



Writing Curriculum Map Reed First School

At Reed First School, our teaching and learning of writing is centred around child-led stimulus meaning we use children's interests, questions, experiences, and ideas as the starting point for writing. This approach:

- Increases engagement and motivation
- Makes writing purposeful and meaningful
- Builds on children's existing knowledge and experiences
- Allows for personalisation and choice
- Develops ownership of learning

We recognise that; pupils should not be expected to produce extended pieces of writing until they are ready. Instead, they should be given ample opportunities to practise their basic sentence construction skills. This starts at the foundational stages of mark making in Nursery and securing a strong link between talking and writing. Transcription skills are taught in discrete handwriting and spelling lessons in every year group. These skills are applied to writing lessons and year group outcomes for units of work reflect the importance of securing the basics before expecting pupils to expand their writing. Teachers use this curriculum map to plan sequences of lessons, ensuring all end points are taught in order to achieve the intended outcomes; focusing upon the new learning. There will be additional planned opportunities across the year to apply what has been learnt in other subjects and events. For example; letter writing, report writing. This document is intended to be read and used to plan alongside our curriculum maps and policies for spelling and handwriting.

Writing in Early Years

Writing is taught with a focus on talking to enable writing. Below is an overview of the curriculum map for Nursery and Reception children in the areas of learning which support early writing and ensure our pupils have the best chance to achieve a good level of development to be ready for Key Stage One.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes (may be subject to change based on interests and needs of the cohort)	Marvellous Me Autumn	Celebrations	Panto Season Winter	Cohort Specific Spring Growing	Awesome Animals Lifecycles Growing	Summer Summer show-based theme
Key Texts, poems, songs	Owl Babies The Colour Monster A handful of Buttons The Large Family series Kipper's birthday Autumn is Here! Harvest - Olivers Vegetables Leaf Man Room on the Broom Songs Hello... How are you? (Register song) Tidy up song Goodbye song It's Apple Time! (song) 5 Little Apples (song) Autumn Leaves are Falling... (song) Days of the week (click click) Head, shoulders, knees and toes Banana song!	Guy Fawkes story Fireworks poem Wow said the Owl Zoom, zoom, zoom! The kindness Tree Same but different too. How to Catch a Star Non-fiction books about space Advent Calendar stories Selection of Christmas stories, including Nativity story Songs: From Nativity We wish you a merry Christmas Christmas pudding When santa got stuck up the chimney Twinkle twinkle little star 5 currant buns Zoom, zoom, zoom	Introduce Star Stories Panto Winter books such as One Snowy Night Robin's Winter's Tale The Snow Thief Chinese New Year Race Story Valentines - The invisible string Songs: Frosty Weather 5 Little snowmen fat Two little dicky birds There are 7 days in a week Hickory dickory dock I'm a little teapot	Children's choice eg. People who help us, Vehicles Spring books such as: That's My Flower Five Minutes Peace Mother's day card Spring Easter story Song: Hello Mr Sun! There's a worm at the bottom of my garden Wheels on the bus Tommy thumb 5 little ducks 5 fat sausages	The very hungry caterpillar Teeny weeny tadpole Monkey puzzle Focus on: farm/safari/minibeasts/ Jungle (dependant on children's interests) Songs: Old MacDonald Down in the jungle There's a tiny caterpillar on a leaf 5 little peas in a pea pod pressed Baa baa black sheep	Jasper's Beanstalk Planting sweet pea tipi Jasper's beanstalk Days of the week Sam plants a sunflower Songs: From summer performance Incy wincy spider Row row row your boat 10 green bottles Miss Polly Hokey cokey



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Communication and Language

The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. Be aware that 3 and 4 year olds are still developing their pronunciation and may have problems saying some sounds: r, j, th, ch, and sh and multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes (may be subject to change based on interests and needs of the cohort)	Marvellous Me Autumn	Celebrate Good Times	Panto Season Winter	Cohort Specific Spring	Awesome Animals Lifecycles Growing	Growing Summer Summer show-based theme
English as and Additional Language (EAD) - Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in your setting. Continuous Provision: Providing stimulating environment with rich vocabulary, discussions, questions from all adults. Ongoing opportunities throughout child-initiated learning, along with specific opportunities during PSHE (Jigsaw) sessions, snack times, story, circle time, song, poem and rhyme times. Sharing items special to them - talking about why, when, how and answering questions. Key questions and vocabulary displayed around environment linked to other areas of learning to promote conversation and use of language between children and between adults and children. Star stories – changed half termly. Progression – listen to and enjoy > exploring alone or with a friend > exploring props > retelling story with props > ‘reading’/retelling story, holding the book correctly, turning pages. Welcomm Speech and Language intervention maybe	<u>Settling & Foundations</u> - Attention, routines, building confidence to communicate (N) - Warm welcome to children and their families on arrival with their name used, support and guidance to settle into new routines to ensure they quickly gain confidence. (R) - Invite children to ask for help. (R) <u>Listening, Attention and Understanding</u> - Settles into small group times. - Listens to familiar adults during short activities. - Shifts attention with adult support. - Begins to understand simple instructions (“come here”, “sit down”). - Chats confidently to familiar adults (R) - Listen in small groups and carpet sessions and respond to simple questions. (R) <u>Speaking</u> - Uses single words and short phrases. (N) - Names familiar people and objects. (N) - Begins to express needs verbally rather than physically. (N) - Joins in with repetitive phrases in songs and stories. - Warm welcome to children and their families on arrival with their name used, support	<u>Developing Attention & Vocabulary</u> - Building understanding and extending vocabulary - Settling back in <u>Listening, Attention and Understanding</u> - Listens to simple stories with pictures. Begin to make connections - Understands simple questions (“Where is...?”, “What’s that?”). - Follows one-step instructions without gesture. (N) - Follows two step instructions (R) - Begins to understand simple prepositions (in, on, under) (N) - Use of prepositions - on top, under, behind (R) - Understanding how and why it is important to listen carefully (R) - Listen and respond in longer sessions (R) <u>Speaking</u> - Uses 3-4 word sentences. - Expands vocabulary linked to experiences and topics. - Uses new vocabulary throughout the day (R) - Begins to use simple pronouns (I, me, you). - Starts to talk about what they are doing in play.	<u>Extending Understanding</u> - Two-step instructions & conversational skills <u>Listening, Attention and Understanding</u> - Listens with increasing attention in small groups. - Follows two-part instructions (“Get your coat and line up”). - Understands “who”, “what”, and simple “where” questions. - Identifies familiar objects by description. - Listen attentively in larger groups (R) <u>Speaking</u> - Uses longer sentences (4-6 words). - Begins to ask simple questions. - Retells simple events from own experience. - Begins to use talk to organise play and talk about what they have seen. - Sings rhymes or songs spontaneously - Talk about their favourite part of a story. - Retell panto, stories, cultural variations - Join in with repeated refrain - Learn new seasonal songs and poems - Talk through difficulties or problems.	<u>Building Narrative & Social Talk</u> - Back-and-forth interaction <u>Listening, Attention and Understanding</u> - Maintains attention during story time. - Understands simple why questions. - Listens to others in conversation. - Understands more complex vocabulary related to topics. <u>Speaking</u> - Engages in back-and-forth exchanges. - Uses talk in pretend play (roles, storylines). - Uses simple connectives (and, because). - Describes events in simple sequence. - Beginning to make up songs or rhymes of their own. - Choosing to look at books independently and narrating what is happening. - Share non-fiction books to broaden vocabulary. - Create a class book of a trip with photos and children’s pictures/writing to	<u>Deepening Language for Thinking</u> - Explanation & reasoning - Continue to introduce new seasonal songs and poems to broaden their repertoire and vocabulary. <u>Listening, Attention and Understanding</u> - Listens attentively to longer stories and beginning to predict what might happen next Understands a range of question words (who, what, where, why)e.g. “Why do you think the caterpillar got so fat?” - Shows understanding of sequencing words (first, then). - Follows longer instructions with two parts independently. <u>Speaking</u> - Uses talk to explain what is happening. - Share non-fiction books to broaden vocabulary. - Making observations - noticing and comparing changes (R) - Expresses ideas and feelings. (N) - Explain ideas clearly (R) - Uses a wider vocabulary.	<u>Confident Communicators</u> - Preparing for transition to Reception <u>Listening, Attention and Understanding</u> - Listens and responds appropriately in whole-class times. - Follows instructions with three elements when supported. - Understands complex sentences in context. - Responds thoughtfully to stories and discussions. <u>Speaking</u> - Speaks in full sentences. - Uses language to imagine and recreate roles. - Tells simple stories with a beginning, middle and end. - Participates confidently in discussions. - Uses talk to solve problems with peers. - Able to engage confidently in a two way conversation, listening to the other participant for many turns - Using a wider range of vocabulary including the use of because or and. - Narrates own small world or role play, using vocabulary based the context or previous experiences - Sings a range of songs and may make up their own - Beginning to ask questions to find out more



