

Lightcliffe C of E Primary School

English Long Term Curriculum Plan

(Writing – updated Spring 2026)



Inspiring and flourishing together

In partnership to Educate, Nurture & Empower



Early Years - Reception

At Lightcliffe C of E Primary, we believe that every child is a writer and that it is vital to equip them with all the necessary skills to convey their ideas to an audience:

- Oracy skills to communicate their ideas clearly with a growing vocabulary and in full sentences.
- Fine motor control, effective pencil grip and correct letter formation.
- Ability to hear sounds in words and to segment to spell.
- Ability to recognise graphemes and use them to represent sounds in words.

In Reception, we have chosen to work on these skills separately to avoid cognitive overload before bringing them together to enable independent sentence writing. As with the rest of school, we have chosen HFL Education’s ESSENTIALWRITING as the basis of our writing curriculum as it supports this rationale with its three strands; I am a communicator, I am a mark-maker, I am a writer.

ESSENTIALWRITING Reception Long-Term Overview			
	I am a communicator	I am a mark-maker	I am a writer
<p>Educational programmes (based on Statutory Framework for the EYFS - square brackets denote additional guidance)</p>	<p><u>Communication and Language</u> 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.</p>	<p><u>Physical Development</u> Strength, co-ordination, 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, co-ordination, and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being.</p> <p>Fine motor control and precision helps with hand-eye co-ordination, 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.</p>	<p><u>Literacy</u> It is crucial for children to develop a life-long love of reading and writing. 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 [begun in the reception year] 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). [Fluent and automatic transcription enables the writer to be freed up to increasingly control and enjoy their composition, and to check it themselves. It also aids reading fluency. Once children realise that writing is something they can all do, that it has purpose and is a means of communication, they will begin to write with intent and enjoyment.]</p>

ESSENTIALWRITING objectives have been taken from the Development Matters sections: Communication and Language, Literacy, and Physical Development.

Educational Programmes (Development Matters)	<p><u>Communication and Language – Development Matters: 3- and 4-year-olds will be learning to:</u></p> <ul style="list-style-type: none"> • Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story • Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam' • Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh <ul style="list-style-type: none"> - multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' • Use longer sentences of four to six words 	<p><u>Physical Development – Development Matters: 3- and 4-year-olds will be learning to:</u></p> <ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks • Use one-handed tools and equipment, for example, making snips in paper with scissors • Use a comfortable grip with good control when holding pens and pencils • Show a preference for a dominant hand.
	<p><u>Communication and Language – Development Matters: children in reception will be learning to:</u></p> <ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important • Learn new vocabulary • Use new vocabulary through the day • Ask questions to find out more and to check they understand what has been said to them • Articulate their ideas and thoughts in well-formed sentences • Connect one idea or action to another using a range of connectives • Describe events in some detail • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen • Develop social phrases • Engage in storytimes • Listen to and talk about stories to build familiarity and understanding 	<p><u>Physical Development - Development Matters: children in reception will be learning to:</u> Develop the foundations of a handwriting style which is fast, accurate and efficient</p>
		<p><u>Literacy – Development Matters: 3- and 4-year-olds will be learning to:</u></p> <ul style="list-style-type: none"> • Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing • Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound • Engage in extended conversations about stories, learning new vocabulary • Use some of their print and letter knowledge in their early writing • Write some or all of their name • Write some letters accurately <p><u>Literacy - Development Matters: children in reception will be learning to:</u></p> <ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words

Whilst following the ESSENTIAL WRITING format and objectives, we have adopted different written outcomes and book suggestions.

The books have been carefully chosen to:

- Link to the Understanding the World curriculum, providing opportunities to embed oracy skills, teach new vocabulary and enrich children’s learning through purposeful provision and writing e.g. The Search for the Giant Arctic Jellyfish was the focus text whilst learning about the Arctic.
- Foster a love of reading and provide a rich diet of texts including classic tales, funny read-alouds, new releases and educational reads. Many of them use patterned language making them ideal for joining in with repeated refrains. But many also begin to have a stronger emotional connection with the reader and there is plenty to discuss and to wonder about. Many of them lend themselves to retelling and creating new versions or further adventures featuring the same characters.
- Allow children to demonstrate their phonic skills by linking to recently taught phonemes / graphemes e.g. Polar Bear, Polar Bear What do you hear? was the focus text the week after “ear” was introduced.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Where do I live? (G) Human Body (S) Seasonal Change (S)	Toys of the Past (H) Materials (S) Seasonal Change (S) Nativity (RE)	Let’s go to the Arctic (G) Planting (S) Animals - Topic A (S)	Explorers (H) Animals - Topic B (S) Seasonal Change (S) Easter (RE)	At the Farm (G) Plants (S)	Communication now and then (H) Planting (S) Seasonal change (S)
Book Suggestions						

Years 1 - 6

At Lightcliffe C of E Primary, we believe that every child is a writer. We are passionate about developing every child’s knowledge, motivation and confidence in their writing. We have chosen HFL Education’s **ESSENTIALWRITING** as the basis of our writing curriculum for years 1-6. This is an ambitious and progressive writing scheme which provides our children with opportunities and tools to write for a range of specific purposes and authentic audiences. As a result, our children feel inspired and ready to write high-quality outcomes within the classroom but also have the knowledge, strategies and confidence to choose to write in their own lives.

Writing Purpose		Years 1 & 2	Years 3 & 4	Years 5 & 6
To entertain		✓	✓	✓
To inform		✓	✓	✓
To persuade			✓	✓
To discuss				✓

Each year group has 13-16 teaching units, all of which use diverse and high-quality literature as good examples of writing craft and to help to motivate or inspire children to write.

ESSENTIALWRITING is fully aligned with the National Curriculum for English including writing composition, vocabulary, grammar & punctuation for each year group. Each writing unit is progressively structured and centred around the different writing purposes: to entertain; to inform; to persuade and to discuss. The writing purposes are also progressively sequenced across the school (see table, left).

Genres are studied across each year group as follows:

	Write to entertain 	Write to inform 	Write to persuade 	Write to discuss 
Year 1	Storyboard Short picture book Fairy tale /Traditional tale Short story Poetry	Lists, labels and captions Instructions Recipe Rules Letter Recount Explanation (simple life cycle)		
Year 2	Picture book Short story Narrative based on real experiences Fairy tale/ Traditional tale Poetry	Instructions Letter Postcard Recount (inc. real events) Simple non-chronological report		
Year 3	Narrative Setting-focused short story Personal narrative (memoir) Fable Poetry	Non-chronological report Instructions	Letter Speech	
Year 4	Graphic novel Character-driven short story Poetry	Explanation Newspaper report Non-chronological report	Letter Speech Travel leaflet	
Year 5	Descriptive recount Narrative (suspense & atmosphere) Short story Poetry	Non-chronological report Biography Explanation	Advertising campaign Letters	Reviews
Year 6	Narrative Scene incorporating dialogue Fairy tale Poetry	Non-chronological report Biography	Speech Advocacy campaign	Balanced argument Blogs

Follow this link to access the statutory content of the English objectives within the National Curriculum: [English programmes of study: key stages 1 and 2 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk). The information below outlines our approach to the teaching of writing in each year group, which encompasses the teaching of the statutory content as outlined within the National Curriculum for writing for key stage one (Year 1 – Year 2), lower key stage two (Year 3 – 4) and upper key stage two (Year 5 – Year 6). For this academic year, **ESSENTIALWRITING** is implemented in Y1 – Y6 but builds on the foundational learning from the EYFS.

Alongside **ESSENTIALWRITING**, at Lightcliffe C of E Primary, we have adopted Little Wandle as the basis of our spelling curriculum for EYFS and KS1, and Spelling Shed as the basis of our spelling curriculum for KS2. **ESSENTIALWRITING** supports our children to apply this learning in context and build their spelling confidence. Writing models reflect age-appropriate spelling objectives and children are taught how to monitor the accuracy of their writing.

Handwriting is also taught. We have adopted Letter-join to ensure that every child gains sufficient fluency for writing, with knowledge of accurate letter formation and how to join letters so that they can meet the National Curriculum expectations for each key stage.

