
	English Curriculum Yearly Overview: Writing						
Jump to:							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Texts are sourced from:							
CLPE Power of Reading texts	CLPE core texts	Literacy Shed stimuli	Pie Corbett texts	Traditional tales/Traditional poems			

		Autumn		Spring		Summer	
		1	2	1	2	1	2
EYFS (Understanding the World, Development Matters 2021)	Nursery	<p>Mark making</p> <p>Children will know how to draw horizontal lines.</p> <p>Book: Hug, Jez Alborough</p> <p>Poem: Baa baa black sheep</p>	<p>Mark making</p> <p>Children will know how to draw vertical lines.</p> <p>Book: Leaf Man by Lois Ehlert</p> <p>The leaf thief by Alice Hemming and Nicola Slater</p> <p>Percy the Park Keeper by Nick Butterworth</p> <p>Poem: I, 2 buckle my shoe and other Twinkle Twinkle Chocolate Bar poems</p>	<p>Mark making</p> <p>Children will know how to draw circles.</p> <p>Book: Percy the Park keeper – One snowy night by Nick Butterworth</p> <p>10 Things I Can Do to Help My World by Melanie Walsh</p> <p>Poem: An alphabet of horrible habits</p> <p>Caribbean Counting Poem</p>	<p>Mark making</p> <p>Children will know how to draw diagonal lines.</p> <p>Book: Oliver’s Vegetables by Vivian French</p> <p>Handa’s Surprise by Eileen Browne</p> <p>Poem: The Gigantic Turnip Poem by Aleksei Tolstoy</p> <p>Hot Cross Buns</p> <p>10 Dancing Dinosaurs</p>	<p>Mark making</p> <p>Children will write the initial sound in their name.</p> <p>Book: The Tiny Seed by Eric Carle</p> <p>Yucky Worms by Vivian French</p> <p>The Very Hungry Caterpillar by Eric Carle</p> <p>Poem: Grand Old Duke of York</p> <p>3 Blind Mice</p> <p>Mary had a little lamb</p>	<p>Mark making</p> <p>Children will write their name.</p> <p>Book: What the Ladybird Heard? by Julia Donaldson</p> <p>Aaaarrgghh, Spider! by Lydia Monks</p> <p>Dear Zool by Rod Campbell</p> <p>Poem: Little Miss Muffet</p> <p>Humpty Dumpty</p> <p>Old MacDonald had a farm</p> <p>Pass the Jam, Jim, Kaye Imansky</p>
	Reception	<p>Mark making: Knowing how to write their names correctly.</p> <p>Correctly forming letters taught through Little Wandle.</p> <p>Book: Colour monster by Anna Llenas</p> <p>Marvellous Me by Lisa Bullard</p> <p>Owl Babies by Martin Waddell</p> <p>The 3 Little Pigs, traditional tale</p> <p>Poem: Wind the Bobbin Up</p> <p>Miss Poly (from Twinkle Twinkle Chocolate Bar)</p>	<p>Mark making: Correctly forming letters taught through Little Wandle.</p> <p>Book: Pumpkin Soup, Helen Cooper</p> <p>Polar Bear, Polar Bear, What do you hear? Eric Carle</p> <p>A Christmas Story by Brian Wildsmith</p> <p>Poem: Assorted from ‘Ready for Spaghetti’</p>	<p>Mark making: Writing words representing the sounds with a letter/letters.</p> <p>Correctly forming letters taught through Little Wandle.</p> <p>Book: Here We Are, Oliver Jeffers</p> <p>The Tiger Who Came to Tea by Judith Kerr</p> <p>Supertato by Paul Linnet and Sue Hendra</p> <p>Poem: A Story About Afiya, James Berry</p>	<p>Mark making: Writing labels/phrases representing the sounds with a letter/letters.</p> <p>Correctly forming letters taught through Little Wandle.</p> <p>Writing correctly punctuated simple sentences. Joining using conjunctions and, but and so.</p> <p>Book: Jack and the Beanstalk, traditional tale by Giuseppe Di Lerna</p> <p>The Run Away Pea by Kjartan Poskitt and Alex Willmore</p> <p>Tad by Benji Davies</p> <p>Poem: Oh Dear, Michael Rosen from ‘A Great Big Cuddle’</p>	<p>Mark making: Writing words which are spelt phonetically.</p> <p>Forming all 26 lowercase letters of the alphabet correctly.</p> <p>Writing correctly punctuated simple sentences. Joining using conjunctions and, but and so.</p> <p>Book: Little Red Riding Hood, traditional tale by Lari Don</p> <p>Gingerbread Man by Lesley Sims</p> <p>Luna Loves Library Day by Joseph Coelho and Fiona Lumbers</p> <p>Poem: Assorted from My Village: Rhymes from Around the World, Danielle Wright and Mique Moriuchi</p>	<p>Mark making: Correctly forming capital letters.</p> <p>Writing correctly punctuated simple sentences accurately with correct punctuation.</p> <p>Children will know how to read what they have written to check in makes sense.</p> <p>Book: Double Trouble for Anna Hibiscus by Atinuke</p> <p>The Tale of the Whale by Karen Swann and Padmacandra</p> <p>The Lion inside by Rachel Bright and Jim Field</p> <p>Poem: Small Quarrel, Allan Ahlberg from ‘Collected Poems’</p>