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used to support individual children	and guidance to settle into new routines to ensure they quickly gain confidence. • Invite children to ask for help. • Singing the register, modelling sentence starters such as “Good morning...” • Sing “1,2,3, stop and look at me” to encourage children to switch their attention from what they are doing to what teacher is saying. • Learning names through fun games. • Talking about themselves and their family with “All about me boxes” having a question session afterwards. Listening to peers speak about themselves and their families. Discover shared interests, new hobbies, family similarities/differences etc • Buddies help at lunchtime to offer support and conversation. • Encourage friendships • Observe existing children join in singing the register, with class discussions, listening attentively and asking questions. Build confidence to join in. • Introduce Regulation station & colour Monster - discussing emotions & introducing vocab. • Introduce following a recipe. • Categorise fruit and veg • Jigsaw - Being me in my world	• Join in singing nursery rhymes/ songs and actions • Joins in with repeated refrains in familiar stories • Exploring star stories • Introduce a song sung in a round. Listening for their part to start/finish. • Develop repertoire of stories & songs (R) • Beginning to be more confident when approaching adults • Back & forth conversation about their half term - past tense. (R) • Children initiating conversations with their peers (R) • Ask and answer simple questions (R) • Talk about what festivals/occasions they celebrate in their family and how they celebrate them (R) • Beginning to use new vocab introduced the day. • Jigsaw • Celebrating Difference • Introduce & explore using their senses.	• Share non-fiction books to broaden vocabulary. • Teacher make class book with children’s paintings and some comments/writing to share, children see how it is done, enjoy listening to the familiar story, joining in and rereading. • Use vocabulary linked to topics • Talk about what they have seen (R) • Use talk to explain thinking (R) • Ask questions to learn more (R) • Talks about their favourite parts of a story (R) • Role play props for acting out stories and use familiar stories in role play (R) • Read different versions of stories and compare (R) • Jigsaw • Talking about goals and dreams	prompt discussion with peers. • Use talk to explain thinking • Ask questions to learn more • Jigsaw • Healthy me	• Retells familiar stories with some detail. (N) • Recalling stories from memory or use pictures to ‘tell’ the story. (R) • Reread familiar books so they are familiar with the language patterns, what is happening and can relate to their own lives. (R) • Introduce microphone and performance opportunities. (R) • Use past, present and future tense appropriately (R) • Share books with friends familiar with the story, using key phrases/repeated refrain (R) • Participate confidently in discussions (R) • Being self-driven to access activities, stories and learning. (R) • Create their own growing books to share, discuss, reflect, use time connectives (R) • Jigsaw • Relationships	• Using a range of tenses • Jigsaw Changing Me Reception ELG: Listening, Attention and Understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; Make comments about what they have heard and ask questions to clarify their understanding; Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. ELG: Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
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Literacy						
It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).						
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Key Texts, poems, songs	Owl Babies The Colour Monster A handful of Buttons The Large Family series Kipper's birthday Autumn is Here! Harvest - Olivers Vegetables Leaf Man Room on the Broom Songs Hello... How are you? (Register song) , Tidy up song Goodbye song It's Apple Time! (song) 5 Little Apples (song) Autumn Leaves are Falling... (song) Days of the week (click click) Head, shoulders, knees and toes Banana song!	Guy Fawkes story Fireworks poem Wow said the Owl Zoom, zoom, zoom! The kindness Tree Same but different too. How to Catch a Star Non-fiction books about space Advent Calendar stories Selection of Christmas stories, including Nativity story Songs: From Nativity, We wish you a merry Christmas, Christmas pudding, When santa got stuck up the chimney Twinkle twinkle little star 5 currant buns	Introduce Star Stories Panto Winter books such as One Snowy Night Robin's Winter's Tale The Snow Thief Chinese New Year Race Story Valentines - The invisible string Songs: Frosty Weather 5 Little snowmen fat Two little dicky birds There are 7 days in a week Hickory dickory dock I'm a little teapot	Children's choice eg. People who help us, Vehicles Spring books such as: That's My Flower Five Minutes Peace Mother's day card Spring Easter story Songs: Hello Mr Sun! There's a worm at the bottom of my garden Wheels on the bus Tommy thumb 5 little ducks 5 fat sausages	The very hungry caterpillar Teeny weeny tadpole Monkey puzzle Focus on: farm/safari/minibeasts/Jungle (dependant on children's interests) Songs: Old MacDonald Down in the jungle There's a tiny caterpillar on a leaf 5 little peas in a pea pod pressed Baa baa black sheep	Jasper's Beanstalk Planting sweet pea tipi Jasper's beanstalk Days of the week Sam plants a sunflower Songs: From summer performance Incy wincy spider Row row row your boat 10 green bottles Miss Polly Hokey cokey
Writing	- Mark-making in different areas - Develop gross motor skills (large movements, dough disco) (N) - Begin to give meaning to marks (N) - Make marks and begin to give them meaning (R) - Letter formation sheets (R) - Writing of own name (laminated name card available for support) (R) - Lots of fine motor activities to strengthen and prepare muscles for writing. (R)	- Develop fine motor control - Use dominant hand more consistently (N) - Draw lines and circles - Introduce the language of direction (up, down, round, back). (N) - Letter formation sheets - Write captions, lists or labels using sounds learnt. ® - Introducing: - Finger spaces - Capital letter at the beginning of a sentence - Full stop at the end (R) - Tricky words (R) - Phonetically plausible spellings - Lots of fine motor activities to strengthen and prepare muscles for writing. (R)	- Write some letters from own name (N) - Begin to use some letter-like forms (N) - Develop tripod grip (with support) (N) - Write captions and simple sentences phonetically (R) - Letter formation sheets - Write captions, lists or labels using sounds learnt. (R) - Write a sentence to form a class book (R) - Emerging use of: - Finger spaces - Capital letter at the beginning of a sentence - Full stop at the end (R) - Tricky words (R) - Phonetically plausible spellings (R)	- Attempt to write own name - Label pictures with marks/letters (N) - Use digraphs and trigraphs accurately in writing (R) - Writing more confidently in CIL for a purpose, eg labels, menus, maps, lists (R) - Securing use of: - Finger spaces - Capital letter at the beginning of a sentence - Full stop at the end (R) - Tricky words (R) - Phonetically plausible spellings (R)	- Write marks while orally attempting CVC words in play - Develop pencil control and letter formation beginnings (N) - Spell common words using taught graphemes (R) - Write sentences using phonics and some correct spelling (R) - Writing a plant diary - Mastering use of: - Finger spaces - Capital letter at the beginning of a sentence - Full stop at the end (R) - Tricky words (R) - Phonetically plausible spellings (R)	- Write name independently. - Write recognisable letters - Use some of their print and letter knowledge in their early writing, for example, writing a pretend shopping list that starts at the top of the page, writing 'm' for mummy. (N) Reception ELG: Writing Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters;

Physical Development						
Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, coordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, coordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision help with hand-eye coordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes (may be subject to change based on interests and needs of the cohort)	Marvellous Me Autumn	Celebrate Good Times	Panto Season Winter	Cohort Specific Spring	Awesome Animals Lifecycles Growing	Growing Summer Summer show based theme
Gross Motor Opportunities available throughout the day inside and out from stretching up to reach the soft toy birds in the ‘tree’ to large scale loose part play.	Explore large movements: climbing, running, balancing	Improve coordination in PE and outdoor play	Move confidently in different ways (jumping, hopping)	Show strength and balance in outdoor play	Show good control and coordination	Demonstrate strength, balance and coordination
	Yoga Continuous - Nursery - Copy one action and name it. Balance in one pose and name it. Use calm me breathing whilst balancing.					
	Dance Continuous - Nursery - Move on beat. Travel in a sequence of action for 4, action on spot for 4, pose for 4. Make big and exaggerated movements with a scarf.					
	Bike fun Skills - Nursery - Balance on a bike. Push yourself along on a balance bike, lifting feet off the ground. Looking straight ahead when balancing.					
Fine Motor Opportunities available through the day inside and out. Mark making/writing celebrated on writing display.	Building Control & Strength - Developing hand strength and basic control - Explores a range of malleable materials (dough, clay). - Uses whole-hand grasp to hold tools. - Makes marks using large movements. - Begins to snip paper with spring-loaded scissors (with support). - Builds simple towers with blocks. - Threads large beads onto thick laces. - Turns pages in a book (sometimes several at once). - Develop independence with toileting, dressing and self-care (R) - Begin correct pencil grip and mark making (R)	Developing Hand-Eye Coordination - Increasing precision and coordination - Uses spoons, paintbrushes and mark-making tools with increasing control. - Begins to hold crayons with thumb and fingers (not full palm). - Snips paper independently. - Completes simple inset puzzles. - Begins to manipulate small construction pieces. - Uses peg boards and stacking activities with accuracy. - Use scissors and tools with increasing control (R) - Form recognisable shapes and lines in writing (R)	Refining Grip & Tool Use - Improving control and emerging tripod grip - Begins to use a three-finger (tripod) grip. - Draws lines and circles intentionally. - Cuts along short straight lines (with support). - Uses one hand consistently for most tasks. - Threads smaller beads independently. - Manipulates playdough using rolling and pinching movements. - Use pencils with control to form letters (R) - Fasten coats, manage belongings independently (R)	Increasing Precision - Greater independence and control - Holds pencil with more control (increasingly refined grip). - Copies vertical and horizontal lines. - Cuts along straight lines more accurately. - Uses tweezers or small tools to pick up objects. - Begins to draw simple enclosed shapes. - Completes 6-8 piece jigsaw puzzles. - Form most letters correctly (R) - Use tools with precision (R)	Developing Accuracy & Detail - Controlled movements and detailed work - Copies circle with control. - Begins to draw recognisable shapes and simple representations. - Cuts along curved lines with support. - Uses smaller construction materials with precision. - Fastens simple clothing items (large buttons, zips with support). - Uses tools for purpose (hole punch, stapler with supervision). - Write clearly and comfortably for longer periods (R) - Manage personal care independently (R)	Independence - Preparation for Reception fine motor expectations - Uses consistent dominant hand. - Holds pencil using secure tripod grip (with growing fluency). - Draws simple person with 3+ parts. - Cuts simple shapes with increasing accuracy. - Independently manages buttons and zips. - Demonstrates control in detailed drawing and mark making. - Sustains concentration during fine motor tasks. - Write legibly and with stamina (R) - Use tools safely and accurately (R) Reception ELG: Fine Motor Skills - Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. - Use a range of small tools, including scissors, paint brushes and cutlery. - Begin to show accuracy and care when drawing



