



Writing Curriculum Overview





Writing at Bridge Junior School

Our bespoke 'Write Right' curriculum teaches children that effective writing is a purposeful process. Rich, representative books provide ideas, language and meaningful reasons to write for different readers.

Write with purpose

Children understand why they are writing and who will read it. They learn to entertain, inform, explain, discuss and persuade through carefully chosen outcomes.

Write clearly and accurately

Children build secure sentences, organise ideas, select vocabulary and apply grammar, punctuation and spelling so meaning is clear.

Develop a writer's voice

Children see writing as a craft. They make deliberate choices, revise their work and grow in confidence as creative, thoughtful and independent writers.

By the end of Year 6, children can write confidently, accurately and creatively for a range of purposes and audiences, ready to continue developing at secondary school.



What we want our children to know...

Composition and structure

Children generate ideas, plan coherently and organise sentences and paragraphs so each piece fulfils its purpose and guides the reader clearly.

Language conventions

Children develop sentence fluency and use grammar, punctuation and spelling accurately. Target skills are taught in the context of meaningful writing.

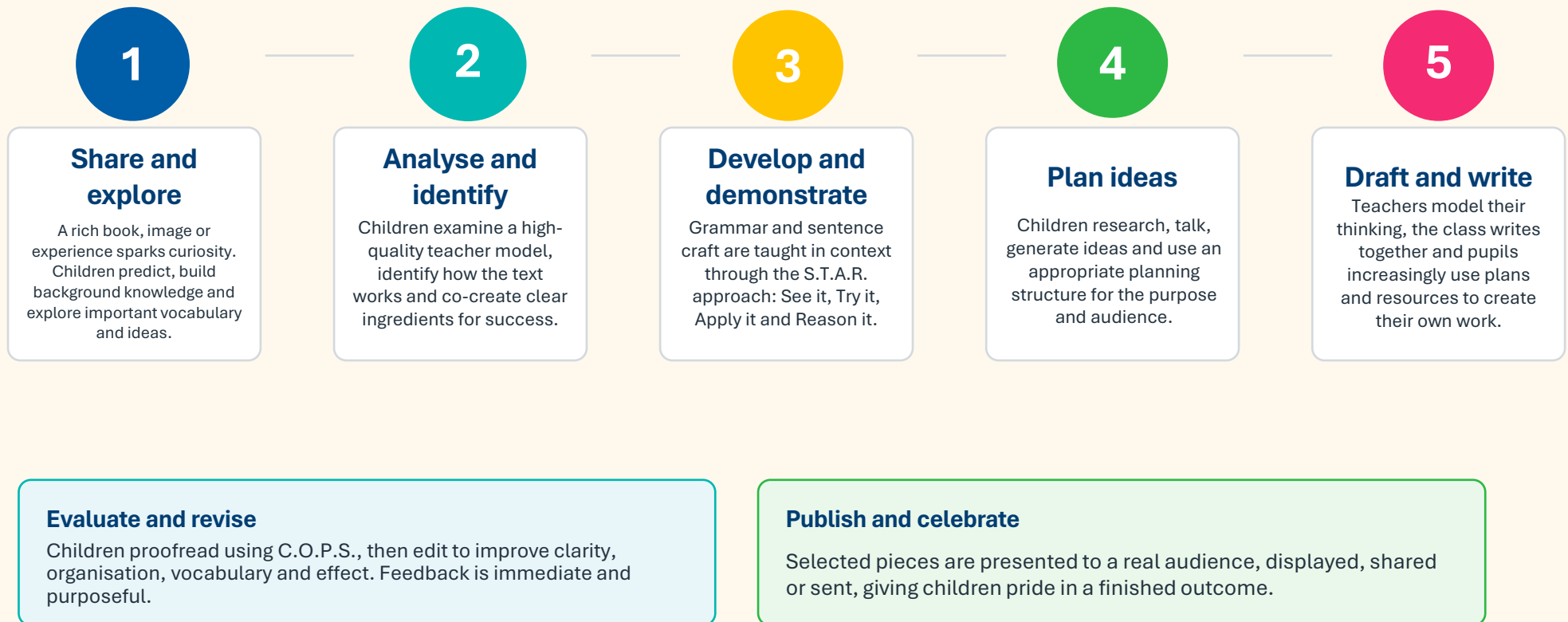
Vocabulary, voice and craft

Children choose words, sentence patterns and organisational features for effect. They learn that revising is part of creating clear, engaging and original writing.



