

Blidworth & Rainworth Primary School Partnership
Writing Subject Pathway 2025-2026

Subject Rationale - Writing

Writing is a key skill, which weaves through all subjects in school and throughout all areas of life. Our intent is to ensure that our children see themselves as confident communicators and writers from an early age, who then develop to be able to use a wide range of writing genres and vocabulary in order to; express themselves creatively, share information and communicate effectively with a variety of audiences.

Long Term Overview - Writing F2

Stage 0 - pre-writing	Stage 1 -word writing	Stage 2 - caption writing	Stage 3 - dictated sentence writing	Stage 4 - creative writing
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Long Term Overview - Writing Year 1

Recount Retell Poster & List	Character Description Instructions Action Rhymes	Retell Letter Advert	Retell Fact File Acrostic Poems	Narrative Diary Leaflet	Narrative Recount Repetitive Poem
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Long Term Overview - Writing Year 2

Character Description Advert Nonsense Poem	Retell Instructions Fact File	Narrative Diary Riddle Poems	Retell Animal Description Recount	Setting Description News Report Couplet Poem	Narrative Letter Leaflet
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Long Term Overview - Writing Year 3

Narrative (Familiar Setting) News Report Book Review	Setting Description Diary (Trip) Rhyming Poem	Character Description Instructions Non-Chron. Report	Narrative (Sci-Fi) Discussion Repetitive Poem	Narrative (Spooky) Explanation Informal Letter	Narrative (Modern Adventure) Recount Alphabet Poem
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Long Term Overview - Writing Year 4

Narrative (Fantasy) Explanation Non-Chron. Report	Setting Description Newspaper Report Informal Letter	Character Description Discussion Tanka Poem	Narrative (Twisted Ending) Review (Performance) Limerick Poem	Narrative (Historical Adventure) Play Script Recount	Narrative (Myth) Instructions Imagery Poem
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Long Term Overview - Writing Year 5

Narrative (Fable) Explanation	Narrative (Familiar Setting) Recount	Formal Letter Balanced Argument	Narrative (Flashback) Rap Poems	Biography Setting Description	Narrative (Mystery) Ode Poems
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Long Term Overview - Writing Year 6

Recount Auto- Biography	Narrative (Twisted Fairy-tale) Formal Letter	Narrative (Ghost Story) Explanation	Persuasion Non-Chron. Report	Narrative (Flashback) Balanced Argument	Narrative (Diary/Journal) Sonnet Poems
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Skills Progression Mapping – Writing												
			FS1		FS2							
Handwriting			<ul style="list-style-type: none"> Pre-writing skills Form some letters correctly 		<ul style="list-style-type: none"> Correctly formed printed graphemes Grip with good control Sit with correct posture 							
			Year 1	Year 2	Year 3	Year 4	Year 5	Year 6				
Handwriting	<ul style="list-style-type: none"> To correctly sit at a table, holding a pencil comfortably and correctly. To form the digits 0-9. To form lower case letters in the correct direction, starting and finishing in the right place. To form capital letters correctly. To sit letters on the line. To write most letters that are the same size. To name the letters of the alphabet in order. 		<ul style="list-style-type: none"> To use some diagonal and horizontal strokes needed to join letters. To understand which letters, when adjacent to one another, are better left unjoined. To write capital letters (and digits) of the correct size/orientation to one another. To use spacing between words that reflects the size of the letters. To form lower case letters of the correct size relative to one another. 		<ul style="list-style-type: none"> To use diagonal and horizontal strokes that are needed to join letters. To increase the legibility of my handwriting. To know which letters should not be joined. 		<ul style="list-style-type: none"> To use diagonal and horizontal strokes that are needed to join letters. To know which letters should not be joined. To increase the legibility, consistency and quality of my handwriting; down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. 		<ul style="list-style-type: none"> To write legibly and fluently, when appropriate, using a joined handwriting style. 		<ul style="list-style-type: none"> To maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters. 	

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Skills Progression Mapping – Writing												
			FS1		FS2							
Spelling			<ul style="list-style-type: none"> Order the letters in their name 		<ul style="list-style-type: none"> Spell words by identifying sounds in them and representing the sounds with a letter or letters. 							
			Year 1	Year 2	Year 3	Year 4	Year 5	Year 6				
Spelling	<ul style="list-style-type: none"> To spell unknown words using my phonemes To use the suffixes -ing, -ed, -er and -est where no change is needed in the spelling of root words. To write from memory simple dictated sentences including the words taught so far. To spell words that use suffixes for plurals or third person. To use letter names to show alternative spellings of the same phonemes. To spell days of the week. To spell most (35) common exception words for Year 1. To add ‘-un’ to the beginning of words to change their meanings e.g. unkind, undo and untie. 		<ul style="list-style-type: none"> To segment spoken words into phonemes and record these as graphemes. To make words ending in ‘y’ into plurals. To identify and apply my knowledge of homophones/near homophones. To use apostrophes for the most common contracted words. To spell most of common exception words for year 2. To spell longer words using suffixes such as ment, ness, ful, less and ly. To spell words with alternative GPCs. 		<ul style="list-style-type: none"> To use the first two or three letters of a word to check its spelling in a dictionary. To identify a root word in longer words. To spell words with additional prefixes and suffixes and understand how to add them to root words. To spell correctly word families based on common words. To recognise and spell additional homophones. To spell some identified words from the Year 3 and 4-word list. To make comparisons from a word already known to apply to an unfamiliar word. 		<ul style="list-style-type: none"> To use first three or four letters of a word to check spelling in a dictionary. To spell words with additional prefixes and suffixes and understand how to add them to root words. (-ation, ous, ion, ian) To use plural -s and possessive -s correctly. To use a wide range of homophones correctly. To spell most of the words on the Y3/4 spelling list. 		<ul style="list-style-type: none"> To form verbs with prefixes, e.g., dis, de, mis, over and re. To use the first three or four letters of a word to check the spelling and meaning in a dictionary. To begin to proof read my work for spelling and punctuation errors. To convert nouns and adjectives into verbs by adding a suffix, for example, ate, ise, ify. To spell some words with silent letters. To distinguish between homophones and other words which are often confused. To spell identified commonly misspelt words from Year 5 and 6-word list. 		<ul style="list-style-type: none"> To use a range of spelling strategies not just phonetically. To use a dictionary to check spelling and meaning To spell most of the words that appear in the Year 5/6 list. To ensure I use the correct homophone. (see year 5/6 homophone list) To spell most words with silent letters. To change verbs into nouns by adding suffixes (tion/sion/ment) To proof read and edit my work to check for spelling and punctuation errors. 	