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Key Stage One – A Year					
In all units, writing will be modelled and shared to prepare children for independent writing. Pupils will take part in guided sessions where this will enhance outcomes.					
Autumn 1			Autumn 2		
Labels, Captions and Lists (4 weeks) Child-led stimulus examples: • New classroom environment - children choose what to label • Autumn treasure hunt - label and describe found objects • Children's collections from home • Class pet or visiting animal • New toys or equipment in the classroom How to make it child-led: • Take children on a 'noticing walk' around school • Ask: "What do you think needs labels? Why?" • Let children photograph things they find interesting • Create labels for things children care about (their coat peg, their tray, favourite areas) Possible outcomes: • Labelled classroom display of children's interests • Autumn nature table with captions • Class museum of special objects			Stories Based on Children's Experiences (5 weeks) Child-led stimulus examples: • Stories inspired by children's weekend news • Adventures based on children's play themes • Stories featuring children's favourite toys/characters • Narratives based on class events or trips • Stories inspired by children's drawings How to make it child-led: • Start with "What stories do you like to play?" • Use children's role-play themes as story starters • Let children bring in toys to inspire stories • Create story boxes based on children's interests • Use children's artwork as story prompts Possible outcomes: • Class story book featuring children's characters • Individual story books to take home • Story performance or assembly • Stories recorded as audio books		
End points			End points		
Year One	Year Two		Year One	Year Two	
• say out loud what they are going to write about • compose orally before writing • read their writing aloud clearly enough to be heard by their peers and the teacher • apply knowledge of phonemes taught and common exception words • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • leave spaces between words • begin to punctuate sentences using a capital letter and a full stop • discuss what they have written with the teacher or other pupils	• plan or say out loud what they are going to write • read aloud what they have written with appropriate intonation to make the meaning clear • segment spoken words into phonemes and represent these by graphemes, spelling many correctly • common exception words are spelt automatically or independently found from resources available • punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' • form lower-case letters of the correct size relative to one another • write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • use spacing between words that reflects the size of the letters.		• say out loud what they are going to write about • compose a sentence orally before writing it • sequence 4 – 6 sentences to form short narratives to match illustrative work. • read their writing aloud clearly enough to be heard by their peers and the teacher • leave spaces between words • begin to punctuate sentences using a capital letter and a full stop • join words and join clauses using "and"	• plan or say out loud what they are going to write about • write two or three paragraphs • use expanded noun phrases to describe and specify • read aloud what they have written with appropriate intonation to make the meaning clear • write down ideas and/or key words, including new vocabulary • segment spoken words into phonemes and represent these by graphemes, spelling many correctly • common exception words are spelt automatically or independently found from resources available	



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				• re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils • read their writing aloud clearly enough to be heard by their peers and the teacher.	• punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ • form lower-case letters of the correct size relative to one another • write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • use spacing between words that reflects the size of the letters. • proofread to check for errors in spelling, grammar and punctuation
Spring 1				Spring 2	
Instructions for Real Purposes (3 weeks) Child-led stimulus examples: • How to play children's favourite games • How to make something children want to create • How to care for class pet (if you have one) • How to use equipment children are interested in • Recipes for snacks children enjoy How to make it child-led: • Ask: "What would you like to teach someone to do?" • Let children choose what to make/do • Use children's expertise (e.g., child who can do something teaches others) • Create instructions for real classroom needs • Follow children's instructions to test them Possible outcomes: • Class instruction book • Instructions displayed for others to follow • Instructions tested by another class • Video tutorials with written instructions		Poetry Inspired by Children's Observations (2 weeks) Child-led stimulus examples: • Poems about things children notice • Poems about children's feelings • Poems about favourite things • Poems inspired by children's photographs • Poems about nature children observe How to make it child-led: • Take children on observation walks • Ask: "What do you notice? How does it make you feel?" • Use children's own words as poetry • Let children choose poetry forms • Celebrate children's unique voices Possible outcomes: • Class poetry anthology • Poetry performance • Poetry display • Poetry postcards home		Writing About People We Know (4 weeks) Child-led stimulus examples: • Descriptions of family members • Writing about friends in the class • Describing school staff children admire • Writing about community helpers children have met • Character descriptions of children's favourite book characters How to make it child-led: • Ask: "Who is special to you? Tell me about them" • Let children bring in photos of important people • Invite visitors children want to write about • Use children's questions to guide content • Let children choose who to describe Possible outcomes: • Class book "People We Love" • Display of family descriptions • Letters or cards to people described • "All About Me" books	
End points		End points		End points	
Year One	Year Two	Year One	Year Two	Year One	Year Two
• say out loud what they are going to write about • compose orally before writing • write 4 – 6 steps and number them	• plan or say out loud what they are going to write • read aloud what they have written with appropriate intonation to make the meaning clear	• say out loud what they are going to write about • compose a sentence orally before writing it • write simple poems • use adjectives	• plan or say out loud what they are going to write about • write down ideas and/or key words, including new vocabulary • use more than one adjective to describe the nouns	• say out loud what they are going to write about • compose orally before writing • Write 3 – 5 sentences matching illustrative work	• plan or say out loud what they are going to write • read aloud what they have written with appropriate intonation to make the meaning clear • write 2 – 3 paragraphs



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• write simple instructions in order • use imperative verbs • join words and join clauses using "and", "but" • read their writing aloud clearly enough to be heard by their peers and the teacher • use –ing, –ed, –er and –est where no change is needed in the spelling of root words • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • leave spaces between words • begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • discuss what they have written with the teacher or other pupils • apply knowledge of phonemes taught and common exception words	• segment spoken words into phonemes and represent these by graphemes, spelling many correctly • common exception words are spelt automatically or independently found from resources available • spell longer words, including suffixes –ment, –ness, –ful, –write detailed instructions using adverbs with equipment list, Including tips or warnings • write 6-10 steps • use commas in lists • use expanded noun phrases to describe and specify • subordination (using when, if, that, or because) and co ordination (using or, and, or but) • punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' • form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes needed to join letters • write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • use spacing between words that reflects the size of the letters. • proofread to check for errors in spelling, grammar and punctuation	• use alliteration e.g. dangerous dragon slimy snake • use similes using as....as... e.g. as tall as a house as red as a radish • experiment with line breaks • discuss what they have written with the teacher or other pupils • perform poems • read their writing aloud clearly enough to be heard by their peers and the teacher.	• evaluate their writing with the teacher and other pupils • proofread to check for errors in spelling, grammar and punctuation	• join words and join clauses using "and", "but" • describe appearance using adjectives • read their writing aloud clearly enough to be heard by their peers and the teacher • apply knowledge of phonemes taught and common exception words • use –ing, –ed, –er and –est where no change is needed in the spelling of root words • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • leave spaces between words • begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • discuss what they have written with the teacher or other pupils	• segment spoken words into phonemes and represent these by graphemes, spelling many correctly • common exception words are spelt automatically or independently found from resources available • spell longer words, including suffixes –ment, –ness, –ful, • use un- prefix to change meaning of adjectives/adverbs • spell words with contracted forms using apostrophes • use sentences with different forms: statement, question, exclamation, command • use commas in lists • use expanded noun phrases to describe and specify • use the present and past tenses correctly and consistently including the progressive form • subordination (using when, if, that, or because) and co ordination (using or, and, or but) • punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' • form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes needed to join letters • write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • use spacing between words that reflects the size of the letters. • proofread to check for errors in spelling, grammar and punctuation
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Writing Curriculum Map Reed First School

