

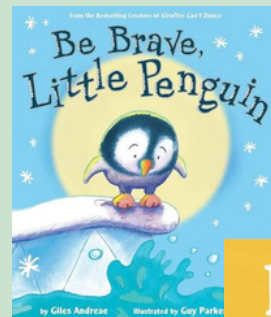
Year R Text Drivers



Autumn 1



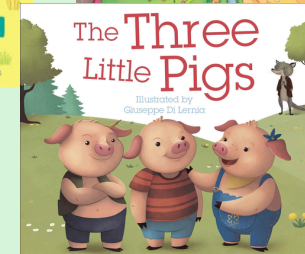
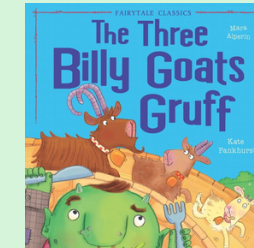
Spring 1



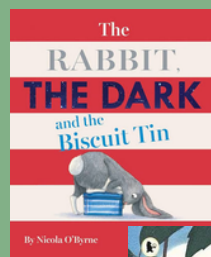
In Spring 1, we read a non-fiction text about explorers.



Summer 1



Autumn 2



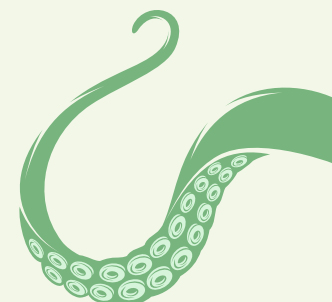
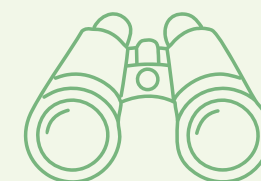
Spring 2

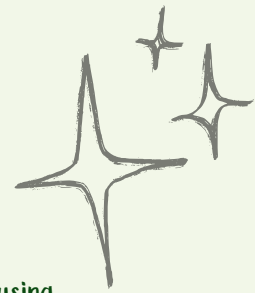


In Spring 2, we read a non-fiction text about the farm.

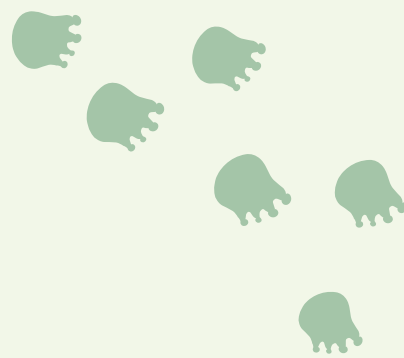


Summer 2





Year 1 Text Drivers



In Year 1, children take part in daily phonics lessons using the Essential Letters and Sounds (ELS) programme, developing the skills needed to become confident readers and writers. Additional targeted interventions support children who require extra help to ensure strong progress. Alongside phonics, children practise handwriting daily using the Letter-join scheme, focusing on correct letter formation, pencil grip and posture. At the start of the year, children take part in one-week writing learning journeys based on high-quality texts and meaningful experiences. These journeys develop speaking and listening skills, build vocabulary and enable children to compose simple sentences orally before recording them in writing. As confidence grows, children move on to two-week learning journeys, allowing more time to explore texts, develop writing skills and produce longer pieces of writing. Each learning journey begins with the Stimulate and Generate phase, where children are immersed in a text through book talk, storytelling, discussion, role play and vocabulary exploration. They then move into the Capture, Sift and Sort phase, where key writing skills are taught and practised through oral rehearsal and shared writing. Finally, during the Create, Refine and Evaluate phase, children apply their learning to produce and share a writing outcome. Oracy opportunities are embedded throughout every stage, helping children rehearse ideas, build confidence and develop communication skills. By the end of Year 1, children are increasingly able to write simple sentences independently, applying their phonics knowledge, basic punctuation and growing understanding of audience and purpose.

