

Writing at Hursthead Infant School

Curriculum Map and Subject Overview

Intention statement

At Hursthead Infant School, we believe that writing gives children the power to communicate their thoughts, ideas, experiences and imagination with confidence. We aim for all children to see themselves as writers, developing the oral language, vocabulary, transcription skills and compositional understanding needed to write clearly for a range of purposes and audiences.

From the beginning of Reception, children are immersed in stories, rhymes, poems, talk, mark-making and purposeful writing opportunities. They are taught to orally rehearse ideas, listen to rich language, segment words using their phonics, form letters correctly and begin to compose simple phrases and sentences. As children move through Key Stage 1, they build stamina, independence and accuracy, learning to plan, draft, write, edit and publish increasingly structured pieces of writing.

Our writing curriculum is carefully sequenced so that children revisit key genres, skills and vocabulary in meaningful contexts. Through high-quality texts, drama, story mapping, shared writing, direct teaching and independent writing, pupils learn to write narratives, recounts, descriptions, information texts, instructions, poems and other purposeful outcomes. By the end of Year 2, children should be able to communicate ideas clearly, make deliberate vocabulary and grammar choices, and take pride in writing that can be read and enjoyed by others.

National Curriculum and EYFS Statutory Framework

EYFS

In Reception, writing is rooted in the EYFS area of Literacy and is closely linked to Communication and Language and Physical Development. Children develop the foundations for writing through speaking, listening, fine motor development, drawing, mark-making, phonics, shared reading and meaningful writing in continuous provision.

- Children develop oral language through nursery rhymes, stories, poems, role play, talk partner work and adult modelling.
- Children are taught to write recognisable letters, most of which are correctly formed.
- Children spell words by identifying sounds and representing these sounds with letters.
- Children write simple phrases and sentences that can be read by others.
- Children are encouraged to reread what they have written and check that it makes sense.

Key Stage 1

In Key Stage 1, children follow the National Curriculum for English. The writing curriculum supports children to develop transcription, handwriting, composition, vocabulary, grammar and punctuation. Children are taught to say aloud what they are going to write, compose sentences orally before writing, sequence sentences to form short narratives, reread their work, discuss their writing and read it aloud clearly.

- Transcription: applying phonics and spelling knowledge, common exception words, suffixes and prefixes, and writing from memory.
- Handwriting: sitting correctly, holding a pencil effectively, forming lower-case and capital letters correctly and developing fluent letter formation.
- Composition: planning through talk, sequencing ideas, drafting, rereading, editing, sharing and performing written outcomes.
- Vocabulary, grammar and punctuation: using spaces between words, capital letters, full stops, question marks, exclamation marks, apostrophes, conjunctions, expanded noun phrases and sentence types in age-appropriate ways.

Our Curriculum

Writing at Hursthead Infant School is text-led and purpose-driven. Each unit begins with a carefully selected book, poem, experience or hook that gives children something meaningful to think, talk and write about. Units are planned so that children build knowledge of language, genre and sentence structure through repeated exposure, oral rehearsal and modelling before writing independently.

The curriculum has a strong emphasis on oracy. Children are taught to say sentences before writing them, rehearse stories with actions, use story maps, discuss vocabulary, listen to and perform poetry, and use talk partners to refine their ideas. This means that writing is not treated as a silent task, but as a process of thinking, speaking, drafting and improving.

Across Reception, Year 1 and Year 2, children revisit key writing purposes. This enables them to deepen their understanding of how writing works: stories have structure, recounts are sequenced, information texts share facts, instructions tell the reader what to do, descriptions create images for the reader and poems use sound, rhythm, pattern and carefully chosen words.