Summer 1		Summer 2	
Recounts of Real Experiences (4 weeks) Child-led stimulus examples: - Weekend news and family events - School trips or special days - Playground adventures - Birthday parties or celebrations - Exciting things that happened to children How to make it child-led: - Daily "news time" where children share experiences - Let children choose which event to write about - Use children's photos from home - Create class diary of shared experiences - Follow children's interests and excitement Possible outcomes: - Class diary or blog - Individual memory books - Letters to parents about events - Display of "Our Amazing Experiences"		Information Writing About Children's Interests (4 weeks) Child-led stimulus examples: - Children's hobbies and interests - Favourite animals or dinosaurs - Topics children are curious about - Things children are experts in - Questions children want to answer How to make it child-led: - Start with "What do you know a lot about?" - Create "expert boards" where children share knowledge - Let children research their own questions - Use children's collections and interests - Allow choice of topic within broad theme Possible outcomes: - Class expert book - Information posters for display - Presentations to other classes "Did You Know?" fact files	
End points		End points	
Year One	Year Two	Year One	Year Two
- say out loud what they are going to write about - compose orally before writing recount events in order use past tense use time connectives - join words and join clauses using "and", "but" - read their writing aloud clearly enough to be heard by their peers and the teacher - apply knowledge of phonemes taught and common exception words - use –ing, –ed, –er and –est where no change is needed in the spelling of root words use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs use the prefix un - begin to form lower-case letters in the correct direction, starting and finishing in the right place - form capital letters	- plan or say out loud what they are going to write - write detailed recount with feelings and details of interest use varied time connectives - write 2-3 paragraphs encapsulate what they want to say, sentence by sentence - use sentences with different forms: statement, question, exclamation, command - read aloud what they have written with appropriate intonation to make the meaning clear - segment spoken words into phonemes and represent these by graphemes, spelling many correctly - common exception words are spelt automatically or independently found from resources available - spell longer words, including suffixes –ment, –ness, –ful, suffixes to form new words (-ful, -er, -ness) spell words with contracted forms using apostrophes - use commas in lists - use expanded noun phrases to describe and specify	- say out loud what they are going to write about - compose orally before writing Write 5-7 sentences matching illustrative work Include headings use present tense - join words and join clauses using "and", "but" - describe appearance using adjectives - read their writing aloud clearly enough to be heard by their peers and the teacher - apply knowledge of phonemes taught and common exception words - use –ing, –ed, –er and –est where no change is needed in the spelling of root words	- plan or say out loud what they are going to write - read aloud what they have written with appropriate intonation to make the meaning clear - write 2 – 3 paragraphs - use sentences with different forms: statement, question, exclamation, command use sections and headings and subheadings - segment spoken words into phonemes and represent these by graphemes, spelling many correctly - common exception words are spelt automatically or independently found from resources available - spell longer words, including suffixes –ment, –ness, –ful, - suffixes to form new words (-ful, -er, -ness)



Writing Curriculum Map Reed First School

• leave spaces between words • begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • discuss what they have written with the teacher or other pupils	• subordination (using when, if, that, or because) and co ordination (using or, and, or but) • punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ • form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes needed to join letters • write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • use spacing between words that reflects the size of the letters. • proofread to check for errors in spelling, grammar and punctuation	• begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • leave spaces between words • punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • discuss what they have written with the teacher or other pupils	• use un- prefix to change meaning of adjectives/adverbs • spell words with contracted forms using apostrophes • apostrophes for singular possession • use commas in lists • use expanded noun phrases to describe and specify • use the present and past tenses correctly and consistently including the progressive form • subordination (using when, if, that, or because) and co ordination (using or, and, or but) • punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ • form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes needed to join letters • write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • use spacing between words that reflects the size of the letters. • proofread to check for errors in spelling, grammar and punctuation
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Writing Curriculum Map Reed First School

Key Stage One – B Year

In all units, writing will be modelled and shared to prepare children for independent writing. Pupils will take part in guided sessions where this will enhance outcomes.

Autumn 1

Labels, Captions and Lists (4 weeks)

Child-led stimulus examples:

- New classroom environment - children choose what to label
- Autumn treasure hunt - label and describe found objects
- Children's collections from home
- Class pet or visiting animal
- New toys or equipment in the classroom

How to make it child-led:

- Take children on a 'noticing walk' around school
- Ask: "What do you think needs labels? Why?"
- Let children photograph things they find interesting
- Create labels for things children care about (their coat peg, their tray, favourite areas)

Possible outcomes:

- Labelled classroom display of children's interests
- Autumn nature table with captions
- Class museum of special objects

Autumn 2

Descriptive Writing About Special Places (5 weeks)

Child-led stimulus examples:

- Children's favourite places (home, park, grandma's house)
- Imaginary worlds from children's play
- Places children have visited
- Special places in school
- Places children dream about

How to make it child-led:

- Ask: "Where is your favourite place? What makes it special?"
- Let children draw their special places first
- Create models or maps of places children describe
- Use children's photos from home
- Build imaginary places together based on children's ideas

Possible outcomes:

- "Our Special Places" book
- Descriptive display with artwork
- Virtual tour of children's places

End points

Year One

- say out loud what they are going to write about
- compose orally before writing
- read their writing aloud clearly enough to be heard by their peers and the teacher
- apply knowledge of phonemes taught and common exception words
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- leave spaces between words
- begin to punctuate sentences using a capital letter and a full stop
- discuss what they have written with the teacher or other pupils

Year Two

- plan or say out loud what they are going to write
- read aloud what they have written with appropriate intonation to make the meaning clear
- segment spoken words into phonemes and represent these by graphemes, spelling many correctly
- common exception words are spelt automatically or independently found from resources available
- punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- form lower-case letters of the correct size relative to one another

End points

Year One

- say out loud what they are going to write about
- compose a sentence orally before writing it
- **sequence 4 – 6 sentences to match illustrative work.**
- read their writing aloud clearly enough to be heard by their peers and the teacher
- leave spaces between words
- begin to punctuate sentences using a capital letter and a full stop
- **join words and join clauses using "and"**
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils

Year Two

- plan or say out loud what they are going to write about
- **write two or three paragraphs**
- **use expanded noun phrases to describe and specify**
- read aloud what they have written with appropriate intonation to make the meaning clear
- write down ideas and/or key words, including new vocabulary
- segment spoken words into phonemes and represent these by graphemes, spelling many correctly
- common exception words are spelt automatically or independently found from resources available
- punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'



Writing Curriculum Map Reed First School

		• write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • use spacing between words that reflects the size of the letters.		• read their writing aloud clearly enough to be heard by their peers and the teacher.	• form lower-case letters of the correct size relative to one another • write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • use spacing between words that reflects the size of the letters. • proofread to check for errors in spelling, grammar and punctuation
Spring 1				Spring 2	
Letters for Real Purposes (3 weeks) Child-led stimulus examples: • Letters to children's families • Thank you letters to visitors or helpers • Letters to favourite authors or characters • Invitations to class events How to make it child-led: • Ask: "Who would you like to write to? What do you want to say?" • Use real situations requiring letters • Let children suggest who to invite/thank • Post real letters when possible • Share replies with the class Possible outcomes: • Real posted letters • Class postbox system • Replies displayed • Letter writing celebration		Poetry Inspired by Children's Observations (2 weeks) Child-led stimulus examples: • Poems about things children notice • Poems about children's feelings • Poems about favourite things • Poems inspired by children's photographs • Poems about nature children observe How to make it child-led: • Take children on observation walks • Ask: "What do you notice? How does it make you feel?" • Use children's own words as poetry • Let children choose poetry forms • Celebrate children's unique voices Possible outcomes: • Class poetry anthology • Poetry performance • Poetry display • Poetry postcards home		Persuasive Writing About Things Children Care About (4 weeks) Child-led stimulus examples: • Campaign for something children want (longer playtime, new equipment) • Persuading parents to get a pet • Convincing teacher to do something • Advertising children's favourite things • Arguing for changes children want to see How to make it child-led: • Ask: "What would you like to change? Why?" • Use real situations in school • Let children identify problems and solutions • Vote on which campaigns to pursue • Take action on persuasive writing Possible outcomes: • Real campaigns in school • Persuasive posters • Letters to headteacher • Class debate and vote	
End points		End points		End points	
Year One	Year Two	Year One	Year Two	Year One	Year Two
• say out loud what they are going to write about • compose orally before writing • write 4 – 6 steps and number them • write simple letter with greeting and closing • include basic letter layout	• plan or say out loud what they are going to write • read aloud what they have written with appropriate intonation to make the meaning clear • write letter with full layout • write in paragraphs • segment spoken words into phonemes and represent these by graphemes, spelling many correctly	• say out loud what they are going to write about • compose a sentence orally before writing it • write simple poems • use adjectives • use alliteration • e.g. dangerous	• plan or say out loud what they are going to write about • write down ideas and/or key words, including new vocabulary • use more than one adjective to describe the nouns	• say out loud what they are going to write about • compose orally before writing • Write 3 – 5 sentences matching illustrative work • join words and join clauses using "and" • state opinion clearly • give simple reasons • use persuasive words	• plan or say out loud what they are going to write • read aloud what they have written with appropriate intonation to make the meaning clear • write 2 – 3 paragraphs • use sentences with different forms: statement, question, exclamation, command • give developed reasons • structure the text with grouped opinions and points



