



The Bramble Academy

Writing Curriculum

At The Bramble Academy, the writing curriculum follows a clearly structured and progressive journey which builds skills and confidence over time. Children are taught to write a wide range of text types including narrative, expository and poetic forms. To enable this, units of writing are carefully designed to enable children to revisit and apply prior knowledge, enabling them to create secure connections and deepen their understanding. In addition, oracy is embedded throughout; children have opportunities to rehearse ideas through talk before transitioning to writing.

Our writing curriculum values every child's voice and experience. It provides varied, culturally diverse texts and writing opportunities so children can see themselves reflected and learn about others, fostering respect and understanding. Structured support, modelling and scaffolded tasks ensure all learners – including those with additional needs or differing language backgrounds – can access success. Regular opportunities to share, edit and publish work build confidence, pride and a sense of belonging, while collaborative activities encourage positive relationships.

We understand the value of purposeful communication and audience awareness. Throughout the teaching sequence, children develop a clear understanding of how writing choices are shaped by audience, purpose and text type. Opportunities for publishing and presenting are planned into some units, where it is purposeful and meaningful. This reinforces high standards and pride in outcomes. Furthermore, spoken language is used to support reasoning and participation in discussion and performance.

This curriculum was written with [The writing framework](#) (8681) considered throughout.

Teaching Sequence



Texts to support writing:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS						
Writing:	Talk through stories					
	• Colour Monster • Ruby's Worry - F1: Mark making - F2: CVC words	• Stickman • Jolly Postman - F1: Mark making using a range of tools - F2: CVC words and labelling	• Supertato • A Superhero Like you - F1: Mark making using a range of tools - F2: Captions and labelling (CVC words)	• Tiny Seed • Tad - F1: Marking making using a range of tools - F2: Captions and Labelling (CVC Words)/ Beginning to write simple sentences	• The Enormous Turnip • Three Billy Goats Gruff - F1: Making using a range of tools, beginning to hear initial sounds, Name writing - F2: Captions and Labelling (CVC/ CCVC Words)/ Beginning to write simple sentences	• Whatever Next • Lost and Found • Handa's Surprise - F1: Mark making using a range of tools, beginning to hear initial sounds, Name writing, give meaning to marks - F2: Independently Writing sentences / Story mapping
Y1						
Writing:	• Martha Maps it Out - Captions and Labelling (CVC/ CCVC Words)/ Beginning to write simple sentences • The Queen's Hat - Recount of local walk including landmarks)	• Lost in the Toy Museum - Retelling • Story of Pinocchio - Retelling	• Wild Summer – life in the heat • A Thief Called Snow • Tree – seasons come, seasons go - Narrative - Comparative descriptions	• Little People, Big Dreams- Amelia Earhart - Information text • Look Up - Retelling		
Y2						
Writing:	• Akri and the Island of Wonders • The Lights that Dance in the Night - Setting descriptions	• Information texts linked to explorers - Biography - Diary from explorers POV	• At the Beach - Postcards of beach visit - Recount of coastal visit	• Vlad and the Great Fire of London - Narrative from Vlad's POV - Diary entry (Pepys' style)		

	- Narrative			
Y3				
Writing:	• A Street Through Time - Series of diary entries - Setting descriptions	• Stone Age Boy - Narrative - Information text (Stone Age life)	• The Last Wolf - Narrative - Explanation text (what is renewable energy and how can we help save the planet)	• Egyptian Cinderella - Narrative (rewrite traditional story in historical setting) - Information text (Ancient Egyptians/Egyptian Gods)
Y4				
Writing:	• King of the Cloud Forest - Narrative - Series of diary entries travelling through mountainous area	• The Building Boy - Narrative - Character and setting descriptions	• Swimming Against the Storm - Diary entry - Information text about natural disasters	• Greek Myths - Retell a myth (Theseus and the Minotaur) - Information text (create a mythical creature)
Y5				
Writing:	• Shaman's Apprentice • The Great Kapok Tree - Narrative - Debate - Persuasive letter (deforestation)	• Who Let the Gods Out? - Narrative - Information text (Greek Gods)	• The Explorer - Description of rainforest - Diary (Fred – recounting events, contrasting to Con's diary entry) - Newspaper article about aeroplane crash	• Beowulf - Narrative - Diary (how men felt as they tried to sleep) - Information text (Vikings)
Y6				
Writing:	• Shackleton's Journey - Narrative (hidden ending) - Diary entries (contrasting formality of crew members)	• Skyward: Female Pilots of WW2 - Narrative - Diary (pilot) - Information text (Battle of Britain)	• Old Enough to Save the Planet - Debate - Persuasive letter - Description (Imagine a world where...)	• The Golden Horseman of Baghdad - Narrative - Letter (Jabir to his family about events since leaving home) - Biography (Jabir)