Implementation: How writing is taught

Teaching sequence	What this looks like at Hursthead
1. Hook and immersion	Units often begin with a stimulus such as a magic story box, a prop, an experience, a visit, a letter, a mystery object, images, music or a high-quality text. This gives children a shared context for talk and writing.
2. Reading, vocabulary and talk	Teachers read and reread the focus text, draw attention to key vocabulary, discuss characters and settings, explore author choices, and provide time for children to talk through their understanding.
3. Oral rehearsal and drama	Children use DEAL strategies, role play, hot seating, story actions, story maps and talk partners to rehearse ideas before they write. This supports sentence formation, sequencing and confidence.
4. Shared writing and WAGOLLS	Teachers model how writers make decisions. Children see examples of effective writing, co-construct success criteria and build word banks before independent writing.
5. Independent writing	Children write in small groups or whole-class contexts with access to sound mats, word banks, story maps, sentence stems, pictures, success criteria and adult support where needed.
6. Editing and response	Children reread their writing, check for sense, improve punctuation and spelling, discuss their work and respond to teacher or teaching assistant feedback using feedback grids and coloured editing pencils.
7. Publishing, performing and sharing	Writing is given an audience through class books, posters, performances, Seesaw recordings, poetry assemblies, presentations and displays.

Curriculum progression by year group

Reception

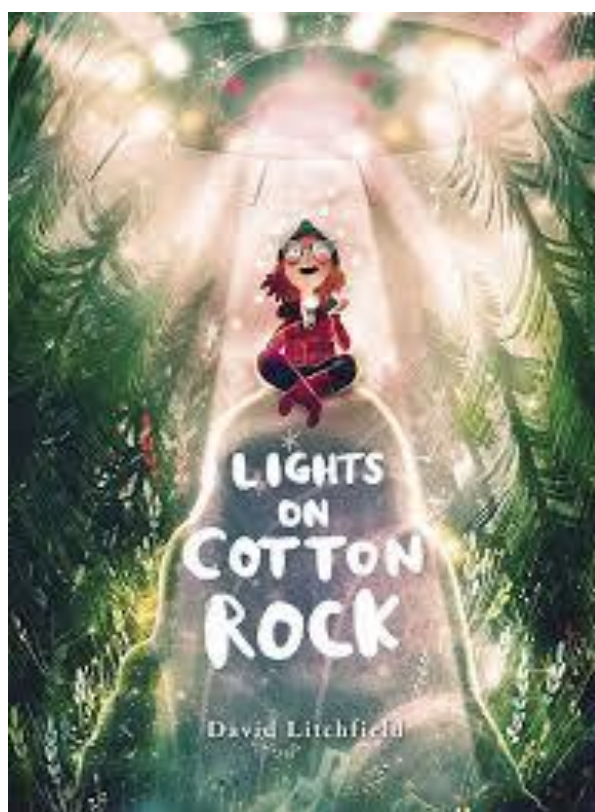
In Reception, children develop the foundations of writing through high-quality talk, story language, poetry, performance, phonics and purposeful mark-making. The curriculum begins with nursery rhymes, personal sentence composition and familiar traditional tales, before moving into labels, captions, simple sentences, fact sheets, instructions, mini books, recounts, retells, journey stories and poems. Children use known GPCs and tricky words to write words, phrases and short sentences. Adults support children to orally compose first, draw and map their ideas, write with increasing independence and reread for sense.

Year 1

In Year 1, children build on Reception by writing more independently and by sequencing sentences to form short narratives and recounts. There is a strong focus on securing sentence basics: capital letters, finger spaces, full stops, accurate letter formation and rereading. As the year progresses, children use conjunctions such as “and”, then “but” and “so”, begin to use adjectives, write questions and explore different writing outcomes including narrative retells, character descriptions, non-chronological reports, instructions, story endings and poetry. Children continue to use oral rehearsal, drama, word banks, sound mats, WAGOLLS and teacher modelling.

Year 2

In Year 2, children apply and extend their writing knowledge across more sustained outcomes. They write character and setting descriptions, diary recounts, action stories, non-chronological reports, instructions, story innovations, five-part stories, Q&A interviews, animal riddles and poems. They revisit and deepen Year 1 sentence work while adding expanded noun phrases, different sentence types, apostrophes for contraction and possession, suffixes, past and present tense, present progressive verbs and subordinating conjunctions such as because, when, if and that. Children are expected to make more deliberate choices about vocabulary, structure and editing.



Writing long-term curriculum map

The table below summarises the planned writing journey from Reception to Year 2. It is designed as a curriculum map rather than a lesson-by-lesson plan.