KS1	Year 1	<p>Writing to entertain</p> <p>Book: Beegu, Alexis Deacon</p> <p>Poem: Queue for the Zoo, Clare Bevan</p> <p>Assessment outcome: Retell of Beegu using description</p>	<p>Writing to entertain</p> <p>Book: The Jolly Postman, Janet and Allen Ahlberg</p> <p>Poem: Each Peach Pear Plum, Janet and Allen Ahlberg</p> <p>Assessment outcome: Own retell of the postman with characters and description from other stories</p>	<p>Writing to inform</p> <p>Book: Wangari’s Trees of Peace, Jeanette Winter</p> <p>Poem: Dad and the Cat and the Tree, Kit Wright</p> <p>Assessment outcome: Instructions on how to plant a tree</p>	<p>Writing to inform</p> <p>Book: Traction Man by Mimi Grey</p> <p>Poem: Alphabet Poem, Michael Rosen</p> <p>Assessment outcome: A recount as Traction Man about the battles he had with the characters</p>	<p>Writing to entertain</p> <p>Book: The Secret Sky Garden, Linda Sarah and Fiona Lumbers</p> <p>Poem: Pineapple by Vyanne Samuels</p> <p>Assessment outcome: To write a character or setting description</p>	<p>Writing to entertain</p> <p>Book: Amazing Grace Mary Hoffman</p> <p>Poem: If you should meet a crocodile, Christina Fletcher</p> <p>Assessment outcome: To write in role as Grace and a recount of the events/places she visits.</p>

		<p>Writing to entertain</p> <p>Book: Rapunzel, Bethan Woolvin</p> <p>Squirrel’s Busy Day- re-tell with grammar and spelling focus- using question marks, apostrophes and HFW friends, Autumn</p> <p>A Winter’s Child- descriptive writing (noun phrases)- setting description</p> <p>Assessment outcome: Retell of story</p>	<p>Writing to inform</p> <p>Book: Toby and the Great Fire of London, Margaret Nash</p> <p>Assessment outcome: To write a newspaper report.</p>	<p>Writing to inform</p> <p>Book: Rabbit and Bear, Rabbit’s Bad Habits, Julian Gough and Jim Field</p> <p>Mr Wolf’s Pancakes, Jan Fearnley</p> <p>Poem: The Demon Mouth, Kate Wakeling from Moon Juice</p> <p>Assessment outcome: Instruction writing e.g. staying warm during winter</p>	<p>Writing to Entertain</p> <p>Book: Tuesday, David Wiesner</p> <p>Poem: My Gran visits England, Grace Nichols</p> <p>Assessment outcome: To write a recount of an unusual day</p>	<p>Writing to inform</p> <p>Book: Clem and Crab, Fiona Lumbers</p> <p>Clean Up! Nathan Byran</p> <p>Poem: Leave the Whale Alone Please, Tony Bradman</p> <p>Assessment outcome: Writing a letter to inform the reader how to look after the environment.</p>	<p>Writing to entertain</p> <p>Book: The Snail and the Whale, Julia Donaldson</p> <p>Poem: The Seagulls, Michael Rosen</p> <p>On a Beach, Suzy Levinson</p> <p>Assessment outcome: A recount about the day at the beach</p>
UKS2	Year 3	<p>Writing to entertain</p> <p>Book: The Tin Forest</p> <p>Poem: What is Pink? Christina Rossetti</p> <p>Assessment outcome: To write a first person story of the old man’s life</p>	<p>Writing to persuade</p> <p>Book: The Iron Man, Ted Hughes</p> <p>Poem: Windrush Child, John Agard from Under the Moon & Over the Sea</p> <p>Assessment outcome: To write a persuasive argument.</p>	<p>Writing to inform</p> <p>Book: The Iron Man, Ted Hughes</p> <p>The Pebble in My Pocket, Meredith Hooper</p> <p>Poem: The water in the glass you are holding right now*, Kate Wakeling from Cloud Soup</p> <p>Assessment outcome: To write a biography in the role of a pebble.</p>	<p>Writing to persuade</p> <p>The Pebble in My Pocket, Meredith Hooper</p> <p>Book: Into the Forest, Anthony Browne</p> <p>Poem: Free, Kate Wakeling from Cloud Soup</p> <p>Assessment outcome: To write a persuasive letter to persuade Dad to come home.</p>	<p>Writing to inform</p> <p>Book: Gregory Cool by Caroline Binch</p> <p>Poem: Grace Nichols poems: Sun is Laughing and What Mi Mudder Do</p> <p>Assessment outcome: To write in role as Gregory about the events of the book (diary entry- recount)</p>	<p>Writing to entertain</p> <p>The Butterfly Lion, Michael Morpurgo</p> <p>Poem: For Forest, Grace Nichols</p> <p>Assessment outcome: To write a section of the story form the Lion’s point of view.</p>
