

English – Writing  
St Thomas and St Anne's CE Primary  
School



Long Term Rolling Programme  
2025-26

Our curriculum is designed to equip all children with the knowledge, including skills, that will enable them to be successful and creative in their future lives. Our curriculum is underpinned by the basic principles that:

1. Learning is change to long-term memory
2. Our aim is to ensure that our pupils experience a wide breadth of study and that they have a long-term memory of an ambitious body of procedural and semantic knowledge.

Our curriculum has been developed using the Chris Quigley 'Essentials Curriculum'.

Our Long, medium- and short-term planning are supported by resources based on the Chris Quigley milestones. We also use the Non-nonsense literacy teaching sequences along with other resources to support such as Alan Peat Sentences.

We plan for 5 daily English sessions each week of 50 – 60 minutes length.

Our rolling programme has been adopted to cater for our mixed age class structure. This will be reviewed regularly depending on the overall school structure as our class groups often change from year to year. We follow the breadth of study chart to ensure coverage.

We ensure that children are building on previously learning by referring to progression grids (see below) as well as our milestones for English writing (see below).

Our threshold concepts (key areas of learning that the children revisit in each unit of work) for languages are:

Transcription	Composition	Analysis and presentation
<ul style="list-style-type: none"> <li>• <b>Present neatly</b> This concept involves developing an understanding of handwriting and clear presentation.</li> <li>• <b>Spell correctly</b> This concept involves understanding the need for accuracy.</li> <li>• <b>Punctuate accurately</b> This concept involves understanding that punctuation adds clarity to writing.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Write with purpose</b> This concept involves understanding the purpose or purposes of a piece of writing.</li> <li>• <b>Use imaginative description</b> This concept involves developing an appreciation of how best to convey ideas through description.</li> <li>• <b>Organise writing appropriately</b> This concept involves developing an appreciation of how best to convey ideas through description.</li> <li>• <b>Use paragraphs</b> This concept involves understanding how to group ideas so as to guide the reader.</li> <li>• <b>Use sentences appropriately</b> This concept involves using different types of sentences appropriately for both clarity and for effect.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Analyse writing</b> This concept involves understanding how grammatical choices give effect and meaning to writing.</li> <li>• <b>Present writing</b> This concept involves learning to reflect upon writing and reading it aloud to others.</li> </ul>

Threshold Concept		Milestone 1	Milestone 2	Milestone 3
Composition	<b>Write with purpose</b> This concept involves understanding the purpose or purposes of a piece of writing.	<ul style="list-style-type: none"> <li>• Say first and then write to tell others about ideas.</li> <li>• Write for a variety of purposes.</li> <li>• Plan by talking about ideas and writing notes.</li> <li>• Use some of the characteristic features of the type of writing used.</li> <li>• Write, review and improve.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the main features of a type of writing (identified in reading).</li> <li>• Use techniques used by authors to create characters and settings.</li> <li>• Compose and rehearse sentences orally.</li> <li>• Plan, write, edit and improve.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the audience for writing.</li> <li>• Choose the appropriate form of writing using the main features identified in reading.</li> <li>• Note, develop and research ideas.</li> <li>• Plan, draft, write, edit and improve.</li> </ul>
	<b>Use imaginative description</b> This concept involves developing an appreciation of how best to convey ideas through description.	<ul style="list-style-type: none"> <li>• Use well-chosen adjectives to add detail.</li> <li>• Use names of people, places and things.</li> <li>• Use well-chosen adjectives.</li> </ul>	<ul style="list-style-type: none"> <li>• Create characters, settings and plots.</li> <li>• Use alliteration effectively.</li> <li>• Use similes effectively.</li> <li>• Use a range of descriptive phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Use the techniques that authors use to create characters, settings and plots.</li> <li>• Create vivid images by using alliteration, similes, metaphors and personification.</li> </ul>

		<ul style="list-style-type: none"> <li>• Use nouns and pronouns for variety.</li> <li>• Use adverbs for extra detail.</li> </ul>	including some collective nouns.	<ul style="list-style-type: none"> <li>• Interweave descriptions of characters, settings and atmosphere with dialogue.</li> </ul>
	<b>Organise writing appropriately</b> This concept involves developing an appreciation of how best to convey ideas through description.	<ul style="list-style-type: none"> <li>• Re-read writing to check it makes sense.</li> <li>• Use the correct tenses.</li> <li>• Organise writing in line with its purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Use organisational devices such as headings and sub headings.</li> <li>• Use the perfect form of verbs to mark relationships of time and cause.</li> <li>• Use connectives that signal time, shift attention, inject suspense and shift the setting.</li> </ul>	<ul style="list-style-type: none"> <li>• Guide the reader by using a range of organisational devices, including a range of connectives.</li> <li>• Choose effective grammar and punctuation.</li> <li>• Ensure correct use of tenses throughout a piece of writing.</li> </ul>
	<b>Use paragraphs</b> This concept involves understanding how to group ideas so as to guide the reader.	<ul style="list-style-type: none"> <li>• Write about more than one idea.</li> <li>• Group related information.</li> </ul>	<ul style="list-style-type: none"> <li>• Organise paragraphs around a theme.</li> <li>• Sequence paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>• Write paragraphs that give the reader a sense of clarity.</li> <li>• Write paragraphs that make sense if read alone.</li> <li>• Write cohesively at length.</li> </ul>