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Skills Progression Mapping – Writing

		FS1			FS2		
Composition		<ul style="list-style-type: none"> Use longer sentences of four to six words 			<ul style="list-style-type: none"> Write simple phrases and sentences. Begin to compose own simple sentences using familiar stem sentences. 		
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Composition	<ul style="list-style-type: none"> To plan my writing by saying what I am going to write about. To say a sentence out loud before I write it down. To read my own writing aloud so it can be heard by others and to check for sense. To write simple sentences about a topic. To sequence sentences to form short narratives. To sequence sentences in chronological order to recount an event/ experience. 	<ul style="list-style-type: none"> To develop stamina for writing by writing for different purposes. To plan and discuss the content of my writing. To evaluate my writing independently, with peers and with my teacher by making simple additions and corrections. To write, from memory, simple dictated sentences. To proof-read to check for errors in spelling, grammar and punctuation. To make changes, sometimes independently and sometimes in discussion with an adult, to improve my writing. 	<ul style="list-style-type: none"> To use subheadings and headings in non-fiction writing. To build up a picture of my characters. To build up a picture of the setting. To build up a picture of the plot. To plan my writing by discussing and recording ideas. To independently proof read my work for correct use of punctuation. To independently proof read my work to check that words have been spelt correctly. To suggest improvements to my writing through self and peer assessing To identify structure; grammatical features and use of vocabulary in texts. To use paragraphs to organise ideas To develop resolutions and endings in narrative writing. To make improvements by proposing changes to grammar and vocabulary to improve consistency e.g. accurate use of pronouns. To look at and discuss different models of writing, taking account of purpose and audience. To compose sentences using a wider range of structures linked to the grammar objectives. 	<ul style="list-style-type: none"> To write simple sentences dictated by teacher that includes words and punctuation taught so far. To write a narrative with a clear structure, setting, characters and plot. To include key vocabulary and grammar choices that link to style of writing. To organise paragraphs around a theme and begin to open paragraphs with topic sentences. To re-read writing and identify some changes that need to be made. To check my work and identify mistakes in spelling and punctuation. To plan writing using appropriate model. To organised my narrative writing into clear sequences with more than a basic beginning, middle and end. To write endings that are developed and close the narrative appropriately relating to the beginning or a change in a character. 	<ul style="list-style-type: none"> To plan writing for a range of audiences and purposes. To organise writing into paragraphs to show different information or events. To link ideas within paragraphs using connecting adverbs (when, where, as, with) To select appropriate grammar and vocabulary to enhance meaning. To build cohesion within and across paragraphs. To develop characters through action and dialogue. To develop a character through description. To describe setting and atmosphere to engage the audience, and to indicate a change. To add well-chosen detail to interest the reader To use or integrate models from my reading in my writing. To manage shifts in time and place effectively and guide the reader through my text 	<ul style="list-style-type: none"> To plan writing for specific audience/purpose, appropriate form and features. To draft writing where appropriate vocabulary and grammatical structures have been selected and that reflect the level of formality required. To show evaluative and reflective thinking which is evidenced by thoughtful and effective changes made to create effects and to impact on my reader, in my second drafts. To evaluate writing as a matter of course and proof reading ensures a high level of accuracy. To describe characters and integrate dialogue to convey character and advance the action. To adapt grammar and vocabulary used in writing to suit audience and purpose. To create atmosphere and describe settings using antonyms and synonyms to enhance detail. To add detail to my writing by using expanded noun phrases to add precision, detail and qualification. To use paragraphs correctly so that each one has a clear topic, has a signal of change in time, place or event. 	
Skills Progression Mapping – Writing							

