

## Holywell Primary School and Nursery Writing Curriculum

Our writing curriculum is built using CUSP materials as the foundation from Year 1 to Year 6, ensuring a coherently sequenced and ambitious approach that aligns with the Holywell Teaching and Learning Framework. Learning is driven by high-quality texts, with explicit teaching of transcription, vocabulary and composition. Writing is taught through a structured model of modelling, guided practice, independent application and review, enabling pupils to develop confidence, accuracy and increasing independence.

In the Early Years, this strong foundation begins with a clear focus on language development and early writing. In Nursery, Concept Cat is used to systematically develop children’s vocabulary, understanding and oracy. In Reception, Talk Through Stories supports the development of story language, oral composition and early writing, preparing children for the demands of the CUSP writing curriculum in Key Stage 1 and beyond.

### Writing Long Term Plan

#### Foundations of Writing (EYFS)

In the Early Years, writing is rooted in language development, story and early composition. Children build the foundations for writing through talk, vocabulary development and structured storytelling.

Nursery Autumn Term		
<b>Concept Cat (language Focus)</b> <b>Knowledge:</b> positional language, size, colour, quantity <b>Skills:</b> listen, respond, name, use new vocabulary	<b>Story Exposure</b> <b>Knowledge:</b> stories have characters and events <b>Skills:</b> join in with repeated phrases, respond to questions	<b>Early mark making</b> <b>Knowledge:</b> marks carry meaning <b>Skills:</b> give meaning to marks, develop pencil control
Nursery Spring term		
<b>Concept Cat (developing vocabulary)</b> <b>Knowledge:</b> Words describe actions and simple concepts <b>Skills:</b> Use familiar vocabulary in short phrases	<b>Story Talk</b> <b>Knowledge:</b> Stories can be retold <b>Skills:</b> Talk about events; begin to sequence verbally	<b>Mark-making and meaning</b> <b>Knowledge:</b> Marks can represent ideas and experiences <b>Skills:</b> Create marks with intention; talk about what they represent
Nursery Summer Term		
<b>Concept Cat (securing language)</b> <b>Knowledge:</b> Language can describe and explain <b>Skills:</b> Use simple sentences to communicate ideas	<b>Oral storytelling</b> <b>Knowledge:</b> Stories have a beginning and end <b>Skills:</b> Retell simple events in order	<b>Early writing behaviours</b> <b>Knowledge:</b> Writing communicates meaning <b>Skills:</b> Use marks, symbols or letters to represent ideas
Reception Autumn Term		

<b>Talk Through Stories</b> <b>Knowledge:</b> Stories have a beginning, middle and end; characters and events <b>Skills:</b> Retell stories; sequence events; discuss characters	<b>Oral composition</b> <b>Knowledge:</b> Sentences communicate meaning <b>Skills:</b> Say sentences aloud before writing	<b>Early writing (phonics-led)</b> <b>Knowledge:</b> Sounds are represented by letters <b>Skills:</b> Write simple words and labels using phonics
<b>Reception Spring term</b>		
<b>Talk Through Stories (deepening)</b> <b>Knowledge:</b> Stories can be sequenced and described <b>Skills:</b> Retell with increasing detail; describe events	<b>Sentence construction</b> <b>Knowledge:</b> Sentences need capital letters and full stops <b>Skills:</b> Write simple sentences with basic punctuation	<b>Early composition</b> <b>Knowledge:</b> Ideas can be recorded in writing <b>Skills:</b> Sequence simple sentences to form short pieces
<b>Reception Summer Term</b>		
<b>Talk Through Stories (application)</b> <b>Knowledge:</b> Stories follow a clear structure <b>Skills:</b> Retell and adapt familiar stories	<b>Independent writing</b> <b>Knowledge:</b> Writing can be used for different purposes (story, recount) <b>Skills:</b> Begin to write simple sentences independently	<b>Composition and fluency</b> <b>Knowledge:</b> Writing communicates ideas clearly <b>Skills:</b> Apply known phonics to write simple accurate sentences.

## Writing Development (Year 1–Year 6)

From Year 1 to Year 6, writing builds on these early foundations through a carefully sequenced curriculum based on CUSP materials. Pupils develop their writing through high-quality texts, with explicit teaching of transcription, vocabulary and composition. Over time, children move from constructing simple sentences to writing with increasing control, coherence and independence across a range of forms and purposes. Through structured modelling, guided practice and independent application, pupils learn to communicate their ideas clearly, accurately and effectively. [CUSP English Sequence 2025-26](#)

Each unit includes **core knowledge** (what pupils know) and **core skills** (what pupils can do).