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Writing Journey

Hook	• High quality models • Exploring context • Gathering information • Building vocabulary • Generating ideas	
What might this step look like? • Provide a range of experiences so children understand context and acquire background knowledge needed. • Activities to help children think and organise their ideas into a logical sequence.		
Rich in vocabulary: • Introduce new vocabulary (tier 1, 2 and 3). • Vocabulary should be referenced throughout the unit. • Display vocabulary on working wall.	Rich in texts: • High quality examples of end of unit expectations. One displayed on working wall. • Examples of real-life texts shared and displayed under working wall.	Structure: • Create a scaffold for final writing piece (whole class). Add to working wall.
NB: • Focus is on experience. • May involve dressing up, visitors, visits, role play, images, videos, sounds, sensory experiences. • Model text must be shared at this point.		



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Writing Journey

Purpose and audience	• High quality models • Exploring context • Building vocabulary • Generating ideas	
What might this step look like? • Read high quality examples of the text type. • Explicitly model and narrate out loud how the author has written the text with the audience and purpose in mind. • Identify key features of the text and discuss the impact these have on the reader. • Use ‘I do’ ‘we do’ ‘you do’ to support gradual shift in responsibility in the planning phase of writing.		
WAGOLL: • Identify success criteria. • Highlight links to previous learning. • Identify effective use of vocabulary. • Read aloud / oral rehearsal. • Record key vocabulary/sentence stems and grammatical skills.	Purpose: • Impact of author’s choices. • Where will my writing be seen? • Who am I writing for? • What will my writing look like?	Structure: • Create a scaffold for final writing piece (whole class). Add to working wall.
NB: The working wall should be set up by the end of this point for the writing journey.		



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Writing Journey

Grammar burst	• Explicitly teach and model grammatical skills in context. • Repeated opportunities for practice.		
What might this step look like? • Teach what is in the non-negotiables explicitly, using the writing progression documents to support. • Identify and revisit skills from previous year groups. This should be the starting point for teaching. • Both discrete and contextual grammar teaching. • Carefully plan and optimise pre-teaching time.			
1. Activate prior knowledge		2. Explicit teaching / modelling	 3. Guided Practice
6. Address common misconceptions / feedback		5. Review and Assess	 4. Independent Practice
			
NB: Learning must be revisited frequently until mastered.			



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Writing Journey

Teacher modelling	• Use the plan to model writing and create shared writing. • Review and revise writing using year group non-negotiables.
What might this step look like? • Careful modelling and explicit instruction from the teacher. • Give timely, precise and clear actions for writing linked to the year group non-negotiables live in the lesson. • Provide many opportunities to revise content (vocabulary, sentence types, facts, formality etc.). • Live feedback against clear success criteria.	
Recalling the plan: Children briefly revisit • The hook • The audience and purpose • Key vocabulary or grammar features from the grammar burst This can be done through discussion, re-reading the class model, or reviewing a shared plan.	Modelling: • Generate vocabulary and phrases. • Model a paragraph. • Think aloud about choices (word choice, formality, structure, sentence types). Shared writing: • Demonstrate in-the-moment revision during shared writing as necessary to construct a strong draft. • Re-read the text to children from time to time to discuss what needs to be written next or to monitor whether or not the text conveys information clearly. • Do not deliberately make errors during shared writing.
NB: Examples created should be added the working wall. Feedback should be used throughout this drafting and revising process to support metacognitive process.	



