grow
Seasons
Winter
Spring
Summer
Autumn

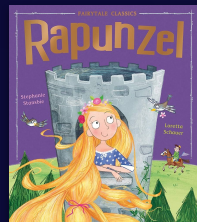
Leaves
Branches
Needles
Decorations
Christmas
Star
Lights
Happy
Snow

EYFS Writing Curriculum

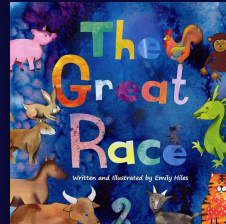
Spring Term: Vocabulary and Language Comprehension



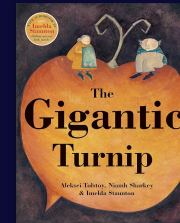
Unit 7: Goldilocks and the Three Bears



Unit 8: Rapunzel



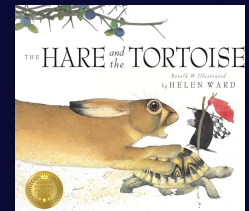
Unit 9: The Great Race



Unit 10: The Gigantic Turnip



Unit 11: Hansel and Gretel



Unit 12: The Hare and the Tortoise

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Theme	The Power of Respect		The Power of Hope		The Power of Determination		The Power of Teamwork		The Power of Resilience		The Power of Focus	
Books	- Goldilocks and Just One Bear - Goldilocks (A Hashtag Cautionary tale) - The Ghanaian Goldilocks		- Rapunzel - Once Upon A World: Rapunzel		- The Runaway Wok - Nian - Goldy Luck and the Three Pandas		- Farmer Duck - Little Red Hen		- Hansel and Gretel (Rebel Fairytales)		- Aesop Fables	
Songs and Nursery Rhymes	Weather Rhymes: Rain, Rain, Go Away It's Raining, It's Pouring Doctor Foster I Hear Thunder		Transportation Rhymes: The Wheels on the Bus Row, Row, Row Your Boat London Bridge is Falling Down I'm a Little Teapot (linking it to steam engines and trains)		Playtime Rhymes: Here We Go Round the Mulberry Bush Ring a Ring o' Roses The Grand Old Duke of York One Two Three Four Five		Action Rhymes: Head Shoulders Knees and Toes If You're Happy and You Know It Ring a Ring o' Roses Old MacDonald		Family Rhymes: Mother Goose Grandma's Spectacles Daddy Finger Brother John		Food Rhymes: Pat-a-Cake, Pat-a-Cake Hot Cross Buns Pease Porridge Hot Little Miss Muffet (focus on the curds and whey)	
Video Clips	When Goldilocks Went to the House of the Bears				BBC Musical Storyland: The Great Race		BBC Musical Storyland: The Enormous Turnip				BBC Musical Storyland: Hare and Tortoise	
Vocabulary	Bears Three House Forest Bowls Porridge Hot Cold Goldilocks	Just Right Chairs Beds Small Medium Large Sleep Hungry Taste	Tower Witch Prince Hair Long Window Garden Climb Rescue	Locked Magic Forest Braids Escape Shout Help Sing Lonely	Race Zodiac Animals River First Second Third Win Ox Pig	Rat Tiger Rabbit Dragon Snake Horse Goat Monkey Rooster Dog	Gigantic Enormous Turnip Garden Farmer Wife Pull Stong Help Dog Together	Cat Mouse Seeds Grow Big Bigger Biggest Heavy Teamwork Dig Vegetables	Forest House Sweets Witch Bread Breadcrumbs Path Over Brother Sister	Lost Woodcutter Stepmother Escape Brave Hungry Fireplace Fire Trick Home	Hare Tortoise Race Slow Fast Win Lose Start Finish Path	Rest Nap Steady Patient Forest Lazy Victory Lesson Determined Speed Shell

