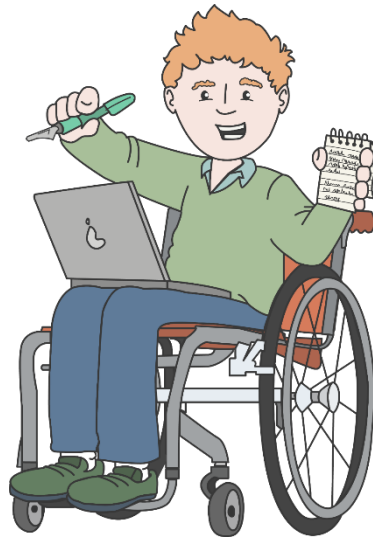




Writing Curriculum

2025-26

Our Intent for Writing at Roundhill Primary School

At Roundhill, the intention of our writing curriculum is to create young writers who are confident, aware of, and able to use their own knowledge. We want children to enjoy writing and experience the breadth and variety of a range of different genres and text types. Writing empowers children to communicate their ideas and emotions to others, to be creative and imaginative, or meticulous with details – we aim to create writers who relish the process of writing and the challenges that it presents.

We want all children to be able to have a good understanding of English to be able to communicate confidently in both speech and writing. We use a progressive curriculum that builds upon previous teaching, with regular assessment to ensure each child can reach their full potential. We include and engage all of our children in high-quality learning experiences with the aim that they leave as confident, capable and independent writers, who not only understand the purpose and importance of writing but also enjoy the writing process.

Our aims are to:

- Plan a progressive curriculum that builds upon previous teaching, with regular assessments to ensure pupils' individual progress within writing.
- Ensure every child has a good knowledge of phonics to springboard them to become fluent writers.
- Ensure objectives in reading and writing have purpose which are linked to high-quality texts.
- Develop spoken language through debate, drama and discussion, using the issues raised through, and within, text.
- Provide stimulating writing opportunities and experiences that engage and enhance all pupils.
- Teach children to write clearly, accurately and coherently, adapting their language and style for a range of contexts, purposes and audiences.
- Give all children a good understanding of grammar so they can apply it to their writing.
- Teach children a wide vocabulary and how to spell new words by effectively applying the spelling patterns and rules they have learnt throughout their time in primary school.
- Develop children's pride in presentation of their writing by developing a legible, joined individual handwriting style by the time they move to Key Stage 3.

Implementation

At Roundhill Primary School, we use Literacy Tree as our scheme of work for writing. By placing books at the core, we are allowing teachers to use the text as the context for the requirements of the national curriculum. The national curriculum states that:

“This guidance is not intended to constrain or restrict teachers' creativity, simply to provide the structure on which they can construct exciting lessons.’

This would suggest that a context for learning is vital – and this is where our chosen approach can support teachers with ensuring that objectives for reading and writing, including those for grammar can have purpose.

We will always aim for our writing opportunities to be meaningful and to feel authentic, whether these are short or long, and that the audience is clear. Books offer this opportunity. Our aim would be that that children have real reasons to write, whether to explain, persuade, inform or instruct and that where possible, this can be embedded within text or linked to a curriculum area.

Writing in role, using a range of genres, is key to our approach and we always model the tone and level of formality. This sits comfortably alongside the following statement from the English national curriculum: 'The national curriculum for English aims to ensure that all pupils write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.'

In many cases objectives are covered more than once and children have opportunities to apply these several times over the course of a year, as well as to consolidate prior knowledge from previous years. This approach supports children to think deeply and develop skills more broadly. Where needed, planning sequences will be adapted, personalised and differentiated to ensure all access arrangements can be made to support children who may require this.

Within each unit of work within writing, children will:

- Have opportunities to participate in drama & spoken language activities.
- Explore the features of different types of texts and modelled examples.
- Practise and improve their handwriting.
- Use relevant strategies to widen their vocabulary including technical vocabulary.
- Experience shared and modelled writing.
- Be taught lessons in spelling, grammar and punctuation.
- Plan, draft, edit and enhance their writing.
- Write independently and present their writing for an audience.
- Perform or read their work to their peers or an audience.