**Use sentences appropriately**

This concept involves using different types of sentences appropriately for both clarity and for effect.

- Write so that other people can understand the meaning of sentences.

- Sequence sentences to form clear narratives.

- Convey ideas sentence by sentence.

- Join sentences with conjunctions and connectives.

- Vary the way sentences begin.

- Use a mixture of simple, compound and complex sentences.

- Write sentences that include:

- conjunctions

- adverbs

- direct speech, punctuated correctly

- clauses

- adverbial phrases.

- Write sentences that include:

- relative clauses

- modal verbs

- relative pronouns

- brackets

- parenthesis

- a mixture of active and passive voice

- a clear subject and object

- hyphens, colons and semi colons

- bullet points.

## Transcription

### **Present neatly**

This concept involves developing an understanding of handwriting and clear presentation.

- Sit correctly and hold a pencil correctly.
- Begin to form lower-case letters correctly.
- Form capital letters.
- Form digits 0-9.
- Understand letters that are formed in similar ways.
- Form lower-case letters of a consistent size.
- Begin to join some letters.
- Write capital letters and digits of consistent size.
- Use spacing between words that reflects the size of the letters.

- Join letters, deciding which letters are best left un-joined.

- Make handwriting legible by ensuring downstrokes of letters are parallel and letters are spaced appropriately.

- Write fluently and legibly with a personal style.

### **Spell correctly**

This concept involves understanding the need for accuracy.

- Spell words containing 40+ learned phonemes.

- Use prefixes and suffixes and understand how to add them.

- Use prefixes appropriately.
- Spell some words with silent letters

- Spell common exception words (the, said, one, two and the days of the week).

- Name letters of the alphabet in order.

- Use letter names to describe spellings of words.

- Add prefixes and suffixes, learning the rule for adding s and es as a plural marker for nouns, and the third person singular marker for verbs (I drink - he drinks).

- Use the prefix un.

- Use suffixes where no change to the spelling of the root word is needed: helping, helped, helper, eating, quicker, quickest.

- Use spelling rules.

- Spell homophones correctly.

- Spell correctly often misspelt words.

- Place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's).

- Use the first two or three letters of a word to check its spelling in a dictionary.

- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

(knight, psalm and solemn).

- Distinguish between homophones and other words that are often confused.

- Use knowledge of morphology and etymology in spelling and understand that some words need to be learned specifically.

- Use dictionaries to check spelling and meaning of words.

- Use the first three or four letters of a word to look up the meaning or spelling of words in a dictionary.

- Use a thesaurus.

- Spell the vast majority of words correctly.

- Write simple sentences dictated by the teacher.

- Spell by segmenting words into phonemes and represent them with the correct graphemes.

- Learn some new ways to represent phonemes.

- Spell common exception words correctly.

- Spell contraction words correctly (can't, don't).

- Add suffixes to spell longer words (-ment, -ness, -ful and -less).

- Use the possessive apostrophe. (singular) (for example, the girl's book)

- Distinguish between homophones and near-homophones.



**Punctuate accurately**

This concept involves understanding that punctuation adds clarity to writing.

- Leave spaces between words.

- Use the word 'and' to join words and sentences.

- Begin to punctuate using a capital letter for the name of people, places, the days of the week and I.

- Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms.

- Use sentences with different forms: statement, question, exclamation and command.

- Use extended noun phrases to describe and specify (e.g. the blue butterfly).

- Develop understanding of writing concepts by:

- Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.

- Using the present perfect form of verbs in contrast to the past tense.

- Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.

- Using conjunctions, adverbs and prepositions to express time and cause.

- Using fronted adverbials.

- Indicate grammatical and other features by:

- Develop understanding of writing concepts by:

- Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.

- Using passive verbs to affect the presentation of information in a sentence.

- Using the perfect form of verbs to mark relationships of time and cause.

- Using expanded noun phrases to convey complicated information concisely.

- Using modal verbs or adverbs to indicate degrees of possibility.

- Using relative clauses beginning with

- Use subordination (when, if, that or because).

- Use coordination (or, and, but).

- Use some features of standard written English.

