

Writing at Booth Wood Academy

Writing: Curriculum

At Booth Wood Academy, we intend for our pupils to leave Year 6 as independent, confident and fluent writers who not only value the process of writing and the pre-eminent role it plays in wider society, but also have the automaticity, understanding and the writerly skills, in both transcription and composition, necessary to succeed in secondary school and beyond. Our intention is to provide a high-quality, inclusive and inspiring education in English to promote the highest standards of language and literacy by equipping children with a strong command of the spoken and written word and to develop their love of literature. Through exposure to our high-quality writing curriculum, pupils develop culturally, emotionally, intellectually, socially and spiritually and gain knowledge and understanding of wide variety of genres, plots structures, text types, linguistic conventions and comprehension foci. Ultimately, we aim for the curriculum to foster authorship and a genuine desire to write in pupils, which allows them to be creative and express their ideas, opinions and emotions to others through writing in a range of contexts for different purposes and audiences.

At the End of Foundation

Pupils will be able to give meaning to marks they make as they draw, write and paint and begin to break the flow of speech into words.

They will be able to hear and say the initial sound in words. They will use some clearly identifiable letters to communicate meaning, represent some sounds correctly and in sequence.

Pupils will also write their own name and other things such as labels and captions and in addition, write short sentences in meaningful contexts which can be read by themselves and others. Some of these words will be spelt correctly and others will be phonetically plausible.

At the End of Key Stage 1

Pupils will be able to write simple narratives, personal experiences and real events effectively and coherently, for different audiences and purposes.

They will draw upon their reading for vocabulary. They will demarcate sentences mostly correctly using appropriate, simple, punctuation. They will also be able to join clauses using conjunctions for co-ordination or subordination.

Pupils will be able to represent spoken words through graphemes, spelling many of these words correctly and making phonetically plausible attempts at others. Many common exception words will be correctly spelled, and form letters of the correct size and orientation.

At the End of Key Stage 2

Pupils will demonstrate good awareness of the reader and write effectively for a range of purposes and audiences, selecting appropriate language and register.

They will describe setting, character and atmosphere and use dialogue for characterise and advance action. Vocabulary and grammar will be selected to reflect the requirements of the writing and writing will be cohesive, with correct verb tenses.

They will be able to use the range of KS2 punctuation. They will also be able to correctly spell words from the Year 3 and 4 spelling list and most words from the Year 5 and 6 spelling list. Pupils will maintain legibility in joined handwriting.

Pedagogical Practice

- In lessons, the content delivered is coherently sequenced into three core stages (the three Is) to ensure that learning is progressive. Teaching is underpinned by methodical, coherent, curriculum design and supported by carefully crafted lessons to develop and secure children's understanding of grammatical and features in the context of different text types.
- Talk for Writing is an inclusive approach to the teaching of writing. The model texts shared are aspirational and challenging. **Work is not differentiated by task.** Effective scaffolds and extensions (based on the needs of individual learners) are essential in lessons to ensure that all learners access the content of lessons.
- Vocabulary is systematically built across the curriculum. Teachers explicitly and deliberately teach pre-selected vocabulary.
- Activating prior knowledge ensures the accessibility of a schema (how quickly it comes to mind) influences the attention we can give to new information. Readers and listeners are more likely to notice things that fit into an existing schema.
- Systemic retrieval practice ensures that all pupils retain new learning (see the Typical Forgetting Curve for Newly Learnt Information). Frequent quizzing supports memory and inclusion.
- Pupils have opportunity for guided practice throughout the teacher directed part of the lesson. Practice is chunked into small steps to ensure success and readiness for independent tasks. In each lesson, pupils have the opportunity for independent practice.
- Teachers making effective use of flipcharts, whiteboards and visualisers to model concepts to children using carefully designed teaching slides. Explicit teacher modelling of strategies and procedures through worked examples, with the teacher 'thinking out loud', forms an essential scaffold for pupil learning.
- Key questions are used throughout lessons to support development of understanding. Teachers regularly use precise questioning to assess pupils regularly to identify those requiring intervention or challenge so that all pupils reach their full potential.

Assessment

All evidence of the pupils learning will be recorded in their writing books and cross-curricular writing found in curriculum books. Writing will be assessed using:

- ✓ Diagnostic tasks (the cold writes) are completed in advance of the start of the unit. These pieces of independent writing are used as an opportunity to identify whole class, group and individual areas for development. These identified areas should then inform planning for the unit ahead.
- ✓ The independent hot task which is completed by pupils at the end of each unit- teachers must use this to assess the impact of the teaching
- ✓ Cross-curricular writing which will reflect the writing skills secured and independently applied by pupils across other curriculum subjects
- ✓ Whole school and cluster writing moderation led by teachers in school
- ✓ Year 2 and Year 6, National TAF (teacher framework) and exemplification documents are used as a reference during the in-school moderation of these specific year groups
- ✓ Year group specific Trust TAFs (teacher frameworks) for the working towards, expected standard and greater depth standard of writing, which was created to support teachers with the accurate assessment of writing
- ✓ Quality Assurance of writing is completed by the writing lead alongside class teachers during KPI (key performance indicator) data entries

Cultural Capital

Enrichment, extra-curricular opportunities are an essential part of the Writing Curriculum which provides pupils with extended time to focus and deepen their learning.

We use a multi-faceted approach to enrichment within writing which includes afterschool clubs linked to writing, external trips linked to writers and literature, poetry recitals, participation in the Shakespeare for Schools Festival and inspirational visits to local libraries.