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		FS1			FS2		
Grammar		•			• Understand and use the language letter, digraph, trigraph, word, finger space, sentence		
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Grammar		<ul style="list-style-type: none"> To use the personal pronoun 'I' To use 'and' to join ideas within a sentence. To attempt to use other conjunctions. To use relevant word banks to support my word choices. To begin to use adjectives to add detail to my sentences. To use question words to begin questions. To use most grammatical terminology to discuss their writing e.g. letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark. 	<ul style="list-style-type: none"> To use some expanded noun phrases to describe, expand and specify. To make words choices that are thoughtful and sometimes ambitious with specific or technical vocabulary used in non-narrative writing. To use conjunctions for co-ordination (or, and, but) To use some conjunctions for sub-ordination (when, if, that, because) To use sentences with different forms: statements, questions, exclamations and commands. To use different ways to start a sentence (suddenly, after, just then) To use adjectives and adverbs to add detail and specify. To use past and present tenses correctly and consistently including the progressive form. 	<ul style="list-style-type: none"> To use prepositions to express time (e.g. before, during, after) To use conjunctions in my writing (e.g. when, while, so, because) To use adverbs in my writing (e.g. ly words) To recognise and use determiners 'a', 'an' and 'the' appropriately To use the perfect form of verbs instead of the simple past To add detail through noun phrases and the use of adverbials. To use word choices that are adventurous and carefully selected to add detail and to engage the reader. 	<ul style="list-style-type: none"> To use a range of sentences with more than one clause-through use of conjunctions. To use the correct article 'a' or 'an'. To open sentences in different ways To use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition. To use fronted adverbials followed by a comma To use expanded noun phrases to add detail To use adverbs and prepositions to express time, place and cause. To use subordinating and co-ordinating conjunctions To use standard English for verb inflections (we was/we were) To use the correct tense throughout a piece of writing. To make improvements to my writing by proposing changes to grammar and vocabulary to improve consistency. To use fronted adverbials of place, time and manner, including the use of a comma. 	<ul style="list-style-type: none"> To start sentences in a range of ways. (similes, adverbials, conjunctions etc) To use modal verbs or adverbs to indicate degrees of possibility To use stylistic devices to create effects in writing. (personification, similes, metaphors) To use main and subordinate clauses To use relative clauses To suggest changes to grammar, punctuation and vocabulary to enhance effects and clarify meaning. To use formal and informal language To use the correct and consistent use of tense throughout a piece of writing. To use the perfect form of verbs to mark relationships of time and cause To use a thesaurus to improve my vocabulary choices. To choose words for deliberate effect and use them thoughtfully and with precision. 	<ul style="list-style-type: none"> To use thesaurus to develop word understanding and build bank of antonyms and synonyms. To use the correct tense throughout a piece of writing. To use passive voice to present information with a different emphasis. To use a range of verb forms to create more subtle meanings. To add precision, detail and qualification using prepositional phrases and adverbs. To use a range of cohesive devices, including adverbials, within and across sentences and paragraphs. To effectively draft work to enhance meaning and adapt grammar choices for effect. To ensure correct subject verb agreement in singular and plural. To use a wide range of clause structures, sometimes varying their position within the sentence. To use structures typical of very formal speech, such as subjunctive form. To use imaginative vocabulary choices to create impact and enhance writing. To use modal verbs and adverbs to position an argument as well as indicate degrees of possibility, probability and certainty.

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Skills Progression Mapping – Writing

Skills Progression Mapping – Writing						
FS1			FS2			
Punctuation			<ul style="list-style-type: none"> Capital letters and full stops are modelled. 			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Punctuation	<ul style="list-style-type: none"> To use finger spaces. To use a capital letter for the start of a sentence. To use full stops correctly. To use capital letters for the names of people, places and days of the week. To begin to use other punctuation such as exclamation and question marks. 	<ul style="list-style-type: none"> To use full stops and capital letters correctly. To use capital letters for the personal pronoun I and for most proper nouns. To begin to use commas to separate items in a list. To sometimes use apostrophes for singular possession. To mostly use exclamation and question marks correctly to demarcate sentences. 	<ul style="list-style-type: none"> To begin to use inverted commas for some direct speech punctuation. To place possessive apostrophes accurately in regular plurals. Commas are sometimes used to mark clause and phrases. 	<ul style="list-style-type: none"> To secure the use of punctuation in direct speech, including a comma after the reporting clause. To use apostrophes for omission and possession To ensure all my sentences are correctly demarcated. 	<ul style="list-style-type: none"> To use commas to clarify meaning or avoid ambiguity in writing. To use colons to introduce a list. To use brackets, dashes or commas to indicate parenthesis. To use inverted commas and other punctuation to accurately indicate direct speech. 	<ul style="list-style-type: none"> To use inverted commas. To mostly use commas correctly to mark phrases and clauses and provide clarity. To use punctuation for parenthesis. To make correct use of range of punctuation across genres (colons for lists, semi-colons, hyphens)

Vocabulary Progression Mapping – Writing

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Writing - Foundation

letter, word, sentence. finger space, capital letter, full stop.

Writing - Year 1

singular, plural, conjunctions (and, but, because) adjectives, sequence, chronological order, recount, onomatopoeia, punctuation, question mark, question words (who, what, where, why, when) exclamation mark, title, suffix.

Writing - Year 2

plan, proof read, noun, proper nouns, expanded noun phrases, verb, adverb, imperative verbs, sub-ordinating conjunctions, co-ordinating conjunctions, statements, commands, past tense, present tense. commas, apostrophes, singular possession, sub-headings, headings, homophones, contractions, silent letters.

Writing - Year 3

paragraphs, pronouns, prepositions (time) determiners (a, an, the), past perfect form, adverbials, plural possession, clauses, phrases, purpose for writing, similes, informal, formal, synonyms. inverted commas, direct speech, ellipsis, consonant, vowel, root word, prefixes, word families.

Writing - Year 4

fronted adverbials, prepositions (time, place and cause) subordinate clause, main clause, reporting clause, possessive pronoun, metaphors, personification, antonyms, apostrophe for omissions, bullet points.

Writing - Year 5

audience for writing, action, dialogue, atmosphere, relative clause, relative pronouns, modal verbs for possibility, perfect form, progressive form, active and passive voice, subject and object, prepositional phrases, colons for lists, semi-colons, hyphens, brackets, dashes, parenthesis.

Writing - Year 6

level of formality, cohesive devices, subject verb agreement, subjunctive form, modal verbs for possibility, probability and certainty.

Learning Overview - Year 1 Writing Frame

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Character Description	Retell	Retell (Traditional)	Poster / List Combined	Fact File
To use finger spaces.	To use finger spaces.	To use finger spaces.	To use finger spaces	To use finger spaces.
To use a capital letter for the start of a sentence.	To use a capital letter for the start of a sentence.	To use a capital letter for the start of a sentence.	To spell unknown words using my phonemes.	To use a capital letter for the start of a sentence.
To use full stops correctly.	To use full stops correctly.	To use full stops correctly.	To begin to use adjectives to add detail to my sentences.	To use full stops correctly.
To use capital letters for the names of people, places and days of the week.	To begin to use other punctuation such as exclamation and question marks.	To begin to use other punctuation such as exclamation and question marks.	To form capital letters correctly.	To begin to use other punctuation such as exclamation and question marks.
To use 'and' to join ideas within a sentence.	To use 'and' to join ideas within a sentence.	To use 'and' to join ideas within a sentence.	To form lower case letters in the correct direction, starting and finishing in the right place.	To use 'and' to join ideas within a sentence.
To attempt to use other conjunctions.	To attempt to use other conjunctions.	To attempt to use other conjunctions.	To write most letters that are the same size.	To attempt to use other conjunctions.
To begin to use adjectives to add detail to my sentences.	To begin to use adjectives to add detail to my sentences.	To begin to use adjectives to add detail to my sentences.		To begin to use adjectives to add detail to my sentences.
To spell unknown words using my phonemes.	To spell unknown words using my phonemes.	To spell unknown words using my phonemes.		To use question words to begin questions.
To use simple sentences to describe the character's appearance.	To write simple sentences, guided by the story/book.	To write simple sentences, guided by the story/book.		To spell unknown words using my phonemes.