Writing Curriculum Map Reed First School

• join words and join clauses using "and", "but" • read their writing aloud clearly enough to be heard by their peers and the teacher • use –ing, –ed, –er and –est where no change is needed in the spelling of root words • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • leave spaces between words • begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • discuss what they have written with the teacher or other pupils • apply knowledge of phonemes taught and common exception words	• common exception words are spelt automatically or independently found from resources available • spell longer words, including suffixes –ment, –ness, –ful, • write detailed instructions using adverbs with equipment list, Including tips or warnings • write 6-10 steps • use commas in lists • use expanded noun phrases to describe and specify • subordination (using when, if, that, or because) and co ordination (using or, and, or but) • punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' • form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes needed to join letters • write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • use spacing between words that reflects the size of the letters. • proofread to check for errors in spelling, grammar and punctuation	dragon slimy snake • use similes using as....as... e.g. as tall as a house as red as a radish • experiment with line breaks • discuss what they have written with the teacher or other pupils • perform poems • read their writing aloud clearly enough to be heard by their peers and the teacher.	• evaluate their writing with the teacher and other pupils • proofread to check for errors in spelling, grammar and punctuation	• read their writing aloud clearly enough to be heard by their peers and the teacher • apply knowledge of phonemes taught and common exception words • use –ing, –ed, –er and –est where no change is needed in the spelling of root words • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • leave spaces between words • begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • discuss what they have written with the teacher or other pupils	• segment spoken words into phonemes and represent these by graphemes, spelling many correctly • common exception words are spelt automatically or independently found from resources available • spell longer words, including suffixes –ment, –ness, –ful, • use un- prefix to change meaning of adjectives/adverbs • spell words with contracted forms using apostrophes • use commas in lists • use expanded noun phrases to describe and specify • use the present and past tenses correctly and consistently including the progressive form • subordination (using when, if, that, or because) and co ordination (using or, and, or but) • punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' • form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes needed to join letters • write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • use spacing between words that reflects the size of the letters. • proofread to check for errors in spelling, grammar and punctuation
Summer 1				Summer 2	
Stories Inspired by Children's Imagination (5 weeks) Child-led stimulus examples: • "What if..." questions from children • Stories based on children's dreams • Adventures children imagine • Magical versions of real events • Stories inspired by children's artwork How to make it child-led:				Non-Fiction Writing About Children's Questions (4 weeks) Child-led stimulus examples: • Answering children's "why" questions • Explaining how things work that children wonder about • Information about topics children choose • Solving problems children identify • Exploring mysteries children notice How to make it child-led:	



Writing Curriculum Map Reed First School

- Collect children's "what if" questions - Use story dice with children's ideas - Let children create story maps together - Build on children's imaginative play - Use children's drawings as story starters Possible outcomes: - Class imagination book - Story performance - Illustrated story books - Story videos		- Create "Wonder Wall" of children's questions - Let children choose questions to research - Use children's expertise and knowledge - Follow children's curiosity Possible outcomes: - Class question and answer book - Information displays - Presentations to parents "We Wondered, We Found Out" book	
End points		End points	
Year One	Year Two	Year One	Year Two
- say out loud what they are going to write about - compose orally before writing use story language include problem and solution write 5-8 sentences matching illustrative work use past tense use time connectives - join words and join clauses using "and", "but" - read their writing aloud clearly enough to be heard by their peers and the teacher - apply knowledge of phonemes taught and common exception words - use –ing, –ed, –er and –est where no change is needed in the spelling of root words use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs use the prefix un - begin to form lower-case letters in the correct direction, starting and finishing in the right place - form capital letters - leave spaces between words - begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark - discuss what they have written with the teacher or other pupils	- plan or say out loud what they are going to write - write detailed recount with feelings and details of interest use varied time connectives - write 3-4 paragraphs - use sentences with different forms: statement, question, exclamation, command encapsulate what they want to say, sentence by sentence use dialogue - read aloud what they have written with appropriate intonation to make the meaning clear - segment spoken words into phonemes and represent these by graphemes, spelling many correctly - common exception words are spelt automatically or independently found from resources available - spell longer words, including suffixes –ment, –ness, –ful, suffixes to form new words (-ful, -er, -ness) spell words with contracted forms using apostrophes - use commas in lists - use expanded noun phrases to describe and specify - subordination (using when, if, that, or because) and co ordination (using or, and, or but)	- say out loud what they are going to write about - compose orally before writing Write 5-7 sentences matching illustrative work Include headings use present tense - join words and join clauses using "and" - describe appearance using adjectives - read their writing aloud clearly enough to be heard by their peers and the teacher - apply knowledge of phonemes taught and common exception words - use –ing, –ed, –er and –est where no change is needed in the spelling of root words - begin to form lower-case letters in the correct direction, starting and finishing in the right place - form capital letters - leave spaces between words - punctuate sentences using a capital letter and a full stop, question mark or exclamation mark - discuss what they have written with the teacher or other pupils	- plan or say out loud what they are going to write - read aloud what they have written with appropriate intonation to make the meaning clear - use sentences with different forms: statement, question, exclamation, command - write 4 – 5 paragraphs use sections and headings and subheadings - segment spoken words into phonemes and represent these by graphemes, spelling many correctly - common exception words are spelt automatically or independently found from resources available - spell longer words, including suffixes –ment, –ness, –ful, - suffixes to form new words (-ful, -er, -ness) use un- prefix to change meaning of adjectives/adverbs - spell words with contracted forms using apostrophes apostrophes for singular possession - use commas in lists - use expanded noun phrases to describe and specify use the present and past tenses correctly and consistently including the progressive form - subordination (using when, if, that, or because) and co ordination (using or, and, or but) - punctuate sentences using a capital letter and a full stop, question mark or exclamation mark



Writing Curriculum Map Reed First School

	• punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ • form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes needed to join letters • write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • use spacing between words that reflects the size of the letters. • proofread to check for errors in spelling, grammar and punctuation		• using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ • form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes needed to join letters • write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • use spacing between words that reflects the size of the letters. • proofread to check for errors in spelling, grammar and punctuation
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Writing Curriculum Map Reed First School

Key Stage Two – A Year

In all units, writing will be modelled and shared to prepare children for independent writing. Pupils will take part in guided sessions where this will enhance outcomes.

Autumn 1

Adventure Narratives Based on Children's Interests (5 – 6 weeks)

Child-led stimulus examples:

- Adventures set in worlds children are passionate about (gaming worlds, favourite books, imagined places)
- Adventures featuring children's own characters or heroes
- Adventures based on "what if" scenarios children suggest
- Adventures in settings children want to explore
- Adventures solving problems children identify

How to make it child-led:

- Survey children's favourite stories, games, films
- Ask: "Where would you love to have an adventure? What would happen?"
- Create character profiles based on children's ideas
- Let children choose their adventure setting and problem
- Use children's play themes and interests
- Build story worlds together based on children's suggestions

Possible outcomes:

- Class anthology of adventures
- Story performances or recordings
- Published books for school library
- Stories shared with younger classes
- Digital story books

Autumn 2

Non-Chronological Reports About Children's Expertise (4-5 weeks)

Child-led stimulus examples:

- Topics children are experts in (hobbies, interests, collections)
- Animals or creatures children are passionate about
- Sports, activities or games children know well
- Historical periods or places children find fascinating
- Scientific topics children are curious about
- Technology or inventions children use

How to make it child-led:

- Create "Expert Wall" where children share their knowledge
- Ask: "What do you know more about than most people?"
- Let children research questions they genuinely want answered
- Use children's collections and interests as starting points
- Allow choice within curriculum links (e.g., Romans - but children choose aspect)
- Invite children to teach the class about their expertise

Possible outcomes:

- Class expert encyclopedia
- Information displays for other classes
- Presentations to parents or other year groups
- Published fact files
- Video documentaries with written scripts

End points

Year Three

- discuss and record ideas
- compose and rehearse sentences orally progressively building a varied and rich vocabulary
- **extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although**
- discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- **organise paragraphs around a theme**
- create settings, characters and plot
- write adventure with clear structure
- use expanded noun phrases
- **include dialogue with correct punctuation**

Year Four

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discuss and record ideas
- compose and rehearse sentences orally (including dialogue), progressively build a varied and rich vocabulary and an increasing range of sentence structures
- organise paragraphs around a theme
- create settings, characters and plot
- use further prefixes and suffixes and understand how to add them
- place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals
- use and punctuate direct speech (including punctuation)

End points

Year Three

- discuss and record ideas
- compose and rehearse sentences orally progressively building a varied and rich vocabulary
- extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar

Year Four

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discuss and record ideas
- compose and rehearse sentences orally (progressively build a varied and rich vocabulary and an increasing range of sentence structures)
- **write detailed report with clear structure**
- **use technical vocabulary accurately**
- **add text features (diagrams, captions, glossary)**



