

Highly-engaging

Building schemas






Retrieval practice

Expert modelling and exposition

Adaptive Teaching

Writing LTP



Intent	Implementation
<p>Mossbourne'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.</p> 	<p>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 teacher's 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.</p> 
Impact	
<p>From Y1-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 weekly Star Writer award.</p> 	
Progression	
<p>Cohesive and progressive writing skills are the foundation to the Being a Writer approach. Progression in terminology, word construction, sentence constructure 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. These skills begin in our EYFS and sequenced carefully to create effect and skilled writers by the time they reach the end of Key Stage 2.</p> 	
Enrichment	
<p>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 a Mossbourne. Children are to publish and perform their final pieces of writing in a variety of engaging and exciting ways to enhance the provision.</p> 	

Writing LTP Year Group Map



Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	See Early Reading and Early Writing LTP					
Year 1	<ul style="list-style-type: none">Ruby's Worry- A familiar storyRavi's Roar- A familiar storyBurglar Bill- A familiar storySix Dinner Sid- A familiar storyAlien's Love Underpants - A familiar storyThe Owl Who Was Afraid of the Dark- A familiar storyStickman- A familiar storyBilly and the Dragon - A familiar storyLost and Found x 2- A familiar story	<ul style="list-style-type: none">On the Way Home- A familiar storyHow to be a Viking- - A familiar storyAnna Hibiscus' Song - A familiar storyThe Invisible- A setting descriptionGeorge and the Dragon- A setting descriptionThe Squirrels Who Squabbled- A character descriptionThe Extraordinary Gardner- A 1st person narrative	<ul style="list-style-type: none">Gorilla-A past-tense narrative and a non-chronological reportWild- A setting descriptionNimesh The Adventurer - A familiar storyThe Runaway Pea- A diary entryPoetryGeography non-fictionGoldilocks and The Three Bears – A familiar story and a character description			
Year 2	<ul style="list-style-type: none">Flooded- Narrative retellingStorm Whale- Setting descriptionStorm Whale- Character description and story retellingFrog Prince and Ghanian Goldilocks- Traditional fairytalesQueen Victoria's Bathing Machine- Diary writingPaddington- Film reviewShu-Lin- InstructionsShu-Lin- Letter writing (advice)	<ul style="list-style-type: none">Lost and Found- Diary writingLost and Found- PostcardsAnd Tango Makes Three- Non-chronological reportsAnd Tango Makes Three- Diary entryThe Great Fire of London- Setting descriptionThe Great Fire of London- Recounting a tripThe Great Fire of London- Poetry (shape)	<ul style="list-style-type: none">Katie in London- Letter writing (persuasive)Katie in London- Trip recountSnail and the Whale- Character descriptionSnail and the Whale- PostcardSnail and the Whale- Narrative retellingPattan's Pumpkin- Narrative retellingPattan's Pumpkin- InstructionsBeauty and the Beast- Retelling fairytales			
Year 3	<ul style="list-style-type: none">Perfectly Norman- Narrative retellingFrankenstein- Setting descriptionFrankenstein- Character descriptionFrankenstein- Narrative retellingSon of the Circus- Non-chronological reportA Christman Carol- Character descriptionA Christman Carol- Setting descriptionA Christman Carol- Narrative retellingCharles Dickens- Biography	<ul style="list-style-type: none">The Fantastic Flying Books of Mr Morris Lessmore- Setting description and diary writingArthur and the Golden Rope- Character descriptionArthur and the Golden Rope- Newspaper reportSea and Sky- Setting descriptionBeowulf- Letter writing (complaint)Beowulf- Character descriptionBeowulf- Poetry (Kenning)	<ul style="list-style-type: none">The Great Kapok Tree- Setting descriptionThe Great Kapok Tree- Narrative retellingRio- Film reviewRio- Script for sports commentaryTin Forest- Non-chronological reportTin Forest- Letter writing (persuasive)Rumble in the Jungle- Poetry (rhyming)			

Writing LTP

Year Group Map



Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	<ul style="list-style-type: none"> Wisp- Narrative retelling Cinderella of the Nile- Setting description Marcy and the Riddle of the Sphinx- Informal letter Marcy and the Riddle of the Sphinx- Narrative retelling Marcy and the Riddle of the Sphinx- Setting description Egyptian Gods- Non-chronological report Dummy's Guide to the Underworld- Instructional writing Story of Tutankhamun- Diary entries Story of Tutankhamun- Newspaper report 		<ul style="list-style-type: none"> Journey to the Centre of the Earth- Narrative retelling Journey to the Centre of the Earth- Narrative retelling- Letter writing (formal) Journey to the Centre of the Earth- Narrative retelling- Non-chronological report Mythologica- Character description The Odyssey- Discussion text The Odyssey- Character description The Odyssey- Narrative retelling 		<ul style="list-style-type: none"> Romeo and Juliet- Speech writing Romeo and Juliet- Police report Romeo and Juliet- Narrative retelling London Underground- Non-chronological report Coming to England- Letter writing (informative) Coming to England- Diary Ruckus- Police report 	
Year 5	<ul style="list-style-type: none"> The Real Story of the Three Little Pigs- Narrative retelling Escape from Pompei- Setting description Escape from Pompei- Diary writing Gladius- Non-chronological report Gladius- Setting description Julius Caesar- Eye-witness report Julius Caesar-Discussion Empire's End- 3rd person narrative Boudicca- Biography 		<ul style="list-style-type: none"> Everest- Discussion text The Highwayman- Setting description The Highwayman- Internal monologue The Highwayman- Narrative retelling Derby Day- Setting description Derby Day- Eye witness account The Suffragettes- Balanced argument The Suffragettes- Persuasive speech 		<ul style="list-style-type: none"> Skysong- Setting description Skysong- Character description Skysong- Narrative retelling Skysong- Poetry Skysong- Non-chronological report Climate Change- Persuasive text Lost and Found- Diary entries Lost and Found- Letter writing (formal and informal) 	
Year 6	<ul style="list-style-type: none"> The Journey- Narrative retelling Skyward- Setting description Skyward- Diary entry (pilot log) Anne Frank- Biography Anne Frank- Informal letters German in the Woods- Narrative Flashback German in the Woods- Diary entries Once- Diary entries Once- Formal letter Once- Setting description Once- Narrative retelling 		<ul style="list-style-type: none"> Alma- Horror narrative Alma- Police reports The Island- Diary entries (different perspectives) The Island- Discussion text The Island- Narrative retelling Charles Darwin- Biography Charles Darwin- Persuasive Letter 		<ul style="list-style-type: none"> Macbeth- Setting description Macbeth- Informal letters Macbeth- Narrative retelling Macbeth- Poetry (blackout) Macbeth- Persuasive letter Gentrification- Balanced argument writing 	