Writing Curriculum

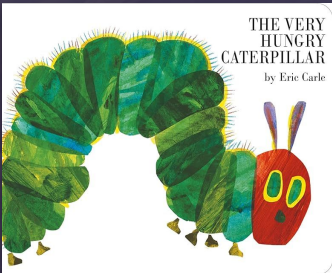
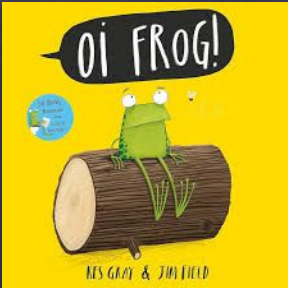
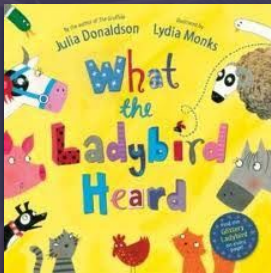
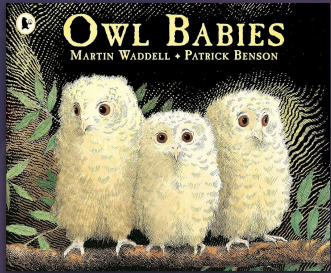
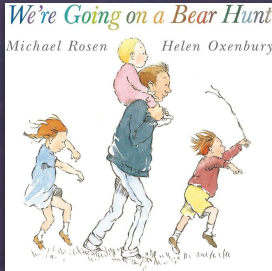
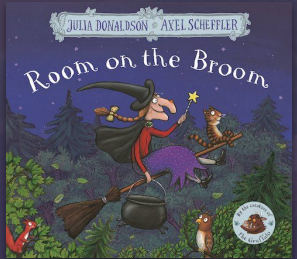
Using Literature to Enhance Writing



Key Stage 1: Weekly Picture Books and Transcription Focuses

In KS1, our curriculum leverages the power of picture books to introduce and reinforce key transcription skills. Each week, pupils engage with a new picture book that has been carefully selected to align with specific transcription focuses. This approach ensures that young learners are not only exposed to high-quality literature but also practice essential writing skills in a structured, meaningful context. The weekly picture book serves as both an engaging reading experience and a practical model for writing, fostering a love for literature while building foundational literacy skills.

By the end of KS1, pupils will have a rich repertoire of picture books that have helped them understand and apply various transcription skills. This foundation is crucial for their progression into more complex writing tasks in Key Stage 2 (KS2).

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Autumn Term	The Hungry Caterpillar	Oi Frog!	What the Ladybird Heard	Owl Babies	We're Going on a Bear Hunt	Room on the Broom
Year B and D						

Writing Curriculum

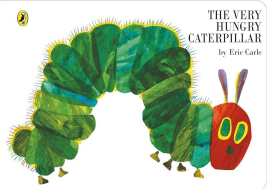
Transcription Lesson Structure



Our lesson plan structure for transcription ensures that children have a comprehensive learning experience by providing opportunities to review, learn, practice, and apply new writing concepts. Starting with a review of previous knowledge helps reinforce understanding, while introducing new content in an engaging way fosters active learning. Guided practice allows for immediate feedback and support, and independent application encourages creativity and solidifies the new skills. This approach not only enhances comprehension but also builds confidence and proficiency in writing.

Lesson Focus	Revisit and Review	Teach			Practice	Practise and Apply
		Reading and Thinking	What's in the bag?	Model	Guided Practice and Dictation	Sentence Construction
Identify the specific grammatical or writing skill that will be the focus of the lesson. This sets the stage for what the pupils will be learning and practicing during the lesson.	Begin the lesson by revisiting previous learning to reinforce pupils' understanding. This part of the lesson helps activate prior knowledge and provides a foundation for new learning. It also helps to refresh concepts that are essential for the day's lesson.	Introduce the new concept or skill within the context of a text. This involves reading a passage or book and guiding students to think critically about the content. It helps in contextualising the new learning in a familiar or engaging story.	A hands-on activity designed to engage pupils through curiosity and exploration. This involves using physical objects to help pupils identify and understand the new concept.	Demonstrate the new concept or skill explicitly. Modeling involves showing pupils exactly how to apply the new learning, step-by-step, so they can see what successful application looks like.	Provide structured practice where pupils can apply the new concept with support. This involves working through examples together and offering immediate feedback to ensure understanding.	Allow pupil to independently apply what they have learned by constructing their own sentences or short passages. This part encourages creativity and reinforces the day's lesson through practice.