Writing Curriculum Map Reed First School

•write 2-3 paragraphs • assess the effectiveness of their own and others' writing and suggest improvements •demonstrate application of all spelling patterns taught in KS1 •demonstrate application of common exception words from KS1 •demonstrate full range of punctuation taught at KS1 • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • proofread for spelling and punctuation errors • use the diagonal and horizontal strokes that are needed to join letters • increase the legibility, consistency and quality of their handwriting	within and surrounding inverted commas) •write extended adventure with developed plot •vary sentence structure for effect • show application of difference between plural and possessive -s •use standard English verb inflections (I did vs I done) • extend noun phrases, including with prepositions • appropriate choice of pronoun or noun to create cohesion • extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition •use standard English verb inflections (I did vs I done) •develop character through action and dialogue •write 3-4 paragraphs • use the diagonal and horizontal strokes that are needed to join letters. • increase the legibility, consistency and quality of their handwriting • assess the effectiveness of their own and others' writing and suggest improvements • proofread for spelling and punctuation errors	•write report with introduction and conclusion • form nouns using prefixes (super-, anti-) •use subheadings to organise as devices •use present tense consistently •include factual information • choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • assess the effectiveness of their own and others' writing and suggest improvements •demonstrate application of all spelling patterns taught in KS1 •demonstrate application of common exception words from KS1 •demonstrate full range of punctuation taught at KS1 • use the diagonal and horizontal strokes that are needed to join letters • increase the legibility, consistency and quality of their handwriting • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • proofread for spelling and punctuation errors	•write 4-5 paragraphs • use further prefixes and suffixes and understand how to add them • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals •vary sentence structure for effect • show application of difference between plural and possessive -s • extend noun phrases, including with prepositions • appropriate choice of pronoun or noun to create cohesion • extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • use the diagonal and horizontal strokes that are needed to join letters. • increase the legibility, consistency and quality of their handwriting • assess the effectiveness of their own and others' writing and suggest improvements • proofread for spelling and punctuation errors
Spring 1		Spring 2	
Persuasive Writing About Issues Children Care About (4-5 weeks) Child-led stimulus examples: • Campaigns for changes children want in school or community • Environmental issues children are concerned about • Animal welfare topics children feel strongly about • Social issues children notice (fairness, inclusion, kindness) • Persuading for resources or opportunities children want	Poetry Inspired by Children's Observations and Feelings (3-4 weeks) Child-led stimulus examples: • Poems about places children love or find interesting • Poems expressing feelings children experience • Poems about people or pets important to children How to make it child-led: • Take observation walks - children photograph what interests them • Ask: "What makes you feel strongly? What do you notice that others miss?"	Discussion Texts About Topics Children Debate (4-5 weeks) Child-led stimulus examples: • School issues children have opinions about • Ethical dilemmas children find interesting • Environmental debates children engage with • Technology issues children experience • Social issues children notice • Questions children genuinely disagree about How to make it child-led: • Notice what children debate naturally • Ask: "What do you and your friends disagree about?"	



Writing Curriculum Map Reed First School

- Arguing for causes children believe in How to make it child-led: - Discuss: "What would you like to change? What matters to you?" - Use current events children are talking about - Let children identify problems and propose solutions - Vote on which campaigns to pursue as a class - Take real action based on persuasive writing - Connect to children's sense of justice and fairness - Invite children to research issues they care about Possible outcomes: - Real campaigns in school or community - Letters to people who can make change - Persuasive speeches delivered to audience - Posters and leaflets distributed - Presentations to school council or governors - Blog posts or articles		- Let children choose poetry forms that appeal to them - Create "Poetry Provocations" based on children's interests - Celebrate children's unique perspectives Possible outcomes: - Poetry performance evening for families - Poetry display in school - Poems published in local community - Poetry podcast or video		- Use real classroom or school dilemmas - Let children suggest discussion topics - Vote on which issues to explore - Value different perspectives - Create safe space for respectful disagreement Possible outcomes: - Class debates - Discussion articles for school newsletter - Letters to decision-makers - Display of different perspectives - Blog posts or vlogs	
End points		End points		End points	
Year Three	Year Four	Year Three	Year Four	Year Three	Year Four
- discuss and record ideas - compose and rehearse sentences orally progressively building a varied and rich vocabulary - extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although - discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar write persuasive text with clear viewpoint use persuasive language	- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - discuss and record ideas - compose and rehearse sentences orally (progressively build a varied and rich vocabulary and an increasing range of sentence structures) write persuasive text with developed arguments use rhetorical questions and emotive language structure arguments logically (point, evidence, explanation) use modal verbs include counter-arguments - write 3-4 paragraphs use fronted adverbials use commas after fronted adverbials	- discuss and record ideas - compose and rehearse phrases orally progressively building a varied and rich vocabulary - discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar write poems using imagery use similes effectively experiment with line breaks include alliteration and onomatopoeia - perform with expression - assess the effectiveness of their own and others' writing and suggest improvements	- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - discuss and record ideas - compose and rehearse phrases orally (progressively build a varied and rich vocabulary) - use the diagonal and horizontal strokes that are needed to join letters. - increase the legibility, consistency and quality of their handwriting write poems with developed imagery use metaphors and personification experiment with structure and form create atmosphere through word choice edit and refine for impact	- discuss and record ideas - compose and rehearse sentences orally progressively building a varied and rich vocabulary - extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although - discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar present two sides of an argument give reasons for each viewpoint use connectives (however, on the other hand) state own opinion in conclusion write 3 paragraphs - use persuasive language - give reasons for opinions - use questions to engage - organise paragraphs around a theme - form nouns using prefixes (super-, anti-)	- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - discuss and record ideas - compose and rehearse sentences orally (progressively build a varied and rich vocabulary and an increasing range of sentence structures) write persuasive text with developed arguments use rhetorical questions and emotive language structure arguments logically (point, evidence, explanation) use modal verbs include counter-arguments write balanced discussion with clear structure present multiple arguments for each side use formal language include evidence and examples use modal verbs



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• give reasons for opinions • use questions to engage • write 2-3 paragraphs • organise paragraphs around a theme • form nouns using prefixes (super-, anti-) • propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • use conjunctions and adverbs to express time and cause (and place) • use subheadings to organise as devices • use present tense consistently • include factual information • choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • assess the effectiveness of their own and others' writing and suggest improvements • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • use the diagonal and horizontal strokes that are needed to join letters • increase the legibility, consistency and quality of their handwriting	• use further prefixes and suffixes and understand how to add them • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • vary sentence structure for effect • show application of difference between plural and possessive -s • extend noun phrases, including with prepositions • appropriate choice of pronoun or noun to create cohesion • extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • use the diagonal and horizontal strokes that are needed to join letters. • increase the legibility, consistency and quality of their handwriting • assess the effectiveness of their own and others' writing and suggest improvements • proofread for spelling and punctuation errors	• use the diagonal and horizontal strokes that are needed to join letters • increase the legibility, consistency and quality of their handwriting • proofread for spelling and punctuation errors	• assess the effectiveness of their own and others' writing and suggest improvements • proofread for spelling and punctuation errors	• propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns • use the present perfect form of verbs in contrast to the past tense • use conjunctions and adverbs to express time and cause (and place) • use subheadings to organise as devices • use present tense consistently • include factual information • choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • assess the effectiveness of their own and others' writing and suggest improvements • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • use the diagonal and horizontal strokes that are needed to join letters • increase the legibility, consistency and quality of their handwriting • use word families based on common words (solve, solution, dissolve, insoluble) • use form nouns using prefixes (super-, anti-) • proofread for spelling and punctuation errors	• write developed conclusion • write 4-5 paragraphs • use fronted adverbials • use commas after fronted adverbials • use further prefixes and suffixes and understand how to add them • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • vary sentence structure for effect • show application of difference between plural and possessive -s • extend noun phrases, including with prepositions • appropriate choice of pronoun or noun to create cohesion • extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • use the diagonal and horizontal strokes that are needed to join letters. • increase the legibility, consistency and quality of their handwriting • assess the effectiveness of their own and others' writing and suggest improvements • proofread for spelling and punctuation errors
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Writing Curriculum Map Reed First School

• use word families based on common words (solve, solution, dissolve, insoluble) • use form nouns using prefixes (super-, anti-) • proofread for spelling and punctuation errors					
Summer 1				Summer 2	
Journalistic Writing About Events and Issues Children Find Interesting (4-5 weeks) Child-led stimulus examples: • School events children want to report on • Local news children are interested in • Sports events children follow • Historical events children are studying (written as if reporting at the time) • Imagined news from children's story worlds • Interviews with people children admire • Issues in the news children want to explore How to make it child-led: • Ask: "What's happening that people should know about?" • Let children identify newsworthy events • Allow children to choose which events to report • Use children as reporters for real school events • Let children interview people they're interested in • Create class newspaper with children's chosen content • Follow children's interests in current affairs Possible outcomes: • Class newspaper published regularly • Articles for school website or newsletter • Reports shared with local community • News broadcasts (video or audio) • Display of children's journalism				Instructions and Explanations for Real Purposes (3-4 weeks) Child-led stimulus examples: • How to do something children are skilled at • How to play games children have invented • How to make things children have created • Explaining how things work that children understand • Instructions for activities children want to teach • Guides for places or activities children know well How to make it child-led: • Ask: "What could you teach others to do?" • Use children's hobbies and skills • Let children create instructions that will actually be followed • Allow children to invent games/activities to write about • Use children's expertise and knowledge • Test instructions with real audiences • Value children as teachers and experts Possible outcomes: • Explanation videos with scripts • Information displays • Published explanations for younger children • Science or history presentations • Class instruction manual • Video tutorials with written guides • Published how-to books	
End points				End points	
Year Three		Year Four		Year Three	
• discuss and record ideas • compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although		• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discuss and record ideas • compose and rehearse sentences orally (including dialogue), progressively build a varied and rich vocabulary and an increasing range of sentence structures		• discuss and record ideas • compose and rehearse sentences orally progressively building a varied and rich vocabulary • extend the range of sentences with more than one clause by using a wider	
				• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discuss and record ideas	