Learning Overview - Year 1 Writing Frame

Blidworth & Rainworth Primary School Partnership
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Instructions	Recount	Poetry	Leaflet	Diary
To use finger spaces.	To use finger spaces.	To use finger spaces.	To use finger spaces.	To use finger spaces.
To use a capital letter for the start of a sentence.	To use a capital letter for the start of a sentence.	To use a capital letter for the start of a sentence.	To use a capital letter for the start of a sentence.	To use a capital letter for the start of a sentence.
To use full stops correctly.	To use full stops correctly.	To use full stops correctly.	To use full stops correctly.	To use full stops correctly.
To begin to use other punctuation such as exclamation marks.	To use capital letters for the names of people, places and days of the week.	To begin to use adjectives to add detail to my sentences.	To use 'and' to join ideas within a sentence.	To begin to use other punctuation such as exclamation marks.
To use 'and' to join ideas within a sentence.	To use the personal pronoun 'I'	To spell unknown words using my phonemes.	To attempt to use other conjunctions.	To use the personal pronoun 'I'.
To attempt to use other conjunctions.	To use 'and' to join ideas within a sentence.	To form lower case letters in the correct direction, starting and finishing in the right place.	To begin to use adjectives to add detail to my sentences.	To use 'and' to join ideas within a sentence.
To sequence sentences in chronological order to recount an event/experience.	To sequence sentences in order to recount an event/experience.	To begin to use rhyming words.	To spell unknown words using my phonemes.	To attempt to use other conjunctions.
To spell unknown words using my phonemes.			To form lower case letters in correct direction, starting and finishing in right place.	To begin to use adjectives to add detail to my sentences.
To use simple, bossy sentences.				To sequence sentences in chronological order to recount an event/experience.
				To write a daily diary, which shows sequencing of the days of the week.

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Advert	Letter	Narrative	
To use finger spaces.	To use finger spaces.	To use finger spaces.	
To use a capital letter for the start of a sentence.	To use a capital letter for the start of a sentence.	To use a capital letter for the start of a sentence.	
To use full stops correctly.	To use full stops correctly.	To use full stops correctly.	
To begin to use adjectives to add detail to my sentences.	To begin to use other punctuation such as question marks.	To begin to use other punctuation such as exclamation and question marks.	
To spell unknown words using my phonemes.	To use the personal pronoun 'I'	To use 'and' to join ideas within a sentence.	
To begin to use other punctuation such as exclamation and question marks.	To use 'and' to join ideas within a sentence.	To attempt to use other conjunctions.	
To form lower case letters in the correct direction, starting and finishing in the right place.	To use question words to begin questions.	To begin to use adjectives to add detail to my sentences.	
To form a simple sentence with a simple adjective.	To spell unknown words using my phonemes.	To sequence sentences to form short narratives.	
	To use 'To' and 'From' so we know who the sender and recipient are.	To spell unknown words using my phonemes.	

Learning Overview - Year 2 Writing Frame

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Retell	Character Description	Setting Description	Animal Description	Narrative
To segment spoken words into phonemes and record these as graphemes.	To segment spoken words into phonemes and record these as graphemes.	To segment spoken words into phonemes and record these as graphemes.	To segment spoken words into phonemes and record these as graphemes.	To segment spoken words into phonemes and record these as graphemes.
To spell words with alternative GPCs.	To spell words with alternative GPCs.	To use some expanded noun phrases to describe, expand and specify.	To spell longer words using suffixes such as ment, ness, ful, less and ly.	To spell longer words using suffixes such as ment, ness, ful, less and ly.
To use different ways to start a sentence (suddenly, after, just then)	To use adjectives and adverbs to add detail and specify.	To use adjectives and adverbs to add detail and specify.	To use some expanded noun phrases to describe, expand and specify.	To use some expanded noun phrases to describe, expand and specify.
To make words choices that are thoughtful and sometimes ambitious with specific or technical vocabulary used in non-narrative writing.	To use some expanded noun phrases to describe, expand and specify.	To begin to use commas to separate items in a list.	To use adjectives and adverbs to add detail and specify.	To make words choices that are thoughtful and sometimes ambitious with specific or technical vocabulary used in non-narrative writing.
To use full stops and capital letters correctly.	To use full stops and capital letters correctly.	To describe the physical features of the setting.	To use full stops and capital letters correctly.	To use capital letters for the personal pronoun I and for most proper nouns.
To use capital letters for the personal pronoun I and for most proper nouns.	To use capital letters for most proper nouns.		To begin to use commas to separate items in a list.	To mostly use exclamation and question marks correctly to demarcate sentences.
To include a simple beginning, middle and end.	To describe extrinsic and intrinsic features of a character. E.g <i>He is clever because he tricks the Gruffalo.</i>			To spell most of the common exception words for Year 2.
				To include a simple beginning, middle and end.

