

English Writing Curriculum

2025 - 2026



At Lobley Hill Primary School we aim to be the 'Best that We Can Be' through being curious, adventurous and respectful in order to achieve personal excellence.

Statement of Intent:

At Lobley Hill Primary School, we aim to develop confident, skilled, and purposeful writers who can express themselves clearly and creatively for a range of audiences and purposes. Writing is a vital life skill, and we are committed to ensuring every child leaves our school with the ability to communicate effectively, with fluency, imagination, and accuracy.

Through a carefully sequenced and progressive writing curriculum, pupils are introduced to a wide range of genres and writing styles. With each unit of work, children deepen their understanding of the key elements of effective writing, including:

- the purpose of the writing,
- the audience and how to engage them,
- the use and impact of grammar and literary techniques,
- and the power of vocabulary to shape meaning and evoke emotion.

We have high expectations for all learners and foster a classroom culture where effort, resilience, and pride in written work are valued. Our teaching supports children to take ownership of the writing process—planning, drafting, revising, and editing their work with increasing independence. Constructive feedback is central to this journey, guiding children to correct inaccuracies while also reflecting critically on how to improve their writing for clarity, coherence, and creativity.

Writing is interwoven across the curriculum, allowing children to apply their skills in meaningful contexts and explore links between reading, speaking, and writing. By building strong foundations in transcription and composition, we empower children to write with both precision and purpose.

Ultimately, our intent is to nurture enthusiastic, reflective writers who value their own voice and are equipped with the tools to communicate effectively throughout their lives.

Our Approach to Teaching Writing at Lobley Hill Primary School

In Lobley Hill, we expect our teachers to see writing as a continuous process that requires responsive teaching and the ability to move backwards and forwards between different aspects of writing instruction. This should not be viewed as a purely linear process as teaching should move seamlessly between elements of instruction depending upon the needs and attainment of the pupils.



Writing Lessons

In our school, we follow a 'book based' approach using high-quality books as the core text to stimulate ideas and topics for writing. The aim is for pupils to explore the texts in a sustained way and engage with the materials in depth; thereby, providing content for their own writing. These texts usually act as mentor texts (genuine high-quality examples of the type of writing the children will produce as an outcome of the unit of work). Where the text is used for the initial stimulus only (e.g. the children read a narrative that stimulates a piece of writing to discuss an issue or persuade), model texts will supplement the core text and act as mentor texts for our young writers.

Each unit of work lasts for between 4-5 weeks and is delivered through daily, 1 hour long English lessons.

The teaching sequence for each unit is detailed in our medium-term plans. These are divided into 'steps' and teachers have the professional scope to plan how many lessons each step will take and make adjustments as appropriate to meet the needs of the class or particular groups. We expect teaching and planning to be responsive, for example, if more than one lesson is needed to embed a skill then this should be done rather than moving on and leaving gaps in understanding.

- Texts become increasingly challenging as children move through the year and across the Year groups (R-Y6). Challenge has been judged using vocabulary and sentence structure and complexity of the theme and matched to the CLPE recommendations.
- High quality picture books have been chosen rather than novels so that there is enough time to read the entire text and allow for writing instruction and practise (novels and sustained texts are included in the reading curriculum).
- There is an expectation that the books will be supplemented with further model texts as part of our approach to teaching writing. This ensures appropriate challenge and enough exposure to the range and quality of vocabulary and sentence structure required for each year group.
- The range of texts has been deliberately and carefully planned to ensure that the children have a rich, diverse and balanced reading 'diet' as they move through school. (PLEASE NOTE: if a teacher wants to change a text e.g. a new text is discovered, there has been a text based training session etc, this must be done in consultation with the subject leader to ensure that any change does not disrupt/change the balance of texts)
- In the narrative selection, we have chosen books to ensure balance of genres, key characters that represent the diversity in our society, progression in traditional tales, a range of contemporary texts and an introduction to classic texts.
- In the non-fiction selection, we have planned books that use a range of themes and topics (e.g. animals, inventions, mysteries, machines, nature, space etc.)
- In the poetry selection, we have ensured that there is progression in the poetry forms studied and written as well as the opportunity to study poems closely before practising and performing aloud to an audience. Within our Guided Reading sessions there is diverse representation in the poets that children study.
- All of the above, has also been balanced against texts chosen for guided reading sessions and our 'read aloud for pleasure' offering. A number of texts have been specified, however teachers will have some flexibility to choose some texts throughout the year which may interest their class.

In one English lesson per week, children will be asked to write an independent piece of writing. This can be linked to their current genre or theme within English to encourage use of taught vocab and style. During this lesson, children will be given a simple stimulus such as a picture. The teacher will do a short introduction detailing main features of their writing type before children produce their own piece of writing.

