



Fir Tree Writing Overview 2026 – 2027

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	Correct seated posture, pencil grip, name writing, oral sentence rehearsal		Correct letter formation, segmenting simple words, writing captions		Writing simple sentences, leaving finger spaces, re-reading own writing, applying phonics independently	
Year 1	Toys in Space	Traditional Tales	The Lion Inside	Lost and Found	Katie in London	Goldilocks and Just the One bear
Year 2	Vlad the Fabulous Vampire	The Hodgeheg	Dragon Machine	The Great Fire of London	Tidy	Grandad's Secret Giant
Year 3	The Stone Age	The Iron Man	The Silence Seeker	Nen the Lonely Fisherman	Zeraffa Giraffa	The Tempest
Year 4	Fairy Tales & Land of Roar	Animal Poetry & Digestion	A Midsummer Night's Dream	Adventure Stories	Cooking Recipes & Oliver Twist	Rivers & Limericks
Year 5	Hamlet	World War II	Fragile Earth	Norse Myths	Out of This World	The Odyssey
Year 6	Macbeth	Adventurers	Ancient Worlds	The Circulatory System	SATS & Grammar	Building A New Britain



Fir Tree's Writing Curriculum

At Fir Tree Primary School, writing is taught through a carefully sequenced and varied curriculum designed to develop confident, creative and accurate writers. Writing opportunities are planned using a range of high-quality approaches to ensure pupils are exposed to a breadth of text types and purposes, enabling them to write effectively for different audiences and contexts.

Writing units are delivered using a combination of high-quality texts and cross-curricular stimuli. In some cases, a carefully selected text forms the foundation for teaching a particular writing outcome, allowing pupils to immerse themselves in rich vocabulary, structure and language patterns. In other instances, writing is inspired by wider curriculum learning, such as science or humanities projects, where pupils apply their knowledge by producing purposeful written outcomes. For example, a science topic may lead to an explanation text, or a history or geography unit may result in a non-chronological report or persuasive piece.

Across Key Stage 2, each year group also studies one Shakespeare text as a recurring thread throughout the key stage. This ensures that pupils are gradually exposed to classic literature, rich language and complex narrative structures, building familiarity and appreciation over time.

As pupils progress through the school, each writing text type is revisited and built upon, ensuring clear progression in both skills and expectations. Pupils are taught to develop control over grammar, punctuation, vocabulary and structure, with increasing independence and sophistication.

Assessment is an integral part of the writing curriculum. Each term, pupils complete an independent assessed writing task linked to a specific text type. These pieces are completed without direct scaffolding and are used to assess pupils' application of taught skills. These assessed pieces are collected in assessment books, providing a clear record of progress and attainment over time.

Through this approach, pupils develop the ability to write with purpose, fluency and creativity, while building the technical accuracy and confidence needed for secondary education and beyond.