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Poetry	Letter	Fact File	Instructions	Diary
To identify and apply my knowledge of homophones /near homophones.	To identify and apply my knowledge of homophones /near homophones. (to/too/two there/their/they're sea/see)	To identify and apply my knowledge of homophones /near homophones.	To use sentences with different forms: commands.	To identify and apply my knowledge of homophones/near homophones.
To make words choices that are thoughtful and sometimes ambitious with specific or technical vocabulary used in non-narrative writing.	To spell words with alternative GPCs.	To spell most of common exception words for year 2.	To begin to use commas to separate items in a list.	To make words choices that are thoughtful and sometimes ambitious with specific or technical vocabulary used in non-narrative writing.
To use conjunctions for co-ordination (or, and, but)	To use conjunctions for co-ordination (or, and, but).	To use some expanded noun phrases to describe, expand and specify.	To write a clear title.	To use sentences with different forms: statements, questions and exclamations.
To use capital letters for the personal pronoun I and for most proper nouns.	To use sentences with different forms: statements, questions, exclamations and commands.	To use some conjunctions for sub-ordination (when, if, that, because)	To use numbered points to create a simple sequence.	To mostly use exclamation and question marks correctly to demarcate sentences.
To play around with language to develop a nonsense poem.	To use capital letters for the personal pronoun I and for most proper nouns.	To sometimes use apostrophes for singular possession.	To use imperative verbs to begin some of the commands.	To use past and present tenses correctly and consistently including the progressive form.
To find pairs of words that rhyme for a couplet poem.	To mostly use exclamation and question marks correctly to demarcate sentences.	To include a clear title.	To use simple time connectives to being some of the commands.	To begin with 'Dear Diary,' to create a conversation between the writer and the diary.
To develop clues to lead the reader to the answer in a riddle.	To begin letter with 'Dear..' and conclude with 'Love from..'	To include sub-headings given by the teacher.		To include personal experiences and actions.

Learning Overview - Year 2 Writing Frame

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Recount	Leaflet	Advert	News Report	
To use apostrophes for the most common contracted words.	To use apostrophes for the most common contracted words.	To use apostrophes for the most common contracted words.	To make words ending in 'y' into plurals.	
To spell most of common exception words for year 2.	To spell most of common exception words for year 2.	To use adjectives and adverbs to add detail and specify.	To spell most of common exception words for year 2.	
To use different ways to start a sentence (suddenly, after, just then).	To use sentences with different forms: statements, questions, exclamations and commands.	To sometimes use apostrophes for singular possession.	To use past and present tenses correctly and consistently including the progressive form.	
To use conjunctions for co-ordination (or, and, but)	To use some conjunctions for sub-ordination (when, if, that, because)	To begin to use commas to separate items in a list.	To use some conjunctions for sub-ordination (when, if, that, because)	
To use past tense correctly and consistently including the progressive form.	To mostly use exclamation and question marks correctly to demarcate sentences.	To mostly use exclamation and question marks correctly to demarcate sentences.	To sometimes use apostrophes for singular possession.	
To sometimes use apostrophes for singular possession.	To begin to use commas to separate items in a list.	To begin to include simple phrases for exaggeration.	To use simple chronological order to sequence events.	
To use simple chronological order to sequence events.				

Learning Overview - Year 3 Writing Frame

Narrative	Narrative	Narrative	Narrative	Poetry
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(Modern Adventure)	(Sci-Fi)	(Spooky)	(Familiar Setting)	
To spell some identified words from the Year 3 and 4-word list.	To build up a picture of my characters.	To build up a picture of the setting.	To spell some identified words from the Year 3 and 4-word list.	To use word choices that are adventurous and carefully selected to add detail and to engage the reader.
To build up a picture of the plot.	To develop resolutions and endings in narrative writing.	To develop resolutions and endings in narrative writing.	To build up a picture of the setting.	To recognise and use determiners 'a', 'an' and 'the' appropriately.
To develop resolutions and endings in narrative writing.	To identify structure; grammatical features and use of vocabulary in texts.	To compose sentences using a wider range of structures linked to the grammar objectives.	To develop resolutions and endings in narrative writing.	To add detail through noun phrases and the use of adverbials.
To begin to use inverted commas for some direct speech punctuation.	To begin to use inverted commas for some direct speech punctuation.	To begin to use inverted commas for some direct speech punctuation.	To use adverbs in my writing (e.g. ly words).	To explore and develop appropriate rhyming pairs.
To add detail through noun phrases and the use of adverbials.	To use word choices that are adventurous and carefully selected to add detail and to engage the reader.	To add detail through noun phrases and the use of adverbials.	To include extrinsic and intrinsic features of a character and their movements.	To follow the structure of poem being studied.
To know commas are sometimes used to mark clause and phrases.	To include background details of a character.	To describe physical features of a setting, including the use of the 5 senses.	To describe physical features of a setting, including the use of the 5 senses.	
	To include extrinsic and intrinsic features of a character and their movements.			

Learning Overview - Year 3 Writing Frame

Character / Setting Description	Instructions	Book Review	Non-Chronological Report	News Report
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To build up a picture of my characters.	To use subheadings and headings in non-fiction writing.	To use subheadings and headings in non-fiction writing.	To use subheadings and headings in non-fiction writing.	To use paragraphs to organise ideas.
To build up a picture of the setting.	To add detail through noun phrases and the use of adverbials.	To use word choices that are adventurous and carefully selected to add detail and to engage the reader.	To use conjunctions in my writing (e.g. when, while, so, because).	To use adverbs in my writing (e.g. ly words).
To use paragraphs to organise ideas.	To use prepositions to express time (e.g. before, during, after).	To use conjunctions in my writing (e.g. when, while, so, because).	To place possessive apostrophes accurately in regular plurals.	To use prepositions to express time (e.g. before, during, after).
To begin to use inverted commas for some direct speech punctuation.	To write a clear title followed by an ingredient/equipment list.	To use personal opinion to persuade people to your viewpoint.	To use prepositions to express time (e.g. before, during, after).	To use the perfect form of verbs instead of the simple past.
To add detail through noun phrases and the use of adverbials.	To use imperative verbs to begin the commands/steps.	To expand and explain your reasons in support of the book.	To use information from other subjects.	To begin with an introductory paragraph which summarises what the report is about.
To describe physical features of a setting, including the use of the 5 senses.	To include adverbial phrases for cohesion. E.g <i>After the paint has dried, ...</i>			To include a quote from a linked person.
To include background details of a character.				To begin to use inverted commas for some direct speech punctuation.
To include extrinsic and intrinsic features of a character and their movements.				