Year group	Autumn	Spring	Summer
Reception	Nursery Rhymes: learn and perform; orally change rhyming couplets The Family Book / It's Okay to be Different: orally compose and present simple sentences Goldilocks and the Three Bears: story map, oral retell and simple "I am..." sentence The Three Little Pigs / The Gingerbread Man: oral retell, story map, repeated refrain caption Faces / Stick Man: list poem, rhyme, caption writing	My World of Water: fact sheet: where water can be found Flow with the Snow: simple recount of a snowflake journey Christina Rossetti poems: classic poetry appreciation and performance A Little Sailing Lesson: simple set of instructions If I Had a Dinosaur / My First Book of Dinosaurs: mini book and dinosaur fact sheet	Nature's Tiny Miracle Bee: retell/recount of Bee's journey Little Kids First Big Book of Pets: poster/fact sheet: caring for a pet Look What I Found on the Farm / Yes You Can, Cow!: farm recount and repetitive "I Can" mini book All the Animals Were Sleeping: simple journey story using "and" Fruits / Rumble in the Jungle: counting poem and animal poetry performance
Year 1	Naughty Bus: recount using known GPCs and tricky words National Poetry Day poems: learn, recite and perform Scruffy Bear and the Six White Mice: narrative retell Birds / owls: non-chronological report/fact sheet My Treasures: list poem Mince Spies: wanted poster / character description	A. A. Milne poet study: learn, recite and perform Little Red Riding Hood: character description Jack and the Beanstalk: story innovation N is for Nature: acrostic poem Grandad's Secret Giant: recount	Ghost Orchid: write the ending to a story Valerie Bloom poet study: learn, recite and perform Lights on Cotton Rock: write a story ending How to Grow a Dragon: set of instructions Look at the Train: sound poem
Year 2	Song of the Nightingale: character description National Poetry Day poems: performance poetry Man on the Moon: diary recount Big Bad Wolf Investigates Fairy Tales: non-chronological report about witches Traction Man: action story The Magic Box: list poem: In my Christmas Box	Grandad's Island: recount Robert Louis Stevenson poet study: learn and perform a classic poem The Princess and the Pea: story innovation Fossils: acrostic poem The Usborne First Cookbook: instructions: how to make a pizza	The Cafe at the Edge of the Woods: five-part story Valerie Bloom: The River: learn and perform a poem The World's Most Pointless Animals: non-chronological report / invented animal fact sheet Interview with a Panda: recorded Q&A using questions and first person The Gnome Book: narrative Jaws, Claws and Things with Wings: animal riddles



Progression of writing knowledge

For clarity, knowledge and skills are shown separately. Knowledge is what children are explicitly taught and need to remember about writing: how different texts work, how sentences are constructed, how spelling and handwriting systems work, and how writers make choices for a reader. This knowledge is revisited and built on from Reception to Year 2.

Knowledge strand	Reception - children know...	Year 1 - children know...	Year 2 - children know...
Knowledge of purpose and audience	Know that writing carries meaning and can be used to label, name, tell, explain, record and share ideas with others.	Know that different writing has different purposes: recounts tell what happened, stories entertain, reports share facts, instructions tell someone what to do and poems can be performed.	Know that audience and purpose affect organisation and language choices in diaries, reports, instructions, interviews, riddles, descriptions, story endings and narratives.
Knowledge of text structure and genre features	Know that familiar stories have events that happen in order; story maps and pictures help retell them. Know that facts tell true information and instructions happen in steps.	Know that narratives are sequenced; recounts use time order; reports/fact sheets contain facts; instructions are ordered; poems use lines, rhythm, rhyme, repetition or pattern.	Know how to organise more sustained texts: five-part stories, diary recounts, non-chronological reports with headings/subheadings, Q&A interviews, instructions, riddles and poems.
Knowledge of sentence grammar and punctuation	Know that ideas can be spoken as simple phrases and sentences before they are written. Begin to know that sentences start with a capital letter and end with a full stop.	Know sentence boundaries: capital letters, finger spaces and full stops. Know capital letters are used for names, places, days and I. Know question marks, exclamation marks, and can join ideas using and. Know adjectives describe nouns.	Know how to use expanded noun phrases, statement/question/command/exclamation sentence types, commas in lists, apostrophes, past and present tense, present progressive and conjunctions such as and, but, so, because, when, if and that.
Knowledge of phonics, spelling and transcription	Know that letters represent sounds. Know taught GPCs and tricky/common words and use segmenting to spell simple words, labels, captions and short sentences.	Know 40+ phonemes and taught alternative GPCs. Know common exception words, days of the week, alphabet names, and spelling patterns including -s, -es, -ing, -ed, -er, -est and un-.	Know and apply Year 2 spelling patterns and rules, including common exception words, contractions, apostrophes, suffixes such as -ful, -less, -ly, -ment and -ness, and spelling choices linked to phonics and morphology.
Knowledge of handwriting and presentation	Know how to hold a pencil effectively and form many lower-case and capital letters correctly.	Know how to form lower-case letters, capital letters and digits accurately, starting and finishing in the right place; know letters belong to handwriting families.	Know that consistent size, spacing, orientation and letter formation help the reader. Begin to understand how handwriting becomes more fluent and joined when appropriate.
Knowledge of vocabulary, language and author choice	Know new words from stories, rhymes, poems and topics. Know that words can describe, rhyme and be chosen to match an idea.	Know vocabulary from focus texts and topic units. Know adjectives add detail and word banks can support precise choices in stories, descriptions, reports and poems.	Know that writers choose vocabulary deliberately to create mood, describe character and setting, give precise information, interest the reader and match genre.
Knowledge of the writing process	Know that writers think, talk, draw, map and say ideas before writing. Know that rereading helps check that writing makes sense.	Know that writing can be planned through oral rehearsal, drama, story maps, sequencing, WAGOLs and success criteria. Know that rereading and feedback help improve writing.	Know that writers plan for the reader, draft, organise, reread, edit, improve vocabulary/grammar/punctuation and publish or perform their writing for an audience.