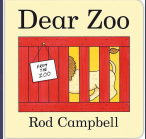
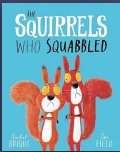
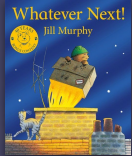
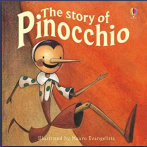
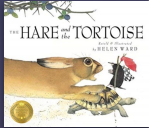
Example:

Lesson Focus	Revisit and Review	Teach			Practice	Practise and Apply
		Reading and Thinking	What's in the bag?	Model	Guided Practice and Dictation	Sentence Construction
The focus of this lesson is to introduce and reinforce the concept of determiners, specifically the articles "a," "an," and "the," through the beloved children's book "The Very Hungry Caterpillar" by Eric Carle. 	Begin by revisiting the concept of nouns. Ask children to recall what a noun is and provide examples from previous day. Explain that common nouns are words used to name general items, places, or things.	Read "The Very Hungry Caterpillar" aloud to the children again. Reread and this time encourage active listening by asking questions throughout the reading to engage their critical thinking skills. Discuss the story and the various items the caterpillar eats.	Introduce a bag filled with objects related to the story (e.g., plastic caterpillar, leaf, apple, sun, moon). Invite children to take turns reaching into the bag and pulling out an item. Identify each item and emphasise the use of articles "a," "an," and "the" in describing the items.	Select one of the objects from the bag and model how to use it in a sentence with the appropriate article. Example: "The caterpillar ate an apple." Repeat with other objects, providing additional examples of common nouns with proper articles.	Provide guided practice by distributing worksheets with sentences containing missing articles and nouns related to "The Very Hungry Caterpillar." Instruct children to fill in the missing articles and underline the common nouns. Conduct dictation exercises where children write sentences from dictation, focusing on correct article usage and identifying common nouns.	Divide children into pairs. Provide each group with pictures or flashcards representing various common nouns from the book . Instruct children to create sentences using the pictures or flashcards, ensuring they include the appropriate article. Ask children to write these in their book. Encourage pairs to share their sentences with the class, emphasising correct article usage and identifying common nouns.

Writing Curriculum

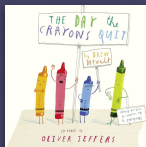
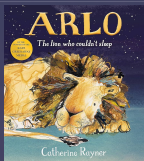
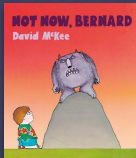
KS1: Transcription



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn Term	Dear Zoo	Oi Cat	The Squirrels Who Squabbled	Whatever Next	The Story of Pinocchio	The Hare and the Tortoise	Giraffes Can't Dance	The Gruffalo	Tad	Tidy	Hermelin	The Snowman
Year A and C												
	Nouns - singular and plural Plural noun suffixes -s Determiners Noun Phrases - premodifier numbers/ quantifiers The zoo sent one fierce lion. They sent two giraffes.	Determiner - the Verbs - Present Simple Subject/Verb/ Object The cat sits on the mat. The frog sits on the log.	Proper Nouns Verbs - Present Simple Subject/Verb/ Object Bruce grabs the last nut. Cyril climbs the tree. Cyril shares the nut with Bruce.	Pronouns Verbs - Present past Preposition Subject/Verb/ Object The bear meets an owl. The bear finds a rocket. He/She returns home.	Auxiliary Verb (having) Personal Pronoun I Pronouns Nouns I want to become a real boy. I will help my father. I will help him.	Auxiliary Verb (to be) Pronoun - They/He/She/ It The hare is fast. The finish line is in sight. They are ready for the race.	Auxiliary Verb (to do) Questions Question Mark Do giraffes usually dance? How does music make Gerald feel? Gerald does his best to learn how to dance.	Present Progressive Verbs (is/are -ing) Questions The mouse is walking through the forest. The owl is flying over the trees. Is the mouse walking through the forest?	and Tad swims in the pond and she explores the underwater world. Tad feels small and different from her siblings. The water is cool and refreshing.	Conjunctions (and/but) Pete the badger likes to keep the forest clean and tidy. He sweeps the leaves and rakes the ground. Pete works hard.	Past Progressive Verbs (was/were -ing) Irregular Verbs Hermelin was investigating a mystery in the attic. He took notes in his tiny notebook.	Past Progressive Verbs The boy was dreaming about the snowman flying. The snowman was skating gracefully on the ice.
Year 2/3	Expanded Noun Phrases for description and specification	Expanded Noun Phrases for description and specification	Expanded Noun Phrases for description and specification	Adverbs (then, next, soon)	Adverbs (then, next, soon)	Adverbs (then, next, soon)	Prepositions (before, after, during, in, because of)	Prepositions (before, after, during, in, because of)	Conjunctions expressing time, place and cause (when, before, after, while, so, because)	Conjunctions expressing time, place and cause (when, before, after, while, so, because)	Use of the present perfect form of verbs instead of the simple past	