Year ONE

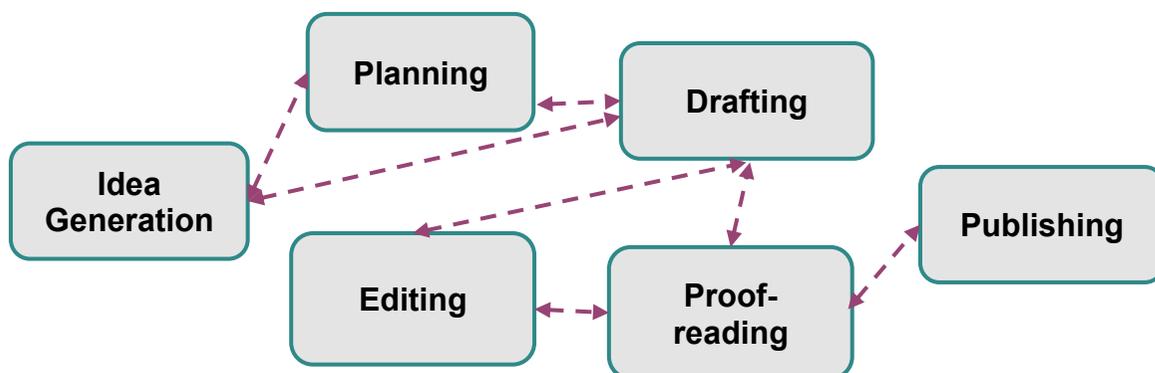
In Year 1, the children are always encouraged to write for an authentic audience and are introduced to the concept of writing to entertain and to inform their readers. Alongside their growing knowledge of how sounds are represented in writing (grapheme-phoneme correspondence, or GPCs), the children learn how to use this knowledge to write a wider range of vocabulary to support their own compositions. Simple sentence structure is emphasised, along with use of spaces between words, capital letters and full stops, to help the reader know where one idea ends and another begins. The children will also start to extend the range of punctuation applied by using question marks and exclamation marks in their writing. They will become familiar with a range of genres, such as narratives, recipes, letters and explanations, and enjoy playing with language whilst writing their own poetry.

Autumn					Spring					Summer				
Labels, lists and captions	Narrative	Poetry	Recipes	Narrative	Narrative	Rules & recount	Poetry	Narrative	Poetry	Letters	Poetry	Narrative	Explanation	Narrative
														
A range of labels, captions leading to a short list of instructions	A short scene, imagining an event arising from a well-loved story	List poems to describe a colour	A range of recipes to be used in their own class celebration or party	A retelling of a variety of traditional tales and the children's own original version	A short narrative inspired by a well-loved story	A set of rules for being a good classmate or friend; a recount about a real event	A playful poem using rhyme with nonsense words	A short narrative focusing on introducing characters and sequencing events in a story	Performance poetry, experimenting with sounds, rhyme & rhythm	A range of letters about themselves and their interests	A free verse poem based on likes and dislikes	An original story, told in the form of a traditional tale	An explanation of the life cycle of an imaginary bug	A narrative focusing on development of a simple plot

Year TWO

In Year 2, the children build upon their understanding of writing to inform and to entertain their audience. Use of sentence structure is consolidated further, and the children are taught how to join their ideas to create greater variety and interest for the reader. Punctuation to demarcate sentences is regularly taught and reviewed, and the children are introduced to using a comma to separate items in a list and apostrophes to show where letters are missing (contraction) or singular possession. A range of wider vocabulary is taught and encouraged within the children’s writing, to support more detailed description, along with the use of adjectives and adverbs to add detail to nouns and verbs. Children in Year 2 are taught about a wider range of genres to suit their writing purpose, such as a non-chronological report and instructions when writing to inform. To support their understanding of how to entertain their reader, they are also taught about some figurative language techniques, such as the use of simile and alliteration.