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Writing Journey

Children creating	• Use the plan and model to draft writing gradually to create a final piece. • Review and revise writing using year group non-negotiables.				
What might this step look like? • A series of lessons with explicit success criteria linked to year group non-negotiables building up to a final piece. • Children use plan to convert into first draft. This should be guided by teacher through modelling and feedback. • Drafting must be carefully modelled and explicit instruction from the teacher. • Give timely, precise and clear actions for writing linked to the year group non-negotiables live in the lesson. Make a log of common and repeated sentence-level misconceptions to address. • Provide many opportunities to revise content (vocabulary, sentence types, facts, formality etc.) with live feedback against success criteria.					
Using planning tools: Children refer to • Boxed up plan • Story map • Success criteria / checklist This will support children to ensure the writing remains aligned with audience and purpose.	<table border="1"> <tr> <td data-bbox="822 699 1429 991"> Independent drafting: • This is the core of the phase. Children produce their first full draft. • Writing freely without worrying about perfection • Using vocabulary from word banks and working wall • Attempting grammar features from the grammar burst • Sequencing ideas logically. </td><td data-bbox="1429 699 2027 991"> Sentence level experimentation: Children may • Try various sentence openers • Experiment with vocabulary • Test different ways to express an idea This supports creativity and ownership. </td></tr> <tr> <td data-bbox="822 991 1429 1358"> Adults offer in the moment support by: • Offering prompts • Reminding children of the audience • Encouraging the use of a particular feature • Avoiding correction – refinement comes later. </td><td data-bbox="1429 991 2027 1358"> Produce a complete draft: By the end of this phase • Children will have written full piece of writing • It will be structurally complete • They will be ready for the grammar check / editing / redrafting phases. </td></tr> </table>	Independent drafting: • This is the core of the phase. Children produce their first full draft. • Writing freely without worrying about perfection • Using vocabulary from word banks and working wall • Attempting grammar features from the grammar burst • Sequencing ideas logically.	Sentence level experimentation: Children may • Try various sentence openers • Experiment with vocabulary • Test different ways to express an idea This supports creativity and ownership.	Adults offer in the moment support by: • Offering prompts • Reminding children of the audience • Encouraging the use of a particular feature • Avoiding correction – refinement comes later.	Produce a complete draft: By the end of this phase • Children will have written full piece of writing • It will be structurally complete • They will be ready for the grammar check / editing / redrafting phases.
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Writing Journey

Grammar check	• Address the identifies gaps. • Explicitly model and teach misconceptions. • Repeated opportunities for practice.		
What might this step look like? • Through formative assessment and careful looking in books and marking, identify the content that needs more work (spelling, grammar and punctuation or sentence construction). • Where are the children making most errors? What needs strengthening? • Decide what to re-teach and give several opportunities to practice in context.			
1. Address the gaps	➡	2. Reteach / model	➡ 3. Practice
6. Feedback	←	5. Peer review skill	← 4. Edit piece of writing
NB: High quality, live feedback must take place throughout. Children should experience success at this stage to ensure they can apply their skills.			



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Writing Journey

Edit and redraft	• Make changes to the draft using new knowledge • Write a second, improved draft (using editing slips)
What might this step look like? • This phase must be informed by the grammar check. • Editing: fixing errors in grammar, punctuation (composition), spelling and handwriting (transcription). • Redrafting: writing a second, improved draft based on all the changes and improvements made. • Make feedback and revisions more audience-focused by discussing intended impact. • Provide opportunities for children to share their writing with peers. Children will read aloud and receive targeted feedback.	
Redrafting Progression:	
Key Stage 1	Make simple revisions and additions (purple pen).
Year 3	Revise sentences or some small sections (purple pen or editing slips depending on length).
Year 4	Starting to redraft full paragraphs (editing slips).
Year 5	Redraft full sections – start to think about cohesion across the text (editing slips).
Year 6	Redraft and make full texts more effective based on feedback. Children will learn deliberate strategies around strengthening cohesion.



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Writing Journey

Publish and present	• Produce high-quality, legible work. • Present writing visually or orally to intended audience.
What might this step look like? • Opportunity to write a final version of the text they have been working on. This should be an enjoyable experience where children experience success and have their writing celebrated. • Create a ‘writing environment’ – silent writing, clear surfaces, no distractions. • Presentation can be done through presenting to an audience either visually or orally.	
NB: Publishing should not happen after every writing sequence. 3 opportunities will be chosen over the course of the academic year.	