Learning Overview - Year 3 Writing Frame

Recount	Informal Letter	Discussion	Explanation	Diary
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To spell some identified words from the Year 3 and 4-word list.	To use paragraphs to organise ideas.	To use paragraphs to organise ideas.	To use given subheadings and headings in non-fiction writing.	To use paragraphs to organise ideas.
To use paragraphs to organise ideas.	To use conjunctions in my writing (e.g. when, while, so, because).	To use conjunctions in my writing (e.g. when, while, so, because).	To use prepositions to express time (e.g. before, during, after).	To compose sentences using a wider range of structures linked to the grammar objectives.
To use prepositions to express time (e.g. before, during, after).	To include the address of the sender of the letter.	To write a point for an argument and a point against.	To use conjunctions in my writing (e.g. when, while, so, because).	To use adverbs in my writing (e.g. ly words).
To use word choices that are adventurous and carefully selected to add detail and to engage the reader.	To put the date and 'Dear ...'	To justify the points, giving reasons why people think that way.	To include an introduction so the reader knows what the explanation is about.	To use the perfect form of verbs instead of the simple past.
To use the perfect form of verbs instead of the simple past.	To include an informal sign off at the end.	To give own viewpoint, but be able to accept and appreciate a contrasting viewpoint.	To include a simple title and a simple conclusion.	To place possessive apostrophes accurately in regular plurals.
To use the 5 'W's in the introduction to the recount.				To use chronological order to sequence the events in the diary.
				To include personal opinions and emotions to show your actions and how things made you feel.

Learning Overview - Year 4 Writing Frame

Narrative	Narrative	Narrative	Narrative	Poetry
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(Myths)	(Fantasy)	(Historical Adventure)	(Twisted Ending)	
To write a narrative with a clear structure, setting, characters and plot.	To write a narrative with a clear structure, setting, characters and plot.	To write a narrative with a clear structure, setting, characters and plot.	To write a narrative with a clear structure, setting, characters and plot.	To use expanded noun phrases to add detail.
To organise my narrative writing into clear sequences with more than a basic beginning, middle and end.	To organise my narrative writing into clear sequences with more than a basic beginning, middle and end.	To organise my narrative writing into clear sequences with more than a basic beginning, middle and end.	To organise my narrative writing into clear sequences with more than a basic beginning, middle and end.	To use adverbs and prepositions to express time, place and cause.
To write endings that are developed and close the narrative appropriately relating to the beginning.	To write endings that are developed and close the narrative appropriately relating to a change in a character.	To write endings that are developed and close the narrative appropriately relating to the beginning or a change in a character.	To write endings that are developed and close the narrative appropriately relating to the beginning or a change in a character.	To write 5 lines using 31 syllables (Tanka).
To use expanded noun phrases to add detail.	To use expanded noun phrases to add detail.	To open sentences in different ways.	To use expanded noun phrases to add detail.	To write 5 lines with the rhyme patterns AABBA (limerick).
To develop a hero/heroine and mythical creature.	To secure the use of punctuation in direct speech, including a comma after the reporting clause.	To secure the use of punctuation in direct speech, including a comma after the reporting clause.	To secure the use of punctuation in direct speech, including a comma after the reporting clause.	
To include a moral or lesson for the reader.	To include magic.	To include an accurate historical setting.	To lead the reader in a particular direction by dropping in clues.	
	To develop a mysterious setting of an imaginary place.	To include historically accurate dialogue.	To twist the ending to challenge the reader's preconceptions.	

Learning Overview - Year 4 Writing Frame

Blidworth & Rainworth Primary School Partnership
Writing Subject Pathway 2025-2026

Character / Setting Description	Recount	Review	Non-Chronological Report	Informal Letter
To use plural - s and possessive -s correctly.	To organise paragraphs around a theme and begin to open paragraphs with topic sentences.	To organise paragraphs around a theme and begin to open paragraphs with topic sentences.	To use a range of sentences with more than one clause-through use of conjunctions.	To use a wide range of homophones correctly.
To organise paragraphs around a theme and begin to open paragraphs with topic sentences.	To include key vocabulary and grammar choices that link to the style of writing.	To use a range of sentences with more than one clause-through use of conjunctions.	To use co-ordinating conjunctions.	To open sentences in different ways.
To include key vocabulary and grammar choices that link to the style of writing.	To use adverbs and prepositions to express time, place and cause.	To use subordinating and co-ordinating conjunctions.	To use subordinating conjunctions.	To use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition.
To use expanded noun phrases to add detail.	To use fronted adverbials of place, time and manner, including the use of a comma.	To justify opinions.	To include key vocabulary and grammar choices that link to the style of writing.	To include an appropriate sign-off.
To use apostrophes for possession.	To use the 5 Ws in the introduction.	To summarise an experience.	To include an introductory paragraph.	To include an introduction as to why you are writing.
To use 'Show don't tell' to describe features of a setting.	To write a reflective conclusion.	To use critical language.	To use sub-headings to organise sections.	
To create an original character.				
To develop the character's background and actions.				