KS1: Transcription

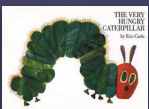
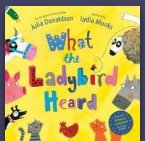
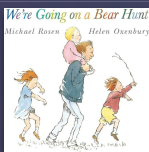
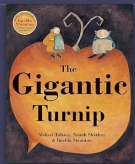
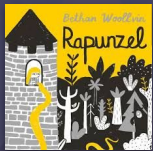


Spring Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Spring 2		
	Once Upon a Fairytale	The Jolly Postman	The Day the Crayons Quit	Where the Wild Things Are?	Arlo	Not Now, Bernard	Can't you Sleep Little Bear			
										
	Adjectives	Adjectives	Adjectives	Coordinating Conjunctions	Subordination (because)	Subordination (because)	Omission	Composition Focus		
	Expanded Noun Phrases	Expanded Noun Phrases	Expanded Noun Phrases	Types of sentence - simple, compound and complex	Types of sentence - simple, compound and complex	Types of sentence - simple, compound and complex	Types of sentence - simple, compound and complex			
	Conjunction - and	Conjunction - but	Conjunction - so							
	The hero ventured into the enchanted forest and discovered a hidden grotto filled with fairies.	The jolly postman was delivering letters but he got lost in the forest.	The dull beige crayon feels ignored and unappreciated, so he wants more attention.	Max was sent to his room without supper, but he didn't mind.	Arlo couldn't sleep because the noises in the jungle were too loud.	The monster eats Bernard. Bernard tries to talk to his parents but they don't listen.	Little Bear can't fall asleep. Little Bear won't stop feeling scared of the dark.			
	A mysterious castle loomed in the distance and was guarded by a majestic dragon.	The friendly giant welcomed the postman but he had no letters for the giant.	The neglected white crayon wants to be seen on paper, so he feels frustrated.	He sailed off through night and day. The wild things pleaded with Max to stay, but he sailed back home.	He was tired all the time because he hadn't had a good night's sleep in ages. Arlo felt grumpy because he was so exhausted.	Bernard feels sad because his parents are always busy.	The cave is dark. They sit together, and Big Bear tells a story.			
				Subordinating conjunctions	Subordinating conjunctions					
Year 2/3										

Writing Curriculum

KS1: Transcription

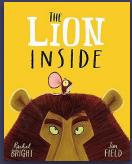
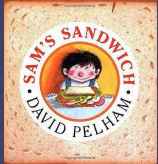
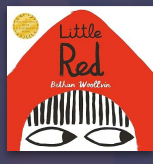