Impact

We want children to leave Roundhill as confident writers, with the knowledge and understanding of all aspects of writing. As a school, we measure the impact of our writing curriculum through:

- Ensuring that the National Curriculum requirements are met in each year group.
- Regular moderation to support teacher judgements.
- Carrying out termly learning walks, where evidence is gathered through book scrutiny, pupil voice and discussions with staff.
- Feedback of children's work in books, which can be both verbal or written.
- The writing lead's identification of next steps, which are determined by a robust cycle of monitoring, evaluating and reviewing.
- Monitoring of children's progress from year to year ensuring our children are making at least good progress from their starting points.

Unit Overview – 2025-26

Reception					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Knowing yourself	Talents and Powers		Sowing a Seed	Outside Inside	
Wider curriculum link: Where do I belong?	Wider curriculum link:	Wider curriculum link:	Wider curriculum link: What else grows?	Wider curriculum link: Who do we share the world with?	Wider curriculum link:
Text: Ning and the Night Spirits <i>Adriana Fong</i> Writing Outcome: Information texts about night spirits Posters, advice letters, party invitations	Text: The Magic Paintbrush <i>Julia Donaldson and Joel Stewart</i> Writing Outcome: Own version ‘overcoming’ tales Thought bubbles, labels, oral re-telling, writing in role, thank you letters	Text: Writing Outcome: Alternative version narratives Signs and lists, writing in role, letters of advice, ‘new baby’ cards	Text: The Tiny Seed <i>Eric Carle</i> Writing Outcome: Advice leaflets Labels and captions, advice, retellings, writing in role, narrative, letter	Text: Where the Wild Things Are <i>Maurice Sendak</i> Writing Outcome: Own version ‘wild thing’ narratives Labels, captions, oral re-telling, developing a new character	Text: Weirdo <i>Zadie Smith and Nick Laird</i> Writing Outcome: Instructional guides to being brave Writing in role, letters, captions and labels, narrative retellings
Text: Halibut Jackson <i>David Lucas</i> Writing Outcome: Narrative sequels Signs and labels, captions, invitations, thought bubbles, ads, letters of advice	Text: Little Red <i>Lynn Roberts and David Roberts</i> Writing Outcome: Alternative character version Labels, notes of advice, adverts	Text: Hairy Maclary from Donaldson’s Dairy <i>Lynley Dodd</i> Writing Outcome: Alternative version narratives Character description, writing in role, letters, leaflets	Text: I Will Not Ever Never Eat a Tomato <i>Lauren Child</i> Writing Outcome: Own stories about a fussy eaters Statements, writing in role, shopping lists	Text: Bringing the Rain to Kapiti Plain <i>Verma Aardema</i> Writing Outcome: Tourist information leaflets Labels and captions, retellings, simple explanations	Text: OR My Shadow is Pink <i>Scott Stuart</i> Writing Outcome: Leaflet Innovated spoken rhymes , questions, notes and advice, lists, instructions
Text: I am Henry Finch <i>Alexis Deacon</i> Writing Outcome: Guidebooks - How to Think Timetables, thought-bubbles, lists, commands, letters of advice	Text: OR Super Milly and the Super School Day <i>Stephanie Clarkson</i> Writing Outcome: Alternative character version Letters of encouragement; a retelling; song lyrics and job applications	Text: Oi! Frog <i>Kes Gray and Jim Field</i> Writing Outcome: Own version rhyming narratives Rhyming flipbooks, questions, captions and labels	Text: The Extraordinary Gardener <i>Sam Boughton</i> Writing Outcome: Narrative inspired by the original text Labels, letters of advice, instructions, narratives	Text: OR Anansi <i>Gerald McDermott</i> Writing Outcome: Booklets about spiders Labels and captions , call-and-response poems, descriptive posters, simple explanations	Text: So Much <i>Trish Cooke and Helen Oxenbury</i> Writing Outcome: Own ‘So Much’ narrative poems Past tense sentences, writing in role, performance/ narrative poetry
Text: Look up! <i>Nathan Bryon and Dapo Adeola</i> Writing Outcome: Non-chronological reports Dialogue, diaries, re-telling (oral dictation), mini autobiography, ship’s log		Text: OR Izzy Gizmo <i>Pip Jones</i> Writing Outcome: Simple explanation Signage , letters of advice, lists, labelled diagrams			Text: The Night Pirates <i>Pete Harris and Deborah Allwright</i> Writing Outcome: ‘How to be a pirate’ guides Writing in role, letters, labels and captions