Learning Overview - Year 4 Writing Frame

Blidworth & Rainworth Primary School Partnership
Writing Subject Pathway 2025-2026

Play Script	Explanation	News Report	Instructions	Discussion
To include key vocabulary and grammar choices that link to the style of writing.	To organise paragraphs around a theme and begin to open paragraphs with topic sentences.	To use standard English for verb inflections (we was/we were).	To use the correct article 'a' or 'an'.	To use a wide range of homophones correctly.
To use the correct article 'a' or 'an'.	To include key vocabulary and grammar choices that link to the style of writing.	To organise paragraphs around a theme and begin to open paragraphs with topic sentences.	To use adverbs and prepositions to express time, place and cause.	To organise paragraphs around a theme and begin to open paragraphs with topic sentences.
To use the correct structure (stage directions / extra information).	To use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition.	To use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition.	To use fronted adverbials of place, time and manner, including the use of a comma.	To include key vocabulary and grammar choices that link to the style of writing.
To move on the action through dialogue.	To use the correct tense throughout a piece of writing.	To use 5 Ws in the introduction.	To include alternative instructions.	To use a range of sentences with more than one clause-through use of conjunctions.
To demonstrate character through the lines they deliver.	To include a simple introduction and conclusion.	To ensure chronological order.	To include an introduction.	To use subordinating and co-ordinating conjunctions.
			To include an ingredients or equipment list.	To include a conclusion with personal opinion.

Blidworth & Rainworth Primary School Partnership
Writing Subject Pathway 2025-2026

Narrative (Mystery) Need a better book for inspiration	Narrative (Flashback) - the piano (Literacy Shed video)	Narrative (Familiar Setting)	Narrative (Fable)	Setting Description - The Island That Didn't Exist
To link ideas within paragraphs using connecting adverbs (when, where, as, with)	To link ideas within paragraphs using connecting adverbs (when, where, as, with)	To link ideas within paragraphs using connecting adverbs (when, where, as, with)	To develop characters through action and dialogue.	To organise writing into paragraphs to show different information or events.
To develop characters through action and dialogue.	To develop characters through action and dialogue.	To develop characters through action and dialogue.	To develop a character through description.	To build cohesion within and across paragraphs.
To develop a character through description.	To develop a character through description.	To develop a character through description.	To add well-chosen detail to interest the reader	To describe setting and atmosphere to engage the audience, and to indicate a change.
To use or integrate models from my reading in my writing.	To use or integrate models from my reading in my writing.	To use or integrate models from my reading in my writing.	To start sentences in a range of ways. (similes, adverbials, conjunctions etc)	To use main and subordinate clauses.
To use main and subordinate clauses.	To use main and subordinate clauses.	To use main and subordinate clauses.	To include a moral for the reader to learn from.	To choose words for deliberate effect and use them thoughtfully and with precision.
To use relative clauses.	To use relative clauses.	To use relative clauses.	To use 'show don't tell' to develop details about the characters.	To use commas to clarify meaning or avoid ambiguity in writing.
To use brackets, dashes or commas to indicate parenthesis.	To use brackets, dashes or commas to indicate parenthesis.	To use brackets, dashes or commas to indicate parenthesis.		
To integrate clues within the plot.	To manage shifts in time and place effectively.	To describe specific details of a setting, moving from area to area.		

Blidworth & Rainworth Primary School Partnership
Writing Subject Pathway 2025-2026

Learning Overview - Year 5 Writing Frame

Poetry ~ Rap	Poetry ~ Ode	Explanation - Anglo-Saxon Boy	Recount - trip coal mining museum	Balanced Argument - boy at the back of the class
To add well-chosen detail to interest the reader.	To add well-chosen detail to interest the reader.	To link ideas within paragraphs using connecting adverbs (when, where, as, with)	To organise writing into paragraphs to show different information or events.	To organise writing into paragraphs to show different information or events.
To use stylistic devices to create effects in writing. (personification, similes, metaphors)	To use stylistic devices to create effects in writing. (personification, similes, metaphors)	To select appropriate grammar and vocabulary to enhance meaning.	To add well-chosen detail to interest the reader	To build cohesion within and across paragraphs.
To choose words for deliberate effect and use them thoughtfully and with precision.	To choose words for deliberate effect and use them thoughtfully and with precision.	To use formal language.	To start sentences in a range of ways. (similes, adverbials, conjunctions etc)	To use formal language.
To show consideration of rhythm and rhyme.	To include praise of the subject.	To use the correct and consistent use of tense throughout a piece of writing.	To use the correct and consistent use of tense throughout a piece of writing.	To use modal verbs or adverbs to indicate degrees of possibility.
		To use a clear order, supported by causal conjunctions.	To use commas to clarify meaning or avoid ambiguity in writing.	To use conjunctions linked to discussions.
		To form the title as a question.	To use brackets, dashes or commas to indicate parenthesis.	To explore both sides of an argument equally, with justification for points on both sides.
		To write a conclusion that summarises the text.	To use time prepositions and prepositional phrases to give the writing cohesion.	To conclude with personal opinion and reason why.
		To develop a simple glossary to help explain some of the technical vocabulary.	To conclude the recount with a personal opinion.	

Blidworth & Rainworth Primary School Partnership
Writing Subject Pathway 2025-2026

Learning Overview - Year 5 Writing Frame

Formal Letter - boy at the back of the class	Biography	Autumn Term	Spring Term	Summer Term
To organise writing into paragraphs to show different information or events.	To organise writing into paragraphs to show different information or events.	Biography Setting description - island book		
To link ideas within paragraphs using connecting adverbs (when, where, as, with)	To start sentences in a range of ways. (similes, adverbials, conjunctions etc)			
To add well-chosen detail to interest the reader	To use relative clauses.	Autumn Term 2	Spring Term 2	Summer Term 2
To use formal language.	To use the correct and consistent use of tense throughout a piece of writing.	Recount - Coal mining Trip ? - the girl who stole an elephant		
To choose words for deliberate effect and use them thoughtfully and with precision.	To use a passive voice in the writing.			
To include the sender's address and the recipient's address.	To use brackets, dashes or commas to indicate parenthesis.			
To use an introduction to explain the purpose of writing the letter.				
To conclude with a formal way of signing off.				