	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn Term	The Hungry Caterpillar	Oi Frog	What the Ladybird Heard	Owl Babies	We're Going on a Bear Hunt	Room on the Broom	The Gigantic Turnip	The Tiger Who Came to Tea	Rapunzel	Stuck	It Fell from the Sky	The Snowman and the Snowdog
Year B and D												
	Nouns - singular and plural	Determiner - the Noun	Nouns with Plural noun suffixes -s	Proper Nouns	Pronouns	Auxiliary Verb (have/has/had having)	Auxiliary Verb (to be - was/were/is/ are)	Subordination (because)	Present Progressive Verbs (is/are -ing - waiting, looking, sitting, thinking, watching etc)	and	Conjunctions (and/but)	Past Progressive Verbs
	Verbs - Present Simple	Verbs - Present Simple	Verbs - Present Simple	Verbs - Present past (Waited, Looked, Sat, Thought, Felt, Hugged, Said, Came)	Auxiliary Verb (do)	Personal Pronoun I	Present and Past Auxiliary Verbs	Pronouns		Subject-Verb-Object		(was/were -ing)
	Determiners	Plural noun suffixes -s	Object, Verb, Subject	Object, Verb, Subject	Questions	Pronouns	Pronoun - They/He/She/ It		Questions			Irregular Verbs
	Noun Phrases - premodifier numbers/ quantifiers	Object, Verb, Subject				Nouns						
	one apple two plums a cupcake an apple	Puffins sit on muffins. Bees sit on keys.	The hens cluck. The cows moo.	Sarah Percy Bill	Do we have to go through the grass? I do hope we find the bear! Do you hear the wind blowing?	I have a hat. The animals have helped the witch. She has a cat. The witch had a hat. The dog had a bone.	The turnip was gigantic. The characters were trying to pull the turnip. The turnip is very large. The characters are working together to pull the turnip.	The tiger ate all the food because he was very hungry. She was surprised. We need more food because the tiger ate everything.	Rapunzel is escaping from the tower using her clever plan. The witch is watching Rapunzel closely to ensure she doesn't escape. She is looking out of the tower window at the world below.	Floyd was throwing a duck and a cat into the tree. Floyd threw his shoe into the tree and it got stuck. He saw a cat and he threw it into the tree to knock down his kite.	The object fell from the sky and landed in the garden. The spider wanted to charge admission but the other insects were unsure. The dragonfly wanted to touch the object but hesitated.	The snow was falling from the sky. The snow was melting. The boy was making sleeping in his bed.
Year 2/3	Use of the forms a or an according to whether the next word begins with a consonant or a vowel commas in a list	Expanded Noun Phrases for description and specification	Expanded Noun Phrases for description and specification	Expanded Noun Phrases for description and specification	Prepositions (place)	Prepositions (place)	Adverbs (then, next, soon)	Prepositions (before, after, during, in, because of)	Prepositions (before, after, during, in, because of)	Conjunctions expressing time, place and cause (when, before, after, while, so, because)	Conjunctions expressing time, place and cause (when, before, after, while, so, because)	Use of the present perfect form of verbs instead of the simple past

Writing Curriculum

KS1: Transcription

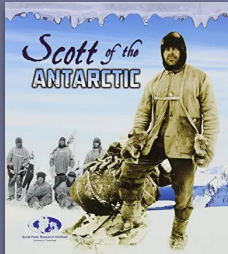
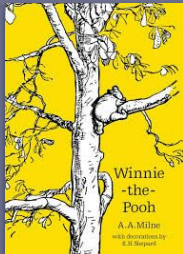
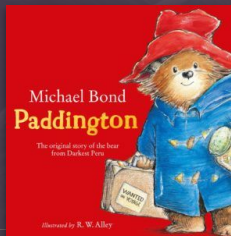
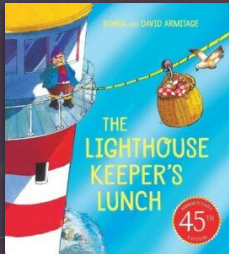
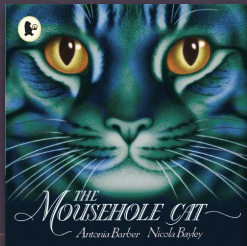


Spring Term Year B and D	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	Spring 2	
									
	The Lion Inside	The Bear and the Piano	Sam's Sandwich	The Duck Who Doesn't Like Water	Lost and Found	I Want My Hat Back	Little Red		
	Adjectives Expanded Noun Phrases	Types of sentence - simple, compound and complex	Adjectives Expanded Noun Phrases	Adjectives Expanded Noun Phrases Verbs - to be (is and are)	Types of sentence - simple, compound and complex Conjunctions (and or but)	Types of sentence - simple, compound and complex Question	Types of sentence - simple, compound and complex		
Year 2/3	In a dry dusty place where the sand sparkled gold.	The bear found a piano.	Lettuce leaves crisp and green.	The duck is reluctant to go near water.	They sailed in a boat.	The bear lost his hat.	Little Red walks through the forest.	Composition Focus	
	The small creature felt brave and courageous.	He played beautiful music.	Big tomatoes red and round.	The other animals are curious about the duck's dislike for water.	The boy found a penguin and they became friends.	The bear lost his hat and he asked the animals about it.	The wolf approaches Little Red but she is not afraid.		
	The tiny mouse found his voice	The bear became famous but he missed his home. The forest was quiet when the bear returned home.	The moldy cheese had a strong, pungent smell. Sam's sandwich was filled with crunchy lettuce, slimy slugs, and fresh tomatoes.	The umbrella is colorful and keeps the duck dry.	The boy wanted to help but he didn't know how. The boy found a penguin because it was lost.	The bear asked the fox because he needed help finding his hat. Did you see my hat?	The wolf watches her while he hides behind the trees.		
	Commas in a list	Omission	Commas in a list	Contractions/ Omission - doesn't/didn't/won't	Subordinate Conjunctions - When	Types of Sentence - Question, Statement, Exclamation	Types of Sentence - Question, Statement, Exclamation		