Autumn 1



Spring 1



Summer 1



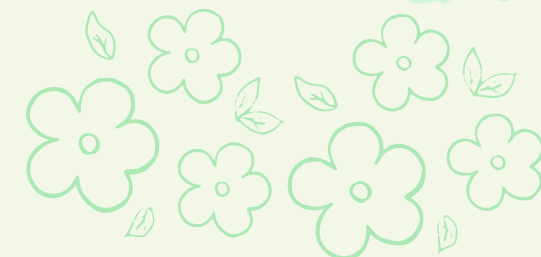
Autumn 2



Spring 2



Summer 2

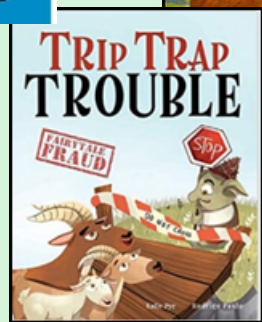
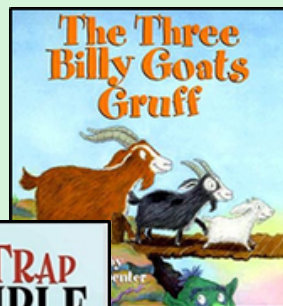


Year 2 Text Drivers

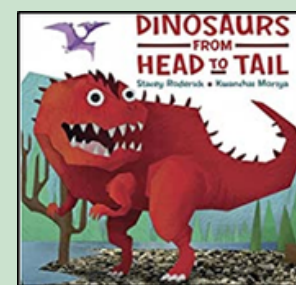
In Year 2, children begin the year by continuing to build upon their phonics knowledge, applying their growing understanding of sounds and letter patterns to both reading and writing. As the year progresses, they move on to daily spelling lessons where they learn new spelling rules and patterns each week, alongside developing their knowledge of common exception words. Children also take part in three handwriting sessions each week, focusing on correct letter formation, size and orientation, as well as developing consistency in their presentation. Additional support is provided for any children who require help with letter formation.

Our English curriculum is taught through exciting two-week learning journeys built around high-quality texts. Each journey has a clear purpose, audience, form and viewpoint, helping children understand why they are writing and who they are writing for. Children are immersed in the text through engaging hooks, discussion and vocabulary exploration before developing the skills needed for their final writing outcome. Throughout the learning journey, opportunities for speaking and listening help children rehearse ideas, discuss language choices and build confidence in communicating their thoughts. Children learn how to plan, write, check and improve their work, making simple additions and revisions to strengthen their writing. By the end of Year 2, children are developing greater independence as writers, creating narratives and non-fiction texts that show an awareness of purpose and audience whilst applying the grammar, punctuation and spelling skills they have been taught.

Autumn 1



Spring 1



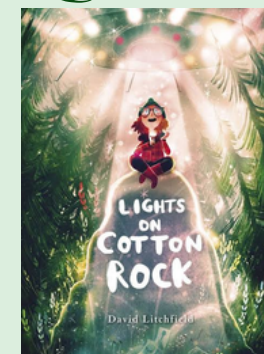
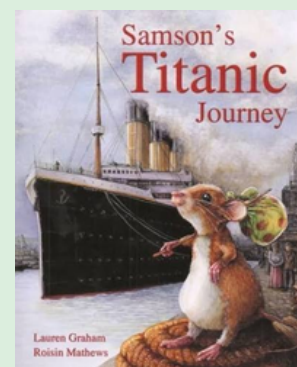
Summer 1