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• discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • organise paragraphs around a theme • use expanded noun phrases • assess the effectiveness of their own and others' writing and suggest improvements • read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. • write recount in chronological order • use past tense consistently • include 5 Ws • write headline and opening • write 3 paragraphs • choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • assess the effectiveness of their own and others' writing and suggest improvements • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • use the diagonal and horizontal strokes that are needed to join letters • increase the legibility, consistency and quality of their handwriting • use word families based on common words (solve, solution, dissolve, insoluble) • use form nouns using prefixes (super-, anti-)	• organise paragraphs around a theme • create settings, characters and plot • use further prefixes and suffixes and understand how to add them • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • use and punctuate direct speech (including punctuation within and surrounding inverted commas) • vary sentence structure for effect • show application of difference between plural and possessive -s • use standard English verb inflections (I did vs I done) • extend noun phrases, including with prepositions • extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • appropriate choice of pronoun or noun to create cohesion • indicate possession by using the possessive apostrophe with singular and plural nouns • use and punctuate direct speech (including punctuation within and surrounding inverted commas) • write detailed newspaper report • use reported speech and quotes • include varied sentence openers • use formal language and third person • include quotes • write 4-5 paragraphs • use the diagonal and horizontal strokes that are needed to join letters. • increase the legibility, consistency and quality of their handwriting • assess the effectiveness of their own and others' writing and suggest improvements • proofread for spelling and punctuation errors	range of conjunctions, including when, if, because, although • discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • write clear instructions in order • use imperative verbs and adverbs • include equipment list • add diagrams with labels • write 6-10 steps • organise paragraphs around a theme • form nouns using prefixes (super-, anti-) • propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • use conjunctions and adverbs to express time and cause (and place) • use subheadings to organise as devices • use present tense consistently • include factual information • choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • assess the effectiveness of their own and others' writing and suggest improvements • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • use the diagonal and horizontal strokes that are needed to join letters • increase the legibility, consistency and quality of their handwriting • use word families based on common words (solve, solution, dissolve, insoluble) • use form nouns using prefixes (super-, anti-)	• compose and rehearse sentences orally (progressively build a varied and rich vocabulary and an increasing range of sentence structures) • write detailed instructions with tips • use complex imperative sentences • include warnings and troubleshooting • write explanation of process • use causal language • write 8-12 steps plus explanation • use fronted adverbials • use commas after fronted adverbials • use further prefixes and suffixes and understand how to add them • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • vary sentence structure for effect • show application of difference between plural and possessive -s • extend noun phrases, including with prepositions • appropriate choice of pronoun or noun to create cohesion • extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • use the diagonal and horizontal strokes that are needed to join letters. • increase the legibility, consistency and quality of their handwriting • assess the effectiveness of their own and others' writing and suggest improvements • proofread for spelling and punctuation errors
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Writing Curriculum Map Reed First School

		• proofread for spelling and punctuation errors	
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Key Stage Two – B Year In all units, writing will be modelled and shared to prepare children for independent writing. Pupils will take part in guided sessions where this will enhance outcomes.			
Autumn 1		Autumn 2	
Myths and Legends Inspired by Children's Cultures and Interests (5-6 weeks) Child-led stimulus examples: • Myths from children's own cultural backgrounds • Creating new myths based on children's interests • Explaining natural phenomena children wonder about • Heroes based on qualities children admire • Myths set in places children know or imagine • Stories explaining things children are curious about How to make it child-led: • Survey children's cultural backgrounds and family stories • Ask: "What would you like to explain through a myth?" • Let children create their own mythical creatures • Use children's questions about the world • Allow children to choose which myths to study • Invite families to share cultural stories • Let children invent modern myths Possible outcomes: • Class mythology book • Myths performed or animated • Myths illustrated and displayed • Myths shared with families • Cultural celebration of stories		Biographies of People Children Admire (4-5 weeks) Child-led stimulus examples: • Family members children look up to • Historical figures children are interested in • Athletes, artists, or celebrities children admire • Local heroes or community members • Scientists, inventors, or explorers children find inspiring • People who have overcome challenges How to make it child-led: • Ask: "Who inspires you? Who would you like others to know about?" • Let children choose who to research • Invite children to interview family members • Use children's role models and heroes • Allow diverse choices reflecting children's interests • Connect to children's aspirations and values • Research people children genuinely want to learn about Possible outcomes: • Class "Hall of Fame" book • Biography displays • Presentations about chosen people • Letters to living people researched • Published biographies for library	
End points		End points	
Year Three	Year Four	Year Three	Year Four
• discuss and record ideas • compose and rehearse sentences orally progressively building a varied and rich vocabulary	• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discuss and record ideas • compose and rehearse sentences orally (including	• discuss and record ideas • compose and rehearse sentences orally progressively building a varied and rich vocabulary	• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar



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• extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • organise paragraphs around a theme • create settings, characters and plot • write adventure with clear structure • use expanded noun phrases • include dialogue with correct punctuation • retell or create myth with clear structure • use descriptive language for settings • include dialogue • create heroic characters • write 2-3 paragraphs • assess the effectiveness of their own and others' writing and suggest improvements • demonstrate application of all spelling patterns taught in KS1 • demonstrate application of common exception words from KS1 • demonstrate full range of punctuation taught at KS1 • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • proofread for spelling and punctuation errors • use the diagonal and horizontal strokes that are needed to join letters • increase the legibility, consistency and quality of their handwriting	dialogue), progressively build a varied and rich vocabulary and an increasing range of sentence structures • organise paragraphs around a theme • create settings, characters and plot • use further prefixes and suffixes and understand how to add them • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • use and punctuate direct speech (including punctuation within and surrounding inverted commas) • write extended adventure with developed plot • vary sentence structure for effect • show application of difference between plural and possessive -s • use standard English verb inflections (I did vs I done) • extend noun phrases, including with prepositions • appropriate choice of pronoun or noun to create cohesion • extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • use standard English verb inflections (I did vs I done) • write original myth with traditional features • develop complex characters • use varied sentence structures • create atmosphere and tension • write 4-5 paragraphs • use the diagonal and horizontal strokes that are needed to join letters. • increase the legibility, consistency and quality of their handwriting • assess the effectiveness of their own and others' writing and suggest improvements • proofread for spelling and punctuation errors	• extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • write biography in chronological order • use past tense • include key life events • use time connectives • write 3-4 paragraphs • form nouns using prefixes (super-, anti-) • use subheadings to organise as devices • use present tense consistently • include factual information • choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • assess the effectiveness of their own and others' writing and suggest improvements • demonstrate application of all spelling patterns taught in KS1 • demonstrate application of common exception words from KS1 • demonstrate full range of punctuation taught at KS1 • use the diagonal and horizontal strokes that are needed to join letters • increase the legibility, consistency and quality of their handwriting • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • proofread for spelling and punctuation errors	• discuss and record ideas • compose and rehearse sentences orally (progressively build a varied and rich vocabulary and an increasing range of sentence structures) • write detailed biography with clear structure • include early life, achievements, legacy • use varied sentence structures • include interesting facts and anecdotes • add quotes • write 5-6 paragraphs • use further prefixes and suffixes and understand how to add them • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • vary sentence structure for effect • show application of difference between plural and possessive -s • extend noun phrases, including with prepositions • appropriate choice of pronoun or noun to create cohesion • extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • use the diagonal and horizontal strokes that are needed to join letters. • increase the legibility, consistency and quality of their handwriting • assess the effectiveness of their own and others' writing and suggest improvements • proofread for spelling and punctuation errors
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Spring 1				Spring 2			
Play Scripts Based on Children's Stories and Interests (4 weeks) Child-led stimulus examples: • Dramatising children's own stories • Adapting favourite books or films • Creating plays about historical events children are studying • Plays addressing issues children care about • Comedy sketches based on children's humour • Plays set in worlds children have created How to make it child-led: • Ask: "What story would you like to see performed?" • Let children work in groups to create their own plays • Use children's narrative writing as basis for scripts • Allow children to choose themes and topics • Let children direct and perform their scripts • Use children's interests in drama and performance • Create plays for real performances Possible outcomes: • Class performances • Scripts performed for other classes • Video recordings of plays • Published script collection • Drama festival		Poetry Inspired by Children's Observations and Feelings (3-4 weeks) Child-led stimulus examples: • Poems inspired by children's photographs or artwork • Poems about issues children care about • Poems celebrating things children value How to make it child-led: • Take observation walks - children photograph what interests them • Ask: "What makes you feel strongly? What do you notice that others miss?" • Use children's questions and wonderings • Celebrate children's unique perspectives • Let children choose poetry forms that appeal to them • Create "Poetry Provocations" based on children's interests • Celebrate children's unique perspectives Possible outcomes: • Poetry performance evening for families • Poetry display in school • Poems published in local community • Poetry podcast or video		Discussion Texts About Topics Children Debate (4-5 weeks) Child-led stimulus examples: • School issues children have opinions about • Ethical dilemmas children find interesting • Environmental debates children engage with • Technology issues children experience • Social issues children notice • Questions children genuinely disagree about How to make it child-led: • Notice what children debate naturally • Ask: "What do you and your friends disagree about?" • Use real classroom or school dilemmas • Let children suggest discussion topics • Vote on which issues to explore • Value different perspectives • Create safe space for respectful disagreement Possible outcomes: • Class debates • Discussion articles for school newsletter • Letters to decision-makers • Display of different perspectives • Blog posts or vlogs			
End points		End points		End points			
Year Three	Year Four	Year Three	Year Four	Year Three	Year Four		
• discuss and record ideas • compose and rehearse sentences orally progressively building a varied and rich vocabulary • extend the range of sentences with more than one clause by using	• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discuss and record ideas • compose and rehearse sentences orally (progressively build a varied and rich vocabulary	• discuss and record ideas • compose and rehearse phrases orally progressively building a varied and rich vocabulary • discuss writing similar to that which they are planning to write in order to understand and learn	• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discuss and record ideas • compose and rehearse phrases orally (progressively build a varied and rich vocabulary.	• discuss and record ideas • compose and rehearse sentences orally progressively building a varied and rich vocabulary • extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • discuss writing similar to that which they are planning to write in order to	• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discuss and record ideas • compose and rehearse sentences orally (progressively build a varied and rich vocabulary and an increasing range of sentence structures		