Writing Curriculum

KS1: Composition

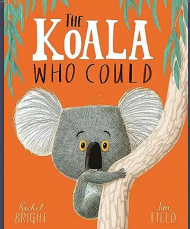
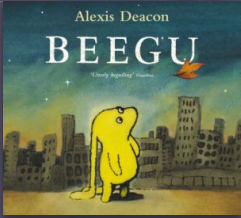
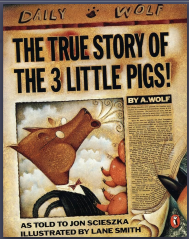
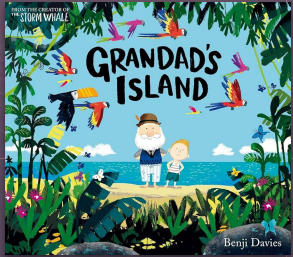
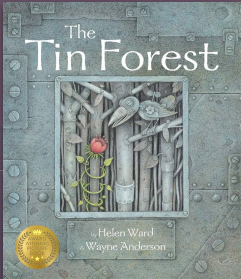
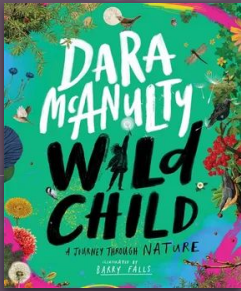


Autumn Term		Spring Term		Summer Term	
Once Upon A Time		Let's Go Exploring		Crowns and Castles	
Year A	Transcription Focus	Scott of the Antarctic	The Sword in the Stone	Winnie the Pooh	
					
		Recount: Diary Non Chronological Report	Narrative: Vocabulary Narrative: Sentence/Structure	Recount: Letter Narrative: Vocabulary	
Celebrations		London Calling		Ahoy There	
Year B	Transcription Focus	Paddington	The Lighthouse Keepers Lunch	The Mousehole Cat	
					
		Narrative: Vocabulary Recount: Letter	Recount: Diary Instructions	Narrative Narrative: Sentence/Structure	

Writing Curriculum

KS1: Composition



	Autumn Term	Spring Term	Summer Term
Year C	Let's Fly Away 	Way Down Under The Koala Who Could  Non-Chronological Report Narrative: Vocabulary adding -s or -es	Infinity and Beyond Beegu  Narrative: Vocabulary Recount: Diary The True Story of the Three Little Pigs  Narrative: Sentence/Structure Recount: Letter
Year D	From Past to Pixels 	Isles of Adventure Grandad's Island  Narrative: Sentence/Structure Recount: Letter	Wild at Heart The Tin Forest  Recount: Diary Narrative: Vocabulary Wild Child  Non Chronological Report Instructions

KS2: Writing Curriculum

Transcription, Shape of the Text and Composition



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Writing Curriculum

Using Literature to Enhance Writing

Key Stage 2: Half-Termly In-Depth Book Studies

In Key Stage 2, the curriculum shifts to a more in-depth exploration of literature, with pupils studying a carefully chosen book each half term. These texts are selected to progressively develop pupils' understanding of literary elements and to enhance their writing skills through sustained engagement with more complex narratives and themes. Each book study is designed to build on prior knowledge while introducing new literary concepts and writing techniques.

By the end of KS2, pupils will have engaged with a wide range of texts, developing both their analytical and creative writing skills. This foundation prepares them for the more advanced literary studies in secondary education, fostering a lifelong appreciation for literature.