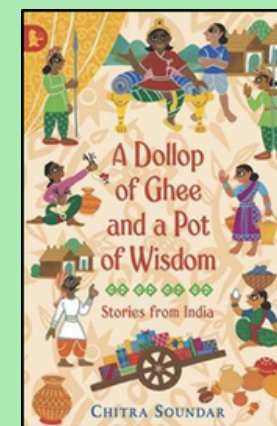
Autumn 2



Spring 2



Summer 2

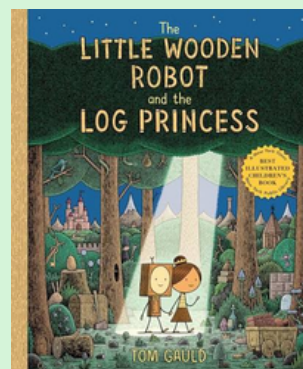


Year 3 Text Drivers

In Year 3, children begin their daily spelling lessons using the Sounds and Syllables programme, developing their understanding of spelling patterns, prefixes, suffixes and word families. Children also participate in three handwriting sessions each week using the Letter-join scheme, building on their letter formation skills and developing confidence and fluency in joined handwriting. Where children require additional support with letter formation, targeted intervention is provided. Throughout the year, children write for a range of purposes and audiences, drawing upon high-quality texts and exciting curriculum experiences to inspire their writing. As part of our writing learning journeys, children begin with the Stimulate and Generate phase, where carefully planned hooks bring texts to life and immerse children in meaningful speaking and listening activities. Through discussion, drama, role play and vocabulary exploration, children develop their ideas, language and confidence as communicators. During the Capture, Sift and Sort phase, children explore model texts and practise the grammar, punctuation and language features required for their final writing outcome. They then move into the writing phase, where they plan, draft, revise, evaluate and edit their work, improving meaning, clarity and vocabulary choices whilst considering the purpose of their writing and the needs of their audience. Opportunities for oracy are embedded throughout the learning journey, allowing children to rehearse, refine and justify their ideas before writing independently. Children develop their ability to organise writing into clear sections and paragraphs, use an increasing range of sentence structures, expand ideas through carefully chosen vocabulary, and create engaging settings, characters and events that capture the reader's interest.

Autumn 1

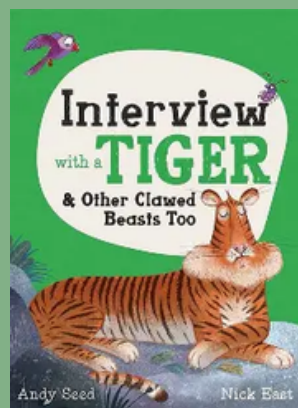
Narrative



Report

Spring 1

Diary entry



Interview



Summer 1

Diary

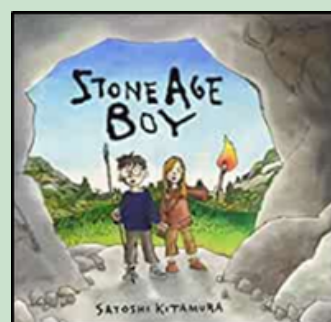


Guide



Autumn 2

Narrative



Instructions



Spring 2

Persuasive speech



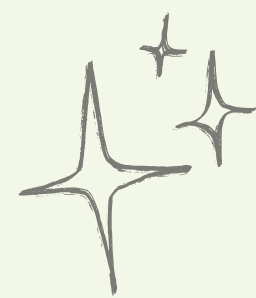
Poetry

Summer 2

Fact file



Narrative



Year 4 Text Drivers



In Year 4, children take part in daily spelling lessons using the Sounds and Syllables programme, developing their knowledge of spelling patterns, rules and common exceptions. Children also participate in three handwriting sessions each week using the Letter-join scheme to promote neat, joined and legible handwriting. Where children require additional support with letter formation, targeted intervention is provided. Throughout the year, children write for a range of purposes and audiences, developing their ability to organise ideas into clear paragraphs and make purposeful vocabulary choices. As part of our writing learning journeys, children begin with the Stimulate and Generate phase, where engaging hooks bring texts to life and immerse children in rich speaking and listening opportunities. Through discussion, drama and vocabulary exploration, children develop their understanding of the text and build confidence in expressing their ideas. During the Capture, Sift and Sort phase, children explore and practise the grammar, punctuation and language features needed for their writing outcome. They then move into the writing phase, where they plan, draft, evaluate and edit their work to ensure it meets the needs of the intended audience and purpose. Opportunities for oracy are embedded throughout the learning journey, enabling children to rehearse, refine and justify their ideas before writing independently. Children develop their use of varied sentence structures, expanded noun phrases, fronted adverbials and dialogue, whilst learning to organise writing cohesively and create clear settings, characters and viewpoints for the reader.

