



# Armfield Primary Writing Curriculum Map 2025-2026

	AUTUMN		SPRING		SUMMER	
	EYFS					
Nursery	<ul style="list-style-type: none"> <li>Start eating independently and learning how to use a knife and fork.</li> <li>Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</li> </ul>	<ul style="list-style-type: none"> <li>Mark making shows variation in shape and form.</li> <li>Engages in mark making in their play</li> </ul>	<ul style="list-style-type: none"> <li>Enjoy drawing freely.</li> <li>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</li> <li>Make marks on their picture to stand for their drawings such as that says 'mummy'.</li> <li>Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>Able to manipulate resources such as small world toys, simple puzzles pieces, page turning with growing control.</li> </ul>	<ul style="list-style-type: none"> <li>Mark making shows variation in shape and form.</li> <li>Engages in mark making in their play. Write some letters accurately</li> <li>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</li> </ul>		
Reception	<ul style="list-style-type: none"> <li><b>ELG: Speaking</b> Children at the expected level of development will: • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> <li><b>ELG: Gross Motor Skills</b> Children at the expected level of development will: • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <b>ELG: Fine Motor Skills</b> Children at the expected level of development will: • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paint brushes and cutlery. • Begin to show accuracy and care when drawing.</li> <li><b>ELG: Comprehension</b> Children at the expected level of development will: • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate – where appropriate – key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> <li><b>ELG: Word Reading</b> Children at the expected level of development will: • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <b>ELG: Writing</b> Children at the expected level of development will: • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.</li> </ul>					
	KS1					
Y1	<b>Discrete Unit: Writing in Year 1</b> (4-5 weeks) <b>Fiction</b> Traditional Tales	<b>Fiction</b> Simple Stories <b>Non-Fiction</b> Recount Cobble Hey Farm	<b>Fiction</b> Stories with familiar settings <b>Non-Fiction</b> Labels and Captions	<b>Fiction</b> Character Descriptions <b>Non-Fiction</b> Lists	<b>Fiction</b> Stories with fantasy elements <b>Non-Fiction</b> Instructions How to make a sandwich'	<b>Fiction</b> Retelling of stories <b>Non-Fiction</b> Postcards/Letters
Y2	<b>Discrete Unit: Writing in Year 2</b> (4-5weeks) <b>Fiction</b> Story 'Monster Under the Stairs'	<b>Non-Fiction:</b> Instructional Writing <b>Poetry</b> Seasonal Poems	<b>Fiction</b> Story Retell Traditional Tale <b>Non-Fiction</b> Recount	<b>Fiction</b> Action Story 'Pigs Might Fly/Traction Man' <b>Non-Fiction:</b> InformationText	<b>Fiction</b> Familiar Setting story <b>Non-Fiction</b> Letter/Email Writing	<b>Fiction</b> Setting Description <b>Poetry</b> Performance Poetry

KS2

	KS2					
Y3	<p><b>Discrete Unit: Writing in Year 3</b> (4-5 weeks) <b>Non-Fiction:</b> Information Text</p>	<p><b>Fiction:</b> Setting Description 'Into the wardrobe'</p> <p><b>Poetry</b> Winter Poetry</p>	<p><b>Fiction:</b> Modern Adventure The Iron Man</p> <p><b>Non-Fiction:</b> Report writing The disappearance of a metal object.</p>	<p><b>Fiction:</b> Character Description 'A new pet'</p> <p><b>Non-Fiction:</b> Information Text. 'All About Dragons'</p>	<p><b>Fiction:</b> Short Story</p> <p><b>Non-Fiction:</b> Explanation Text</p>	<p><b>Fiction</b> Historical Setting</p> <p><b>Poetry</b> Performance Poetry</p>
Y4	<p><b>Discrete Unit: Writing in Year 4</b> (4-5 weeks) <b>Fiction:</b> 'Discovering a golden ticket'</p>	<p><b>'Non-Fiction:</b> 'A persuasive advert for a new chocolate bar'</p> <p><b>Poetry</b> Descriptive Poems</p>	<p><b>Fiction:</b> Descriptive Writing 'An unexpected visitor'</p> <p><b>Non-Fiction:</b> Persuasive Letters</p>	<p><b>Fiction:</b> Suspense story 'A problem at the farm'</p> <p><b>Non-Fiction:</b> Diaries 'A diary entry from Fern'</p>	<p><b>Fiction:</b> 'A new child arrives in school'</p> <p><b>Non-Fiction:</b> Instructional Writing</p>	<p><b>Non-Fiction</b> Recount</p> <p><b>Poetry</b> Performance Poetry</p>
Y5	<p><b>Discrete Unit: Writing in Year 5</b> (4-5 weeks) <b>Non Fiction</b> Diary Entry/Fact Files</p>	<p><b>Fiction:</b> Familiar Setting Story</p> <p><b>Poetry</b> Choral Poems</p>	<p><b>Fiction:</b> Adventure Story 'The Explorer'</p> <p><b>Non-Fiction</b> Explanation Text</p>	<p><b>Fiction:</b> Myths/Legends</p> <p><b>Non-Fiction:</b> 'Persuasive Poster/Advertisements</p>	<p><b>Fiction:</b> Fantasy Story</p> <p><b>Non-Fiction:</b> information text</p>	<p><b>Fiction</b> Twisted Traditional Tales</p> <p><b>Poetry</b> Performance Poetry</p>
Y6	<p><b>Discrete Unit: Writing in Year 6</b> (4-5 weeks) <b>Non Fiction</b> Balanced Arguments/Persuasive Letters</p> <p><b>Fiction:</b> Historical Setting</p> <p><b>Poetry</b> Choral Poems</p>		<p><b>Fiction:</b> Suspense Story</p> <p><b>Non-Fiction:</b> Historical Diary Writing</p>	<p><b>Fiction:</b> Mystery/Detective Story</p> <p><b>Non-Fiction:</b> Biographies</p>	<p><b>Fiction:</b> Short Stories</p> <p><b>Non-Fiction:</b> Manual/How to guides 'How to make a clockwork figure</p>	<p><b>Fiction:</b> Portal Story</p> <p><b>Poetry</b> Performance Poetry</p>