Waterloo Primary School Writing Curriculum 2026–2027

LB = learning block • RWI = Read Write Inc. • KS2 = ARK English Mastery • G&P = grammar and punctuation

Pathway	Development throughout the year
Pre-formal Pegasus / Aurora / Lyra Engagement Steps	Communication and interaction: respond, anticipate and initiate shared interactions. Cognition and exploration: sensory exploration, cause and effect and purposeful experimentation. Attention and engagement: participation, persistence and familiar routines. Play and social development: shared play, reciprocal interaction and turn-taking. Physical and sensory development: purposeful movement, manipulation and body awareness. Independence: preferences, choices and intentional actions. Personalised learning through routines, play and sensory experiences; progression follows the school framework, individual starting points and EHCP outcomes.
Nursery 2	Physical: hand–eye coordination, fine motor control and tool use. Language: vocabulary, combining words, simple questions and retelling with pictures and props. Early writing: explore tools, make intentional marks, give marks meaning and develop drawing control.
Nursery 3–4	Physical: gross/fine motor control, one-handed tools and hand preference. Language: longer sentences, story language, sequencing and organising ideas through talk. Early writing: purposeful marks, understanding writing has meaning, representing initial sounds, attempting own name and forming recognisable letters.

Writing across the six learning blocks

Year	LB1	LB2	LB3	LB4	LB5	LB6
Reception	**RWI Set 1** Fine motor activities; letter formation.	Name writing; oral sentence planning; adult scribing or spelling attempts; initial sounds and CVC words; dictated phrase; Rama and Sita song; new vocabulary; Christmas cards and Santa letter.	Innovate a story using a story map; CVC/CCVC/CVCC words; dictated list; orally rehearse and write phonetically plausible sentences.	Label plant parts by cutting/sticking; dictated character description; own Spring book.	Class hometown/city book; write about the bus trip.	Short dictated postcard; fact file.
Year 1 RWI/Get Writing	Fred Fingers for segmenting and spelling; oral rehearsal; Hold a Sentence; begin capitals, full stops and finger spaces.	Taught graphemes and common exception words; accurate rehearsed sentences; reread for sense.	Improve vocabulary and sentences; sequence ideas; consistent capitals, full stops and spaces; check spelling using phonics.	Sentences for different purposes; oral rehearsal; begin question marks; reread and improve with support.	Connected sentences from familiar texts; interesting vocabulary; increasingly independent spelling and punctuation; identify and correct errors.	Short pieces for different purposes; clear sequence and vocabulary; accurate spelling, sentences and punctuation; independent checking and improvement.
Year 2 RWI/Get Writing	Fred Fingers; Hold a Sentence; oral rehearsal; capitals, full stops and spaces; reread for sense.	Spelling patterns and exception words; improve vocabulary; sequence sentences; sentence-ending punctuation; check spelling and punctuation.	Connected sentences linked to RWI texts; oral rehearsal; precise vocabulary; independent spelling, grammar and punctuation; reread and edit.	Independent writing linked to texts; clear sequence; accurate vocabulary, sentence structures and punctuation; independent spelling and editing.	**Continue RWI where needed.** The Enormous Crocodile: character description; retell from a character's viewpoint.	**Continue RWI where needed.** Farmer Ted's trip recount; cress-growing instructions; ARK Transition Unit.
Year 3	**BFG** Setting Description; Character Description G&P: Simple sentences and tense	**Cloud Busting** Diary entry; Informal letter G&P: Tense & pronouns; Pronouns & capital letters	**The Queen's Nose** Non-chronological report; Advert G&P: Co-ordinating conjunctions (and/but/so); Fronted adverbials	**Fearless Fairy Tales** Narrative opening; Narrative build up and problem G&P: Direct speech; Co-ordinating conjunctions & commas	**The Wild Robot** Diary; Biography G&P: Subordinating conjunctions; Apostrophes	**Odysseus** 5-part narrative G&P: Determiners & prefixes; Year in review
Year 4	**Charlotte's Web** Persuasive letter - informal; Persuasive letter – formal G&P: Simple sentence; Tense & determiners	**Varjak Paw** Narrative opening with foreshadowing; Narrative build up and problem G&P: Prepositions & apostrophes; Possessive pronouns & coordinating conjunctions	**The Explorer** Diary entry G&P: Co-ordinating & subordinating conjunctions; Subordinating conjunctions	**The Explorer** Narrative opening and build up; Narrative problem, resolution and ending G&P: Direct speech	**The Boy at the Back of the Class** Newspaper article; Informative, persuasive letter G&P: Nouns & expanded noun phrases ; Standard & non-standard English	**Race to the Frozen North** Portal narrative; Discursive essay G&P: Apostrophes; Year in Review
Year 5	**Beowulf** Historical legend (setting and character descriptions); Historical legend (build-up, problem, resolution ending) G&P: Direct Speech	**Riddle of The Ruins** Historical diary entry; Non-chronological report G&P: Relative Clauses; Conjunctions	**The Girl who stole an Elephant** Adventure narrative with flashback (opening & build-up); Adventure narrative – adventure (problem, resolution and ending) G&P: Tense; Adverbials	**The Girl who stole an Elephant** Biography; Persuasive Speech G&P: Formality & the Subjunctive; Degrees of Possibility	**The Closest Thing to Flying** Epistolary narrative with protagonists from different time periods G&P: Punctuation; Prefixes & Suffixes	**Cogheart** Journalistic writing (newspaper); Big Question (analytical essay) G&P: Indirect Speech; A Year in Review
Year 6	**Wonder** Journal (first-person literary recount) G&P: Colon/semi-colons/dashes; Expanded noun phrases; Passive	**Holes** Non-chronological Report Persuasive Letter G&P: Synonyms and antonyms; Formal/informal; Cohesion	**Letters from the Lighthouse** Narrative (Parallel plot lines) Narrative Letter (Epistolary writing - formal & informal letters between characters) G&P: Bracket/dashes/commas for parenthesis; Relative clause; Commas for clarity	**Windrush Child** Journalistic Writing (Article) Discussion G&P: Modal Verbs; Present and past perfect form; Formality and the subjunctive	**The Other Side of Truth** Narrative (choice of plot and story arc) G&P: Cohesive device; Revision	**Macbeth William Shakespeare** Biography Big Question (Analytical Essay) G&P: Year in Review