Autumn 1

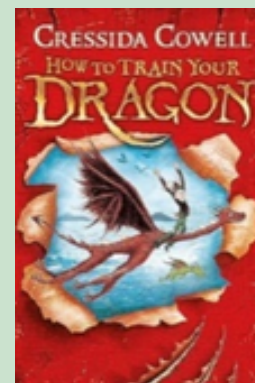


Persuasive
speech

Narrative



Spring 1

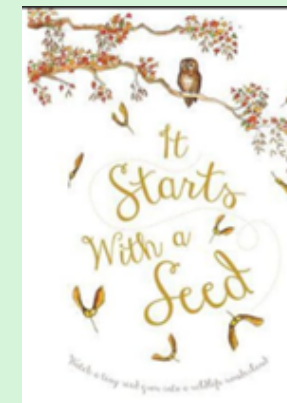


Non-fiction

Narrative



Summer 1

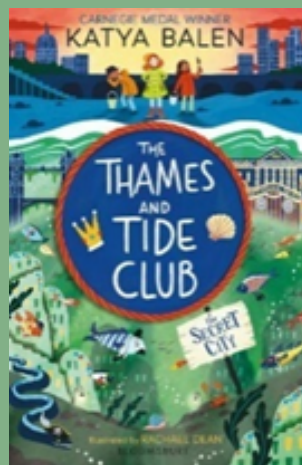


Poetry

Biography

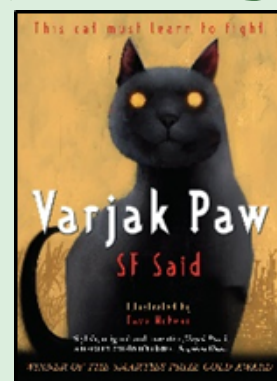


Autumn 2



Diary entry

Spring 2



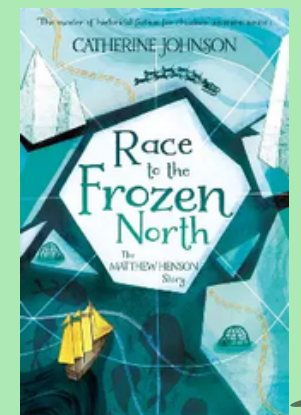
Character
description

Summer 2



Narrative

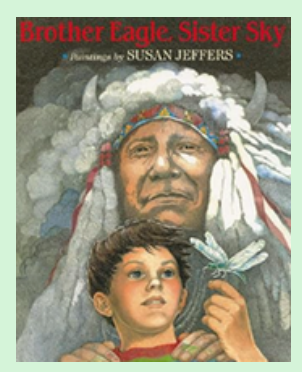
Letter



Year 5 Text Drivers

In Year 5, children take part in daily spelling lessons using the Sounds and Syllables programme, developing their understanding of spelling patterns, morphology and etymology. Children also participate in three handwriting sessions each week using the Letter-join scheme to develop fluent, legible handwriting. Where children require additional support with letter formation, targeted interventions are provided. Throughout the year, children write for a clear audience and purpose, adapting their vocabulary, grammar and style to suit different forms of writing. As part of our writing learning journeys, children begin with the Stimulate and Generate phase, where engaging hooks bring texts to life and immerse children in rich experiences linked to the writing outcome. Through speaking and listening activities, drama and discussion, children develop their ideas and vocabulary. During the Capture, Sift and Sort phase, children explore and practise the grammar, punctuation and language features needed for their final piece of writing. They then move into the writing phase, where they plan, draft, evaluate and edit their work, making deliberate language choices to create the desired impact on the reader. Opportunities for oracy are woven throughout the learning journey, enabling children to rehearse, justify and refine their ideas before writing independently. Children develop their ability to write cohesively across paragraphs, use a range of sentence structures and punctuation for effect, and select vocabulary carefully to engage their audience and enhance meaning.