Progression of writing skills

Skills are the actions children practise and apply. They show how pupils use their writing knowledge with increasing independence, accuracy and stamina. The progression below separates the behaviours of writers from the knowledge that underpins them.

Writing skill	Reception - children can...	Year 1 - children can...	Year 2 - children can...
Generate and plan ideas	Use talk, drawing, props, story maps and adult modelling to generate simple ideas for writing.	Use DEAL, story maps, sequencing pictures, word banks, learning partners and WAGOLLS to plan short pieces.	Select and organise ideas using planning grids, story structures, notes, headings, working walls and success criteria.
Orally rehearse and compose	Orally compose simple sentences and retell rhymes, stories and poems with actions and prompts.	Say sentences aloud before writing; rehearse narrative sequences, recounts and descriptions with a partner or group.	Rehearse more sustained sentences and sections, refining vocabulary and order before independent writing.
Draft and write independently	Write labels, captions, phrases and simple sentences using known GPCs/tricky words with adult support.	Write sequenced sentences for recounts, retells, reports, descriptions, poems, instructions and story endings with growing independence.	Write sustained and purposeful pieces across a wider range of outcomes, maintaining meaning across paragraphs/sections where appropriate.
Apply sentence construction and punctuation	Build simple phrases and sentences; begin to use capital letters and full stops in meaningful writing.	Use capital letters, spaces and full stops consistently; use question marks/exclamation marks; join ideas with and; begin to add adjectives.	Apply a wider range of grammar and punctuation for effect and clarity, including expanded noun phrases, conjunctions, tense choices, commas and apostrophes.
Structure and sequence whole texts	Sequence events using pictures, story maps and repeated language in simple retells, recounts and journey stories.	Sequence sentences to form short narratives and recounts; organise non-fiction with labels, questions, facts and headings where appropriate.	Organise writing to suit the genre, including five-part stories, diary entries, non-chronological reports, instructions, interviews and riddles.
Choose vocabulary for effect	Use familiar story, topic and rhyming words orally and in simple writing.	Select vocabulary from class discussion, word banks and focus texts; use adjectives to describe characters, settings and objects.	Choose precise and ambitious words to add detail, create mood, describe, explain, persuade, entertain or inform the reader.
Edit, improve and proofread	Reread with an adult to check writing makes sense and to notice simple errors.	Reread and discuss writing with adults/peers; use feedback grids and coloured editing pencils to improve sentence basics.	Edit with increasing independence for sense, spelling, punctuation, grammar, vocabulary and impact on the reader.
Share, perform and publish	Perform nursery rhymes, poems and simple oral compositions; contribute to class books and shared outcomes.	Read writing aloud clearly, perform poems and share finished outcomes through class work, Seesaw, display or presentation.	Publish, present, perform and record writing for an audience, explaining choices and taking pride in final outcomes.