	Year 4	<p>Writing to entertain</p> <p>Book: Escape from Pompeii, Christina Balit</p> <p>Poem: Lava, Tim Kindberg</p> <p>Assessment outcome: To write a post-eruption setting description</p>	<p>Writing to persuade</p> <p>Book: Firebird, Saviour Pirotta and Catherine Hyde</p> <p>Poem: Caged Bird, Maya Angelo</p> <p>Assessment outcome: A balanced argument (speech) about whether Ivan was right to steal the Firebird.</p>	<p>Writing to persuade</p> <p>Book: Charlotte’s Web, E.B.White</p> <p>Poem: Free, Kate Wakeling</p> <p>Assessment outcome: A letter as Wilbur/Charlotte persuading the farmer to keep Wilbur alive</p>	<p>Writing to inform</p> <p>Book: Fly, Eagle, Fly!, Christopher Gregorowski</p> <p>Poem: Between the Dog & the Wolf (after Aesop), James Carter</p> <p>Assessment outcome: To write an informative text about Eagles.</p>	<p>Writing to inform</p> <p>Book: The Miraculous Journey of Edward Tulane, Kate DiCamillo</p> <p>Poem: From a Railway carriage, R. L. Stevenson</p> <p>Assessment outcome: Writing a letter in the role of Edward.</p>	<p>Writing to entertain</p> <p>Book: The Miraculous Journey of Edward Tulane, Kate DiCamillo</p> <p>Poem: Journey by Valerie Bloom (Stars with Flaming Tails)</p> <p>Assessment outcome: To write a story from the eagle or friend’s point of view.</p>
UKS2	Year 5	<p>Writing to entertain</p> <p>Book: Shackleton’s Journey by William Grill</p> <p>Ice Trap by Meredith Hooper and M.P. Robertson</p> <p>Poem: Tips for the New Boy, Rachel Rooney</p> <p>Assessment outcome: Setting description Narrative using dialogue</p>	<p>Writing to inform</p> <p>Book: Hidden Figures, Margot Lee Shetterly (KS2 version)</p> <p>Poem: Tomorrow has your name on it, Roger McGough</p> <p>Assessment outcome: Biography Newspaper report</p>	<p>Writing to discuss</p> <p>Book: Kaspar: Prince of Cats, Michael Morpurgo</p> <p>Poem: If cats had flavoured fur, Matt Goodfellow</p> <p>Assessment outcome: Balanced argument: who had the most impact on Johnny’s life and why?</p>	<p>Writing to persuade</p> <p>Book: The True Story of the Three Little Pigs, Jon Scieszka</p> <p>(Guided Reading) Suffragette: The Battle for Equality, David Roberts</p> <p>Visual Literacy: Derby Day by Maz O’Connor</p> <p>Assessment outcome: Persuasive speech for equal rights- could be written to Parliament?</p>	<p>Writing to persuade</p> <p>Book: The Great Kapok Tree Book by Lynne Cherry</p> <p>Poem: I Dream a World, Langston Hughes</p> <p>Assessment outcome: Persuasive debate about environment.</p>	<p>Writing to entertain</p> <p>Book: MacBeth, Shakespeare</p> <p>Poem: The Highwayman, Alfred Noyes</p> <p>Assessment outcome: Recount from the Highwayman’s point of view</p>

	Year 6	<p>Writing to entertain</p> <p>Book: Goodnight Mr Tom</p> <p>Assessment outcome: Own narrative based on evacuation</p>	<p>Writing to persuade</p> <p>Writing to entertain</p> <p>Book: A Christmas Carol, Charles Dickens</p> <p>Poem: The Raven by Edgar Allen Poe</p> <p>Assessment outcome: A speech as Scrooge to the Ghost of Christmas future to forgive him.</p>	<p>Writing to discuss</p> <p>Book: One Boy’s War, Lynn Huggins-Cooper</p> <p>Poem: Where the Poppies Now Grow</p> <p>Literacy Shed: The Piano</p> <p>Assessment outcome: Should the age of joining the army be lowered to allow 16 year olds to fight?</p>	<p>Writing to inform</p> <p>Writing to entertain</p> <p>Book: Holes by Louis Sachar</p> <p>Poem: Message from your Mobile by John Agard</p> <p>Assessment outcome: Inform – Survival Guide to Camp Green Lake</p> <p>Assessment outcome: Entertain – Write alternative ending to Holes.</p>	<p>Writing to persuade</p> <p>Literacy Shed: Alma</p> <p>Poem: Little Freak</p> <p>Assessment outcome: To write a persuasive letter to Alma not to enter the shop.</p>	<p>Writing to discuss</p> <p>Writing to inform</p> <p>Book: The Giant’s Necklace by Michael Morpurgo</p> <p>Poem: Sun is Laughing by Grace Nichols</p> <p>Assessment outcome: Inform – A guide to beach/coastal safety</p> <p>Discuss – Humorous recount about the PGL week away</p>