Autumn 1



Setting
description

Non-chronological
report



Spring 1



Narrative

Summer 1

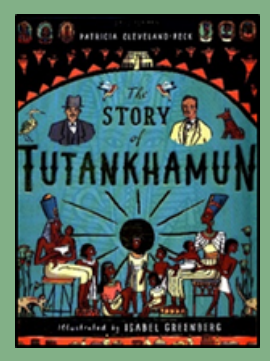


Non-chronological
report

Letter

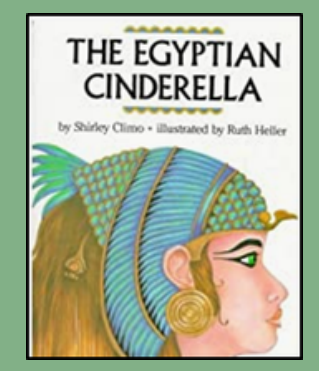


Autumn 2



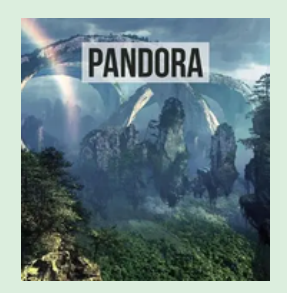
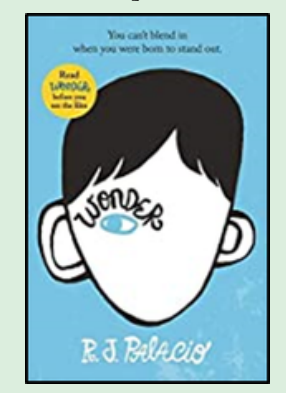
Series of diary
entries

Persuasive
letter



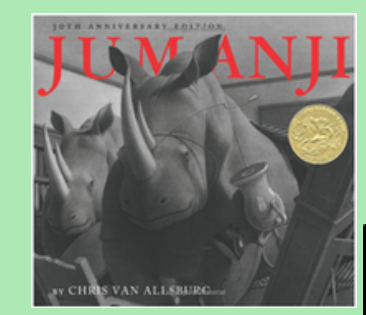
Spring 2

Persuasive
speech



Alternative
ending

Summer 2



Narrative

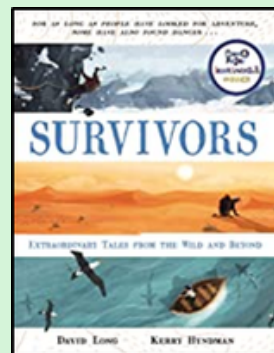
Poetry



Year 6 Text Drivers



Autumn 1



Survival guide

Narrative



Spring 1



Missing chapter

Summer 1

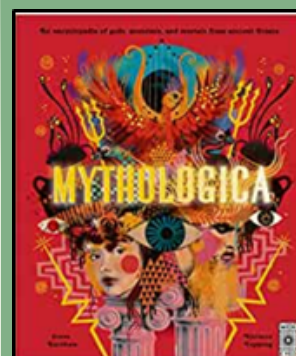


Narrative



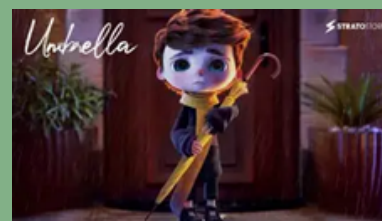
Letter

Autumn 2



Persuasive speech

Narrative

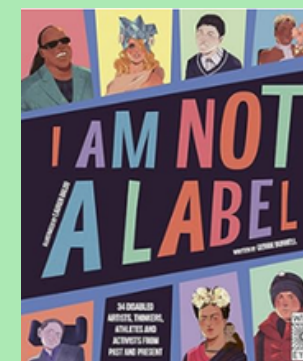


Spring 2

Non-chronological report



Summer 2



Biography



Poetry

In Year 6, children take part in daily spelling lessons using the Sounds and Syllables programme to develop their understanding of spelling patterns, morphology and etymology. Handwriting is practised three times each week through the Letter-join scheme, helping children to write legibly, fluently and with increasing speed. Before every writing session, children follow our writing routine to ensure they are sitting correctly and using the appropriate pencil grip to support effective handwriting and stamina. As part of our writing journeys, children begin with the Stimulate and Generate phase, where they are immersed in the text driver through engaging speaking and listening activities and rich vocabulary exploration. During the Capture, Sift and Sort phase, children build and apply the grammar, punctuation and language skills needed for their writing outcome. They then plan, draft, edit and improve their work, writing with a clear audience and purpose in mind. Throughout the year, children develop their ability to make purposeful language and structural choices, evaluate the effectiveness of their writing and refine their work to achieve the desired impact on the reader.