Each year group has a series of ‘Lead pieces’ which will allow teachers to demonstrate and curate the evidence that pupils have achieved the Expected Standard in the course of normal classroom practice. Many statements will be evident across all pieces of extended writing but there are some statements that are specifically targeted within the Lead Piece units to ensure that pupils achieve real mastery of these important concepts.

## Year 1 [CUSP English Sequence 2025-26](#)

**Year 1 Autumn Term**

CUSP Bridging unit Daily sentence composition	Poetry (pattern and rhyme) Patterns create rhythm Identify syllables	Narrative: Setting descriptions Setting is where action happens; adjectives describe nouns Say sentences aloud; build simple sentences	Expository: Instructional writing Imperative verbs give commands Write ordered steps	Narrative: Stories with familiar settings Stories have beginning, middle, end Sequence ideas; check for sense	Poetry: playing with language Rhyme and alliteration create effect Use sound patterns
--	--	--	--	---	---

**Year 1 Spring term**

Expository: Recount from personal experience Events in chronological order Write simple sentences in order	Expository: Informal letters Letters have structure Use I; organise ideas	Poetry on a theme (nature) Poems share themes Write in similar style	Stories with familiar settings Block B Stories have beginning, middle, end Sequence ideas; check for sense	Poetry: playing with language Enrichment Rhyme and alliteration create effect Use sound patterns	
--	---	--	--	--	--

**Year 1 Summer Term**

Poetry (pattern and rhyme) Enrichment Patterns create rhythm Identify syllables	Lead piece: Instructional writing Block B Imperative verbs give commands Write ordered steps	Lead piece: Setting descriptions Block B Setting is where action happens; adjectives describe nouns Say sentences aloud; build simple sentences	Poetry on a theme (nature) Enrichment Poems share themes Write in similar style	Informal letters Block B Letters have structure Use I; organise ideas	Lead piece: Recount from personal experience Block B Events in chronological order Write simple sentences in order
---	--	---	---	---	--

Year 2 [CUSP English Sequence 2025-26](#)

Year 2 Autumn Term					
CUSP Strong Start unit	Narrative: Character Description Expanded Noun Phrases Use adjectives and conjunctions	Poetry: Poems developing vocabulary Precise language choices Explain meaning	Narrative: Simple retelling of a narrative Stories retold in a sequence Use past tense	Expository: Formal invitations Formal vs informal tone Organise clearly	Stories from other cultures Stories reflect culture Include cultural detail
Year 2 Spring term					
Poetry on a theme (humorous) Humorous/theme poems Perform writing	Expository: Non-chronological reports Non-chronological structure Use headings	Expository: Formal invitations Block B Formal vs informal tone Organise clearly	Expository: Recount from personal experience First person recount Write in past tense	Lead piece: Simple retelling of a narrative Block B Stories retold in a sequence Use past tense	
Year 2 Summer Term					
Lead piece: Non-chronological reports Block B Non-chronological structure Use headings	Lead piece: Recount from personal experience Block B First person recount Write in past tense	Character descriptions Block B Expanded Noun Phrases Use adjectives and conjunctions	Poems developing vocabulary Enrichment Precise language choices Explain meaning	Stories from other cultures Block B Stories reflect culture Include cultural detail	Poetry on a theme (poems about change) Humorous/theme poems Perform writing

Year 3 [CUSP English Sequence 2025-26](#)

Year 3 Autumn Term					
<p>CUSP Strong Start Unit</p> <p>Poetry: Poetry on a theme – emotions</p> <p>Themes explored</p> <p>Write with precision</p>	<p>Narrative: First person narrative descriptions</p> <p>Use I perspective</p> <p>Build atmosphere</p>	<p>Expository: Non-chronological reports</p> <p>Formal tone</p> <p>Organise ideas</p>	<p>Expository: Formal letters to complain</p> <p>Formal structure</p> <p>Paragraph writing</p>	<p>Poetry: Performance poetry (inc. poetry from other cultures)</p> <p>Voice affects meaning</p> <p>Perform</p>	<p>Narrative: Dialogue through narrative (historical stories)</p> <p>Speech punctuation</p> <p>Use inverted commas</p>
Year 3 Spring term					
<p>Narrative: Third person narrative (animal stories)</p> <p>Use he/she</p> <p>Maintain tense</p>	<p>Expository: Non-chronological reports</p> <p>Block B</p> <p>Formal tone</p> <p>Organise ideas</p>	<p>Expository: Advanced instructional writing</p> <p>Sequencing steps</p> <p>Use adverbs</p>	<p>Poetry: Performance poetry (inc. poetry from other cultures)</p> <p>Enrichment</p> <p>Voice affects meaning</p> <p>Perform</p>	<p>Narrative: First person narrative descriptions</p> <p>Block B</p> <p>Use I perspective</p> <p>Build atmosphere</p>	
Year 3 Summer Term					
<p>Narrative: Lead piece: Third person narrative (animal stories) Block B</p> <p>Use he/she</p> <p>Maintain tense</p>	<p>Expository: Lead piece: Advanced instructional writing Block B</p> <p>Sequencing steps</p> <p>Use adverbs</p>	<p>Narrative: Dialogue through narrative (historical stories) Block B</p> <p>Speech punctuation</p> <p>Use inverted commas</p>	<p>Poetry: Poetry on a theme (emotions)</p> <p>Enrichment</p> <p>Themes explored</p> <p>Write with precision</p>	<p>Expository: Lead piece: Formal letters to complain Block B</p> <p>Formal structure</p> <p>Paragraph writing</p>	