Year D	Victorian Visions		Sailors and Swashbucklers: The Pirate Era		Temples and Tombs	
						
	Oliver Twist (Usborne Young Reading)	Alice's Adventures in Wonderland	Treasure Island	Peter Pan	Charlie and the Chocolate Factory	The Land of Roar
	Recount: Letter	Narrative: Vocabulary	Information Report	Narrative: Vocabulary	Persuasion	Narrative: Vocabulary
	Narrative: Vocabulary	Narrative: Sentence/Structure	Narrative: Sentence/Structure	Recount: Diary	Explanations	Narrative: Sentence/Structure

Writing Curriculum

Key Stage 2

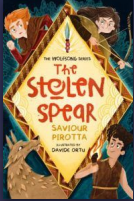
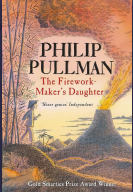
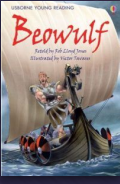
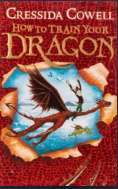
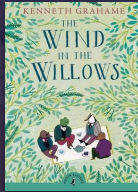
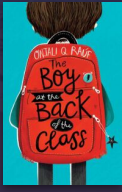


Week 1: Immersion in the Text	Week 2: Transcription: Language Study and Skill Practice	Week 3: Composition: Innovation, Writing, and Publishing
The first week of each unit centres on exploring a key or core text that captures the essence of the genre. Through rich, hands-on experiences, we help children connect deeply with the text's language, themes and style. Using a range of activities, from storytelling and picture exploration to drama and music, we surround children with the sights, sounds and feel of the text. This immersion not only excites them about the story but also builds their understanding and links to their own experiences, setting a strong foundation for the writing they'll create in the coming weeks.	In the second week, children dig into the mechanics of the genre by exploring its unique grammar, punctuation and vocabulary. Through focused lessons, they learn how sentences and paragraphs are crafted in this style, helping them understand how language works to create meaning. By examining the core text closely, children uncover the building blocks of effective writing within the genre and practice these skills hands-on. Each new insight and skill adds to their toolkit, bringing them closer to writing with confidence and precision as they prepare to create their own work.	The final week is when children bring everything together and apply what they've learned to create their own piece of writing. Drawing on the techniques, vocabulary and structures they've explored, they shape their ideas and put their unique spin on the genre, inspired by the model text. This is a week of creativity and self-expression, where children draft, revise, and refine their work. With opportunities for feedback and editing, they polish their writing before sharing it with an audience—be it classmates, the school or family. This celebration of their hard work builds pride in their progress and confidence in their voice as writers.
Reading and Thinking – Exploring the main text and other related stories to help children understand the style and structure of the genre. Schema Building and Activation – Using books, videos, poetry and more to help children connect ideas and visualise the genre. Creative Exploration – Engaging in drama, music and other hands-on activities to bring the story's themes to life.	Genre Deep Dive – Learning what makes this type of writing unique, from its purpose and audience to its style. Language & Sentence Construction – Practising skills like sentence building, vocabulary, and punctuation to improve clarity. Focused Skill Practice – Strengthening spelling, handwriting, and sentence structure with direct teaching. Application in Context – Encouraging children to apply new skills by writing short pieces that fit within the genre.	Innovation on Model Texts – Children adapt or transform the core text, adding their ideas while keeping the genre's features. Independent Writing and Editing – With teacher support, children draft their own work, revising to improve their clarity and expression. Publishing for Purpose – Each child completes a polished piece to celebrate their hard work, ready to share with a wider audience.

Writing Curriculum

LKS2: Transcription

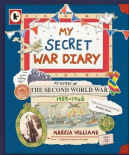
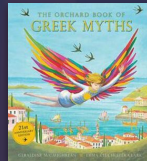
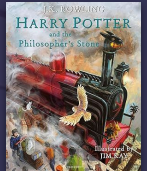


	Autumn Term		Spring Term		Summer Term	
	From Stones to Steel		Resourceful Rainforests		Walk Like an Egyptian	
Year A						
	The Stolen Spear	The Iron Man	The Secret Wild	The Girl Who Stole an Elephant	The Heart Scarab	The Firework-Makers Daughter
	Narrative: Vocabulary	Narrative: Sentence/Structure	Recount: Diary	Narrative: Vocabulary	Information Report	Narrative: Sentence/Structure
	Non-Chronological Report	Explanation	Narrative: Sentence/Structure	Letter	Narrative: Vocabulary	Narrative: Vocabulary
Year B	Legions and Legacies		Invaders and Settlers		Water: Navigating Norfolk	
						