Continuing Professional Development

We develop strong subject knowledge amongst all staff which is achieved through: high quality planning and resources – created by expert teachers; instructional coaching to improve practice, which is rooted in research-based practice, and team teaching with teachers to refine practice; rapid induction of new staff and ECTs through planning and T4W training, provided by Talk for Writing; a relentless drive on improving teachers' knowledge of authorial intent (toolkits) and grammatical terminology through weekly workshops; leadership development, with Talk for Writing and middle leadership programme and sharing and observing highly effective practice with visits to Talk for Writing training centres.

Achievement in Writing

Our approach to writing ensures that all pupils, including disadvantaged pupils, those with SEND, and those who face additional barriers, secure the foundational knowledge and skills they need to achieve well and to be fully prepared for the next stage of their education. Through a carefully sequenced curriculum rooted in Talk for Writing, pupils develop strong transcriptional accuracy, fluent oral composition, and the oracy skills that underpin high-quality written outcomes.

Pupils make strong progress from their varied starting points because the curriculum prioritises the essential components of writing: secure phonics knowledge, accurate and precise spelling, fluent handwriting, rich vocabulary, and the ability to articulate ideas coherently before writing. Oral rehearsal is embedded throughout every unit so that pupils know more, remember more and can do more. This ensures that pupils internalise language patterns, sentence structures and text organisation before applying them independently in writing.

As pupils move through the school, they build a deep and broad understanding of writing across a range of genres. They learn the knowledge and skills required for increasingly complex tasks, supported by explicit modelling, shared writing, and opportunities for deliberate practice. Over time, pupils produce writing that reflects the breadth and depth of their learning, demonstrating secure transcriptional accuracy and growing sophistication in composition.

For pupils who may fall behind, including those with SEND or those known to social care, targeted support and precise intervention ensure they keep up with the curriculum. These pupils are closely monitored through ongoing assessment, and teaching is adapted to ensure they continue to make meaningful progress.

By the end of key stage 2, pupils achieve well in writing. They demonstrate the secure foundational knowledge needed to access the wider curriculum and to succeed in national assessments. They leave our school as confident, articulate communicators who can express themselves clearly in speech and writing, fully prepared for the demands of secondary education.

Writing Curriculum Overview

	Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Additional Unit
Reception	Mapping Traditional Stories	The Squeaky, Creaky School Cumulative Story Purpose: Writing to Entertain	Owl Babies Journey Story Purpose: Writing to Entertain	Farmer Duck Journey Story Purpose: Writing to Entertain	A Balloon for Grandad Journey Story Purpose: Writing to Entertain	Where the Wild Things Are Journey Story Purpose: Writing to Entertain	Lighthouse Keeper's Lunch Cumulative Tale Purpose: Writing to Entertain	The Magic Porridge Pot Cumulative Story Purpose: Writing to Entertain
Year 1		Pirate Tom Journey Story Purpose: Writing to Entertain	Trip to the Farm Recount Postcard Purpose: Writing to Inform	Rainbow Fish Journey Story Purpose: Writing to Entertain	Tree Giants Information Text Purpose: Writing to Inform	Jack and the Beanstalk Overcoming the Monster Purpose: Writing to Entertain	The Day the Crayons Quit Persuasion Purpose: Writing to Persuade	George and the Dragon Suspense Story Purpose: Writing to Entertain
Year 2		The Papaya that Spoke Journey Story Purpose: Writing to Entertain	Storm Unicorn Information Text Purpose: Writing to Inform	Traction Man Quest Story Purpose: Writing to Entertain	How to Trap a Dragon Instructional Text Purpose: Writing to Inform	Little Red Riding Hood Warning Story Purpose: Writing to Entertain	The Escape Recount Purpose: Writing to Inform	Alfie's Star Journey Story Purpose: Writing to Entertain
Year 3		Kassim and the Greedy Dragon Warning Story Purpose: Writing to Entertain	The Discovery Diary Diary – Recount Purpose: Writing to Inform	Mr Big Transformational Tale Purpose: Writing to Entertain	Encyclopaedia of Extraordinary Creatures Information Text Purpose: Writing to Inform	Midas Journey Story Purpose: Writing to Entertain	Teacher Pleaser Machine Explanation Text Purpose: Writing to Inform	Manor House Journey Story Purpose: Writing to Entertain
Year 4		Adventure of Sandy Cove Journey Tale Purpose: Writing to Entertain	How to Walk through a Forest Instructional Text Purpose: Writing to Inform	Elf Road Portal Story Purpose: Writing to Entertain	Why do Aliens Travel in a Spaceship? Explanation Text Purpose: Writing to Inform	The Canal Warning Story Purpose: Writing to Entertain	Trip Advisor Persuasive Text Purpose: Writing to Persuade	Zelda Claw and the Rain Cat Overcoming the Monster Purpose: Writing to Entertain
Year 5		Ice Forest Journey Tale Purpose: Writing to Entertain	Should Animals be Kept in Captivity? Discursive Text Purpose: Writing to Discuss	The Labyrinth Portal Story Purpose: Writing to Entertain	Survival Guide Instructional Text Purpose: Writing to Inform	Beowulf Overcoming the Monster Purpose: Writing to Entertain	Biography of a Dragonologist Biography Recount Purpose: Writing to Inform	Safia and the Captain Warning Story Purpose: Writing to Entertain
Year 6		The Roar Journey Story Purpose: Writing to Entertain	The Mountain Troll Information Text Purpose: Writing to Inform	Little Vixen Street Meeting Story Purpose: Writing to Entertain	The Highwayman Diary Recount Purpose: Writing to Inform	The Catch Wishing Story Purpose: Writing to Entertain	Should Gold.E.Locks Be Gaoled? Discursive Text Purpose: Writing to Discuss	Clock Close Flashback Purpose: Writing to Entertain