Autumn					Spring				Summer				
Narrative 	Instructions 	Poetry 	Narrative 	Letters, postcards 	Narrative 	Non-Chronological Report 	Narrative 	Poetry 	Narrative 	Instructions 	Recount 	Narrative 	Poetry
A short scene, imagining an alternative event arising from a well-loved story	A set of instructions outlining what is needed to be a good friend	A range of list poems about a range of topics, such as the seasons and questions that they want to know the answers to	A short narrative, based on a real journey around the local area	A range of letters and postcards to chosen friends and family members	A narrative based on the events of a well-loved fairy tale	An informational report, based on an animal of their choice	A narrative focusing on the use of character and developing dialogue through speech bubbles	A range of free verse poems, focusing on the use of simile	A narrative using real and imagined events to create an interesting plot	A set of instructions for an imagined event or activity	A recount about an important moment in their own lives	A short story revolving around the actions and adventures of a central superhero character	A range of free verse poems, focusing on the use of alliteration



In **ESSENTIALWRITING** lessons, the stages of the writing process are given dedicated teaching time to enable all children to behave as writers. They learn about these vital stages of writing and, within key stage one, they are given time to collect their ideas, plan and compose their writing orally before writing. They are given regular opportunities to share their writing by reading and rereading it aloud. Children regularly discuss what they have written with their teacher and their peers to ensure their meaning is clear. They are taught to proof-read to make corrections in spelling, grammar and punctuation so that their readers can follow their writing with clarity. Vivaly, within all writing units, the children are given time to publish their writing to share it and celebrate their success with their intended audience.

Year THREE

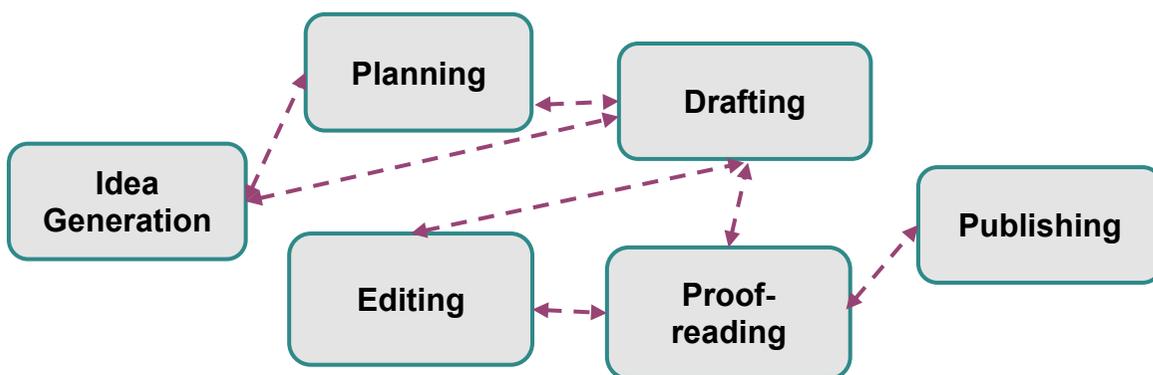
In Year 3, the children consolidate their understanding of writing to entertain and to inform. They will be introduced to writing to persuade for the first time. In doing so, they will develop a keener awareness of the reader, by considering how to move and convince their audience to act and/or change their mind. They will encounter new genres, such as personal narratives (memoirs), fables, persuasive speeches and other sub-genres of poetry (such as calligrams and kennings), and revise their genre knowledge of instructions, letters and non-chronological reports. They will revisit learning from Year 2 to ensure that they are familiar with simple sentence structure and build upon this by using a greater range of conjunctions to join their ideas in writing. Accurate punctuation of dialogue is introduced in Year 3, along with the use of prepositions and adverbs to tell the reader when, where and how things happened. Children in Year 3 will also learn how to structure their writing, by including paragraphs and/or headings and subheadings to support the reader to navigate the writing more effectively.

Autumn				Spring				Summer				
Narrative	Poetry	Fables	Non-Chronological Report	Narrative	Persuasive Speeches	Personal Narrative	Poetry	Persuasive Letters	Instructions	Non-Chronological Report	Narrative	Poetry
A short narrative, based on a journey story	Free verse poetry about a subject of the children's choice, taking inspiration from a range of well-known poems by famous poets	A fable, using either human or animal characters, imparting a moral message that the children choose to be of importance to them	A report about an imagined or real job, based on their own interests and aspirations	A short narrative, focused on developing an interesting or unusual setting and using dialogue to convey character	A persuasive speech, linked to the children's choices about how to improve the local community and/or environment	A personal narrative (or memoir) based on a significant memory or moment in their lives	A calligram (shape poem) about a favourite item or topic and free verse poetry about their local area	A persuasive letter about a specific subject or topic that they feel strongly about	A set of detailed instructions for a real or imagined journey	An informative report about festivals and/or celebrations within their own family, religion or culture	A narrative, focusing on developing the use of dialogue to convey character	A kenning based on a favourite subject or topic