Progression of writing purposes

Writing purpose	Reception	Year 1	Year 2
Narrative and story writing	Oral retelling, story maps, simple retells, journey stories and mini books.	Retell familiar stories; innovate traditional tales; write story endings.	Write action stories, story innovations, narratives and five-part stories.
Recount	Simple first-person recounts linked to journeys, farm visit and Bee's journey.	Recounts linked to Naughty Bus and Grandad's Secret Giant.	Diary recounts and recounts linked to Grandad's Island and other experiences.
Non-fiction and information	Labels, lists, maps, fact sheets and posters.	Fact sheets/non-chronological reports about owls and other topics.	Non-chronological reports using headings, subheadings, questions, diagrams, labels and facts.
Instructions	Simple instructions linked to sailing and routines.	Instructions such as How to Grow a Dragon.	Instructions such as How to Make a Pizza, using verbs, sequencing and clarity.
Poetry	Nursery rhymes, list poems, acrostics, classic poems, counting poems and performance.	Performance poetry, poet studies, list poems, acrostics and sound poems.	Performance poetry, classic poet study, list poems, acrostics, riddles and response to poetry.
Description	Oral and simple written description of characters and settings.	Character and setting descriptions using adjectives and noun phrases.	More developed character/setting descriptions using expanded noun phrases, suffixes and complex sentences.

Vocabulary development

Vocabulary is explicitly planned in each writing unit. Children meet new words through stories, poems, non-fiction texts, teacher modelling, discussion and connected curriculum experiences. Vocabulary is revisited through working walls, word banks, talk partner rehearsal and shared writing. Children are encouraged to use ambitious vocabulary orally before applying it in writing.

- Reception vocabulary is rooted in story language, topic words, rhyming words and oral composition.
- Year 1 vocabulary develops through topic-linked words, adjectives, labels, word banks, poetry and character description.
- Year 2 vocabulary becomes more precise and technical, including words linked to genre, grammar, non-fiction, poetry and authorial choice.

Inclusive Practice and adaptive teaching

Writing lessons are adapted so that all children can access the curriculum and make progress. Support is planned before and during lessons, and adults use assessment to decide when children need scaffolding, additional modelling, extra rehearsal or targeted feedback.

- Adult support on the carpet to chunk instructions, clarify vocabulary and maintain engagement.
- Small-group writing sessions to increase verbal feedback and support independence.
- Story maps, sequencing pictures, props, sentence stems, word banks, sound mats and writing frames.
- Opportunities to rehearse with a learning partner before writing.
- Adult scribing or modelling after children have attempted their own writing.
- Use of iPads, audio recording or dictation where appropriate to support composition and confidence.
- Feedback grids and coloured editing pencils to help children focus on specific next steps.

Assessment and impact

Assessment in writing is ongoing and is used to inform teaching, grouping, support and next steps. Teachers assess children during oral rehearsal, shared writing, independent writing, editing conversations and final outcomes. Children are supported to understand what successful writing looks like through success criteria, WAGOLs, feedback grids and teacher modelling.

By the end of...	Children should be able to...
Reception	orally compose ideas, use known GPCs and tricky words, form letters, write labels/phrases/simple sentences and begin to reread for sense.

By the end of...	Children should be able to...
Year 1	write sequenced sentences for different purposes, use capital letters, finger spaces and full stops with growing accuracy, and begin to edit and improve their work.
Year 2	write more sustained and purposeful texts, use a wider range of punctuation, grammar and vocabulary, structure writing for the reader and edit with increasing independence.

Wider opportunities

- National Poetry Day and planned poet studies across the school.
- Poetry performance, recording and sharing through Seesaw, assemblies and class performances.
- Cross-curricular writing linked to Geography, Science, History, visits and topic learning.
- Class books, posters, fact sheets, performances and presentations that give writing a real audience.
- Ongoing links between reading, phonics, oracy and writing.

CPD and subject leadership

CPD can take many forms including staff meetings, year group moderation, subject leader updates, phonics and handwriting training, curriculum development time and professional discussion around children's writing. Governors are kept informed of curriculum development through subject leader updates and visits into school.