How we teach Writing at Bridge...

Each unit follows the seven-step 'Write Right' sequence across three phases: Probe, Produce and Publish. Teacher modelling, shared practice and independent application are carefully balanced.





How we know that our children are doing well...

They write for a purpose

Children select relevant ideas, content and tone for their intended reader and understand how the chosen text type achieves its purpose.

They control sentences

Children combine vocabulary, grammar, punctuation and spelling to create increasingly accurate, fluent and varied sentences.

They organise and craft

Children structure paragraphs and whole texts, maintain viewpoint and make deliberate language choices that shape meaning and effect.

They review and improve

Children use success criteria, rereading, proofreading and editing to correct errors and strengthen clarity, flow and style.

What teachers check

Teachers use live feedback, pupils' books, independent outcomes and the progression in planning, drafting and revising to identify strengths and next steps.

What success looks like

Children become confident, capable writers who can communicate clearly, create imaginatively and adapt their writing for different audiences and purposes.



What children learn about in each year group...

Year 3

Core texts: Into the Forest; Malala's Magic Pencil; Anisha: Accidental Detective; The Firework Maker's Daughter; Leon and the Place Between; Planet Omar.

Narrative: Create settings, retell stories, describe characters and use simple dialogue to move events forward.

Non-fiction: Write informal and persuasive letters, adverts and clear instructions for a reader.

Poetry: Explore diamante, descriptive fantasy and question-and-answer poems, choosing precise words and patterns.

Language: Develop expanded noun phrases, tense, conjunctions, apostrophes, adverbs and the conventions of speech.

Independence: Use a model, success criteria and paragraph plan; reread and correct capitals, punctuation and common spellings.

Year 4

Core texts: The Lost Happy Endings; Rosa Parks; Life Doesn't Frighten Me at All; Oranges in No Man's Land; The Iron Man; George's Marvellous Medicine; Me and Mister P; Mirror; The Beast and the Bethany.

Narrative: Develop dialogue, diaries, settings and character descriptions with clearer viewpoint and paragraph organisation.

Non-fiction: Write biographies, letters and instructions using appropriate organisational features and tone.

Poetry: Analyse, perform and innovate poems, including prepositional poetry, with growing control of vocabulary and effect.

Language: Use fronted adverbials, varied speech, figurative language, tense, pronouns and expanded noun phrases.

Independence: Select relevant details, use prior models to improve new work and explain choices during proofreading and editing.



What children learn about in each year group...

Year 5

Core texts: Hansel and Gretel; Floella Benjamin; The Boy in the Tower; Jabberwocky; Race to the Frozen North; The Girl Who Stole an Elephant.

Narrative: Sustain settings, diary voice, action, atmosphere and dialogue across longer, increasingly cohesive pieces.

Non-fiction: Write reports, formal and persuasive letters, biography and balanced discussion using research and evidence.

Poetry and language: Use poetic texts to develop imagery, rhythm and adventurous word choice within poetry and narrative.

Grammar and craft: Apply relative clauses, semicolons, modal verbs, passive voice, formality and precise vocabulary for effect.

Independence: Research, organise information, maintain viewpoint and revise longer work with decreasing adult support.

Year 6

Core texts: The Boy at the Back of the Class; Nelson Mandela; Tyger; Once; Alma; Wild Boy; A Monster Calls and research about Janusz Korczak.

Narrative: Control setting, character, diary, action and dialogue, using structure and language to shape viewpoint and mood.

Non-fiction: Create formal letters, reports, biography, persuasive speech and discussion for authentic audiences.

Research and oracy: Select information, debate ideas and present a reasoned viewpoint before converting spoken thinking into writing.

Grammar and craft: Integrate varied punctuation, passive voice, cohesion, formality, complex sentences and precise vocabulary.

Independence: Choose approaches flexibly, sustain ambitious pieces and justify revisions to meaning, organisation and effect.



AL LINKS

Writing across school life...

Writing grows through the books children encounter, the talk that shapes ideas and the meaningful opportunities they have to communicate with real readers.

1

Rich, diverse books

Representative picture books, novels, poems and non-fiction texts act as mirrors and windows, inspiring language and content.