Year 4 [CUSP English Sequence 2025-26](#)

Year 4 Autumn Term					
<b>CUSP Strong Start</b> Poetry: Poems which explore form Different structures Write poetry	Expository: Persuasive writing (adverts) Rhetorical devices Influence reader	Narrative: First person diary entries First person past Express viewpoint	Poetry: Critical analysis of narrative poetry Interpret poems Use evidence	Narrative: Third person adventure stories Story structure Balance dialogue	Expository: News reports Quotes and structure Write formally
Year 4 Spring term					
Narrative: Stories from other cultures Use description Setting through culture	Expository: Explanatory texts Explain processes Use technical vocabulary	Expository: Persuasive writing (adverts) Block B Rhetorical devices Influence reader	Narrative: First person diary entries Block B First person past Express viewpoint	Poetry: Poems which explore form Enrichment Different structures Write poetry	
Year 4 Summer Term					
Poetry: Critical analysis of narrative poetry Block B Interpret poems Use evidence	Narrative: Third person adventure stories Block B Story structure Balance dialogue	Expository: Lead piece: News reports Block B Quotes and structure Write formally	Narrative: Lead piece: Stories from other cultures Block B Use description Setting through culture	Expository: Lead piece: Explanatory texts Block B Explain processes Use technical vocabulary	

Year 5 [CUSP English Sequence 2025-26](#)

Year 5 Autumn Term					
Expository: Formal letters of application Formal tone Persuade reader	Narrative: Dialogue in narrative (first person myths and legends) Character voice Balance speech	Poetry: Poems which explore form Structured poetry Perform	Expository: Balanced argument Multiple viewpoints Justify ideas	Narrative: Third person stories set in another culture Context shapes narrative Develop detail	Poetry: Poems that use word play Language effects Experiment
Year 5 Spring term					
Expository: Biography Life events structures Use past tense	Narrative: Third person stories set in another culture Block B Context shapes narrative Develop detail	Narrative: Playscripts (Shakespeare retelling) Script conversations Write dialogue	Expository: Formal letters of application Block B Formal tone Persuade reader		
Year 5 Summer Term					
Expository: Lead piece: Biography Block B Life events structures Use past tense	Narrative: Lead piece: Dialogue in narrative (first person myths and legends) Block B Character voice Balance speech	Narrative: Playscripts Block B Script conversations Write dialogue	Poetry: Poems that use word play Enrichment Language effects Experiment	Expository: Lead piece: Balanced argument Block B Multiple viewpoints Justify ideas	Poetry: Poems which explore form Enrichment Structured poetry Perform

Year 6 [CUSP English Sequence 2025-26](#)

Year 6 Autumn Term						
Expository: Autobiography Chronological reports Reflect	Expository: Discursive writing and speeches Balanced viewpoints Formal tone	Narrative: First person stories with a moral Themes/messages Develop character	Poetry: Poems that create images and explore vocabulary Language creates images Refine vocabulary	Expository: News reports Formal register Use modal verbs	Expository: Explanatory texts Complex ideas Precise vocab	Poetry: Shakespeare's sonnets Structured form Analyse
Year 6 Spring term						
Extended third person narrative (adventure stories) Cohesion Sustain writing	Expository: Explanatory texts Block B Complex ideas Precise vocab	Expository: Autobiography Block B Chronological reports Reflect	Narrative: Lead piece: Extended third person narrative (adventure stories) Block B Cohesion Sustain writing			
Year 6 Summer Term						
Expository: Lead piece: News reports Block B Formal register Use modal verbs	Flexible block inc. SATs week	Poetry: Shakespeare's sonnets Enrichment Structured form Analyse	Expository: Lead piece: Discursive writing and speeches Block B Balanced viewpoints Formal tone	Poetry: Poems that create images and explore vocabulary Enrichment Language creates images Refine vocabulary	Narrative: First person stories with a moral Block B Themes/messages Develop character	