	Empire's End: A Roman Story	The Highland Falcon Thief	Beowulf (Usborne)	How to Train Your Dragon	The Wind in the Willows	Boy at the Back of the Class
	Recount: Diary	Narrative: Vocabulary	Letter	Narrative: Vocabulary	Narrative: Vocabulary	Recount: Diary
	Information Report	Narrative: Sentence/Structure	Narrative: Sentence/Structure	Non-Chronological Report	Explanation	Narrative: Sentence/Structure

Writing Curriculum

LKS2: Transcription



	Autumn Term		Spring Term		Summer Term	
Year C	Wings of War		Guardians of the Planet		Odyssey and Empires	
						
	My Secret War Diary	The Lion, The Witch and the Wardrobe	Greta and the Giants (Non Fiction)	Rumaysa	The Orchard Book of Greek Myths	Harry Potter and the Philosopher's Stone
	Recount: Diary Narrative: Sentence/Structure	Narrative: Vocabulary Narrative: Sentence/Structure	Instruction Persuasion: Letter	Narrative: Sentence/Structure Narrative: Vocabulary	Narrative: Sentence/Structure Playscripts	Non-Chronological Report Instructions
Year D	Victorian Visions		Sailors and Swashbucklers: The Pirate Era		Temples and Tombs	
						
	Oliver Twist (Usborne Young Reading)	A Christmas Carol	Treasure Island	Peter Pan	Charlie and the Chocolate Factory	The Land of Roar
	Narrative: Sentence/Structure Character Description	Recount: Letter Narrative: Vocabulary	Information Report Narrative: Sentence/Structure	Narrative: Vocabulary Recount: Diary	Persuasion Explanations	Narrative: Vocabulary Narrative: Sentence/Structure

Writing Curriculum

UKS2: Transcription

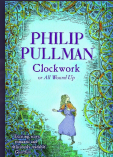


	Autumn Term		Spring Term		Summer Term	
	From Stones to Steel		Resourceful Rainforests		Walk Like an Egyptian	
Year A						
	The Wild Way Home	The Iron Man	The Jungle Book	The Wizard of Oz	Secrets of a Sun King	Brightstorm: A Sky-Ship Adventure
	Narrative: Sentence/Structure	Narrative: Vocabulary	Narrative: Vocabulary	Narrative: Sentence/Structure	Evidence for Writing: Teachers to cover a range of genres for Y6	
	Letter	Journalistic Writing	Non-Chronological Report	Recount: Diary		
Year B	Legions and Legacies		Invaders and Settlers		Water: Navigating Norfolk	
						
	Queen of Darkness	The Hobbit	Beowulf	The Nowhere Emporium	Malamander	Wonder
	Narrative: Sentence/Structure Non-Chronological Report	Narrative: Vocabulary Letter	Narrative: Sentence/Structure Recount: Diary	Narrative: Vocabulary Persuasion	Evidence for Writing: Teachers to cover a range of genres for Y6 Journalistic Writing	

Writing Curriculum

UKS2: Transcription



	Autumn Term		Spring Term		Summer Term	
Year C	Wings of War		Guardians of the Planet		Odyssey and Empires	
						
	Goodnight Mister Tom	The Lion, The Witch and the Wardrobe	The Last Wild	SCRAP	Percy Jackson and the Lightning Thief	Who Let the Gods Out
	Recount: Diary	Narrative: Vocabulary	Narrative: Vocabulary	Narrative: Sentence/Structure	Evidence for Writing: Teachers to cover a range of genres for Y6	
Year D	Journalistic Writing	Narrative: Sentence/Structure	Persuasion	Non-Chronological Report		
	Freedom and Justice: Victorian Visions		Sailors and Swashbucklers: The Pirate Era		Tombs and Temples	
						
	Oliver Twist	Clockwork	Treasure Island	Peter Pan	The Explorer	Holes
	Narrative: Sentence/Structure	Narrative: Vocabulary	Narrative: Sentence/Structure	Persuasion / Journalistic Writing	Evidence for Writing: Teachers to cover a range of genres for Y6	
	Narrative: Character Description	Recount: Diary	Non-Chronological Report	Narrative: Vocabulary		