Year 1					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Journeys and Exploration	Similarities and Differences	Imagination and Creativity	Helpful Heroes	Nature and Environment	Friendship and Kindness
Wider curriculum link: Where is Roundhill?	Wider curriculum link: Animals; Seasons and weather	Wider curriculum link: The development of toys	Wider curriculum link: Nurturing Nurses	Wider curriculum link:	Wider curriculum link: Castles
Text: Naughty Bus <i>Jan Oke and Jerry Oke</i>	Text: The Odd Egg <i>Emily Gravett</i>	Text: Toys in Space <i>Mini Grey</i> (*Taken from Year 2)	Text: Leo and the Octopus <i>Isabelle Marinov</i>	Text: Lost and Found <i>Oliver Jeffers</i>	Text: Dragon Post <i>Emma Yarlett</i>
Writing Outcome: Own adventure stories Letters, diaries, sequels, non-chronological reports	Writing Outcome: Egg-spotter's guides (non-fiction reports) Thought and speech bubbles, diaries, letter, certificates	Writing Outcome: Own version fantasy narrative Found posters, diary entries, speech bubbles, notes of advice, space logs, invitations, fantasy setting descriptions	Writing Outcome: Fact file This is Me! posters, letters of advice, factual descriptions, logbooks, scripts	Writing Outcome: Own version 'losing/finding' narratives Character descriptions, retellings, advice, instructions, non-chronological reports	Writing Outcome: Guide to look after a dragon, Letter asking for help, note of advice, instructions, menu, speech bubbles, journey
Text: Astro Girl <i>Ken Wilson-Max</i>	Text: Yeti and the Bird <i>Nadia Shireen</i>	Text: Julian is a Mermaid <i>Jessica Love</i>	Text: I Want My Hat Back <i>Jon Klassen</i>	Text: Dinosaurs and all that Rubbish <i>Michael Foreman</i>	Text: Beegu <i>Alexis Deacon</i>
Writing Outcome: Fact files about being astronauts Writing in role, commands, 'how to' guides	Writing Outcome: Own version narratives about unlikely friendships List of rules, letters, postcards, character descriptions	Writing Outcome: Three verse poem (then) wishes, commands, thought bubbles, labels, adverts	Writing Outcome: Story sequels Questions, speech bubbles, letters, lists	Writing Outcome: Pamphlets Letters, setting descriptions, instructions, narrative retellings, pamphlets, posters	Writing Outcome: Own version 'alien' narratives Descriptions, commands, letters, nonsense-word dictionary, poems, non-fiction reports

Year 2					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Urban Metropolis	A Twist in the Tale	Change and Relationships	Creation and Conservation	Bravery vs Fear	Fictional Words and Fantasy
Wider curriculum link: Great Fire of London; Transport changes Brunel	Wider curriculum link:	Wider curriculum link: Animals	Wider curriculum link:	Wider curriculum link:	Wider curriculum link: Explorers
Text: The Great Fire of London <i>Emma Adams</i>	Text: Jim and the Beanstalk <i>Raymond Briggs</i>	Text: The Owl and the Pussy-cat <i>Edward Lear</i>	Text: The Journey Home <i>Frann Preston-Gannon</i>	Text: The Bear and the Piano <i>David Litchfield</i>	Text: Ocean Meets Sky <i>The Fan Brothers</i>
Writing Outcome: Information booklets Persuasive poster, warning posters (instructional writing), speech bubbles, letter of advice, certificates	Writing Outcome: Sequel stories, narrative retellings (including dialogue), thought bubbles, informal letters	Writing Outcome: Rhyming poems Letters, interviews, lists, instructions	Writing Outcome: Persuasive letters Posters, lists, postcards, wanted posters, information reports, short stories	Writing Outcome: Own version narrative (then...) speech bubbles, letters of advice, postcards, writing in role, retellings, information poster	Writing Outcome: Own version fantasy narrative Setting & character descriptions, labels, diaries, postcards, captain's logs, instructions, dialogue
Text: Rosie Revere, Engineer <i>Andrea Beaty</i>	Text: Wolves <i>Emily Gravett</i>	Text: Tadpole's Promise <i>Jeanne Willis</i>	Text: We Are Water Protectors <i>Carole Lindstrom</i>	Text: The Bear Under the Stairs <i>Helen Cooper</i>	Text: Lizzy and the Cloud <i>The Fan Brothers</i>
Writing Outcome: Explanation text Short explanations, adverts, advice letters, character description (school report), invention descriptions	Writing Outcome: Non-chronological leaflets Captions, information writing, character descriptions and comparisons	Writing Outcome: Own version narratives Explanations, speech / thought bubbles, setting descriptions, extended explanations	Writing Outcome: Environmental campaign List poems, non-chron reports (animals), chron reports (life-cycles), character descriptions, protest signs	Writing Outcome: Information texts Letters, retellings, own version narrative	Writing Outcome: Guidebooks Descriptions, adverts / market stall pitches, letters of advice, postcards in role

