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|  |  |  |  |  |
| Highly-engaging | Building schemas | Retrieval practice | Expert modelling and exposition | Adaptive Teaching |

Writing LTP



Intent

MPA's writing curriculum has been carefully crafted to engender a love of writing and builds meticulously from early reading and writing lower down in the academy. We believe that at the heart of learning is to be confident, clear and creative communicators, both orally and through writing. The writing outcomes that are planned stem from core texts which link to the children's humanities learning, from visual literacy and from both culturally representative and classic texts. We ensure pupils are ready for the next stage of their schooling by strategically mapping core texts at key points in the primary phase. The ambitious curriculum ensures marriage of taught creative control and composition with structure and precision of developed writing skills. The academy follows a structured sequence to writing that allows children to become immersed into their outcome and theme, provides them with clear audience and context in which to write and ensures direct and precise teaching of grammar which builds to a long, detailed piece of writing.



Implementation

The Being a Writer approach supports teachers to sequence writing effectively, learning to 'plan backwards'. It teaches children to write for a range of purposes and audiences, is woven meticulously through their humanities learning so they can draw upon wider knowledge and teaches pupils the 'mechanics' of writing. Core texts have been mapped over the course of the primary phase and length of writing units vary from short units of a week, to longer units of 3-4 weeks with incidental writing opportunities mapped in. Cohesive and well-mapped CPD for staff ensures that teachers' understanding is developed over time. Oracy underpins the approach with varying ways of enhancing vocabulary and phrases with oral rehearsal of sentences and phrases. Star vocabulary is carefully mapped out for the writing unit to ensure pupils' language is being stretched at all junctures and working walls play a key feature in the application and scaffolding of writing. Writing skills from Being a Writer are explicitly taught so pupils can use these in their longer outcomes and therefore building the writing toolkit of the children over time. Spelling is taught using Read, Write, Inc spelling and handwriting is taught using DSH. Pen Licences are awarded when pupils' script is continuous cursive and awards are given during Celebration Assembly.



Impact

From Y2-Y6, pupils will have experienced a broad range of core texts which are diverse in theme, protagonist, context and author/illustrator. Pupils leave both Key Stage 1 and Key Stage 2 ready for the next phase of their schooling career with well-embedded writing skills. Children are confident and clear communicators and are familiar with the application of key writing skills. They can write for a range of purposes and audiences and understand the application of key grammatical terms. They draw upon their interests and what they have read to enhance their writing and understand the need to edit and redraft writing, using feedback for improvement from a range of sources. By Y6, children will have adopted their own continuous cursive style and can write at speed and at length, taking pride in their work and are celebrated in the Star of the Week award and Principal's Book Award.



Progression

Cohesive and progressive writing skills are the foundation to the Being a Writer approach. Progression in terminology, word construction, sentence construction and punctuation means that pupils' skills are developing across a unit of study, across a year and across the primary phase. Writing units build to a final writing outcome which allows for precise instructional modelling by the teacher so that pupils can progress well within a unit. There is progression in the theme and context of the core texts selected over the course of the Key Stages and classic authors are revisited multiple times. This means the children have the knowledge base ready for their Key Stage 3 curriculum.



Enrichment

The writing curriculum is enriched by having academy-wide texts which the whole school uses as stimuli for writing building a shared culture. There are multiple opportunities for a range of writing stimuli for the pupils using visual literacy which are mapped strategically across the primary phase. Core texts are selected to be both ambitious regarding the theme and language structures, but also represent the diverse pupil demographic at MPA. Children are to publish and perform their final pieces of writing in a variety of engaging and exciting ways to enhance the provision.



Writing LTP Year Group Map

| Year Group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------------|---|--|---|----------|----------|----------|
| EYFS | Early Writing LTP.pdf | | | | | |
| Year 1 | Early Writing LTP.pdf | | | | | |
| Year 2 | <ul style="list-style-type: none"> Narrative retellings Setting descriptions Trip recount Diary writing Non-Chronological Reports Shape poetry | <ul style="list-style-type: none"> Writing in role Post card writing Letter writing (advice) Narrative retelling Diary writing Film review Character description Instructional writing | <ul style="list-style-type: none"> Letter writing (persuasive) Report writing Trip recount Setting description New chapter of know story Diary writing Post card writing | | | |
| Year 3 | <ul style="list-style-type: none"> Narrative retelling Setting description Character description Non-chronological report Discission text | <ul style="list-style-type: none"> Setting description Diary writing Kennig Poetry Character description Newspaper report Narrative retelling Letter writing (complaint) Job application | <ul style="list-style-type: none"> Setting description Narrative retelling Script writing Fact file 1st person setting description Letter writing (persuasive) | | | |
| Year 4 | <ul style="list-style-type: none"> Narrative retelling Setting description Diary writing Narrative description Newspaper report Instructional writing Non-chronological report | <ul style="list-style-type: none"> Narrative retelling Character description Discussion text Poetry- Haiku and Cinquin | <ul style="list-style-type: none"> Speech writing Police report Narrative retelling Information text Letter writing (informative) Diary Setting description | | | |
| Year 5 | <ul style="list-style-type: none"> Narrative retelling Setting description Setting description Discussion text Eye-witness report First-person narrative Biography | <ul style="list-style-type: none"> Discussion text Setting description Internal monologue Narrative retelling Speech writing Diary writing Letter writing (persuasive) | <ul style="list-style-type: none"> Setting description Character description Narrative retelling Script writing Rhyming poetry Persuasive speech Letter writing (persuasive) | | | |
| Year 6 | <ul style="list-style-type: none"> Narrative retrlling Setting description Character description Diary writing Poetry- Free verse Biography Internal monologue Non-chronological report | <ul style="list-style-type: none"> Narrative retelling Horror writing Writing in role Newspaper reports (tabloid vs broadsheet) Biography | <ul style="list-style-type: none"> Setting description Narrative retelling Poetry – MORERAPS Monologue Balanced argument writing | | | |