Blidworth & Rainworth Primary School Partnership
Writing Subject Pathway 2025-2026

Learning Overview - Year 6 Writing Frame

Narrative (Diary / Journal)	Narrative (Ghost Story)	Narrative (Twisted Fairytale)	Narrative (Flashback)	Poetry (Sonnet)
To describe characters and integrate dialogue to convey character and advance the action.	To describe characters and integrate dialogue to convey character and advance the action.	To describe characters and integrate dialogue to convey character and advance the action.	To describe characters and integrate dialogue to convey character and advance the action.	To use imaginative vocabulary choices to create impact and enhance writing.
To add detail to my writing by using expanded noun phrases to add precision, detail and qualification.	To add detail to my writing by using expanded noun phrases to add precision, detail and qualification.	To add detail to my writing by using expanded noun phrases to add precision, detail and qualification.	To add detail to my writing by using expanded noun phrases to add precision, detail and qualification.	To follow a given structure and form.
To use paragraphs correctly so that each one has a clear topic, has a signal of change in time, place or event.	To use paragraphs correctly so that each one has a clear topic, has a signal of change in time, place or event.	To use paragraphs correctly so that each one has a clear topic, has a signal of change in time, place or event.	To use paragraphs correctly so that each one has a clear topic, has a signal of change in time, place or event.	To create appropriate rhyming connections.
To add precision, detail and qualification using prepositional phrases and adverbs.	To add precision, detail and qualification using prepositional phrases and adverbs.	To add precision, detail and qualification using prepositional phrases and adverbs.	To add precision, detail and qualification using prepositional phrases and adverbs.	To choose language to reflect the subject and time.
To use imaginative vocabulary choices to create impact and enhance writing.	To use imaginative vocabulary choices to create impact and enhance writing.	To use imaginative vocabulary choices to create impact and enhance writing.	To use imaginative vocabulary choices to create impact and enhance writing.	
To use chronological order and more than one day in the diary.	To use inverted commas.	To use inverted commas.	To create atmosphere and describe settings using antonyms and synonyms to enhance detail.	
To use 'show don't tell' to explore the emotions that the character is feeling at different points.	To create atmosphere and describe settings using antonyms and synonyms to enhance detail.			

Blidworth & Rainworth Primary School Partnership
Writing Subject Pathway 2025-2026

Learning Overview - Year 6 Writing Frame

Balanced Argument	Persuasion	Formal Letter	Explanation	Non-chronological Report
To adapt the grammar and vocabulary used in my writing to suit the audience and purpose.	To use passive voice to present information with a different emphasis.	To adapt the grammar and vocabulary used in my writing to suit the audience and purpose.	To use paragraphs correctly so that each one has a clear topic, has a signal of change in time, place or event.	To use paragraphs correctly so that each one has a clear topic, has a signal of change in time, place or event.
To use paragraphs correctly so that each one has a clear topic, has a signal of change in time, place or event.	To use a range of cohesive devices, including adverbials, within and across sentences and paragraphs.	To use paragraphs correctly so that each one has a clear topic, has a signal of change in time, place or event.	To use passive voice to present information with a different emphasis.	To add precision, detail and qualification using prepositional phrases and adverbs.
To use structures typical of very formal speech, such as subjunctive form.	To use imaginative vocabulary choices to create impact and enhance writing.	To use a wide range of clause structures, sometimes varying their position within the sentence.	To mostly use commas correctly to mark phrases and clauses and provide clarity.	To mostly use commas correctly to mark phrases and clauses and provide clarity.
To make correct use of a range of punctuation (commas, colons for lists, semi-colons, hyphens)	To use modal verbs and adverbs to position an argument as well as indicate degrees of possibility, probability and certainty.	To use structures typical of very formal speech, such as subjunctive form.	To use punctuation for parenthesis.	To use punctuation for parenthesis.
To use modal verbs and adverbs to position an argument as well as indicate degrees of possibility, probability and certainty.	To use punctuation for parenthesis.	To mostly use commas correctly to mark phrases and clauses and provide clarity.	To pose the title as a question and follow-up with an introduction as to what the text is about.	To include a clear and concise introduction to the report.
To give a clear introduction to the argument.	To use A FOREST to ensure all persuasive devices are included in writing.	To use punctuation for parenthesis.	To use causal conjunctions to create cohesion.	To include 'Fun Facts' to add extra details to the report.
To explore both sides in depth with justifications for points made.		To use the structure of a formal letter ~ both addresses, date, formal address to recipient, e.g. <i>Dear Sir/ Madam</i> or <i>To whom it may concern,</i>	To write a clear conclusion which summarises the main points of the explanation.	To develop a glossary for any unknown terms or technical vocabulary.
To maintain an objective viewpoint throughout the main body of the text: giving personal opinion only in the conclusion.		To sign off in the appropriate manner.	To develop of glossary of all the technical vocabulary used in the explanation.	

Blidworth & Rainworth Primary School Partnership
Writing Subject Pathway 2025-2026

Learning Overview - Year 6 Writing Frame

Recount	Auto Biography			
To use modal verbs and adverbs to position an argument as well as indicate degrees of possibility, probability and certainty.	To adapt the grammar and vocabulary used in my writing to suit the audience and purpose.			
To add detail to my writing by using expanded noun phrases to add precision, detail and qualification.	To use paragraphs correctly so that each one has a clear topic, has a signal of change in time, place or event.			
To use a wide range of clause structures, sometimes varying their position within the sentence.	To use a range of cohesive devices, including adverbials, within and across sentences and paragraphs.			
To make correct use of a range of punctuation across a range of writing. (colons for lists, semi-colons, hyphens)	To use a wide range of clause structures, sometimes varying their position within the sentence.			
To develop a personal introduction into the recount, beyond the use of the 5 'W's.	To use an informal, chatty tone appropriate to the audience.			
To include rhetorical questions to engage the reader.	To add detail to the writing in consideration of the audience.			
To conclude with a personal opinion or review of the event/place.				