Year 3					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Magic and Wonder	Dreams and Curiosity	Hope and Resilience	Inspiration & Strength	Mystery to Discovery	Confidence & Caution
Wider curriculum link: Ancient Egyptians	Wider curriculum link: Ancient Egyptians	Wider curriculum link: Rivers (revisit)	Wider curriculum link: Ancient Egypt (revisit)	Wider curriculum link: Volcanoes and Mountains	Wider curriculum link: Ancient Egypt (revisit)
Text: The Story of Tutankhamun <i>Patricia Cleveland–Peck</i> <i>(*originally year 4 follow adapted teaching)</i> Writing Outcome: Tutankhamun biographies Reports , instructions, character descriptions, diaries, newspaper, posters	Text: The Seed of Doubt <i>Irena Brignull</i> Writing Outcome: Motivational leaflet Shared poems, dreams and aspirations, setting descriptions, advice letters, paper aeroplane messages, speeches	Text: Nen and the Lonely Fisherman <i>Ian Eagleton</i> Writing Outcome: Own version narrative Lonely-hearts advert character description, diary entries, message in a bottle	Text: Cinderella of the Nile <i>Beverley Naidoo</i> Writing Outcome: Own version narratives Descriptive passages, how to guides, letters, discussions, non-chronological reports	Text: Escape from Pompeii <i>Christina Balit</i> Writing Outcome: Newspaper reports Setting descriptions, diaries, letters, thought bubbles	Text: The Zebra's Great Escape <i>Katherine Rundell</i> Writing Outcome: Own version 'great escape' adventure narrative (then) Detective notes, wanted poster, letter, action scene, poetry, dialogue
Text: Leon and the Place Between <i>Angela McAllister</i> Writing Outcome: Own version fantasy narratives Persuasive posters, setting descriptions, thought bubbles/ diaries, dialogue	Text: The Barnabus Project <i>The Fan Brothers</i> Writing Outcome: Brochures Instructional writing (escape plan, experiment), descriptions, advertisements, letters of advice, dialogue	Text: The Pied Piper of Hamelin <i>Michael Morpurgo</i> Writing Outcome: Own version myths/legends Writing in role, information reports, adverts, formal letters	Text: Cloud Tea Monkeys <i>Mal Peet & Elspeth Graham</i> Writing Outcome: Non-chronological reports Descriptions, 'how to' guides (instructions), letters, discussions	Text: Our Tower <i>Joseph Coelho</i> Writing Outcome: Extended fantasy narratives Poems , setting descriptions, diary entries, dialogue, letters of thanks	Text: Jim, A Cautionary Tale <i>Hilaire Belloc</i> Writing Outcome: Narrative poems Warning posters, warning announcements, alternative endings, performance poetry, letters of apology