- Use the present and past tenses correctly, including the progressive form.

- Using commas after fronted adverbials.

- Indicating possession by using the possessive apostrophe with plural nouns.

- Using and punctuating direct speech.

who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.

- Indicate grammatical and other features by:

- Using commas to clarify meaning or avoid ambiguity in writing.

- Using hyphens to avoid ambiguity.

- Using brackets, dashes or commas to indicate parenthesis.

- Using semi-colons, colons or dashes to mark boundaries between independent clauses.

- Using a colon to introduce a list.

- Punctuating bullet points consistently.

Analysis and presentation

### **Analyse writing**

This concept involves understanding how grammatical choices give effect and meaning to writing.

- Discuss writing with the teacher and other pupils.

- Use and understand grammatical terminology in discussing writing:

#### **Year 1**

- word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark.

#### **Year 2**

- Use and understand grammatical terminology in discussing writing:

- verb, tense (past, present), adjective, noun, suffix, apostrophe, comma.

- Use and understand grammatical terminology when discussing writing and reading:

#### **Year 3**

- word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause.

#### **Year 4**

- pronoun, possessive pronoun, adverbial.

- Use and understand grammatical terminology when discussing writing and reading:

#### **Year 5**

- relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity.

#### **Year 6**

- active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points.

### **Present writing**

This concept involves learning to reflect upon

- Read aloud writing clearly enough to be

- Read aloud writing to a group or whole class, using appropriate intonation.

- Perform compositions, using appropriate intonation and volume.

writing and reading it  
aloud to others.

heard by peers and the  
teacher.

- Read aloud writing  
with some intonation.

Breadth of study:

	Key Stage 1	Key Stage 2
Narrative	<ul style="list-style-type: none"> <li>• Write stories set in places pupils have been.</li> <li>• Write stories with imaginary settings.</li> <li>• Write stories and plays that use the language of fairy tales and traditional tales.</li> <li>• Write stories that mimic significant authors.</li> <li>• Write narrative diaries.</li> </ul>	<ul style="list-style-type: none"> <li>• Write stories set in places pupils have been.</li> <li>• Write stories that contain mythical, legendary or historical characters or events.</li> <li>• Write stories of adventure.</li> <li>• Write stories of mystery and suspense.</li> <li>• Write letters.</li> <li>• Write plays.</li> <li>• Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum.</li> </ul>
Non-fiction	<ul style="list-style-type: none"> <li>• Write labels.</li> <li>• Write lists.</li> <li>• Write captions.</li> <li>• Write instructions.</li> <li>• Write recounts.</li> <li>• Write glossaries.</li> <li>• Present information.</li> <li>• Write non-chronological reports.</li> </ul>	<ul style="list-style-type: none"> <li>• Write instructions.</li> <li>• Write recounts.</li> <li>• Write persuasively.</li> <li>• Write explanations.</li> <li>• Write non-chronological reports.</li> <li>• Write biographies.</li> <li>• Write in a journalistic style.</li> <li>• Write arguments.</li> <li>• Write formally.</li> </ul>
Poetry	<ul style="list-style-type: none"> <li>• Write poems that use pattern, rhyme and description.</li> <li>• Write nonsense and humorous poems and limericks.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn by heart and perform a significant poem.</li> <li>• Write haiku.</li> <li>• Write cinquain.</li> <li>• Write poems that convey an image (simile, word play, rhyme and metaphor).</li> </ul>
Note:	<p>Only the following are statutory at KS1:</p> <ul style="list-style-type: none"> <li>• personal experiences</li> <li>• real events</li> <li>• poetry</li> <li>• different purposes.</li> </ul>	<p>Only the following are statutory at KS2:</p> <ul style="list-style-type: none"> <li>• narratives</li> <li>• non-fiction</li> <li>• poetry</li> <li>• different purposes.</li> </ul>