Year FOUR

In Year 4, the children continue to write to entertain and inform their readers and consolidate their knowledge of writing to persuade. They will encounter new genres, such as newspaper reports and travel leaflets, and revise their understanding of familiar genres (such as an explanation or non-chronological report) and apply more sophisticated language choices. Learning from Year 3 will be revised and consolidated regularly within writing lessons, to ensure that children are confident with using a range of vocabulary and punctuation to support their intended effect on the reader. Children in Year 4 are also taught about a greater variety of ways to begin sentences, such as with a fronted adverbial to link back to a previous sentence or paragraph and/or to move the writing on for the reader. A greater range and/or usage of punctuation is taught in Year 4, such as the use of a comma to separate groups of words or phrases within a sentence and the use of an apostrophe to signify plural possession. Dialogue punctuation is reviewed to include the use of paragraphing and commas before a reporting clause. Children in Year 4 are also taught about a wider range of figurative language techniques, such as personification and metaphor.

Autumn					Spring				Summer				
Narrative 	Persuasive Speech 	Poetry 	Explanation 	Narrative 	Newspaper reports 	Travel leaflets 	Narrative 	Poetry 	Persuasive Letters 	Non-Chronological Report 	Poetry 	Narrative 	Poetry
A short scene including dialogue and a graphic novel scene to detail action, character and dialogue	A persuasive speech about a chosen topic of importance	A free verse poem, using classic poetry as inspiration for the subject matter	An explanation of an invention, based on the children's imagination and creativity	A narrative focusing on description of setting and character experience	A newspaper report based on an event that occurs within school life	A travel leaflet based on an imaginary place or country	A narrative focusing on character development and description	A haiku, or range of haikus, about the seasons	A persuasive letter based on environmental or community action on a local or global scale	An informative report about a particular hobby or favourite game/ pastime	A poem focusing on unusual word combinations to experiment with expressive language	A narrative focusing on the development of plot, setting and character	A range of poems, focusing on the use of personification and metaphor as figurative devices



In lower key stage two, the children continue to discuss and record their ideas for writing and ‘read as writers’ to study writerly craft and apply similar techniques to their own writing. Oral rehearsal for writing is embedded throughout the writing teaching sequence and the children build a varied and rich vocabulary and increasing range of sentence structures to use within their compositions. Dedicated time is provided to teach the children how to evaluate and edit their writing, thinking carefully about their language choices and the intended effect on the reader. Proof-reading strategies are used to check for spelling and punctuation errors to ensure that their final versions are ready to be shared with their audience.

Year FIVE

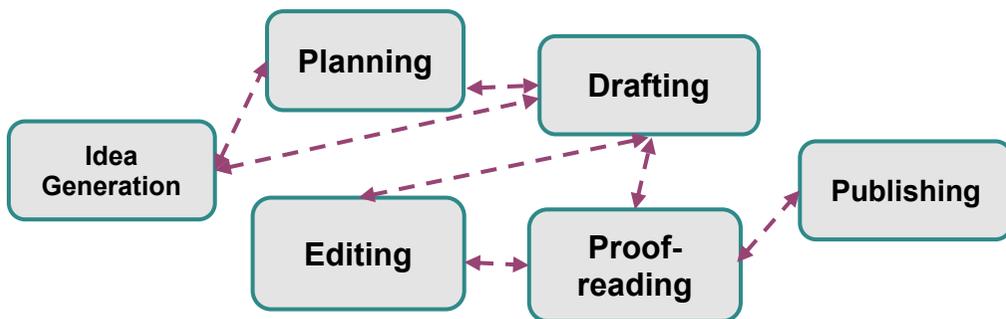
In Year 5, the children are introduced to writing to discuss for the first time. They will also spend time writing to entertain, inform and persuade, and enjoy building upon their knowledge of these writing purposes, selecting from a wider range of sophisticated language choices based on their intended effect on the reader. Children in Year 5 will be encouraged to continually review and refine their writing, based on their understanding of how to use and manipulate grammar and vocabulary to achieve their desired effect. A wider range of punctuation is introduced in order to achieve this, including the use of brackets, dashes and commas for parenthesis, as well as colons to introduce a list or set up a dramatic surprise or pause for the reader. The children are encouraged to focus on cohesion for the reader (making sure that the ideas within the writing link and flow) within and across paragraphs. They are introduced to a further variety of genres, such as a biography, an advertising campaign and reviews, whilst continuing to refine their ability to craft high-quality narrative and poetry. They will also learn about the use of further figurative language techniques, such as the use of assonance within poetry.