2

Purpose and audience

Every outcome begins with a reason to write and a clear reader, helping children select appropriate content, tone and organisation.

3

Talk before writing

Partner talk, drama, debate, oral rehearsal and shared writing allow children to test ideas and language before committing them to paper.

4

Poetry and word play

Children read, perform and create varied poetic forms, developing rhythm, imagery, precision and enjoyment of language.

5

Writing across subjects

Research, reports, explanations and vocabulary from the wider curriculum give children meaningful knowledge to communicate.

6

Publishing and celebrating

Selected work is shared with classmates, families and wider audiences through displays, presentations, letters and class books.



Writing skill progression across Years 3–6...

Stage	Main focus	Children explore	Growing independence
Year 3	Clear sentences and ideas	Settings, stories, letters, dialogue, instructions and playful poetry	Use models, plans and success criteria
	Secure basic accuracy	Tense, noun phrases, conjunctions, apostrophes, adverbs and speech	Reread and correct capitals, punctuation and common words
Year 4	Organise paragraphs	Diary, biography, description, poetry, letters and instructions	Choose relevant detail for the reader
	Develop sentence variety	Fronted adverbials, dialogue, figurative language and controlled tense	Apply taught skills in a new genre
	Review and improve	Proofread errors, then strengthen vocabulary, sentences and organisation	Explain which changes make writing clearer
Year 5	Control longer pieces	Settings, reports, diary, action, persuasion, biography and discussion	Sustain viewpoint and organisation
	Shape language for effect	Relative clauses, semicolons, modal verbs, passive voice and formality	Select vocabulary and structures deliberately
	Research and discuss	Select facts, consider viewpoints and organise material for a purpose	Turn research and talk into coherent writing
Year 6	Write with precision	Complex narrative, formal non-fiction, speeches, reports and biography	Control structure, viewpoint and tone
	Integrate grammar and craft	Varied punctuation, cohesion, passive voice, dialogue and precise vocabulary	Apply skills flexibly rather than mechanically
	Independent writer	Plan, draft, proofread, edit and present ambitious pieces	Justify and refine choices for the reader



How writing builds over time...

Area	Focus	Lower Key Stage 2	Upper Key Stage 2
Foundations	Sentence fluency	Write clear sentences and combine ideas using a growing range of structures	Control varied sentence structures for clarity, pace and effect
	Spelling and punctuation	Apply common and statutory spellings and increasingly secure punctuation	Use a wide punctuation range accurately and proofread independently
Composition	Ideas and content	Generate relevant details from books, experience, talk and research	Select, combine and develop content purposefully
	Organisation	Group related ideas into paragraphs and use familiar text features	Shape whole texts using cohesion, pace and deliberate structural choices
	Purpose and audience	Recognise the reader and adapt simple content and tone	Sustain an appropriate voice, formality and viewpoint
Craft	Vocabulary	Choose specific verbs, adjectives and figurative language for simple effects	Use precise, nuanced vocabulary to create mood and influence the reader
	Grammar	Use taught grammar in meaningful sentences linked to the text type	Integrate grammar flexibly so it serves meaning rather than appearing added on
	Cohesion	Use pronouns, conjunctions and time or place links between ideas	Manage links within and across paragraphs using varied cohesive devices
Independence	Planning	Use talk and taught organisers to sequence paragraphs and collect vocabulary	Select and adapt a planning approach for the task
	Drafting	Move from modelled and shared writing towards sustained independent work	Draft ambitious pieces while maintaining purpose and control
	Revising	Proofread with C.O.P.S. and improve selected words or sentences	Evaluate impact, make substantial revisions and justify final choices



THE LINKS

Writing at home...

Talk before writing

Ask children to explain an idea aloud, tell a story or rehearse a sentence before writing. Talking in their strongest language is valuable.

Read as writers

Notice how favourite books begin, describe people, build suspense or explain information. Discuss one choice the writer made.

Play with words

Collect interesting words, make silly sentences, invent characters, write short poems or improve one ordinary word together.

Practise little and often

A note, list, message, caption, diary line or short paragraph can build confidence. Keep practice purposeful and manageable.

Celebrate ideas

Praise the idea, effort and improvement before correcting every error. Ask children to read a finished piece aloud to a real audience.

Useful questions

Who is your reader? What do you want them to know or feel? Which word works best? Does this sentence make sense? What could you improve?