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<b>Where the wild things are</b> Own version wild thing narrative Labels, captions, oral re-telling, developing a new character <b>Anansi and the spider</b> Booklet about spiders Labels and captions, call-and-response poems, descriptive posters, simple explanations	<b>Look up</b> Narrative own version Signs and labels, thought bubbles, flyers, letters of advice	<b>Little red</b> Alternative character version Labels, notes of advice, adverts <b>The magic paintbrush</b> Own version overcoming tale Thought bubbles, labels, oral retelling, writing in role, thank you letters	<b>The tiny seed Advice leaflet</b> Labels and captions, re-telling, writing in role, narrative, letter <b>The extraordinary gardener</b> Narrative inspired by the original text Labels, letters of advice, instructions, narratives	<b>Weirdo</b> Instructional leaflet on being yourself and accepting others Posters, notes, badges, letters, writing in role, leaflets <b>So much</b> Own So Much narrative poem Past tense sentences, writing in role, performance/narrative poetry <b>The night pirates</b> How to be a pirate guide Writing in role, letters, labels and captions	<b>And tango makes three Alternative version narrative</b> Signs and lists, writing in role, letters of advice, 'new baby' cards <b>Hairy Mclary Alternative version narrative</b> Character description, writing in role, letters, leaflet <b>Oi Frog</b> Own version rhyming narrative Rhyming flip-books, questions, captions and labels
Year 1 & 2	<b>Billy and the beast</b> Own version 'defeat a monster' narrative Wanted poster, summary, emails, character description, recipes	<b>The Sea-Saw</b> Own version narrative Writing in role, notes of advice, missing posters, diary entries, letters of thanks <b>Jim and the beanstalk</b>	<b>I want my hat back</b> Story sequel Questions, speech bubbles, letters, lists <b>Goldilocks</b> Sequel story Wanted posters, letters,	<b>The minpins</b> Own version adventure narrative Danger posters, setting descriptions, character descriptions,	<b>Pig the Pug</b> How to guide Character comparisons, shared poem, own version narratives, letters in role <b>Julian is a mermaid</b>	<b>Lizzy and the cloud</b> Guidebook for how to care for a cloud Descriptions, adverts / market stall pitches, letters of advice, postcard in role

Commented [LJ1]:

	<b>Wolves</b> Non-chronological leaflet Captions, information writing, letters, warning poster, labels	Sequel story Narrative re-telling (including dialogue), thought bubbles, informal letters	retellings, speech bubbles, retellings from another point of view	information reports, postcards The dragon machine Own version dragon story Dragon guide and encyclopaedia, letters of advice, dragon machine explanation, shopping list, description, letters in role	Three-verse poem Wishes, commands, thought bubbles, labels and adverts	<b>A walk in London</b> 'A Walk In' guidebook Instructions, persuasive poster, setting descriptions, captions, postcards, diary entry
<b>Year 3 &amp; 4</b>	<b>Tar Beach</b> Narrative retelling as a play script Poetry, setting descriptions, formal letters, dialogue (as a script) <b>The first drawing</b> Own historical narrative Character description, diary entry, recount	<b>The tin forest</b> Persuasive information poster Persuasive posters, information leaflets, postcards, diary entries, wishes, setting descriptions <b>Until I met dudley</b> Two explanation texts - formal and informal Explanatory poster, letter, short explanatory paragraph	<b>The pied piper of Hamelin</b> Writing in role, information reports, adverts, formal letters <b>Cinnamon</b>	<b>The baker by the sea</b> Tourist brochure Job applications, advertisements, setting descriptions, letter in role <b>The matchbox</b> Dialogue, diary entry, retelling (oral dictation), mini-autobiography, fact-file	<b>Westlandia Flotsam</b> Sequel Postcards, setting descriptions, non-chronological reports, message in a bottle letters	<b>Jim a cautionary tale</b> Narrative poem Warning poster, warning announcement, alternative ending, performance poetry, letter of apology <b>Our tower.</b> Extended fantasy narrative Poems, setting descriptions, diary entries, dialogue, letters of thanks
<b>Year 5 &amp; 6</b>	<b>The odyssey</b> Epic adventure story Speeches (proclamation, persuasive, soliloquy), diary entry, dialogue, missing scene,	<b>The last bear</b> Newspaper article Character profile, figurative descriptions, dialogue, monologue,	<b>Suffragettes</b> Persuasive campaign Formal letters, diary entries, balanced arguments, speeches, short news report	<b>Robot girl</b> Science-fiction narrative Discussion / debate, character comparisons, dialogue, email in role, setting description, advice letter, action scene, book review	<b>The wind in the wall</b> Extended Gothic narrative Horror film poster, figurative writing, character/setting descriptions, old	<b>Night mail</b> Poem with similar structure Summaries, analysis and performances <b>Some places more than others</b>

	postcard, advertisement  <b>The arrival</b>  Narrative retelling (extended) Letters, character descriptions, diaries, poster, short playscripts, short report	logbook entry, scientific report  <b>The hidden forest</b>  Balanced discussion Artwork description, thought bubble, diary entry, research notes, non-chronological report (in letter form)	<b>The invention of Hugo Cabret</b>  Biography Diary entry, journalistic writing, flashback narrative, speech, discussion, letter, film critique	<b>Boy in the tower</b>  Own version narrative (past and present tense) Warning posters, packing lists, journalistic writing, formal letters, non- chronological reports, narrative retellings	English letter, dialogue  <b>Romeo and Juliet</b>  Balanced argument Police report, diaries, letters, narratives, dialogue, setting descriptions, advice notes, character descriptions, oral debate	Poetry Letters, diaries, information leaflets, instructions
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