Long Term Overview: Writing Outcomes and Core Texts

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Text type and Focus Text	Narrative Clean Up! By Nathan Bryon	Narrative Clean Up! By Nathan Bryon	Non-Chronological The big book of beasts	Narrative Grandads Island by Benji Davies	Instructions Mr wolf's pancakes	Narrative The billy goats gruff
	End of unit writing	Character description	Setting description	Non-chronological report	Narrative	Instructions	Narrative
	Poetry	Poet Study: Jane Newberry		Poetry Form: Acrostics		Close study: He and She Treasures by Clare Bevan	
Year 2	Text type and Focus Text	Narrative Beegu by Alexis Deacon	Instructions Ten things I can Do to Help My World by Melanie Walsh	Narrative Rapunzel by Bethan Woolvin	Inform - Non-Chronological Report One Day on Our Blue Planet: In the Savannah Ella Bayley	Narrative The Lonely Beast by Chris Judge	Recount If all the world by Joseph Coelho
	End of unit writing	Writing in role – recount sections of the story	Instructions	Character description	Non-chronological report	Narrative of the beast's journey	Personal recounts
	Poetry	Poet Study: Marilyn Singer		Poetry Form: List Poems	Close study: Someone by Wlater De la Mare		
Year 3	Text type and Focus Text	Narrative After the Fall by Dan Santat	Inform - Non-Chronological Report A giant Dose of Gross by Andy Seed	Narrative Cinnamon by Neil Gammon	Explanation Monsters: An owner's guide by Jonathan Emmett	Narrative African Tales – A bare foot collection	Inform – Biography Little People, Big Dreams Wilma Rudolph Wilma Rudolph Against All Odds by Stephanie Macceca
	End of unit writing	Diary entry of main character	Non-Chronological Report based on shared characteristics of specific animals	Narrative retelling focus on dialogue	Explanation text	Retelling of one of the tales	Biography

	Poetry	Poet Study: Jack Prelutsky		Poetry Form: Limericks		Close study: The Lion and Albert by Marriott Edgar and Lion by Ann Bonner	
Year 3/4/5/6	Text type and Focus Text	Narrative Jack and the beanstalk	Inform – The Santa Trap	Narrative Cinnamon by Neil Gammon	Persuasion The Bear and the Pianos	Narrative African Tales – A bare foot collection	Inform – Biography Little People, Big Dreams Wilma Rudolph Wilma Rudolph Against All Odds by Stephanie Macceca
	End of unit writing	Recount	Instructions	Narrative retelling focus on dialogue	Letter writing	Retelling of one of the tales	Biography
	Poetry	Poet Study: Joseph Coelho		Poetry Form: Kennings		Close study: Overheard on a Saltmarsh by Harold Munro	
Year 3/4 and Year 4	Text type and Focus Text	Narrative Winters Child by Angela McAllister	Explanation Until I met Dudley	Narrative Ossiri and the Bala Mengro	Persuasion Kids Fight Plastic	Narrative The Lost Happy Endings	Debate Beauty and the Beast a grammasaurus text
	End of unit writing	Descriptive writing	Explanation	Character description and dialogue focus	Persuasive leaflet	Narrative	Debate/argument on the wrong doings of the beast
	Poetry	Poet Study: Joseph Coelho		Poetry Form: Kennings		Close study: Overheard on a Saltmarsh by Harold Munro	
Year 5	Text type and Focus Text	Explanation Wallace and Grommit – Cracking	Narrative	Recount Yayoi Kusama From Here to Infinity by	Narrative The Man Who Walks Between Two Towers	Inform – Non-Chronological Report	Narrative

		contraptions video and manual	Where Snow Angels go by Maggie O'Farrell	Sarah Susuki & Yayoi Kusama Covered Everything in Dots and Wasn't Sorry by Fausto Gilberti	By Mordicai Gerstein	Eyewitness Oceans (Link to Geography Unit)	East o the sun west o the moon by Peter Christen Asbjørnsen
	End of unit writing	Explanation text	Narrative with a focus on speech (formal and informal)	Biography	Literary Recount – recount the crossing between the towers 'in role' with a focus on conveying viewpoint (writing 3 recounts from differing viewpoints)	Persuasion	Narrative retelling of one of the traditional tales with a change to a character
	Poetry	Poet Study: Matt Goodfellow		Poetry Form: Concrete poems/ shape poems/ calligrams		Close study: The River by Valerie Bloom	
Year 6	Text type and Focus Text	Narrative Rose Blanche by Roberto Innocenti	Non-chronological report Mountains of the World by Dieter Braun	Narrative Icarus	Chronological Report Henry's Freedom Box	Narrative Alma	Non-Fiction mix The Boy, The Mole, The fox and The Horse
	End of unit writing	Narrative focus on setting	Write a non-chronological report on Mount Everest	Narrative with a focus on speech to convey character and move the story forward	Chronological report	Narrative with a focus on different viewpoints and suspense	Multi genre text drawing on previous style of writing taught e.g. personal writing, instructions, report, question and answer, book reviews etc.
	Poetry	Poet Study: Grace Nichols		Poetry Form: Cinquains		Close study: Refugee by Brian Bilston and Mainly about Aliens by Ruth Awolola	

	Recount	Instruct	Inform (Non-Chronological)	Inform Chronological (Biography)	Explain	Persuade	Discuss/Debate
Year 1	✓	✓	✓				
Year 2	✓	✓	✓				
Year 3			✓	✓	✓		
Year 3/4/5/6			✓	✓	✓		
Year 3/4			✓	✓	✓		
Year 4					✓	✓	✓
Year 5				✓	✓	✓	
Year 6			✓	✓		✓	