Handwriting progression

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
RWI Letter Village 1 Basic formation; comfortable grip and increasing control.	**RWI Letter Village 2** Mature shapes, relative sizing and preparation for joining.	**RWI Letter Village 2** Secure formation, orientation, size and spacing. LB5–6: Stage 3 joins if ready.	This year: Stage 2 in LB1–2; Stage 3 from LB3. Accurate joins; consistent, legible joining by year end. Pen when secure.	**Letter Join** Consistent size, spacing and joins; increasing speed and stamina.	**Letter Join** Legibility, fluency and speed; automatic handwriting and sensible joining choices.	**Letter Join** Fluent, efficient writing; fast, legible personal style adapted to the task.

Whole-school poetry festival in LB6

N2	N3–4	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Join in with a familiar action rhyme, repeating words, sounds and movements. Reading link: Familiar nursery rhymes and action songs.	Orally contribute animal sounds and repeated phrases to a shared class rhyme. Reading link: Farmyard Hullabaloo and familiar rhymes.	Orally compose a repeated-pattern class poem; write accessible words or phrases using taught phonics. Reading link: What Can You See in Spring?.	Write a simple seaside list poem using a repeated sentence pattern and descriptive words. Reading link: The Seaside (RWI poem).	Write a feelings poem using repetition, descriptive vocabulary and simple comparisons. Reading link: Feelings Are Like the Weather (RWI poem).	Write a wishing poem using repeated openings, expanded noun phrases and imaginative vocabulary. Reading link: Wishing (LB3).	Write a nature poem using imagery, personification, repetition and purposeful line breaks. Reading link: Beneath the Canopy (LB4).	Write a poem about time using metaphor, personification, rhythm and atmosphere. Reading link: Tick-Tock, Clockwork (LB6).	Independently compose, edit and perform reflective free verse using symbolism, an extended metaphor and deliberate structure. Reading link: Echoes of Resilience (LB3).