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a wider range of conjunctions, including when, if, because, although • discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • write simple play script with scenes • use character names correctly • include basic stage directions • create 2-3 characters • write 1-2 scenes • form nouns using prefixes (super-, anti-) • propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • use conjunctions and adverbs to express time and cause (and place) • use subheadings to organise as devices • use present tense consistently • include factual information • choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • assess the effectiveness of their own and others' writing and suggest improvements	and an increasing range of sentence structures • write extended play script • use detailed stage directions • develop character through dialogue • include multiple scenes • use dramatic techniques • write 2-3 scenes • use fronted adverbials • use commas after fronted adverbials • use further prefixes and suffixes and understand how to add them • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • vary sentence structure for effect • show application of difference between plural and possessive -s • extend noun phrases, including with prepositions • appropriate choice of pronoun or noun to create cohesion • extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • use the diagonal and horizontal strokes that are needed to join letters. • increase the legibility, consistency and quality of their handwriting • assess the effectiveness of their own and others' writing and suggest improvements	from its structure, vocabulary and grammar • write poems using imagery • use similes effectively • experiment with line breaks • include alliteration and onomatopoeia • perform with expression • assess the effectiveness of their own and others' writing and suggest improvements • use the diagonal and horizontal strokes that are needed to join letters • increase the legibility, consistency and quality of their handwriting • proofread for spelling and punctuation errors	• use the diagonal and horizontal strokes that are needed to join letters. • increase the legibility, consistency and quality of their handwriting • write poems with developed imagery • use metaphors and personification • experiment with structure and form • create atmosphere through word choice • edit and refine for impact • assess the effectiveness of their own and others' writing and suggest improvements • proofread for spelling and punctuation errors	understand and learn from its structure, vocabulary and grammar • present two sides of an argument • give reasons for each viewpoint • use connectives (however, on the other hand) • state own opinion in conclusion • write 3 paragraphs • use persuasive language • give reasons for opinions • use questions to engage • organise paragraphs around a theme • form nouns using prefixes (super-, anti-) • propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns • use the present perfect form of verbs in contrast to the past tense • use conjunctions and adverbs to express time and cause (and place) • use subheadings to organise as devices • use present tense consistently • include factual information • choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • assess the effectiveness of their own and others' writing and suggest improvements • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • use the diagonal and horizontal strokes that are needed to join letters • increase the legibility, consistency and quality of their handwriting • use word families based on common words (solve, solution, dissolve, insoluble)	• write persuasive text with developed arguments • use rhetorical questions and emotive language • structure arguments logically (point, evidence, explanation) • use modal verbs • include counter-arguments • write balanced discussion with clear structure • present multiple arguments for each side • use formal language • include evidence and examples • use modal verbs • write developed conclusion • write 4-5 paragraphs • use fronted adverbials • use commas after fronted adverbials • use further prefixes and suffixes and understand how to add them • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • vary sentence structure for effect • show application of difference between plural and possessive -s • extend noun phrases, including with prepositions • appropriate choice of pronoun or noun to create cohesion • extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • use the diagonal and horizontal strokes that are needed to join letters. • increase the legibility, consistency and quality of their handwriting • assess the effectiveness of their own and others' writing and suggest improvements
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- place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals - use the diagonal and horizontal strokes that are needed to join letters - increase the legibility, consistency and quality of their handwriting use word families based on common words (solve, solution, dissolve, insoluble) use form nouns using prefixes (super-, anti-) - proofread for spelling and punctuation errors	proofread for spelling and punctuation errors			- use form nouns using prefixes (super-, anti-) - proofread for spelling and punctuation errors	proofread for spelling and punctuation errors
Summer 1				Summer 2	
Fantasy Stories Set in Worlds Children Create (5 weeks) Child-led stimulus examples: - Worlds inspired by children's favourite games or books - Magical versions of places children know - Fantasy worlds children have imagined - Stories featuring children's invented creatures - Adventures in settings children design - Quests based on children's interests How to make it child-led: - Ask: "If you could create any world, what would it be like?" - Let children design their fantasy worlds first - Use children's artwork and maps as planning - Allow children to collaborate on shared worlds - Build on children's imaginative play - Use children's gaming experiences - Value children's creativity and invention Possible outcomes: - Class fantasy anthology - Illustrated fantasy books - Fantasy world maps and guides - Stories published online				Explanation Texts About Questions Children Want Answered (4 weeks) Child-led stimulus examples: - How things work that children wonder about - Scientific processes children are curious about - Historical events children want to understand - Natural phenomena children observe - Technology children use daily - Questions from children's "Wonder Wall" How to make it child-led: - Create ongoing "Wonder Wall" of children's questions - Ask: "What have you always wanted to understand?" - Let children choose which questions to research - Use children's observations and curiosity - Allow children to explain their own expertise - Value children as researchers and explainers - Connect to children's real questions Possible outcomes: - Class "How It Works" book - Explanation videos with scripts - Information displays	



Writing Curriculum Map Reed First School

Fantasy story performances		- Published explanations for younger children - Science or history presentations	
End points		End points	
Year Three	Year Four	Year Three	Year Four
- discuss and record ideas - compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures - extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although - discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - organise paragraphs around a theme - create settings, characters and plot - write adventure with clear structure - use expanded noun phrases - include dialogue with correct punctuation - assess the effectiveness of their own and others' writing and suggest improvements - read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. write fantasy story with magical elements create imaginary setting - include problem and solution - use descriptive language - write 2-3 paragraphs - choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition - assess the effectiveness of their own and others' writing and suggest improvements - place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals - use the diagonal and horizontal strokes that are needed to join letters - increase the legibility, consistency and quality of their handwriting - use word families based on common words (solve, solution, dissolve, insoluble) - use form nouns using prefixes (super-, anti-)	- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - discuss and record ideas - compose and rehearse sentences orally (including dialogue), progressively build a varied and rich vocabulary and an increasing range of sentence structures - organise paragraphs around a theme - create settings, characters and plot - use further prefixes and suffixes and understand how to add them - place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals - use and punctuate direct speech (including punctuation within and surrounding inverted commas) - write extended adventure with developed plot - vary sentence structure for effect - show application of difference between plural and possessive -s - use standard English verb inflections (I did vs I done) - extend noun phrases, including with prepositions - extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although - choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition - appropriate choice of pronoun or noun to create cohesion - indicate possession by using the possessive apostrophe with singular and plural nouns - use and punctuate direct speech (including punctuation within and surrounding inverted commas) write extended fantasy story create detailed fantasy world develop complex plot use advanced descriptive techniques build tension and atmosphere - write 4-5 paragraphs - use the diagonal and horizontal strokes that are needed to join letters.	- discuss and record ideas - compose and rehearse sentences orally progressively building a varied and rich vocabulary - extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although - discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar explain process in logical order know to use present tense include causal language use time connectives include diagrams - write 3-4 paragraphs - organise paragraphs around a theme - form nouns using prefixes (super-, anti-) - propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences - use conjunctions and adverbs to express time and cause (and place) - use subheadings to organise as devices - use present tense consistently - include factual information - choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition - assess the effectiveness of their own and others' writing and suggest improvements - place the possessive apostrophe accurately in words with	- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - discuss and record ideas - compose and rehearse sentences orally (progressively build a varied and rich vocabulary and an increasing range of sentence structures) write detailed explanation with introduction use technical vocabulary accurately include cause and effect relationships use complex sentences add diagrams with detailed captions include summary - write 4-5 paragraphs use fronted adverbials use commas after fronted adverbials - use further prefixes and suffixes and understand how to add them - place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals - vary sentence structure for effect - show application of difference between plural and possessive -s - extend noun phrases, including with prepositions - appropriate choice of pronoun or noun to create cohesion - extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although - choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition



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	• increase the legibility, consistency and quality of their handwriting • assess the effectiveness of their own and others’ writing and suggest improvements • proofread for spelling and punctuation errors	regular plurals and in words with irregular plurals • use the diagonal and horizontal strokes that are needed to join letters • increase the legibility, consistency and quality of their handwriting • use word families based on common words (solve, solution, dissolve, insoluble) • use form nouns using prefixes (super-, anti-) • proofread for spelling and punctuation errors	• use the diagonal and horizontal strokes that are needed to join letters. • increase the legibility, consistency and quality of their handwriting • assess the effectiveness of their own and others’ writing and suggest improvements • proofread for spelling and punctuation errors
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