Year 4					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Taking Courage	A Window to the World	Darkness & Light	Freedom & Flight	Progress & Innovation	Unearthing Civilisations
Wider curriculum link: Ancient Rome	Wider curriculum link: Where do people settle and why?	Wider curriculum link: Materials	Wider curriculum link: Coasts	Wider curriculum link:	Wider curriculum link: Vikings
Text: Shackleton's Journey <i>William Grill</i>	Text: Granny Came Here on the Empire Windrush <i>Patrice Lawrence</i>	Text: The Crown <i>Emily Kapff</i>	Text: Tar Beach <i>Faith Ringgold</i>	Text: FARThER Grahame <i>Baker Smith</i>	Text: Riddle of the Runes <i>Janina Ramirez</i> (* Warning - a long text)
Writing Outcome: Newspaper reports Packing lists (justifications) letters (formal and informal), interviews, diaries	Writing Outcome: Factual reports Informal letters, factual statements, future aspirations, postcards, diary entries, a speech, quotations	Writing Outcome: "Book of wonder" information text Descriptive labels, diary entry in role, poetry, poster	Writing Outcome: Narrative retelling as a play script Poetry, setting descriptions, formal letters, dialogue (as a script)	Writing Outcome: Sequel stories, retellings, recounts (postcards), setting descriptions, diary entries, instructions	Writing Outcome: Historical fiction narrative (alternative ending) Character descriptions, crime scene, setting descriptions, dialogue, instructions, letter
Text: The Lion and the Unicorn <i>Shirley Hughes</i>	Text: Jabberwocky <i>Lewis Carroll</i>	Text: Frindleswylde <i>Natalia & Lauren O'Hara</i>	Text: The Mermaid of Zennor <i>Charles Causley</i>	Text: Varmints <i>Helen Ward</i>	Text: The Matchbox Diary <i>Paul Fleischman</i>
Writing Outcome: Own version historical narratives Letters, diaries, character and setting descriptions, nonchronological reports	Writing Outcome: Nonsense poems Performance poetry, explanatory descriptions	Writing Outcome: Narrative sequels Letters, voting slips, dialogue, poetry, birds-eye view descriptions, speeches	Writing Outcome: Own version legends Information booklets, retelling from a different perspective, letters, tourist guides updates, dialogue	Writing Outcome: Explanations of a life cycle Diary entries, instructions, letters, descriptions, speeches	Writing Outcome: Biography, dialogue, diary entry, re-telling (oral dictation), mini-autobiography, fact file

Year 5/6 (Y5 from Sept 2026)

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Lessons from History	Belonging and equality	Ambition and desire	Legends and folklore	Power vs Principles	Mystery & Truth
Wider curriculum link: WW2 (2026-2027)	Wider curriculum link:	Wider curriculum link: Materials; Earth and Space (2026-2027)	Wider curriculum link: Crime and Punishment; Tourism and national parks	Wider curriculum link:	Wider curriculum link: Ancient Greece
Text: Anne Frank <i>Josephine Pool</i> Writing Outcome: Newspaper articles Letters, short descriptions, extended diary entries, obituaries, opinion pieces	Text: The Lizzie and Belle Mysteries <i>J.T Williams</i> Writing Outcome: Biographies Posters, diary entries, case notes, letters, character descriptions, fact files, persuasive speeches	Text: Hidden Figures <i>Margot Lee Shetterly</i> Writing Outcome: Non-chronological report Reports, formal and informal letters, diaries, character descriptions, journalistic writing	Text: <i>Beowulf</i> <i>Michael Morpurgo</i> Writing Outcome: Own version legends/missing chapters Letters of advice, diaries, dialogue, character and setting descriptions, action scenes, obituaries	Text: The Tempest <i>Shakespeare</i> Writing Outcome: Playscripts Setting descriptions, character descriptions, diaries, dialogue	Text: Origami Yoda <i>Tom Angleberger</i> Writing Outcome: Discussion texts Instructions, persuasion, diaries
Text: Alte Zachen <i>Ziggy Hanaor</i> Writing Outcome: Analytical essay Character descriptions, flashbacks, diary entries in role, short autobiographies	Text: The Lost thing <i>Shaun Tan</i> Writing Outcome: Own version narrative Diaries, formal letters, adverts, character and setting descriptions, non- chronological reports	Text: Firebird <i>Saviour Pirotta</i> Writing Outcome: Fairy-tale narratives Formal letters, retellings, character descriptions	Text: The Whale <i>Ethan and Vita Murrow</i> Writing Outcome: Film pitches Reported speeches, speech and thought bubbles, descriptions, recounts in role, letters to a newspaper editor	Text: The Man Who Walked Between the Towers <i>Mordicai Gerstein</i> Writing Outcome: Biographies/autobiographies Information writing (Wikipedia pages), letters of advice (formal), interviews, news report, persuasive speeches	Text: Percy Jackson and the Lightening thief <i>Rick Riordan</i> Writing Outcome: Own mythical narrative Poetry in the form of an ode, soliloquy, setting descriptions, diary entries, additional chapter, non-chronological reports