Autumn					Spring					Summer				
Non-Chronological Report 	Description 	Poetry 	Narrative 	Biography 	Persuasive Letters 	Non-Chronological Report 	Description 	Narrative 	Poetry 	Explanation 	Advertising campaign 	Poetry 	Reviews 	Narrative 
An information report about an imagined mythical or magical creature	A setting description, focusing on use of vocabulary to create mood	A cinquain focusing on use of meter and precise word choice	A narrative focusing on story beginnings and endings that feel cyclical	A biography of a chosen important figure in history and science	A persuasive letter focused on the use of varying formality	An information report based on an imagined place	A descriptive recount, focused on the development of tension within writing	A narrative focused on the use of mystery and suspense	A rap based on experiences of school life and focusing on the use of assonance	An explanation of a process	An advertising campaign, designed to advertise the children's own inventions	Free verse based on the children's own experiences of life and school	A range of reviews, based on the children's experiences	A narrative, focusing on description to build setting, atmosphere and character

Year SIX

In Year 6, the children will continue to write for a range of purposes and audiences, making judicious choices about their vocabulary, grammar and punctuation based on their intended effect on the reader. Children in Year 6 will be encouraged to experiment with their sentence structure, according to the needs of their reader, and be introduced to more sophisticated grammatical choices, such as the passive voice and subjunctive form. The range of formality required for the audience will also become a significant element of the children’s decision-making process. Along with the range of punctuation already taught across the primary phase, children will practise how to use semi-colons, colons and dashes to mark the boundaries between independent clauses. In order to ensure that the children can be independent writers and showcase their talents for writing, they are provided with time and choice to support their selection of subject matter within their compositions and apply their learning within extended written outcomes.

Autumn				Spring					Summer				
Narrative 	Non-Chronological Report 	Narrative 	Persuasive Speeches 	Non-Chronological Report 	Dialogue 	Balanced argument 	Narrative 	Biography 	Advocacy Campaign 	Narrative 	Advocacy Poetry 	Blogs 	Narrative
A scene designed to create mood, atmosphere and tension through setting and character	An information report based on an imaginary or real planet	An imagined scene, using a well-loved story as inspiration	A persuasive speech based on a 'pet peeve' to banish to 'Room 101'	A formal report detailing information about an invented creature	A detailed scene incorporating dialogue to convey character	A balanced argument about a chosen, well-understood subject or topic	A narrative based on the themes and structure of a traditional tale	A biography of a well-known person in current culture or history	An advocacy campaign based in the UN Rights of the Child	A narrative focusing on development of character, setting and plot	A range of poems to entertain and persuade the reader to act on a topic concerning climate change	A blog to discuss the experiences of school life	A narrative based on Shakespearean themes



In upper key stage two, a keen focus on the authentic purpose and audience for their writing ensures that the children are acutely aware of an appropriate selection of vocabulary and grammar, with conscious control of sentence structure. The children have time to study the writerly craft of a range of authors, noting and developing their own ideas to develop independence in writing. They understand how their language choices can be used to change and enhance meaning for their intended audience. Children are successful at evaluating and editing their writing and can propose changes to their own and others’ writing, based on its effectiveness and the needs of the reader. They can proof-read for spelling and punctuation errors to ensure that their writing is ready for sharing with their chosen audience. All writing is shared and celebrated, with feedback sought from their readers to recognise how they have been successful writers and what they could do to improve even further.