



Writing LTP



Intent

Mossbourne's writing curriculum engenders a love of writing and builds meticulously from Early Reading and Writing. 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 our 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 education by strategically mapping core texts at key points in the primary phase. The ambitious curriculum combines creative control and composition with structure and precision of developed writing skills. The academy follows a structured sequence that immerses children into the theme, provides them with a 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 through their humanities learning so they can draw upon wider knowledge and teaches pupils the 'mechanics' of writing. Core texts have been mapped and the 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 CPD for staff ensures that teacher's understanding is developed over time. Oracy underpins the approach with varying ways of enhancing vocabulary with oral rehearsal of sentences and phrases. 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 pieces and therefore building the writing toolkit of the children over time. Spelling is taught using Read, Write, Inc spelling and handwriting is taught using Daily Supported Handwriting. Pen Licences are awarded when pupils' script is continuous cursive.



Impact

From Y1-Y6, pupils experience 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 with well-embedded writing skills. Children are confident and clear communicators and are familiar with the application of key 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 adopt 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.



Progression

Cohesive and progressive writing skills are the foundation to the 'Being a Writer' approach. Progression in terminology, word construction, sentence construction, punctuation and text cohesion 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 are sequenced carefully to create effective and skilled writers by the time they reach the end of Key Stage 2.



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 Mossbourne. Children publish and perform their final pieces of writing in a variety of engaging and exciting ways to enhance the provision. Writing is displayed around the academy to showcase the pupils' efforts and celebrate writing attitudes.



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 story • Ravi's Roar- A familiar story • Burglar Bill- A familiar story • Six Dinner Sid- A familiar story • Alien's Love Underpants - A familiar story • The Owl Who Was Afraid of the Dark- A familiar story • Stickman- A familiar story • Billy and the Dragon - A familiar story • Lost and Found x 2- A familiar story 		<ul style="list-style-type: none"> • On the Way Home- A familiar story • How to be a Viking- - A familiar story • Anna Hibiscus' Song - A familiar story • The Invisible- A setting description • George and the Dragon- A setting description • The Squirrels Who Squabbled- A character description • The Extraordinary Gardner- A 1st person narrative 		<ul style="list-style-type: none"> • Gorilla-A past-tense narrative and a non-chronological report • Wild- A setting description • Nimesh The Adventurer - A familiar story • The Runaway Pea- A diary entry • Poetry • Geography non-fiction • Goldilocks and The Three Bears – A familiar story and a character description 		
Year 2	<ul style="list-style-type: none"> • Flooded- Narrative retelling • Storm Whale- Setting description • Storm Whale- Character description and story retelling • Frog Prince and Ghanian Goldilocks- Traditional fairytales • Queen Victoria's Bathing Machine- Diary writing • Paddington- Film review • Shu-Lin- Instructions • Shu-Lin- Letter writing (advice) 		<ul style="list-style-type: none"> • Lost and Found- Diary writing • Lost and Found- Postcards • And Tango Makes Three- Non-chronological reports • And Tango Makes Three- Diary entry • The Great Fire of London- Setting description • The Great Fire of London- Recounting a trip • The Great Fire of London- Poetry (shape) 		<ul style="list-style-type: none"> • Katie in London- Letter writing (persuasive) • Katie in London- Trip recount • Snail and the Whale- Character description • Snail and the Whale- Postcard • Snail and the Whale- Narrative retelling • Pattan's Pumpkin- Narrative retelling • Pattan's Pumpkin- Instructions • Beauty and the Beast- Retelling fairytales 		
Year 3	<ul style="list-style-type: none"> • Perfectly Norman- Narrative retelling • Frankenstein- Setting description • Frankenstein- Character description • Frankenstein- Narrative retelling • Son of the Circus- Non-chronological report • A Christman Carol- Character description • A Christman Carol- Setting description • A Christman Carol- Narrative retelling • Charles Dickens- Biography 		<ul style="list-style-type: none"> • The Fantastic Flying Books of Mr Morris Lessmore- Setting description and diary writing • Arthur and the Golden Rope- Character description • Arthur and the Golden Rope- Newspaper report • Sea and Sky- Setting description • Beowulf- Letter writing (complaint) • Beowulf- Character description • Beowulf- Poetry (Kenning) 		<ul style="list-style-type: none"> • The Great Kapok Tree- Setting description • The Great Kapok Tree- Narrative retelling • Rio- Film review • Rio- Script for sports commentary • Tin Forest- Non-chronological report • Tin Forest- Letter writing (persuasive) • Rumble in the Jungle- Poetry (rhyming) 		

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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 Underwork- 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 	